UNIVERSITY OF OREGON

NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: a discussion with university Rhodes scholar finalists, a report from the Provost; an overview of the UO College of Education; a report on artificial intelligence and teaching; an overview of student mental health initiatives; a review of the program approval process; and the review of a new program in educational leadership.

The meeting will occur as follows:

Monday, December 4 at 1:00 p.m. Pacific Time
Ford Alumni Center, Giustina Ballroom

The meeting will be webcast, with a link available at https://trustees.uoregon.edu/meetings.

Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing trustees@uoregon.edu. Please specify the sign language preference.

Board of Trustees | Academic and Student Affairs Committee
Public Meeting | December 4 | 1:00 p.m.
Ford Alumni Center| Eugene Campus

Convene
- Call to order, roll call

1. **Rhodes Scholar Finalists Discussion.** Nayantara Arora; Colleen Uzoekwe; Lucy Roberts.

2. **Provost's Report.** Janet Woodruff-Borden, Acting Provost and Executive Vice President.

3. **School/College in Focus: College of Education.** Laura Lee McIntyre, Dean, College of Education; Kent McIntosh, Professor of Special Education.

4. **Artificial Intelligence and the Classroom.** Lee Rumbarger, Associate Vice Provost for Teaching Engagement; Ramon Alvorado, Assistant Professor of Philosophy and Data Science; Rebekah Hanley, Clinical Professor of Law; Jason Schreiner, Associate Director, UO Teaching Engagement Program.

5. **Student Mental Health Initiatives.** Debra Beck, Associate Vice President and Executive Director of University Health Services.

6. **Program Approval Overview.** Janet Woodruff-Borden, Acting Provost and Executive Vice President; Ron Bramhall, Associate Vice Provost for Academic Affairs; Austin Hocker, Assistant Vice Provost for Data and Decision Support.

7. **Program Approval: Education Specialist Degree.** Sylvia Thompson, Associate Dean for Academic Affairs, College of Education; Julie Alonzo, Research Associate Professor; Krista Parent, Deputy Executive Director for the Coalition of Oregon School Administrators.

Meeting Adjourns

Agenda Item #1

Rhodes Scholar Finalists Discussion

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

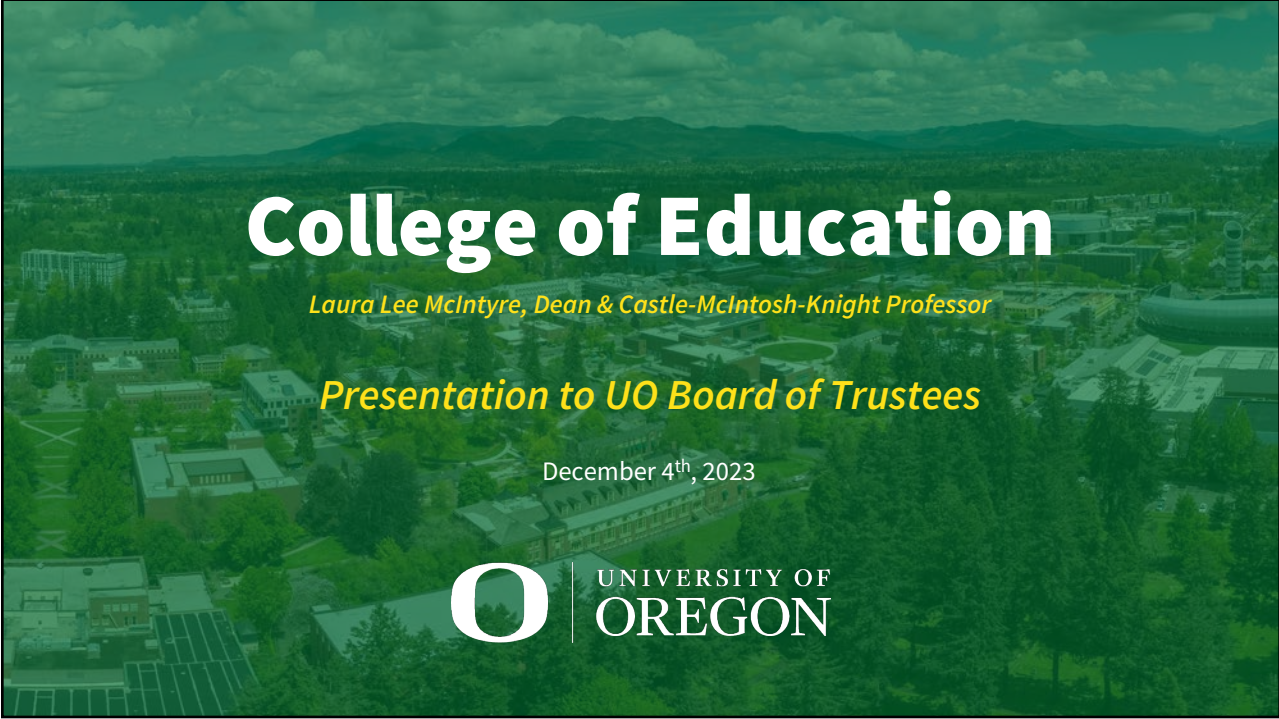*PAGE LEFT BLANK INTENTIONALLY*

Agenda Item #2

Provost's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

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Agenda Item #3

College of Education Overview

College of Education

Laura Lee McIntyre, Dean & Castle-McIntosh-Knight Professor

Presentation to UO Board of Trustees

December 4th, 2023

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1

College of Education
Where *research drives change*.

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2

Our Mission

The College of Education at the University of Oregon is a community of leading researchers and practitioners dedicated to transformational scholarship, integrated teaching, and collaborative practice designed to enhance individual lives and systems within a culture that values diversity and promotes respect and inclusion.

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3

COE is the **highest-ranked** academic unit at UO, due largely to a decades-long record of national and international research.
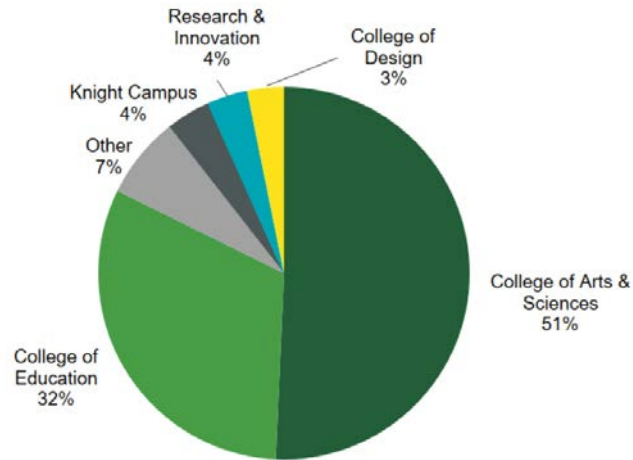
Our research culture is unique and highly influential because we have a long tradition of translating research into effective models, methods, and measures that improve lives.

