Committee Charges 2021-2022

Committee	Item identified in annual report	Agenda Committee decision
Diversity	<u>Charge 1</u>: Diversity committee and ODEI Responsibilities - To determine the relationship and responsibilities between the Diversity committee and Office of DEI. A model for how ODEI and the diversity committee can function together has been created. *Recommendations for Future Action:* Present the model to the committee, get feedback on it, and then implement facets of it.	
	<u>Charge 2</u>: TEA Talks *Recommendations for Future Action:* TEA Talks will continue to focus on race and education.	
	<u>Charge 3</u>: Promotion and Tenure *Recommendations for Future Action:* Work with faculty development and FABA to review the processed to support faculty through this process and provide recommendations for any necessary changes.	
	<u>Charge 4</u>: Create a faculty DEI Ambassador Program.	
COTE	<u>Charge 1:</u> Year-round AI support – propose plans for how to address this in a consistent manner across departments	
	<u>Charge 2:</u> *Annual Reports to/from Program Coordinators* - Send annual reports to program coordinators to solicit their feedback and initiate discussion for improving programs. *Program Alignment* - Committee members should work to better understand how candidates and faculty conceptualize classroom management and how classroom management is referred to in courses.	
	<u>Charge 3:</u> *edTPA data analysis*	

	Obtain a holistic understanding of how supervisors understand instruction to better prepare candidates for Task 2 – most concerning aspect of edTPA results	
	Charge 4: *Teacher Education Convenings* - CTE will continue to facilitate work sessions for program coordinators to solidify course and program objectives and implement mechanisms for continuous collaboration within and across blocks. - After the Teacher Education Convening has finalized a draft of Common Theories and Learning Principles and solicited feedback from program coordinators, the document would be shared with CTE members.	
	Charge 5: *Elementary Teacher Education Program* - Consider more course flexibility in the Elem Teacher Education program. As more students are coming in with AP courses, 100-level courses may no longer be as relevant - Elementary faculty retreat to discuss the issue.	
GSC	Charge 1: Consider the impact of policies and practices implemented this year, including annual review and early priority funding deadline for Ph.D. students.	
	Charge 2: Follow up on graduate student leave of absence policy (currently on hold at campus' request, given potential discussion of a campus-wide LOA policy.)	
	Charge 3: Given the growing number of online programs, engage in big-picture discussions about enrollment trends, sustainability, and the appropriate balance of various program types in our SoE (e.g., online vs. face-to-face, Ed.D. vs. Ph.D., etc.)	
	Charge 4: Explore ways to help educate the faculty at large about what OCAP actually is and how it affects us (both pros and cons).	
FABA Affairs and Budget	Charge 1: The committee will complete their work on developing criteria for promotion from senior lecturer to teaching professor.	

	Charge 2: Create procedure with logistical details for adopting a three-year window of merit review beginning in 2021, with the first window encompassing the years 2019, 2020, and 2021. Emphasis may be given to the most productive of the years in the window	
	Charge 3: The committee will complete merging clinical appointment policies. This includes the following policies: 00.21R; 02.34; 05.14R; 05.38; 11.22R; 99.18R	
	Charge 4: FAC will continue to review faculty related policies at all levels and make recommendations for revision, with a special focus on updating language, alignment with current practice, and priorities regarding diversity, equity, and inclusion. This includes the following policies: 03.28R; 09.48; 07.28; 13.33; 83.34; 17.26R; 05.45; 11.53R	
	Charge 5: Help Dean's office put system in place to review faculty salaries on a three-year cycle. Professor salaries were reviewed in 2017-18, and associate faculty salaries were reviewed in 2018-20. Non-tenure-track faculty group salaries should be reviewed along with one of the groups specified above.	
	Charge 6: Review sabbatical applications	
	Charge 7: Continuing discussing how to review the policies and see unintended negative consequences of equity/diversity/inclusion.	
	Charge 8: Discuss what to do when course evaluations cannot be used for merit review and P&T.	
	Charge 9: Include section on percentage of non-tenure track faculty from 99.18R to policy 17.26R, the ratio of courses taught policy	
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Faculty Development	Charge 1: Monitor mentor practices across departments	
	Charge 2: Continue working with Dean of Diversity, Equity and Inclusion to meet needs of faculty of color per SOE Diversity Plan.	
	Charge 3: Coordinate with the DEI committee/ODEI to build informal social networks utilizing lunches and/or gatherings with rotating 5 subgroups of faculty (e.g., faculty of color luncheon, women's luncheon).	
	Charge 4: Develop and provide annual professional development for faculty focused on DEI.	
	Charge 5: Develop a structured mentoring program, which includes giving attention to concerns specific to faculty of color.	

	Charge 6: Develop a process for recommending faculty for campus-wide awards	
International Programs	Charge 1: Change the name of the committee from the International Program's Committee to International Engagement Committee	
	Charge 2: Reconsider the Ad Hoc International committee's deliberations on establishing an SoE office for international affairs. Several members of the committee noted that such an office would be necessary to provide structure and continuity if SoE international activities are to have impact and visibility.	
	Charge 3: Reconsider the SoE's stated mission of the committee as primarily a policy advisory board to the Policy Council. Over the years, the committee has been heavily involved as well in ground level activities and in advocacy.	
Technology	Charge 1: Find new ways to motivate expanded use of technology in the SOE. The LTT Technology Challenge Grants program didn't really seem to work at encouraging faculty to learn new tools.	
	Charge 2: Try to find ways to support online pedagogical challenges and best practices. - Investigate specific ways to engage diverse groups of students with online and technology tools. Work with OTE to think about how to support better technology integration throughout pre-service teacher preparation and not just in w200 / technology courses.	
	Charge 3: Continue to support renovation efforts	
LRP	Charge 1: Update long-range plan	
	Charge 2: Plan faculty retreat	
	Charge 3: Make committee restructure recommendations for amendments to Constitution of the faculty	
P&T	Charge 1: The committee adopted a process in which we scheduled a case discussion to which all committee members brought their notes on review of the case(s) under discussion. The 1st and 2nd reviewers took these	

	notes and drafted the committee letter for that case, which was discussed at a subsequent meeting, again by the whole committee. Final letters were revised by the reviewers, and posted by the committee chair to the candidate dossiers. - This process should be adopted permanently.	
R&D	Charge 1: Continue to develop and improve the calls for all awards overseen by the R&D Office in order to increase faculty awareness and participation in the competitions.	
	Charge 2: Continue to examine and potentially revise guidelines for reviewing and awarding both the Research and External Partnership awards.	
	Charge 3: Implement processes to support additional grant applications building on the expertise of the new grant writing support specialist.	
U. Scholarship	Charge 1: Begin asking candidates for resumes, along with the application.	
	Charge 2: Consider having reference letter authors identify explicitly their relationship to the applicant.	
	Charge 3: Pull additional candidate-submitted information in EFS into Excel files to identify candidate eligibility for specific scholarships.	
	Charge 4: Make sure new processes are aligned with the new campus policies / guidelines.	
U. Studies	Charge 1: Meet jointly with Committee on Teacher Education.	
	Charge 2: Explore ways to increase undergraduate enrollment in non-TE programs.	