School of Learning and Teaching Meeting Minutes

Generate knowledge.
Inspire learners.
Transform education.

General Meeting
December 13, 2019, 1:00-2:00 pm, 204 Shibles Hall

Present: Jim Artesani, Susan Bennett-Armistead, Rebecca Buchanan, Sara Flanagan, Mary Gresham, Debra Hogate, Sarah Howorth, Beth Hufnagel, Diane Jackson, Rich Kent, Casey Kelly, Craig Mason, Tammy Mills, Mia Morrison, Dee Nichols, Eric Pandiscio, Asli Sezen-Barrie, Erin Straine, Shihfen Tu, Jane Wellman-Little.

➢ Call to Order – 1:04 pm
➢ Approval of the Minutes from October’s meeting – Approved
➢ Approval of the Agenda for today’s meeting – Approved

Welcome, Announcements, and Comments

1. Congratulations to Asli Sezen-Barrie for receiving the Maine Space Consortium grant.

2. Sarah Howorth - A concept paper was submitted to the UMS Grand Challenge addressing the central theme of “Rural Health and Wellbeing”. Their concept paper was chosen to participate in the Ideas Lab discussion.

3. Program Coordinators:
   a. Literacy, Language and Culture – Susan Bennett-Armistead will step down at the end of this academic year and Tim Reagan will be the next coordinator.
   b. Special Education– Deborah Rooks-Ellis will step down at the end of the academic year and Sarah Howorth will be the next coordinator.

4. Updating highest education attained – Please log into the MaineStreet Employee Self-Service area and update the education information if needed. This is one of the factors considered in our research category ranking.

5. Spring 2020 Directed Reading/Independent Study forms are due 1/10/2020. Remember that we will also need a program of study for the student along with the form. We went over budget for the fall, so we have less funds for these courses in the spring. Students should be encouraged to take classes already on the schedule. Independent studies and directed readings should only be used if there are no other options and a student needs it to graduate. This will likely be one of the areas where funding will be reduced in the next round of budget cuts.
6. Save the Date - Lois Weis will give two talks on April 6, 2020 (handouts – Attachments A & B). The morning talk, “Class Warfare: Producing Social and Economic Inequalities via the U.S. College Admissions Process” will be open to the public. The afternoon talk, “Mixed Methods That Address Broad and Enduring Issues in Education and Social Science Research” will target College faculty, staff, and students.

7. Education programming at the Jail – The program has really taken off, and if you are interested in assisting or have grad students who might be, please contact Dee Nichols.

8. The Maine Association of Middle Level Education (MAMLE) held one of their meetings in 204 Shibles Hall. Dee Nichols, Eric Pandiscio, Asli Sezen-Barrie, and Shihfen Tu attended the meeting. MAMLE is seeking to promote ties with the School, and wants more students to consider teaching middle school. Their October conference is a great way for students to network and learn about possible job openings.

---

**Reports and Updates**

1. CAEP - None of our advanced programs will be included in the CAEP accreditation. As part of the self-study report, we will outline a plan for modifying our rubric. Please volunteer when Jim Artesani asks for help.

2. Budget realignment – We have gone through one budget cut for 2020, and may face more cuts in 2021 and 2022 due to a 15 million dollar deficit. Eight million of it will come from E&G academic funds. The other seven million will come from other sources. The actual amount cut for our college is $386,000 or 4.8% of our budget. To address the budget cuts, the College is looking at everything. This includes low enrolled courses to see which ones can be scheduled less often or combined. We need to be proactive in making changes. If we don’t, changes will be made for us. Everything is on the board, including teaching loads.

3. Beth Hufnagel is serving on a newly formed steering committee for the Gulf of Maine Research Institute (GMRI). GMRI is trying to formalize a partnership with UMaine. Beth will represent the College on the committee.

4. Faculty Senate (Dee Nichols) –
   a. One of the issues with the budget is the large cut to academic services. The System Office has taken over many services, so there is little else to cut. Everyone needs to examine academic programs, administration positions, and college organization to see what can be done to help cut costs.
   b. General Education course reform is moving forward. Groups have been formed to identify best practices for examining Gen Ed courses.
c. Our campus research ranking is currently R2, but we should be working to become an R1. This would help us recruit faculty and secure grants.