- At present we have 43 commercial education products on the market.

- Over 27,000 schools use the COE's PBIS intervention and support applications.

- 1 in 10 U.S. students use a COE product.

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4

UO Research Awards 2022

Research &
Innovation
4%

College of
Design
3%

Knight Campus
4%

Other
7%

College of Arts &
Sciences
51%

College of
Education
32%

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5

Our Current Priorities

- **Climate, Diversity, Equity, and Inclusion:** Working with faculty, staff, and students to generate an authentic sense of belonging in each individual's experience in the COE.

- **Research and Academic Excellence:** Reinvigoration and the articulation of the role of research and innovation in our college's academic excellence.

- **Community Partnerships:** Investing and strengthening partnerships and generating reciprocal relationships.

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6

College of Education at a Glance

By the Numbers

293 faculty (48 TTF)

156 staff

1267 students

47 pro-tem faculty

16 Academic Programs

3 UG programs

13 graduate programs

11 Research & Outreach Units

Focus areas:

Prevention science

Special education

STEM education

Literacy, math

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7

Who we train

- Teachers
  - Teachers with Indigenous awareness and training
  - Teachers of English as a second language
  - General education teachers
  - Special education teachers
- K-12 administrators
- School psychologists
- Counseling psychologists
- Couple and family therapists
- Speech language pathologists
- Prevention scientists
- Education methodologists and statisticians
- Educational policy-makers in state and federal agencies and NGOs

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8

HEDCO Institute for Evidence-Based Educational Practice

- Strengthening connections between research and practice in K-12 education

- Using the latest tools and methods to conduct rigorous evidence syntheses that meet the rapid decision-making needs of education leaders, the HEDCO Institute translates the findings from existing research, providing education leaders with trustworthy information to support the implementation of evidence-based practices, and promoting healthy students and schools.

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9

HEDCO Clinic

The HEDCO Clinic is a state-of-the-art university training facility that serves Eugene, Springfield, and the broader Oregon community across all ages and a variety of needs.

- Speech, Language, and Hearing
- Center for Healthy Relationships
- Comprehensive Diagnostic Assessment
- Child and Family Center
- Counseling Psychology
- Sibling Support

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Current Themes in Education, Teacher Preparation, and Human Services

K-12 Funding	Teacher Staffing	Workforce Development for HS students	Early Learning	Academic Supports
Physical and Mental Health	Postsecondary Affordability	Literacy Education	Lingering Effects of COVID	Technology and Safety
	Full Day Schooling for Students with Disabilities	Crisis Response	Cultural Competence and Responsiveness	Disaster preparedness

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Discussion of COE Alignment with Key State/National Issues

UO COE Alignment with Current Issues

- Literacy and math education
- Lingering COVID effects
- Early learning
- Technology and online student safety
- Workforce shortages
- Mental health of teachers and students
- Cultural competence
- School to prison pipeline

Key Areas for Continued Investment

- Early literacy
- Teacher preparation
- Workforce development – diversifying professionals
- Mental health and behavioral health
- Prevention science and implementation
- Portland expansion and Ballmer Institute collaboration

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12

12

13

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U.S. Schools Using PBIS

August 2023

27,525

3

4

Statistically Significant Outcomes of PBIS

https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice

Reduced

Use of exclusionary discipline
(Bradshaw et al., 2010, 2021; Elrod et al., 2022; Flannery et al., 2014; Freeman et al., 2015; Gage et al., 2018; Grasley-Boy et al., 2022; Horner et al., 2005; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)
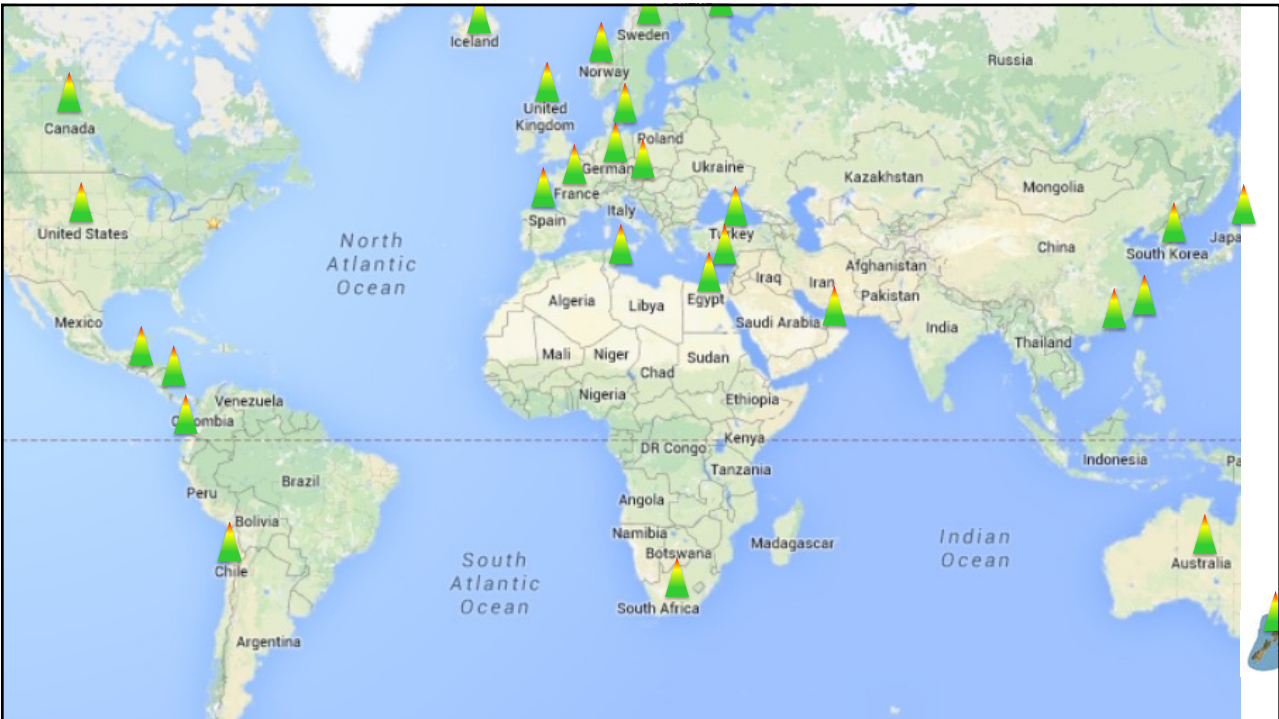
Racial inequities in discipline
(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)

Bullying and exclusion
(Waasdorp et al., 2012)

Teacher burnout and stress
(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross et al., 2012)

Improved

Prosocial behavior
(Metzler, Biglan, Rusby, & Sprague, 2001; Nelson et al., 2002)

