School of Education
Faculty Meeting

May 1, 2015

Present: See sign in sheet

I. Welcome/Introductions

II. Recognitions

III. Area Reports

Teacher Education
Chesin: invited everyone to attend the M.Ed symposium today at 11:00 in Guyton 215.

Leadership and Counselor Education
Mear: no departmental update

Student Advising and Field Experience (SAFE)
Webb: Reminder to input grades on time; cannot clear seniors for graduation until grades submitted

Center for Math and Science Education
Steimle: Praxis core study course for math being reimplemented from May 12 – May 15; registration online; summer course - Math camp, Teacher Institute, Math Teacher Institute

Center for Educational Research and Evaluation
Barnard: NSF proposal and other proposals in the works

Center for Excellence in Literacy Instruction
Rutherford: Jumpstart program started; working on a pilot volunteer intervention program

Communications
Abernathy: working on last episode of Education Minute with focus on graduation

Mississippi Teacher Corps
Sweeney: 29 members placed; 30 requests for math teachers

Principal Corps
No update

Mississippi Teacher Fellowship Program
Webb: deadline is May 1; received funding for next year

North Mississippi Education Consortium
Scott: mega contract with MDE approved by state board; plans to hire 3 more professional development coordinators; over 100 days of professional development completed; more than 4,000 teachers/administrators have been serviced.

World Class Teaching Program
Kirkland: Portfolios due May; testing to begin June; sending evaluations out soon; planning 4 standard study workshops

Willie Price

SOE Journal
METP

CAPTI
No update
Foundation
Crews: see handout

Student Affairs
No update

IV. Commencement -- Dr. Whitney Webb
   A. Faculty Readers' Practice (Thursday, May 7th at 3:00 GROVE Main Stage)
   B. Morning Commencement Ceremony (Saturday, May 9th; Line up at Cochran National Products Center--Pharmacy School) at 8:30 a.m.
   C. School of Education Commencement Ceremony (Saturday, May 9th; following morning ceremony at 11 a.m. Grove Main Stage; faculty will be seated on stage and
   will not process). *Faculty readers will have a reserved seat -- look for name card.
   D. Inclement Weather Location / Time (Saturday, May 9th; Tad Smith Coliseum at 5:00 p.m. Faculty report at 4:30. Faculty will sit on stage and not process with students. *Faculty readers will have a reserved seat -- look for name card

V. May 8, 2015 events:
   A. Chancellor’s Faculty Meeting: 11:15 a.m. Fulton Chapel
   B. SOE Awards Reception: 5:00 p.m. at Inn at Ole Miss - Dr. Amy Wells Dolan
   C. Doctoral Hooding Ceremony: 7:30 p.m. at the Ford Center

VI. Missing Textbook Assignment

VII. SOE research group update – Dr. Lori Wolff

VIII. Announcements
   A. Faculty research application due by May 15, 2015 for summer funding
      - education.olemiss.edu > Faculty & Staff > Documents & Forms
   B. Building report -- Dr. Ryan Niemeyer

IX. Curriculum and Policy fall/spring meeting dates
    May 8, 2015

X. Other Business

Standing Committee Election took place after the faculty meeting adjourned and was conducted by Dr. Amy Wells Dolan.

Tenure faculty present:
Debby Chessin
Lori Wolff
Ann Monroe
Doug Davis
Rosemary Oliphant Ingham
K. B. Melear
Joe Sumrall
Angela Rutherford
Sidney Rowland
Lane Gauthier
Jerilou Moore

Research Board:
Representative Position – Dr. Burhanettin Keskin
This position does not require a tenure faculty hold position. Dr. Lane Gauthier, Dr. Alicia Stapp, Dr. Stacey Britton, and Dr. Burhanettin Keskin expressed interest in serving on this committee.

Dr. Rosemary Oliphant Ingham nominated Dr. Lane Gauthier to serve as the representative. Dr. Angela Rutherford seconded the nomination. A vote was taken and all approved with one abstain that Dr. Lane Gauthier would serve as the representative for the Research Board position.

Research Board:
Alternate Position – Dr. Stacey Britton
Dr. Joe Sumrall nominated Dr. Burhanettin Keskin to serve as alternate. Dr. Jerilou Moore seconded the nomination. Before the vote, Dr. Doug Davis asked that other nominations be requested. Dr. Davis nominated Dr. Stacey Britton to serve as alternate.

Dr. Doug Davis nominated Dr. Stacey Britton to serve as alternate.

A ballot was taken and counted by Kelli Coleman.

Burhanettin Keskin received the majority vote to serve as Research Board Alternate.

Sabbatical Leave Review:
Representative Position – Dr. Lane Gauthier
Dr. Lane Gauthier nominated Dr. Debby Chessin to serve as the representative.

