Seminar – Governance and Ethics

EdLD 607 – 3 Credit
University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

2014 Summer Term Syllabus

Class is Friday & Saturday August 1,2; 8,9; and 15,16.
Times are Friday: off line & Saturday: 08:00-16:00

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Course Description
Governance and Ethics allow students to begin clarifying their areas of research interest in line with the three concentration areas. Each week (following the first class), new readings are to be completed that can guide the decision process.

Course Objectives
In this course, you will:
1. Understand how to apply personal strengths and systems thinking to adaptive challenges for the purpose of developing a resilient organization focused on transforming learning.
2. Develop systems for making Interpretations and designing effective interventions
3. Learn that transformation through governance and policy depends on your capacity to see yourself as the system, the whole system in every part of the system, and your cultural proficiency
4. Clearly understand important factors or variables, such as:
   a. Adaptive Leadership
   b. Systems Thinking
   c. Application of Business Practices
   d. Presence
   e. Mindful Practice
   f. Reflection – Open Honest Questions
   g. Leading from personal strengths
   h. Cultural Proficiency
   i. Learning Strategy
5. Meet Continuing Administrator Licensure competencies

Textbooks & Reading Materials
1. Strength Finder 2.0 by Tom Rath
3. Presence: An Exploration of Profound Change by Peter Senge, C, Otto Scharmer, Joseph Jaworski and Betty Sue Flowers

Course Structure
This course is a combination of readings, lectures, presentations, and/or class discussions.
Required Papers
Each section listed in the SCHEDULE OF TOPICS AND READINGS requires student to write. Please see writing assignments below.

**SCHEDULE OF TOPICS AND READINGS**

**Module #1 – August 1 and 2**

August 1 [or before] – offline

**Apply personal strengths and systems thinking to adaptive challenges for the purpose of developing a resilient organization focused on transforming learning.**

A. **Leadership Strengths**
   *Read Strength Finder* p. 1-99
   *Complete* the online survey.
   *Reflect:* Highlight the phrases in the descriptions of your five strengths in the book that when you read them, you are thinking, “Yes, that’s me”. (Be ready to share in our introductions at the beginning of class tomorrow.)

B. **Adaptive Leadership**
   1. **Adaptive vs. Technical Challenges**
      *Read* p. 1-23
      *Reflect:* Identify examples of technical and adaptive challenges you have experienced in your work settings. Use the chart of p. 20 to help you distinguish the difference.
      - What are the examples of personal technical and adaptive changes you have work through?
      - What are some examples of technical and adaptive challenges your team/staff has worked through?
      - What was the key indicator for you that the challenge was adaptive?

   2. **Distinguishing Leadership from Authority**
      *Read* p. 24-40
      *Reflect:* When have you had the opportunity to lead when you had not been given the authority to address an adaptive challenge?
      - What did you observe about the challenge?
      - What did you interpret from your observations?
      - What intervention did you apply? Or knowing what you know now about how to address an adaptive challenge, what would you suggest for an intervention.
      - What was going on for you both above and below the neck?

   3. **Diagnosing the System**
      *Read* p. 41-56
      *Reflect On the Balcony:*:
      - How does the culture in your organization operate?
      - What is the impact of this reality on your organization’s ability to deal with adaptive challenges? p. 53
      - List the distinguishing norms in your organization – not what you say are the norms, but what are the real norms you operate within. p. 54

**Apply:** Think about a recent adaptive challenge your team has experienced.
- Reflect upon and write the events leading up to the challenge, as far back as you can. Identify the different outcomes people desired and the roles people played outside of their formal job to generate those outcomes.
- Ask what valuable new behaviors attitudes and ways of doing things emerged during the process of generating the desired outcomes.
- How might these new strength be use to deal with adaptive challenges that arise in the future. p. 54
3. Cultural norms and forces
Read: p. 57-67
Apply: Design an activity or process for learning about the cultural norms and forces play in your organization. Think about ways to learn about the folklore, rituals, group norms, and meeting protocols.

4. Diagnose the Adaptive Challenge
Read p. 69-112
Reflect – Begin thinking about an adaptive challenge you face as you begin this new school year. Some ideas to think about might center on digital conversion, equity and race work, common core state standards, smarter balanced assessments, teacher evaluation, etc. Really think about the difference between adaptive and technical challenge. (You do not have to write about this, but tomorrow after more discussion about this, you will be asked to select a technical challenge and develop an approach for addressing this challenge applying what you have learned.)