Emotional regulation
(Bradshaw et al., 2012)

Academic achievement
(Angus & Nelson, 2021; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

Teacher-student relationships
(Condliffe et al., 2022)

School climate and school safety
(Elrod et al., 2022; Horner et al., 2009; Kubiszewski et al., 2023; McIntosh et al., 2021)

Organizational health
(Bradshaw et al., 2008)

UNIVERSITY OF OREGON | College of Education

5

Disproportionality in School Discipline

ReACT

Out of School Suspension Risk Index
2017-18 US Schools (n = 97,632)
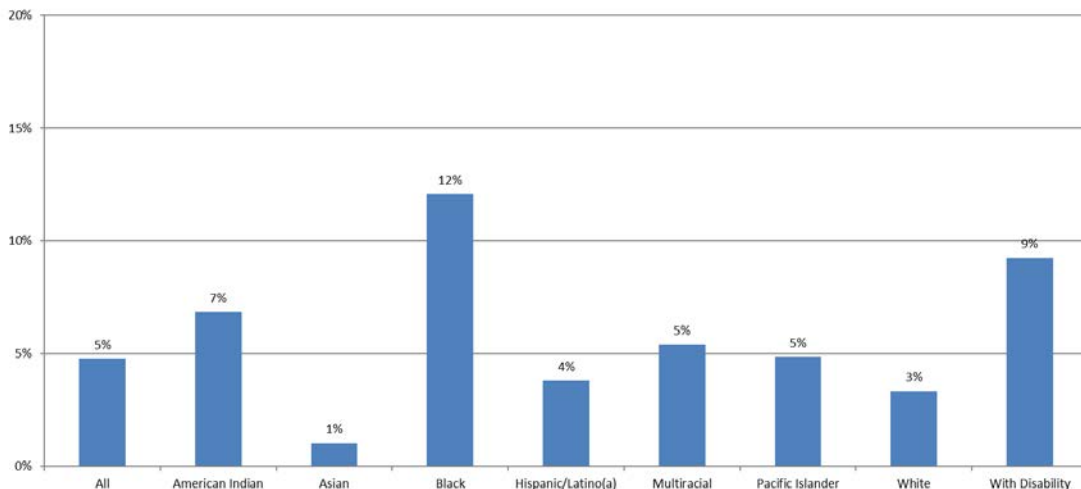
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What is ReACT?

- A schoolwide intervention that works as **part of PBIS** to use school discipline data to:
  - ☐ Identify which student groups PBIS is currently working and not working for
  - ☐ Implement the specific strategies that are most likely to make PBIS work for every student group

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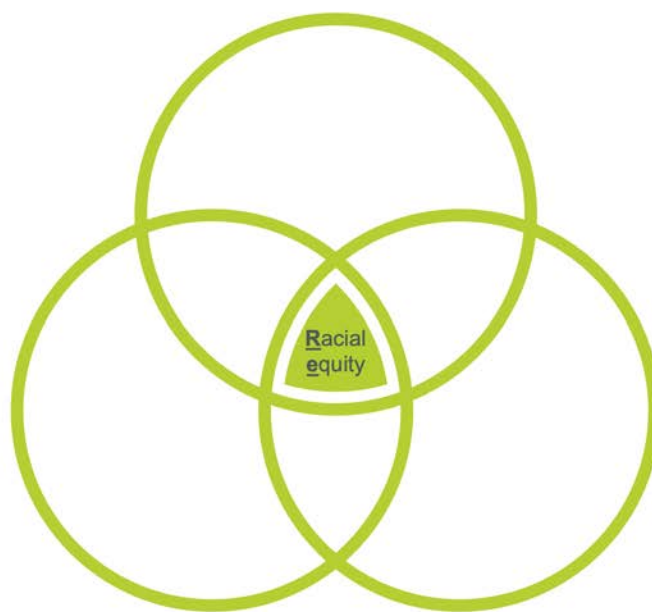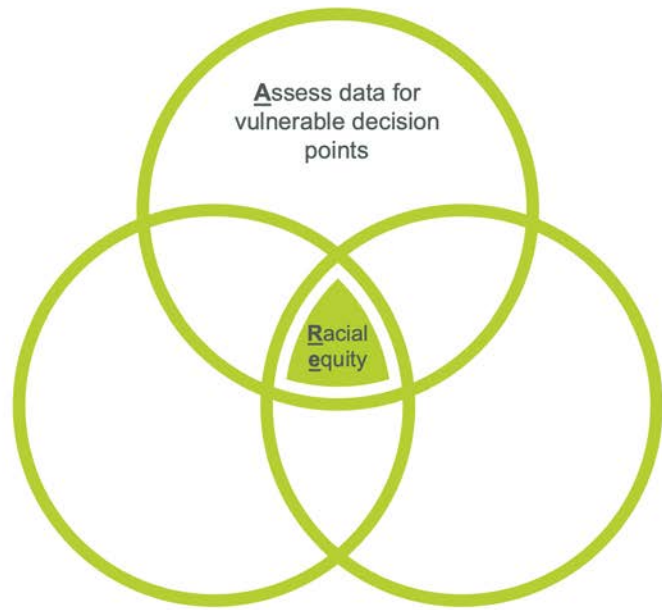
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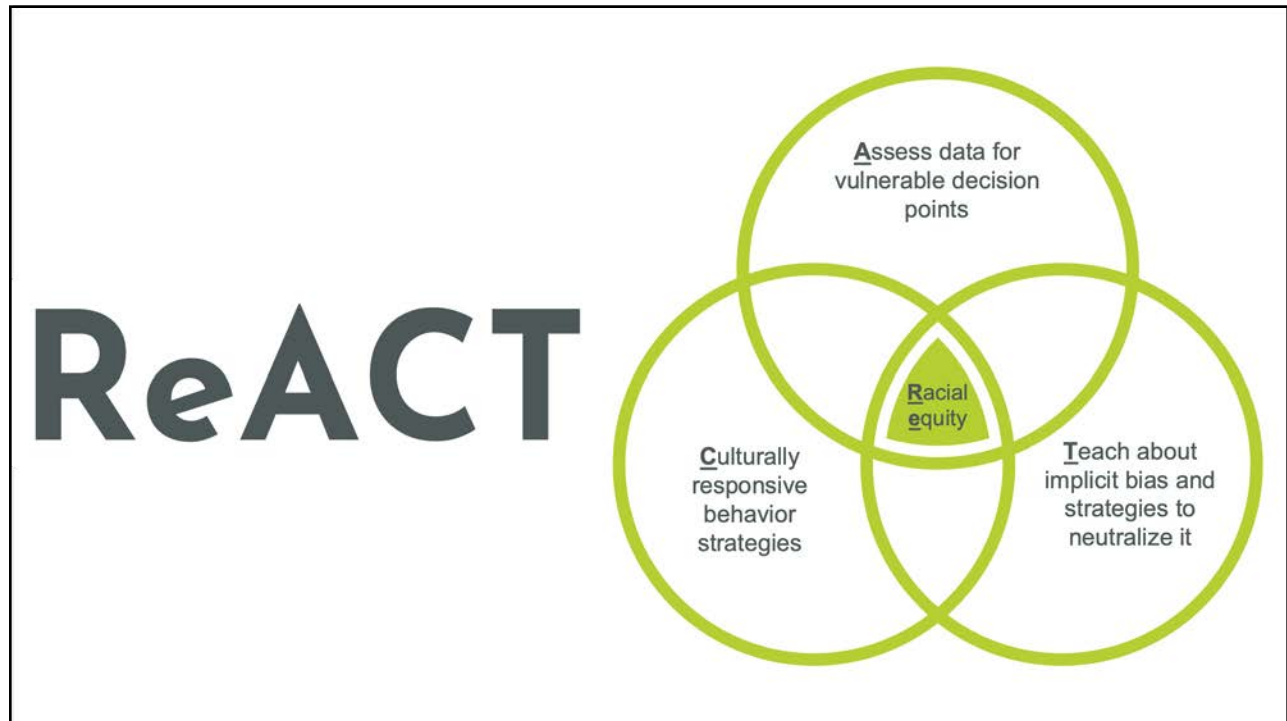
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Does **ReACT** work?