No other nominations made.

All members approved.

Sabbatical Leave Review:
Alternate Position – Dr. Jerilou Moore
Dr. Debby Chessin nominated Dr. Jerilou Moore to serve as alternate.
No other nominations made.

All members approved.

**Tenure and Promotion Review:**

*Representative Position – Dr. K. B. Melear*

Dr. Lori Wolff expressed interest in continuing to serve on this committee. Dr. K. B. Melear also expressed interest in serving.

Dr. Joe Sumrall nominated Dr. Lori Wolff to serve as representative. Dr. Wolff agreed to serve as an alternate since she has already served as representative, and Dr. K. B. nominated to serve as the representative.

All members approved to elect Dr. K. B. Melear as representative, and Dr. Lori Wolff will serve as the alternate.

**Tenure and Promotion Review:**

*Alternate Position – Dr. Lori Wolff*
DEAN’S OFFICE
Rock, David
Wells Dolan, Amy
Abernathy, Andrew
Crews, Billy
Pepper, Karyawan
Webb, Whitney

Teacher Education
Alford, Beverly
Amidon, Joel
Bellman, Alland
Bennett, Susan
Britton, Stacey
Cheng, Andrew
Chessin, Debby
Currie, Lani
Davidson Smith, Karen
Dietrich Lynn
Douglas, Nancy
Foster, Ellen
Gauthier, Lane
Hill-Cunningham, Pamela
Holmes, Kerry
Keskin, Burhanettin
Langley, Sarah
Love, Fanny
Lowry, Diane
McClelland, Susan
McCollough, Amber
Monroe, Ann
Moore, Jerilou
Moore, Virginia
Mott, Michael
Naron, Katie
Oliphant-Ingham, Rosemary
Ortwein, Mark
Payne, James

Robinson, Nichelle
Rowland, Sidney
Rutherford, Angela
Soares, Denise
Stapp, Alicia
Sumrall, Joe
Thurston, Roy

LEADERSHIP & COUNSELOR ED.
Barnard, Marie
Bartec, RoSusan
Bunch, Dennis
Davis, Doug
George, Phyllis
Holleman, John
Hsien-Yuan, Hsu (Mark)
Kerwin, Alex
Labanc, Brandi
Melear, K. B.
Perryman, Mandy
Showalter, Marc
Snow, Marilyn
Winburn, Amanda
Wolff, Lori

SPECIAL PROGRAMS
Adams, Blake
Jacobs, Sarah
James, Julie
Kirkland, Tammy
Misita, Cindy
Mullins, Andy
Niemeyer, Ryan
O’Haver, John
Scott, Susan
Steimle, Alice
Stevenson, C. L.
Sweeney, Joe
Weeks, Cecil
MEMO

TO: FACULTY AND STAFF

FROM: BILLY CREWS, DEVELOPMENT OFFICER

DATE: MAY 1, 2015

RE: SOE FUNDING NEEDS/PRIORITIES

We are inviting all faculty and staff members to assist us in building our portfolio of School of Education funding needs. All ideas and initiatives from $5,000 to $100,000 are welcome.

We are developing a “Wish List” of compelling needs that will continue our efforts towards greatness as a School of Education. The needs identified are a significant driver when marketing our work to donors and prospective donors.

Attached is a sample document sharing an outline of one idea – study abroad scholarships. Also attached is a template for you to outline your ideas. At this point, your ideas can be refined and specific in your area of interest and expertise or conceptual and general identifying creative opportunities that you have thought of but never have pursued. This is about idea-generation, a smorgasbord of ideas are welcome!

We will go through a process of evaluating and prioritizing our ideas. All ideas will remain on our “Wish List”. You never know what might strike the interest of a donor. We want to be prepared to respond based on our priorities as well as donor interest.

I am glad to work with you to develop and explore ideas during this process. The more visionary and compelling, yet practical the idea the greater the likelihood of us being successful sharing it with prospective funders (individuals, businesses or foundations).

I would suggest an initial timeline of 30 days, so that we can capture as many ideas as possible to begin using as our next fiscal year begins. Obviously, we can use this same process year-round, so feel free to submit ideas throughout the year.

This is part of our continuing process to ensure our development efforts at our School of Education are transparent and that you are fully engaged, contributing and have ownership into our process. You will recall at last month’s meeting I distributed our current “Philanthropy Profile” to provide you data on current donors and giving.