C. Background for Case Study
http://pearsonfoundation.org/downloads/ProjectRED_TheTechnologyFactor.pdf
Read Project Red Chapter 2, Chapter 3, Chapter 4.
Read - Appendix A: Roadmap for Large-Scale Technology Implementations.
p. 128 -131.

August 2 – online

8:00 - Welcome and Introductions – 45 min.
Yvonne – Share my experience and why I want to teach this course. My hopes for the group. My strengths, what I believe about strengths, what I have learned about developing my own strengths and how we are using this in our organization. Group – share name, place and current role. Share your top strength and the part you own about this strength.

Chat #1 Strengths – Pairs
Partner A shares all five strengths.
Partner B listens and affirms Partner A.
Switch

8:45 – This Course
1. Discuss the Outline of the Class, Goals and Objectives, assignments - Yvonne

2. Discuss the Concepts of focus for this class - Yvonne
   • Adaptive Leadership
   • Systems Thinking
   • Application of Business Practices
   • Presence
   • Mindful Practice
   • Reflection – Open Honest Questions

3. Discussion Personal Leadership Development
   • Leading from personal strengths
   • Cultural Proficiency
   • Learning Strategy

4. Discuss the Format of the class
   Friday night – reading and writing

Saturday –
Sharing of reflective writing – Small and whole group share out
Discussion of concepts –Yvonne and group
Discussion of reflection – small groups, whole group share out
Case study – Yvonne and group
Discussion of the Case Study – small groups
Teaching about a framework of business practice - Yvonne
Discussion about the framework of practice – small groups
Application activity – Individual
Discussion of application – small group
Identification of key learning – whole group
Discussion of Personal Leadership Development – Yvonne and group
Reflection – personal
Whole Group discussion
Clarification of homework and Friday night work
Closure

9:30 Adaptive Leadership – Share Reflections from reflective writing

Discuss:
Poem – Deep Listening. Discuss the benefit of attentive listening for the speaker. Rare opportunities we get to think aloud.

Chat #2 Technical versus Adaptive Change – Triads – 10 minutes each
1. Share what you learned about yourself and your organization as you reflected upon Adaptive vs. Technical Challenges, authority, the culture of your organization, and the spoken and unspoken norms
2. Share what you discovered about your organization when you reflected upon a recent adaptive challenge your organization faced.
3. Share the activity or process you designed to learn about the folklore, rituals, group norms, and meeting protocols at play in your organization

10:00 - Diagnose the Adaptive Challenge

Case Study
Present – Yvonne will present the case study of NAMS 1:1 pilot.
Discuss Project Red Appendix A
Explicit Teaching:
• Importance of understanding the challenge from the balcony – what part is adaptive and what parts are technical
• Importance of understanding personal capacity – skills, will, timing, view from the balcony that only you can see
• Clarity about framework or tool for approaching the problem in a systematic way
• Expectations and communication for using the tool to accomplish the work
• Importance of understanding the layers of governance and work for each layer
• Importance of understanding the policy implications and at what level the policies need to be developed

10:30 Application – Group – offline
Diagnosing the System
Identify an adaptive challenge you are currently facing in the coming school year.
Use the Diagnostic Framework on pages 74-75 to diagnose the problem.
Describe the people who have been involved and will be involved in trying to address the challenge. Who are they? What degree of authority do they possess? How effective have they been so far? Who else do you need to develop as a leader?

Think about the Four Adaptive Challenge Archetypes. Design questions for you to explore by yourself and with your team to further diagnose the challenge from the balcony.
1. Gap between espoused values and behavior
2. Competing Commitments
3. Speaking the unspeakable
4. Work avoidance

Think about the political landscape. Identify the stakeholders involved in this challenge. For each stakeholder, describe
how you will gather the information about what is at stake, the outcomes, level of engagement, degree of power and influence, values, loyalties, losses at risk, and hidden alliances (guiding question on p. 90). Some you will be able to describe from your view on the balcony, but for others, you will need design a way to get the information. Identify how and who will get the information. Design a chart for tracking this information and fill in those you think you already know. (This way you can check your assumptions as well.) See an example of a chart on page 100.

Describe your strengths, skills and capacity for leading the work. Describe your gaps and how you will address these gaps.

Think about the timing.

Think about what framework you could use or identify your process for identifying a framework for outlining the work.