- Perceived as effective and easy to implement by educators across the US
  (Bastable, Meng, Falcon, & McIntosh, 2023)
- Increases equity in student-teacher interactions
  (Gion, McIntosh, & Falcon, 2022)
- Increases equity in school discipline
  (McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b)

12

ReACT Randomized Controlled Trial
(McIntosh et al., 2021)

ODR Risk Index: Black Students

Treatment (Baseline Year): 32%
Waitlist (Baseline Year): 27%

Legend: ■ Treatment ■ Waitlist
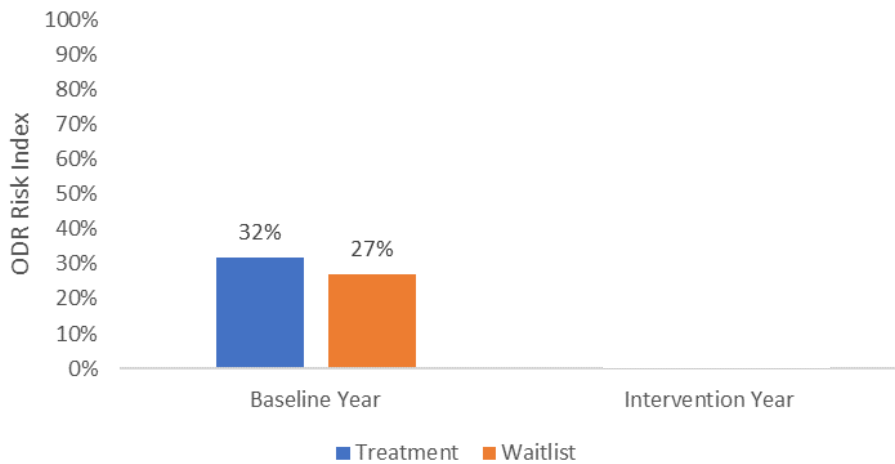
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ReACT Randomized Controlled Trial
(McIntosh et al., 2021)

ODR Risk Index: Non-Black Students

Treatment (Baseline Year): 9%
Waitlist (Baseline Year): 11%

Legend: ■ Treatment ■ Waitlist
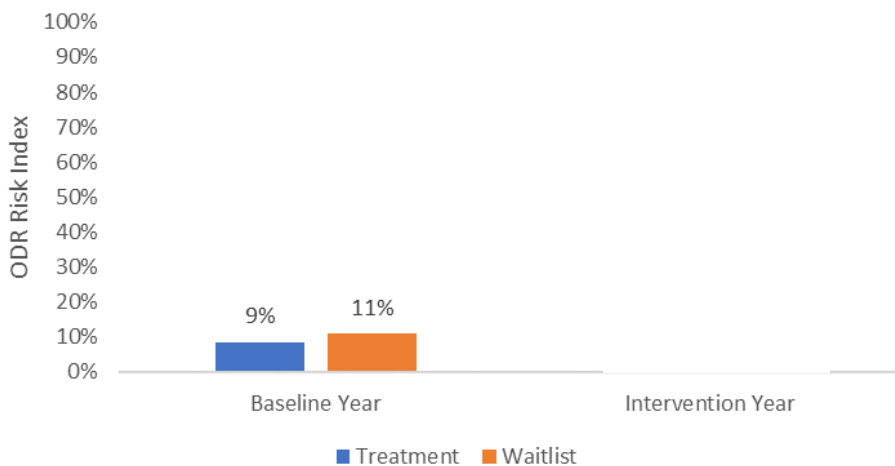
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Next Steps

- *ReACT Initial Efficacy*
  - ☐ 5-year project, with 34 MI elementary schools randomly assigned to get ReACT in one of two years
  - ☐ Funded by the Department of Education's Institute of Education Sciences (IES)
- *Aim*
  - ☐ Test the effects of ReACT on racial equity in:
    - School discipline
    - Student achievement
    - School climate

15

Contact Information

- Kent McIntosh

  Special Education Program

  University of Oregon

  kentm@uoregon.edu

  @_kentmc

  Support for this work:
  NCER (R305A230399)

Cannon Beach, Oregon
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Agenda Item #4

Artificial Intelligence in the Classroom

Teaching and Generative Artificial Intelligence

Ramón Alvarado, Assistant Professor of Philosophy & Data Science
Rebekah Hanley, Clinical Professor of Law
Lee Rumbarger, Associate Vice Provost for Teaching Engagement

Jason Schreiner, Associate Director, UO Teaching Engagement Program

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1

THE CHRONICLE OF HIGHER EDUCATION

I'm a Student. You Have No Idea How Much We're Using ChatGPT.

No professor or software could ever pick up on it.

OFFICE OF Educational Technology
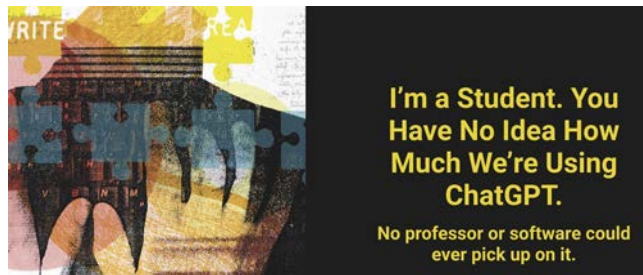
Artificial Intelligence and the Future of Teaching and Learning

Insights and Recommendations

May 2023

The New York Times

Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach

With the rise of the popular new chatbot ChatGPT, colleges are restructuring some courses and taking preventive measures.