Thank you for your leadership and expertise. I look forward to learning from your ideas and sharing them with donors going forward.
Sample
UM School of Education Funding Proposal
Development Office Template

Date Proposed: May 2015

Summary Project Description: Study Abroad scholarship for elementary and secondary education majors, spring semester of senior year. Provides broad exposure to students during their practice teaching requirement semester. Exposes our students to a larger world view, diverse cultures and different ways of teaching. Currently have program in Ireland. Formerly had programs in England, Belize and South Africa. Currently have four students participating. Want to insure program is continued, expanded and that students are not inhibited in participating due to added expense. Additional expense is estimated at $1,000 for travel and $2,500 in tuition.

Funding Need/Request: A minimum of five scholarships per year at $1,000 to $2,000 per scholarship. Total annual need of $5,000 to $10,000.

Type of Funding Needed (check all that apply):
  X  Annual recurring
  ___ One-time
  X  Long term

Project Category:
  X  Student Support
  ___ Faculty Support
  ___ Academic and Program Support

Prospective Donor Constituency: Possibly former students who have studied abroad.

Marketing Ideas: Develop testimonials from list of past participants.

Project Champion: Dr. Debby Chessin, program coordinator for past 10 years.
UM School of Education Funding Proposal
Development Office Template

Date Proposed:

Summary Project Description:

Funding Need/Request:

Type of Funding Needed (check all that apply):
   __ Annual recurring
   __ One-time
   __ Long term

Project Category:
   __ Student Support
   __ Faculty Support
   __ Academic and Program Support

Prospective Donor Constituency:

Marketing Ideas:

Project Champion:
# POTENTIAL RESEARCH COURSE SEQUENCE

## Ed.D. PROGRAMS

<table>
<thead>
<tr>
<th>Leveling courses</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EDRS601 Educational Statistics I</strong></td>
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<tr>
<td></td>
<td><strong>EDRS605 Introduction to Educational Research</strong></td>
</tr>
<tr>
<td>REQUIRED</td>
<td>EDFD 707 The Professional Philosophy&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>REQUIRED</td>
<td>EDRS701 Educational Statistics II</td>
</tr>
<tr>
<td>REQUIRED</td>
<td>EDRS704 Foundations of Qualitative Research Methodology (or EDRS604 Intro to Qualitative Res if program prefers)</td>
</tr>
<tr>
<td>Optional</td>
<td>Methods courses appropriate to discipline&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
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## Ph.D. PROGRAMS

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<tr>
<td></td>
<td><strong>EDRS601 Educational Statistics I; EDRS605 Introduction to Educational Research</strong></td>
</tr>
<tr>
<td>REQUIRED</td>
<td>EDFD 707 The Professional Philosophy</td>
</tr>
<tr>
<td>REQUIRED</td>
<td>EDRS701 Educational Statistics II</td>
</tr>
<tr>
<td>REQUIRED</td>
<td>EDRS704 Foundations of Qualitative Research Methodology</td>
</tr>
<tr>
<td>Optional</td>
<td>Methods courses appropriate to discipline&lt;sup&gt;b&lt;/sup&gt;</td>
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<thead>
<tr>
<th><strong>Quantitative Track</strong></th>
<th><strong>Qualitative Track</strong></th>
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<tbody>
<tr>
<td>Required&lt;sup&gt;c&lt;/sup&gt;</td>
<td>EDRS705 Advanced Quantitative Research Methods&lt;sup&gt;d&lt;/sup&gt;</td>
</tr>
<tr>
<td>Optional</td>
<td>EDRS633/733 Rotating Special Topics in Quantitative Methods</td>
</tr>
<tr>
<td></td>
<td>EDRS706 Applied Qualitative Research Methods&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>EDRS633/733 Rotating Special Topics in Qualitative Methods</td>
</tr>
</tbody>
</table>

**Notes:**

- Members of the research group have developed a model syllabus for this course for programs to consider.

- Each program may want to require additional methods courses appropriate to the field. These courses may or may not be taught by program faculty. If the course is listed with the EDRS prefix, research faculty should be consulted.

- Ph.D. students would take 12 credit hour sequence with an emphasis on quantitative or qualitative methods, with the selection of EDRS705 or EDRS706. They would have the option of taking both and/or adding additional special topics courses to deepen their skill set.

- EDRS705 would no longer focus on dissertation preparation in this new model. Instead, it would be a third quantitative course focused on advanced statistics and quantitative methods with name changed from Educational Research II to Advanced Quantitative Research Methods, which was approved by SOE C&P on April 17, 2015, but was not on agenda at Graduate Council on April 24, 2015. Programs should plan to address dissertation development in a separate course or courses and in the interim, a transition course that still focuses on chapter 3, but that assumes students have taken a course or seminar in which literature review has been addressed, will be taught. Educational Leadership, the one program without such a course, plans to address literature review for their doctoral students in separate special topics course that will count as EDRS 705.