Identify the layers of governance and work for each layer

Identify the policy implications and at what level the policies need to be developed

12:00 Lunch - offline

1:00 Teach Open Honest Questions

1:30 Diagnosis of the system – pair share

Chat #3 System Diagnosis – Pairs – 30 minutes each
Partner A shares diagnosis for 5 minutes.
Partner B asks open honest questions for diving deeper into the diagnosis.
Together identify areas that need further exploration.
Switch

2:30 – Whole Group report out
Each member of the group reports
  1. The adaptive challenge (Think about pairing leaders who are working on a similar challenge.)
  2. Framework you might use or how you will go about looking for one or identify for the group what you think you need with the expectation that we can all be a resource.
  3. Governance and policy implications
  4. Process of asking open honest questions as the speaker or listener

3:45 – Closing
Share – the idea of “watching self” without changing anything. What are you noticing about your leadership strengths and about the idea of adaptive challenges?
Share - Work for Friday August 8

Module #2 August 8 and 9

August 8 [or before] – offline

Making Interpretations and Designing Effective Interventions

A. Interventions
Read Adaptive Leadership p. 113-180

1. Making Interpretations
Read p. 113-123
Application – Identify the process you will use to interpret the challenge, including the process and questions you will use to check assumptions and how you will move your group from unproductive to productive interpretation.
2. Designing Effective Interventions
Read p. 125-132
Application – write the next steps and create a timeline for the steps you will take in designing the intervention

Read p. 133-148
Reflect – write what you can and will do to build an adaptive culture by responding to the following questions.
• Name the elephants you can see will be present and write about how you will describe them.
• Identify the troublemakers and how you will protect them.
• How will you nurture shared responsibility?
• How will you encourage independent judgment?
• How will you model, encourage and reward smart risk taking?
• How will you take action by running small experiments?
• What are they small experiment you can run?

Skim p. 149-175

B. Strategic Planning
Read your organization’s (school or district) vision, mission, beliefs and strategic plan.
Study - the Star Model

Reflect upon your strategic plan and determine the following:
• What components of the star model are evidenced in your strategic plan?
• What is not addressed?

Reflect upon where “what success looks like” is clear for your vision, mission and actions in the strategic plan.
• Do metrics exist for the strategic plan actions?

August 9 – online

8:00 Connecting – Whole Group
Quick write - What has been cooking for you? What have you noticed as you have “watched yourself and how you work” – your strengths, your learning about adaptive leadership and what you are thinking about the adaptive challenges in your environment.

Share in the whole group what is “cooking for you?”

9:00 Making Interpretations and Designing Effective Interventions
Chat #4 – Interventions – Pairs – 15 minutes each
Each partner shares next steps to address your adaptive challenge and how you can build and adaptivc culture

9:30 – Developing an Adaptive Organization through shared Visioning and Strategic Planning
Case Study – Intel and Forest Grove – Power Point Slides - Yvonne
Discussion about the visioning process
Discussion about the star model
Discussion about the monitoring process

Explicit Teaching – Using Forest Grove Slides
History
Current Context
Cover Story Vision
Five Bold Steps
Game Plans

10:30 – Application - offline
How can you apply this visioning process to your adaptive challenge?
What steps of this process make sense?
Complete the history, current context and vision charts.
What themes are you noticing?

How would you apply the framework of the star model to your adaptive challenge? What doesn’t fit?
What questions do you have about what doesn’t fit?

12:00 – Lunch

1:00 – Applying a visioning process and strategic plan model to Adaptive Challenges
Review what is and what is not an Open Honest Question – Yvonne and Group

Chat #5 Visioning and Strategic Planning – Pairs – 45 min. Each
Partner A shares application work.
Partner B asks questions about each chart to get Partner A to think deeper.
Partner B also shares themes you hear in the vision story.
Partner A fills in the circles and identifies “Five Bold Steps.
Switch.

2:30 – Check-in whole group. How did this process work for the two of you?

3:00 – Explicitly Teach
1. About the process of going from the “Five Bold Steps” to a strategic plan.
2. Discuss the steps as goals.
3. Discuss the strategies under each goal
4. About “Strategy” with capital S as apposed to lower case s in the star model as a set of actions.
5. Walk through selecting one action and naming it as a goal, identifying the smaller actions under the goal and then smaller Q1 actions – called deliverables for a two of the small strategies.
6. Share Forest Grove strategic plan and how this process changed over time.

Module #3 August 15 and 16

August 15 [or before] – offline

Transformation through governance and policy depends on your capacity to see yourself as the system, the whole system in every part of the system, and your cultural proficiency.

A. Seeing Yourself
Read Adaptive Leadership p. 177-232 (reading and reflection should take about 2 hours)

1. See Yourself as a System
Read p. 117-186
How do your behaviors, emotions, and decision-making patterns change depending on whom you are with and what situation you are in?