2

3

Teaching and Artificial Intelligence Systems: Insights and Strategies

Thursday, May 11, 2023 1-2:30pm

Teaching and GenAI: A Discussion for Faculty & GE Instructors

Thursday, November 16, 2023 11am-12:30pm

4

"I'm experimenting with a 'turning point' writing assignment every two weeks that encourages meta-cognition and rewards paying attention to class discussions and reflecting on one's personal experience."

KATE MONDLOCH

Professor of Art History, College of Design & Clark Honors College

5

"As I was redesigning our introductory philosophy course, I wanted to respond to concerns about the role of AI for students writing essays. I decided to use oral exams to replace essays. The exams not only provide a different way for students to work with philosophical materials, but it also gives each student in a 300-student class a chance to talk about philosophy one-on-one with a GE who knows the discipline to answer questions and to ask them. This is, after all, what philosophy is all about."

SCOTT PRATT

Professor of Philosophy

6

RAMÓN ALVARADO

Assistant Professor

Expert in data ethics, epistemology and philosphy of artificial intelligence.

7

We've been worried about technology for a long time!

Writing (2000-5000 years)

Books (1000 years)

The press (300 years)

Internet (30 years)

Search Engines (20 years)

Deep Neural Networks (10 years)

8

What exactly is AI?

I usually like to point to a tiny <u>footnote</u> from the late 60's from one of the pioneers of AI (Herbert Simon):

> 2. I shall disclaim responsibility for this particular choice of terms. The phrase "artificial intelligence," which led me to it, was coined, I think, right on the Charles River, at MIT. Our own research group at Rand and Carnegie Mellon University have preferred phrases like "complex information processing" and "simulation of cognitive processes." But then we run into new terminological difficulties, for the dictionary also says that "to simulate" means "to assume or have the mere appearance or form of, without the reality; imitate; counterfeit; pretend." At any rate, "artificial intelligence" seems to be here to stay, and it may prove easier to cleanse the phrase than to dispense with it. In time it will become sufficiently idiomatic that it will no longer be the target of cheap rhetoric.

9

10

Task

Is this a Husky or a Wolf?

95% Wolf
5% Dog

(a) Husky classified as wolf   (b) Explanation
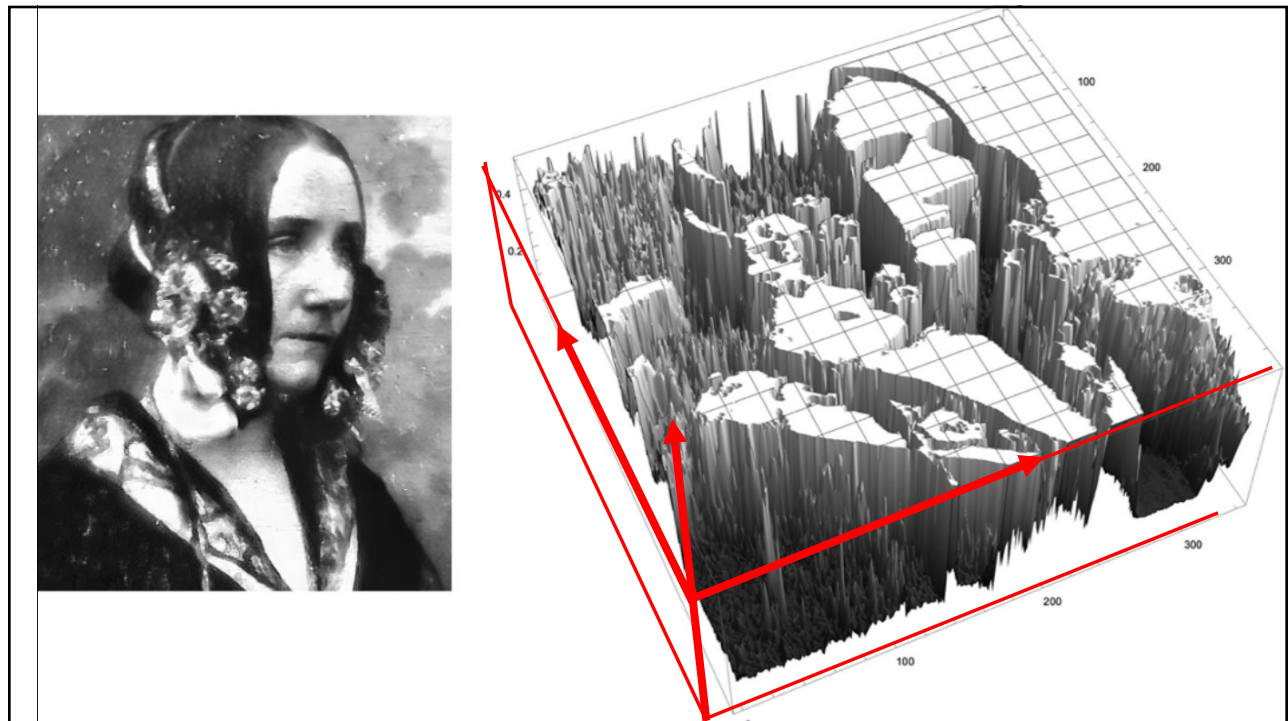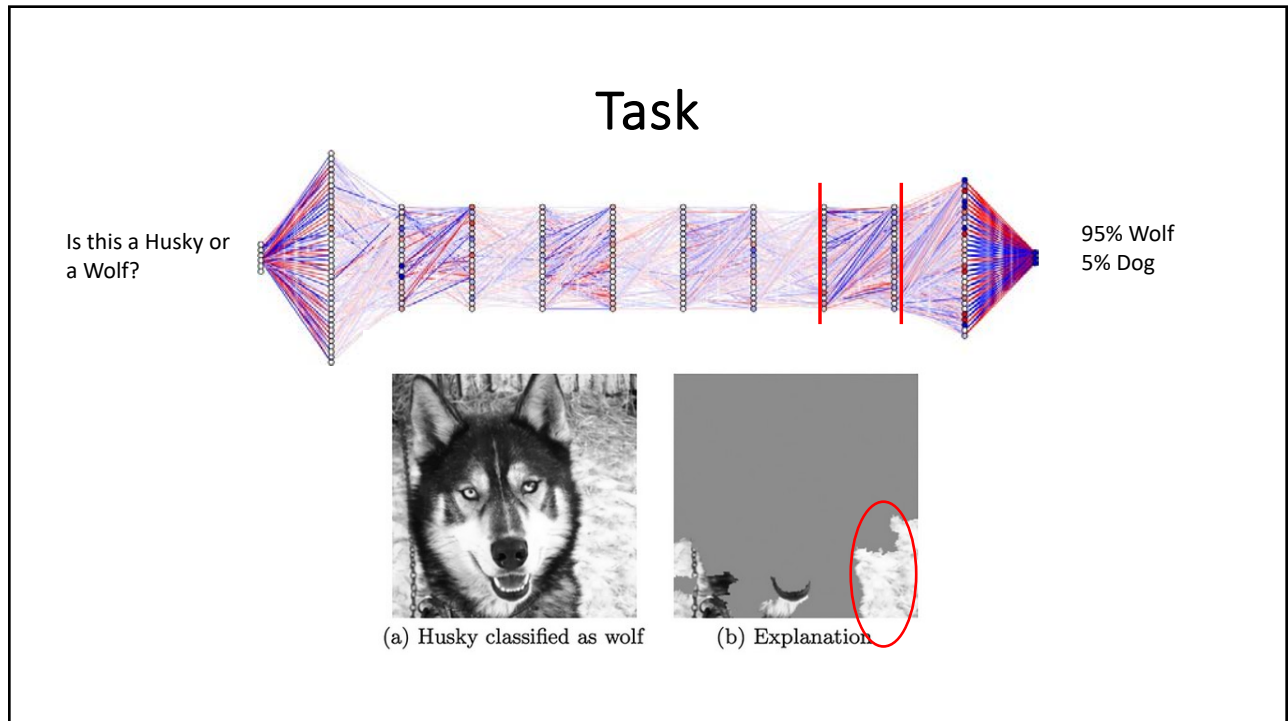
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REBEKAH HANLEY