- EDRS 706 was approved as new course by SOE C&P on April 17, 2015, but was not on agenda at Graduate Council on April 24, 2015.
# Potential Research Course Sequence

## Master's Programs

<table>
<thead>
<tr>
<th>Recommended</th>
<th>EDRS601&lt;sup&gt;a&lt;/sup&gt; Educational Statistics I</th>
<th>Intro to descriptive and inferential statistical techniques</th>
</tr>
</thead>
</table>
| REQUIRED    | EDRS605 Introduction to Educational Research<sup>b</sup>  
<em>(committee recommends that EDRS601 become a pre-req for EDRS605)</em> | Intro to research design, emphasis on becoming a good consumer of research and gaining skill with basic research tools |
| CONSIDER    | EDRS604<sup>c</sup> Introduction to Qualitative Research | Intro to qualitative research, exposure to major methods |

Notes:

<sup>a</sup> EDRS501 became EDRS601 effective Spring 2015.

<sup>b</sup> Proposed name change for EDRS605 from Educational Research I to Introduction to Educational Research was approved by SOE C&P on April 17, 2015, but was not on agenda for Graduate Council on April 24, 2015. Note that although the committee recommends EDRS 601 serve as prerequisite for EDRS 605, that change has not yet been made to allow programs the time to determine whether to adopt that change. The committee also recommends all sections of EDRS 605 use the syllabus created by the research group, which was implemented Spring 2015 and also has been adapted as an online course for Summer 2015.

<sup>c</sup> EDRS604 is a proposed introductory qualitative research course that was approved as part of courses designed for program evaluation certificate, which was approved by Council of Academic Administrators on April 20, 2015.
PURPOSE
As graduate education continues to grow within SOE, a need to examine the EDRS course offerings developed. A group of volunteer stakeholders came forward to review the offerings and examine how the courses and program interact with the program needs within the school. The group’s goal was to ensure SOE offers a robust, effective EDRS program that develops the knowledge base and competencies in students to be successful in their graduate programs and ultimately their professional roles.

PROCESS
- Conducted nine ~bi-weekly meetings of a large group of interested faculty/staff/students and had several sub-committees working on specific courses or programmatic areas
- Broad representation of SOE (27 participants, with more providing feedback)
- Student input was included through survey work and participation in some of the meetings and sub-committees
- Developed and distributed materials, received and incorporated feedback, revisited materials to confirm goals achieved

OUTCOMES
1. Developed a clearer understanding of the needs the EDRS courses are serving
2. Changed EDRS501 to EDRS601
3. Revamped EDRS605 to address needs articulated by programs. Course offered using revised updated syllabus in Spring 2015 and has been adapted for use as an online course for Summer 2015. Course name to Introduction to Educational Research approved by SOE C&P on April 17, 2015.
4. Revised focus of EDRS 705 so that does not focus on dissertation prospectus. New focus and name change to Advanced Quantitative Research Methods approved by SOE C&P on April 17, 2015. Will be taught in transitional form for near future, concentrating on methodology chapter, which assumes students have taken a separate literature review course or seminar. Educational Leadership, which is the one program without a separate literature review course or seminar at this time, plans to conduct separate special topics course that will more closely mirror old version of EDRS 705 for their doctoral students at end of doctoral program.
5. Identified a need for more qualitative course offerings. Additionally, recognized that EDRS704 was in many ways an introductory course trying to do too much. Developed a plan to split the course, and to develop a third qualitative course EDRS706, which was approved by SOE C&P on April 17, 2015.
6. Developed a proposed plan of core research courses that would be required by every master’s, Ed.D., and Ph.D. program, including a proposed model syllabus for EDFD 707 (The Professional Philosophy).
7. Developed a research sequence that facilitates an emphasis in either quantitative methods or qualitative methods for Ph.D. students.
8. Identified a need for additional courses to produce competitive graduates. Developed a plan to offer rotating special topics courses to address this, with a goal of eventually making some offerings permanent.
9. Developed an Applied Statistics Certificate program, which was approved by Graduate Council on April 24, 2015.
10. Developed a Program Evaluation Certificate program, including several new courses, including EDRS 604 (Introduction to Qualitative Research), EDRS 606 (Program Evaluation I), EDRS 607 (Program Evaluation II), EDRS 608 (Survey Research Methods), and EDRS 669 (Internship in Program Evaluation), which was approved by Council of Academic Administrators on April 24, 2015.
NEXT STEPS/IMPLICATIONS

1. Programs should review and consider how the outcomes and recommended structure impacts individual degree programs.

2. Programs may need to develop a plan for prospectus/dissertation development as EDRS705 would not do this in the proposed plan.

3. Doctoral programs should consider which methods courses may be needed so that EDRS planning can address those needs.

4. Request for EDRS representation on SOE C&P.