Old Business

None

New Business

University fellowship, assistantship, and scholarship award nominations – The Policy Advisory Committee decided that a nomination committee will be formed with representatives from Literacy, STEM Ed, Special Ed (as a proxy for Prevention and Intervention), Research Methodology, and the School Director.

General meeting adjourned at 2:12 pm
1. Reconceptualization of CA&I (Handout - Attachment C)
   a. CA&I currently has six specializations. The vision is to have the CA&I program be a hub, with all areas in the School connected to it.
      i. Tammy Mills, Rebecca Buchanan, and Evan Mooney have been working on a specialization in Teacher Leadership.
      ii. There is interest in adding a specialization in STEM Education, and possibly Literacy Education and Research Methodology/Data Measurement/Assessment.
   b. The CA&I website needs to be updated to note that it includes the M.Ed., M.S. and Ed.S programs. The M.Ed is available online, but students may take courses live if desired.
   c. Bryan Silverman has agreed to step up as the lead for CA&I next year.
   d. This conversation will be continued. Suggestions are welcome.

2. Discussion with Dean Gresham –
Dean Gresham was asked to speak about her concerns and answer questions we might have.
   a. The campus budget meeting indicated that budget cuts are due to lower enrollment. As a result, we are looking at courses, coverage, workloads, class size, and program enrollments.

Greater transparency is needed with University budgets. This has been an issue for years. Specifically, how does Alumni Hall determine college budgets? Are budgets based on enrollment, headcount, credit hours, or something else?

We are set for this year, but we need to be strategic in our thinking in terms of growing our programs.

b. Peer Committee has the responsibility to maintain the quality and integrity of the tenure and promotion process.

There are three areas that tenured or tenure stream faculty need to cover: research, scholarship, and service. One need not be equally good at everything, but all areas need to be addressed.
Quality of publications (e.g., journal rankings) is more important than quantity.

c. Faculty can represent themselves in public forums (including the legislature), but cannot speak for the University. You can state your title and expertise.

Faculty meeting adjourn: 2:58 pm
Future School Meetings: 2/7, 3/6, 5/1
Save the date — for a lecture with Lois Weis:

“Class Warfare: Producing Social and Economic Inequalities via the U.S. College Admissions Process”

Monday, April 6, 2020
Time TBD • Buchanan Alumni House

Lois Weis is State University of New York Distinguished Professor of Sociology of Education. She has written extensively about the current predicament of White, African American and Latinx working class and poor youth and young adults, as well as the complex role gender and race play in light of contemporary dynamics associated with the global knowledge economy, new patterns of emigration, and the movement of cultural and economic capital across national boundaries. Dr. Weis was awarded the rank of SUNY Distinguished Professor, the highest faculty rank in the State University of New York system. The award recognizes full professors of national or international prominence for outstanding achievement in research and scholarship.

She is a past editor of both the American Educational Research Journal and Educational Policy, as well as a member of the National Academy of Education (NAEd) and an honorary fellow of the American Educational Research Association. Among her many awards, Weis and co-author Michelle Fine received the 2006 Critics’ Choice Award from the American Educational Studies Association for their book, Beyond Silenced Voices: Class, Race, and Gender in United States Schools. Her recent publication, “Mixed Methods for Studies that Address Broad and Enduring Issues in Education Research: Report of the Mixed Methods Working Group with Commentaries from the Field” represents a clarion call to the field for thoughtful use of mixed methods research.
Save the date — for a lecture with Lois Weis:

“Mixed Methods That Address Broad and Enduring Issues in Education and Social Science Research”