Clinical Professor of Law

Expert in legal writing & how AI is re-shaping the teaching and practice of law.

13

14

Teaching and Generative Artificial Intelligence – Supplemental Reading

Ramón Alvarado, Assistant Professor of Philosophy & Data Science
Rebekah Hanley, Clinical Professor of Law
Lee Rumbarger, Associate Vice Provost for Teaching Engagement
Jason Schreiner, Associate Director, UO Teaching Engagement Program

In preparation for our December 4 presentation, we welcome you to click through the Teaching and Artificial Intelligence Resource Guide at the Teaching Support and Innovation website.

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Agenda Item #5

Student Mental Health Initiatives

University Health Services Mental Health Initiatives 2023

Debra Beck

Associate Vice President, SSEM and Executive Director, UHS

1

UHS Mission:

UHS Staff **collaborates** with each other and with the UO community to create an environment that meets people **as they are, where they are, and how they are**, and helps individual become their best selves.

2

University Health Services
Duck Health History Form
Self-Reported Mental Health Indicators

Mental Health Indicators	Number of answers per indicator		
	2020-2021	2021-2022	2022-2023
Anxiety	1,986	3,376	3,709
Bipolar Illness	83	133	148
Depression	1,413	2,419	2,692
Eating Disorder	293	506	609
Hospitalization for Psychiatric Disorder	105	178	203
Have not had a MH Issue	3,550	5,485	5,212
Other MH Issue	156	312	327
Panic Disorder	284	484	527
Personality Disorder	23	49	56
Schizophrenia	4	7	9
Substance Abuse (other than alcohol)	54	95	99
Suicide Attempt	168	219	255
Number of Unique Students	5,770	9,024	9,039

3

National Data

Oft-cited statistic in the US: **75%** of visits to Primary Care include mental health/behavioral health component

One study tracked 1,000 primary care patients over three years and found that **85%** of their most common complaints could not be traced to any organic etiology (Kroenke & Mangelsdorff, 1989).

According to the **American College Health Association:**
Around **70%** of college students have overwhelming anxiety
Around **40%** experienced moderate or severe psychological distress
25% had depression symptoms that affected their academic performance

4

Students Finding Their Way

Psychiatry Services and Counseling Services

Primary Care, Acute Care, and Sports Medicine Services

Calls and Drop-ins
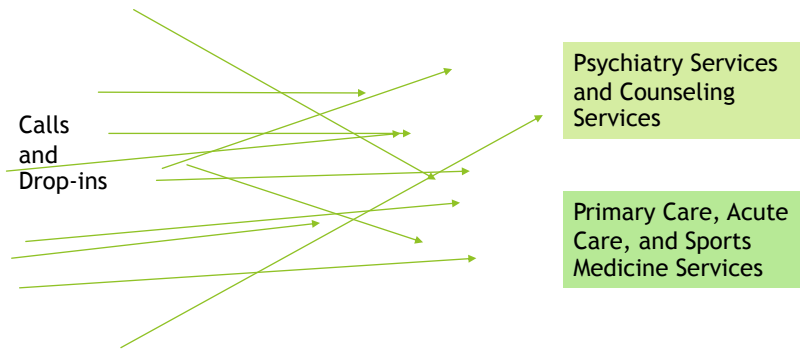
Process Improvement Goals:
One door access
Every student is helped at the time they perceive the need
Warm handoffs to the right place at the right time

5

3 MH Initiatives 2022-2023

1. Develop integrated systems between Counseling Services and Psychiatry Services

2. Develop Primary Care Behavioral Health Consultant (BHC)

3. Create Mental Health Access Team (MHAT)

6

Integrated Systems

- Co-located counseling and psychiatry services
- Shared electronic medical record
- Shared patient service representatives
- Shared policies and procedures

Behavioral Health Consultant

Imbedded in Primary Care

- G is for Generalist
- A is for Accessible
- T is for Team-based
- H is for High Productivity
- E is for Educator
- R is for Routine

(Reiter JT, Dobmeyer AC, Hunter CL. The primary care behavioral health (PCBH) model: an overview and operational definition. *J Clin Psychol Med Settings*. 2018;25(2):109–126.)

7

Mental Health Access Team

All drop-in, no appointment needed

Services Provided:
- Triage
- Acute Care
- Crisis Management
- Intake

Staffing model:
- Case Manager 1
- Mental Health Professional 3
- Psychiatric Nurse Practitioner 1
- Patient Services Representative 1

8

Path to Success!

Mental Health Access Team

Psychiatry Services and Counseling Services

Primary Care, Acute Care, and Sports Medicine Services

BHC

Calls and Drop-ins

Students drop-in at the time they perceive they need help
A mental health professional meets with them and creates a plan for their specific need
Appointments are made with the right provider, in the correct service, and at a time that works for the situation and student

9

Questions?