Pick a specific issue where you felt pulled in more than one direction. See if you can map the loyalties that were pulling you in multiple directions. Create a diagram depicting your loyalty groups and the key factions within them, like the 14-1 on p. 188.
2. Identify Your Loyalties
   Read p. 187-194
Which of your loyalty groups (colleagues, community, ancestors), and which of the factions within each of them, do you believe has the strongest hold on you?

3. Know Your Tuning
   Read p. 195-204
Reflect on your hungers and carrying other people’s water. Where are your personal hungers being fulfilled and where do you need to attend to these hungers? Think about whose water are you carrying and why are you carrying it.

4. Broaden Your Bandwidth
   Read p. 205-208
What do you do when you’re feeling overwhelmed by chaos, confusion, or conflict, or when you sense that others are feeling that way? Do you make a joke? End the conversation: Assign the work to someone? Suppress emotion? What do these tactics suggest about your tolerance? If you have a low tolerance for chaos, confusion, and conflict, what might you do to build it up?

5. Understand Your Roles
   Read p. 209-220
What roles have been assigned to you? What other roles would you like to pay instead of these assigned roles? Which of these roles do you have a capacity to play? Which would you need to learn how to play?

6. Articulate your Purposes
   Read p. 221-230
Reflect
   • Make a list of the ten purposes to which you feel most connected with the first being the most important.
   • Make a line above the top five.
   • Next to each of the top five, write what you have done on behalf of that item in the last three weeks.
   • Write a P next to the ones you have done pro actively and an R next to the ones you have done reactively.
   • Now, as a last step, write a few things you could do for each purpose that you have been unable or unwilling to do before.

*Be ready to share what you have learned about yourself with two other people as we open this class in the morning.

B. Equity
   Read OEIB Equity Lens (reading and reflection should take about 1 hour)
Reflect – As you read the belief statements.
   • Identify which statements you can support and which will be difficult for you and/or for staff in your organization.
   • Select the most difficult belief and write about what it would take for you personally to hold this belief.
   Read the questions in the addendum.
   • Identify which questions you will use in your process of addressing your adaptive challenge.

Read the definitions
   • Identify one or more that are new to you and difficult for you to hold.
   • Be ready to share how you will address racial disparities and those disparities that exist for students learning English and with special needs as you develop this process for addressing your adaptive challenge.

C. Presence
   Read Presence – An Exploration of Profound Change p. (reading and reflection should take about 1 hour)
August 16 – online

8:00 Connecting

Explicitly teach – “Touch Stones”. Yvonne
Discuss why touchstones are necessary when engaging in personal work that touches the heart and soul.

Read Hopi Elders Speak - Yvonne and whole group
Share the line that stands out to you.
Last night you read about seeing yourself as the system and seeing the system as a whole in every part. I believe Hopi Elders Speak focuses us on both the system as a whole and how who we are and how we respond/behave determines our capacity to transform our system.

Chat #6 – Seeing Yourself as the System – Random Triads – 2 minutes each
Introduce yourself
Share - What did you learn about yourself as you reflected on seeing yourself as the system?

Explicit Teaching:
Loyalties - Competing Commitments – p. 192-193
Hungers and carrying other people’s water – codependence, healthy leaders.
Bandwidth – Think about the value of open honest questions – keeps you from carrying their water, allows you to get on the balcony in the moment and

9:30 – Equity Lens Applied
Case Study – Dual Language Program – Yvonne

10:30 – Leading Cultural Proficiency - offline
Apply - Lead Tool
Go to http://leadtool.educationnorthwest.org
Select the Get Started tab at the top.
Read through the Introduction and Steps for Use
Read through each step
Read through the Using this site information and watch the video.
Go to the Teams tab and click on our team. You will see a post from me.
Please click through each component on the tool rating where you think your is on the rubric.

Ready for Discussion
Reflect on how you might use this resource in the your team as you address your adaptive challenges.

Lunch 12:00
**I need to get on to see who has completed the rubric and who has not.

1:00 – Leading for Transformational Change

Share – whole group
How might you use this resource in your team as you address your adaptive challenges?

Explicit Teaching
1. Transformational Change – share insights from Jennifer Jones about this time of revolution – the inward=bound journey
2. Courage – “Who” is the leader – Parker Palmer
3. Presence – Inner work of learning how to see with “your eyes and your heart open.
4. Holding the “whole in awareness”
5. Changing our beliefs – Margret Wheatley To know as you are known
6. Opportunity Now - Shift to CCSS, Digital Conversation

2:00 Presencing

Reflect - As you get on the balcony and look at yourself as a leader capable of transforming public school organizations through intentional application of systems thinking and presencing what is the question you are holding? Write this question – give the whole group time to write this question.