Monday, April 6, 2020
Time TBD • Buchanan Alumni House

Lois Weis is State University of New York Distinguished Professor of Sociology of Education. She has written extensively about the current predicament of White, African American and Latinx working class and poor youth and young adults, as well as the complex role gender and race play in light of contemporary dynamics associated with the global knowledge economy, new patterns of emigration, and the movement of cultural and economic capital across national boundaries. Dr. Weis was awarded the rank of SUNY Distinguished Professor, the highest faculty rank in the State University of New York system. The award recognizes full professors of national or international prominence for outstanding achievement in research and scholarship. She is a past editor of both the American Educational Research Journal and Educational Policy, as well as a member of the National Academy of Education (NAEd) and an honorary fellow of the American Educational Research Association. Among her many awards, Weis and co-author Michelle Fine received the 2006 Critics’ Choice Award from the American Educational Studies Association for their book, Beyond Silenced Voices: Class, Race, and Gender in United States Schools. Her recent publication, “Mixed Methods for Studies that Address Broad and Enduring Issues in Education Research: Report of the Mixed Methods Working Group with Commentaries from the Field” represents a clarion call to the field for thoughtful use of mixed methods research.
Curriculum, Assessment and Instruction (Elementary and Secondary Education)

Program overview
The graduate programs in Curriculum, Assessment and Instruction (Elementary and Secondary Education) are designed for elementary, middle and high school teachers, who want to assume more responsibility and larger leadership roles while continuing a career in the classroom. These programs are designed to help teachers enhance learning and development of students, while addressing state and federal standards in the areas of curriculum, assessment and instruction. We offer master's degrees (M.Ed. and M.S.), which can be completed either on campus or through graduate outreach. We also offer an Education Specialist (Ed.S.) degree, which provides a cohesive program of professional development beyond the master's level.

Careers in Curriculum, Assessment and Instruction
Our graduates have gone on to be teacher leaders, curriculum coordinators and specialists in areas such as literacy, science and special education.

Program delivery
The M.Ed. degree requires a minimum of 33 credits and is offered both on campus and through UMaine Online. The following courses are required:

- EHD 519: Formative Assessments: Research, Practice and Policy
- EHD 521: Classroom Practice to Improve Learning
- EHD 533: Dynamics of the Curriculum
- EHD 541: Prevention and Intervention in School Settings
- EHD 586: Seminar — Action Research in PreK-12 Schools
- EHD 587: Practicum — Action Research in PreK-12 Schools

Students select an area of specialization. They may choose one of the existing Graduate Certificates as a specialization or create an individually designed specialization in consultation with an advisor:

- **Response to Intervention for Behavior** (9 credits)
- **High Leverage Practices to Support Inclusion** (15 credits)
- **Instructional Design** (12 credits)
• Classroom Technology Integrationist (12 credits)
• Early Childhood Teacher (12 credits)
• Individually designed concentration (9-15 credits to be created in consultation with advisor)

One’s area of specialization plus elective credits must equal 15 credits so if the area of specialization has 9 credits, 6 credits of electives (or courses brought in) are required. If the area of specialization equals 15 credits, there are no electives.

The M.S. degree requires a minimum of 30 credits. This is a thesis program designed for teachers who are considering continuing graduate education after earning their master’s, and it is only offered on campus. Required courses:

• EHD 519: Formative Assessments: Research, Practice and Policy
• EHD 521: Evaluation of Instruction
• EHD 533: Dynamics of the Curriculum
• EHD 541: Prevention and Intervention in School Settings

In addition, M.S. students must complete six credits of thesis and three credits of research methods (EHD 575: Educational Research; EHD 573: Statistical Methods in Education I; or EHD 571: Qualitative Research Theory, Design and Practice), as well as a three-course concentration chosen in consultation with an advisor and approved by the student’s thesis committee. Depending on the student’s prior coursework, experience, and proposed thesis topic, the thesis committee may require a second research methods course in place of one of the concentration courses.

The Ed.S. in curriculum, assessment and instruction is available for students who have completed a master’s degree in an education field. This program is individually designed with an advisor and requires a minimum of 30 semester hours beyond the master’s. Candidates must complete a minimum of 12 semester hours in professional education coursework at the 500- and/or 600-level at the University of Maine. Students also are required to complete a capstone experience, such as an action research project or internship. All work for the Ed.S. must be completed within a six-year period.