Thank you!

uhs.uoregon.edu

10

Agenda Item #6

Program Approval Overview

New Undergraduate Academic Programs

UNIVERSITY OF OREGON | Office of the Provost

1

New Degree Programs Approval Process

Dean's Council
- Preproposal – overlap and collaboration
- Demand analysis
- Financial Analysis

Undergraduate or Graduate Council
- Curriculum and Faculty
- Student Support
- Academic Policy

Senate
- Curriculum and Faculty
- Student Support
- Academic Policy

Board of Trustees
- Due diligence
- University mission and priorities

Statewide Provosts Council
- Due diligence – overlap and collaboration
- Statewide priorities
- Demand potential

HECC
- Ultimate state approval authority
- Follows Provosts Council lead

NWCCU
- Ultimate federal approval authority
- Accreditation standards

2

Student headcount in new undergraduate majors

Program Name	Active Year	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	% declaring as first major*
Spatial Data Science and Technology	*2017*	47	61	56	49	**43**	21%
Data Science	*2020*		12	74	120	**218**	51%
Neuroscience	*2020*		19	171	261	**314**	58%
Dance (BFA)	*2021*				15	**17**	35%
Native American and Indigenous Studies	*2022*				6	**13**	44%
Child Behavioral Health	*2023*					**28**	54%
Cybersecurity	*2023*					**1**	-
Environmental Design	*2023*					**21**	38%
Popular Music	*2023*					**7**	57%

Fall 2023 data as of October.
* % of undergraduate majors declaring as first major or switching from Exploring.

3

Undergraduate Program Approval Process

Revision to existing Program

Proposal for revised program submitted to Courseleaf

Registrar and Office of the Provost Initial Review

Dean or designee approval to move forward

Department Approval

School/college curriculum committee

Dean or designee approval

Major Change

Minor Change

Undergraduate Council

Provost Approval

Curriclum Report

Effective date no sooner than the next Fall term

New Program (degree, major, specialization, certificate, location change, online program)

New Degrees/Majors - complete Preproposal Form and submit to Dean prior to entering in CourseLeaf

Proposal for new program submitted to Courseleaf

Dean's Council Discussion

If approved to move forward

Registrar and Office of the Provost Initial Review

Dean or designee approval to move forward

New degree, major, online degree or location change

New specialization or certificate

Department Approval

Send summary to Statewide Provost Council

School/college curriculum committee approval

Dean or designee approval

Undergraduate Council approval

Provost Approval

Senate approval

Board approval

Statewide Provost Council approval

HECC approval

NWCCU approval

New specialization or certificate:
Department Approval

School/college curriculum committee

Dean or designee approval

Undergraduate Council

Office of the Provost - July 2021

Data below on new programs in the past 10 years: 10 at the undergraduate level and 25 (different disciplines) at the graduate level. Four of these graduate programs are new online programs. In the same time period, programs in 4 areas, with a combination of BA/BS or MA/MS, stopped admitting students.

New Undergraduate Programs

Code	Student Type	Degree Type	Program Name	Active Term	# of Students Declared Majors
CBH	undergraduate	B.A., B.S.	Child Behavioral Health	Fall 2023	0
CYBR	undergraduate	B.S.	Cybersecurity	Fall 2023	0
DABF	undergraduate	B.F.A.	Dance	Fall 2021	17
DSCI	undergraduate	B.A., B.S.	Data Science	Fall 2020	292
ENVD	undergraduate	B.A., B.S.	Environmental Design	Fall 2023	0
MUED	undergraduate	B.M.M.E.	Music Education	Fall 2014	237
NAIS	undergraduate	B.A., B.S.	Native American and Indigenous Studies	Fall 2022	16
NEUR	undergraduate	B.A., B.S.	Neuroscience	Fall 2020	569
POPM	undergraduate	B.A., B.S.	Popular Music	Fall 2023	0
SDSC	undergraduate	B.A., B.S.	Spatial Data Science and Technology	Fall 2017	196

New Graduate Programs

Code	Student Type	Degree Type	Program Name	Active Term	# of Students Declared Majors
ABAO	graduate	M.S.	Applied Behavior Analysis	Fall 2022	21
ADBR	graduate	M.A.	Advertising and Brand Responsibility	Fall 2017	142
ALAW	graduate	LL.M.	American Law	Fall 2014	48
BIEN	graduate	M.S.,Ph.D.	Bioengineering	Winter 2020	34
BIKC	graduate	M.S.	Biology	Summer 2017	174
BLAW	graduate	LL.M.	Business Law	Fall 2014	75
C&TU	graduate	M.Ed.	Curriculum and Teaching (UO Teach)	Fall 2021	213
CDR	graduate	LL.M.	Conflict and Dispute Resolution	Fall 2015	14
CHKC	graduate	M.S.	Chemistry	Summer 2017	203
DDMP	graduate	Ph.D.	Data-Driven Music Performance and Composition	Fall 2023	3

ENRL	graduate	LL.M.	Environmental and Natural Resources Law	Fall 2014	162
EPLD	graduate	M.A., M.S.	Education Policy and Leadership	Summer 2021	37
ETST	graduate	M.A., Ph.D.	Indigenous, Race and Ethnic Studies	Fall 2021	12
FINS	graduate	M.S.	Finance	Summer 2016	266
IMCO	graduate	M.S.	Immersive Media Communication	Fall 2023	11
ITDS	graduate	M.A., M.S.	Interdisciplinary Studies	Fall 2021	5
LTS	graduate	M.A.	Language Teaching Studies	Fall 2017	132
PHKC	graduate	M.S.	Applied Physics	Summer 2017	216
PPA	graduate	Ph.D.	Planning and Public Affairs	Fall 2021	6
PREV	graduate	M.S.	Prevention Science	Fall 2016	48
PRVD	graduate	Ph.D.	Prevention Science	Fall 2016	43
PRVE	graduate	M.Ed.	Prevention Science	Fall 2016	119
PSYO	graduate	M.S.	Psychology (online)	Fall 2021	81
QRME	graduate	Ph.D.	Quantitative Research Methods in Education	Fall 2018	17
SPD	graduate	M.S.	Sports Product Design	Fall 2016	140
SPMG	graduate	M.S.	Sports Product Management	Fall 2015	493
SPMO	graduate	M.S.	Sports Product Management	Spring 2018	122
SPND	graduate	Ph.D.	Spanish	Fall 2022	3

Sunsetted/programs no longer enrolling:
- BA/BS Arts Management
- MA/MS Arts Management
- MS Applied Information Management
- MA/MS Journalism: Magazine

Agenda Item #7

Program Approval – Education Specialist Degree

Education Specialist Degree

College of Education

12/04/23

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1

Topics

1. Education Specialist Degree
2. Program Requirements
3. Contribution to UO
4. Contribution to the State

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Education Specialist Degree (Ed.S.)

- The Education Specialist (Ed.S.) is an advanced professional degree in a specialized area of education that is usually completed after receiving a master's degree.

- The proposed Education Specialist degree in Education Leadership complements the degrees (M.Ed. and D.Ed.) currently offered at UO.

- It fills a gap by providing educational practitioners who are serving in leadership roles in schools a path to leadership roles within district administration (e.g., Director of Special Programs, Director of Special Education, Director of Equity and Inclusion) that can lead to the superintendency.

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Program Requirements

- Students in the program will be primarily Oregon administrators attending school full-time nights and weekends.
- **The UO program will be online to ensure access to working professionals in Oregon and across the country**.
  - 45 credit hours
  - 200 hours of district-level clinical internship
  - 3 years start to finish for most students

- Leading for equity is woven throughout all courses, with specific classes dedicated to this essential skill area.