Teach – Dialogue Process.

Chat #7 Presencing – Partners- 15 min each
Partner A shares the question.
Partner B pays attention to your feelings and images and write a response to partner A telling what you are feeling and seeing.
Partner B reads the response.
Partner A can then ask questions.
Engage in a conversation, but remain focused on Partner A’s questions. Take the entire 15 minutes.
Switch

(This is not the time to give advice or ask open honest questions. In education we spend a great deal of time in the logical and sequential brain. We need to lead with our whole self and feel free to tap into our creatively which you can know when you pay attention to your senses and images.)

2:30 – Explicit teaching

Explicit teaching – Yvonne
Just like explicit and intentional teaching is essential when students are learning new skills or when the language is a second language, the same is true about leadership. When we explain our thinking, why we are doing what we are doing and articulate the questions we are asking ourselves, we build trust. When people trust us, they don’t have to waste valuable time, emotion and energy guessing why and can stay focused on the work. Additionally, when a leader leads from this level of transparency, you are modeling for those we are growing as leaders. Remember, everybody is watching you because you are a natural born leader. Use your gifts and strengths and model life-long learning, requirements for transforming our organizations.

2:45 – Governance and Policy

Explicit Teaching – Share personal story of wanting to stay out of politics and opportunity to be on the Quality Education Commission and OEIB. Experiences of leading when I have not been given authority:
• Rudy Crew appointing a chair of Best Practices
• ELL Strategic Plan
• Powering Up Digital Plan
• Education Northwest Board
• Oregon Learns

Reflect – If you think about the concept of governance, as leadership and policy as practices set down in writing, where are your current opportunities to influence governance and policy? Think about the building level, district level, and state level. Know that these opportunities do not happen sequentially and it doesn’t matter what formal authority you have been given. Where will you say yes? (Pay attention to your senses as you think about each one. Do you get the feeling of excitement at the possibilities or do you feel a sense of dread? Spend a moment thinking about why in each case.)

Chat #8 Governance and Policy – Quads – 3 min. each
Each person responds to this question.
What are the opportunities to which you will say yes to and why?

3:15 – Closing

Share – “The Wood Cutter”.

Seminar – Governance and Ethics – 2014 Summer
**Look at the activity with each
Explicit teaching – discuss the idea of watching for what will emerge.

Exit Slip and Evaluation
Think about our use of books, poems, reflective writing, case studies and frameworks or tools. Think about the format of the class where each session was front-loaded on Friday nights with reading and reflection. Our time together on Saturdays designed for explicit teaching, application and sharing.

Please write a final reflection for me explaining how the resources and format of the class worked for you. Which were most helpful in helping you grow? Which were not helpful? Would you recommend this class to other colleagues? Why? Will you lead differently as a result of this experience? Have I left a legacy in you?

3:45 Closing – Whole Group
Each person shares what a metaphor for how you are thinking about you as a leader right now.

COURSE POLICIES

Grading
This course can be taken graded or pass / no pass. Your final grade for this course will be determined based on the following course activities and assignments: attendance/participation in discussion sections, in class assignments, and author response papers.

Course Incompletes
Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf.

Attendance
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials. Contact the instructor in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. Messages can be left on the instructor’s voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

Course Absences
Students must contact the instructor in case of illness or emergencies that preclude attending class sessions or taking quizzes as scheduled. Messages can be left on the instructor’s voice mail or e-mail at any time prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to complete an assignment due to a personal and/or family emergency, you should contact your instructor or discussion leader as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

Expected Class Behavior
Classroom expectations include:
1. Participating in class activities
2. Respecting the diversity of cultures, opinions, viewpoints in the classroom
3. Listening to fellow students, professors, and lecturers with respect
4. Arriving on time, prepared for class
5. Attending for the duration of class
6. Not reading other materials, books, newspapers, or using laptops for other activities
7. Turn off cell phones and other electronic devices
8. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
1. respect the dignity and essential worth of all individuals.
2. promote a culture of respect throughout the University community.
3. respect the privacy, property, and freedom of others.
4. reject bigotry, discrimination, violence, or intimidation of any kind.
5. practice personal and academic integrity and expect it from others.
6. promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.
Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Mandatory Reporting [note to faculty: You can opt to use the longer or shorter version]
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhelan@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academic, at 346-1399 or lindstrm@uoregon.edu ; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

• Outside the College, you can contact:
• UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
• Conflict Resolution Services 346-0617 or
http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
• Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

In Case of Inclement Weather
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the News section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: https://education.uoregon.edu/academics/incompletes-courses