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4

Contribution to the College of Education

- We project enrollment of 20 Educational Leadership Ed.S. students each year.

- The Education Specialist (Ed.S.) degree is ideal for at least two other groups of educational practitioners:

  (1) those in the field of school psychology, where a 3-year Ed.S. degree or equivalent is required for entry-level licensure/certification to work in preK-12 public schools

  (2) those who want to serve as a K-12 district superintendent (minimum of Ed.S. degree required in some states)

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Contribution to the University of Oregon

- **The program is anticipated to be funded entirely through tuition dollars.** The Ed.S. is anticipated to contribute approximately $215,000 in annual operating income.

- We will need to hire approximately .60 FTE additional part-time instructors per year to ensure we are able to offer sufficient sections of the courses to meet the needs of the Ed.S. students as well as students enrolled exclusively in our Professional Administrator Licensure program.

- One additional Program Coordinator, whose focus will be on students enrolled in the licensure programs (Principal and Professional Administrator). COSA has a person currently serving in this role at 1.0 FTE, and we have built funding for this position into our budget.

- With our heavy emphasis on online instruction (both asynchronous and synchronous), we anticipate needing some additional IT support.

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Contribution to the state

- Oregon has a need for educators who are qualified to be educational leaders. Of Oregon's 216 superintendents, 159 have been hired in the past 5 years.

- Not only has the pipeline to the superintendency been inadequate but the diversity of educators in the pipeline has been slow to change, currently 24% are women and less than 5% leaders of color.

- Only one other university in Oregon offers an Ed.S. in Educational Administration.

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Questions

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The UO seeks approval from the Board of Trustees for an Educational Specialist (Ed.S.) degree in Educational Leadership, offered through the College of Education. The new program would take effect Fall 2024.

Board approval is required before this new program is submitted to the Higher Education Coordinating Commission (HECC).

The below information is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is available upon request.

1. *Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.*
   This proposal represents a re-design of UO's long-standing, very successful program to prepare educators to fill leadership roles within school district administration (e.g., Director of Special Programs, Director of Special Education, Director of Equity and Inclusion) and to lead school districts as superintendents. Our emphasis on evidence-based practice aligns well with the UO's research mission and signature strengths, and our focus on preparing educational leaders to improve learning outcomes for all students (with a special emphasis on students with disabilities, English learners, and students from backgrounds historically under-represented in post-secondary education) directly addresses the UO's strategic priorities related to diversity and cultural support of Oregon and its communities.

   UO's mission is:
   "Serving the state, nation and world since 1876. The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, *we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically*.*

   Purpose
   We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to *fostering the next generation of transformational leaders and informed participants in the global community*.* Through these pursuits, we enhance the social, cultural, physical, and economic well-being of our students, Oregon, the nation, and the world."

   Several key ideas in the UO mission, in bold font above, align closely with our proposed program's mission and purpose: to prepare people to be highly effective school leaders who can collaborate with others to improve outcomes for all students and who are committed to teaching, discovery, and service to those in our educational communities. The Ed.S. program in Educational Leadership will prepare compassionate, ethical educators to become transformative leaders committed to justice in America's schools. This program will build a community of scholars and practitioners who

help their community and schools to question critically, think logically, reason effectively, communicate clearly, and act creatively. Our graduates will be prepared to leverage opportunities as well as improve school performance in their areas of need, as indicated by school data and/or state and district goals/initiatives. It is our expectation that our graduates will represent the values of achievement, equity, good citizenship, and preparedness for future challenges.

2. ***What evidence of need does the institution have for the program?***

Our market analysis using Lightcast labor market data reveals a confluence of trends that demonstrate an ongoing need for licensed educational administrators in Oregon. Graduate level completions in this area at the master's through doctoral level between 2017-2021 in Oregon were down 44% while job openings in this area between 2018-2022 were up 6.5% for kindergarten through secondary administrators, and 40% for all other education administrators.

State data indicate that of Oregon's 216 superintendents, 159 have been hired in the past five years. This indicates a high level of turnover and need. Not only is the overall pipeline inadequate, but the current pipeline also reflects a lack of diversity – only 24% of Oregon superintendents are women, and fewer than 5% are leaders of color.

3. ***Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?***

There is one other Ed.S. program in Oregon that is offered through a private university. Our program differs in two critical ways. First, our program is offered online to facilitate the participation of working professionals throughout the state. Second, through our partnership with the Coalition of Oregon School Administrators (COSA), our students will receive EDLD 607 credits in conjunction with three COSA conferences that focus on topics that are essential to ensuring that the needs of all students are considered. The topics are Special Education Policy and Practices, Oregon School Law and Finance, and Multilingual & English Language Development Policy and Practices. The credits will be offered in partnership with Continuing and Professional Education per the MOU on file.

4. ***What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?***

Angela Burham, Academic Program Coordinator, is a classified UO employee who has supported the Educational Leadership licensure and degree programs for several decades. We anticipate her primary focus will be on students enrolled in the degree programs (M.Ed., Ed.S., and D.Ed.).

We anticipate needing one additional Program Coordinator, whose focus will be on students enrolled in the licensure programs (Principal and Professional Administrator). COSA has a person currently serving in this role at 1.0 FTE, and we have built funding for this position into our budget.

With our heavy emphasis on online instruction (both asynchronous and synchronous), we anticipate needing some additional IT support (such as the support previously provided to the EMPL programs by Adam Pritt).

Academic and Student Affairs Committee
Board of Trustees of the University of Oregon

Resolution: Program Approval – Ed.S. in Educational Leadership

WHEREAS, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

WHEREAS, the College of Education is dedicated to evidence-based practices that prepare educational leaders to improve learning outcomes for all students;

WHEREAS, the college seeks to redesign its long-standing and successful program to prepare educators to fill leadership roles within school district administrations by creating a new Education Specialist (Ed.S.) degree in Educational Leadership;

WHEREAS, the proposed program will be the only degree of its kind offered by a public university in the State of Oregon and will be offered through partnership with the Coalition of Oregon School Administrators;

WHEREAS, the program has been approved by relevant departments, the College of Education, and relevant academic committees, and the University Senate;

WHEREAS, the Board of Trustees' approval is required before the program can be considered by the Higher Education Coordinating Commission;

WHEREAS, the Policy on Committees authorizes the Academic and Student Affairs Committee to submit items to the full Board as a seconded motion, recommending passage.

NOW THEREFORE, the Academic and Student Affairs committee of the Board of Trustees of the University of Oregon hereby refers to the full Board of Trustees of the University of Oregon the approval of the Ed.S. in Educational Leadership as proposed in the associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Ulum	
Fick		Wool	
Madison		Worden	
Tykeson			

Date: _____ Initials: _____