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# Welcome

Welcome to the [HEDCO Institute for Evidence-Based Educational Practice](https://hedcoinstitute.uoregon.edu/) at the [University of Oregon](https://www.uoregon.edu/)! We are situated in the [College of Education](https://education.uoregon.edu/). This lab manual is designed as a resource for all members of the HEDCO Institute. When you join the HEDCO Institute, you are expected to read this manual. Our goal is to keep it updated. Please let us know if you notice outdated links or have any suggestions.

This lab manual has been developed and/or edited by multiple team members including:

* Dr. Lisa K. Chinn
* Jen Davis
* Dr. Elizabeth Day
* Joe Golfen
* Dr. Sean Grant
* Dr. Shaina Trevino

To make this manual, we read several other lab manuals and drew on some of their structure and content, including:

* Dr. Jessica Schleider’s Lab for Scalable Mental Health Manual, Stony Brook University: <https://osf.io/pwnsm>
* Benjamin-Chung Lab Manual: <https://jadebc.github.io/lab-manual/>
* University of Ottawa Heart Institute, Meta-research and Open Science Program Group Handbook: <https://osf.io/saezf>
* The Lifespan Lab, Psychology Department, Brandeis University: [lifespan-lab-manual.8.1.2023.pdf](https://www.brandeis.edu/psychology/lachman/lifespan-lab-manual.8.1.2023.pdf)
* Lab manual template, University of Oregon, College of Education
* Minda Lab Manual: [MindaLabManual.pdf - Google Drive](https://drive.google.com/file/d/1KjEeCEkMfYBWAG_wd8aoOgqyWKvGLCFD/view)
* Gantman Lab Manual: [Gantman Lab Manual - Google Docs](https://docs.google.com/document/d/1QIlAZp-I7Yb1dYiYqIld4dXygGIFdjpV0MtRgGK1bBM/edit?tab=t.0#heading=h.8k1fbicp9c6m)
* Aly Lab Manual: [labmanual/aly-lab-manual.pdf at master · alylab/labmanual · GitHub](https://github.com/alylab/labmanual/blob/master/aly-lab-manual.pdf)

# About Us

## Mission

Our Mission is to provide K-12 education and policy leaders in the United States with relevant, accessible, valid, and reliable information about the latest research so they can implement evidence-informed practices that promote the physical, mental, and social well-being of students, schools, and communities.

## Approach

To accomplish our mission, we conduct [evidence syntheses](https://hedcoinstitute.uoregon.edu/what-we-do-what-evidence-synthesis), which is the term for the systematic process of bringing together information across all research answering a specific question.

Systematically reviewing research evidence can require significant time and resources, often taking over a year to complete. By using the latest innovations and technologies in evidence synthesis methodology, the HEDCO Institute can synthesize evidence to identify effective practices when classrooms, schools, and districts need them most. Educators and other decision-makers often don’t have the time to wait for the results from multi-year projects. Our process is designed to meet educators' decision-making timelines.

We also conduct what are termed “living reviews” on key topics. Living reviews are systematic reviews that have new evidence added at regular intervals, so that our findings stay up-to-date and include the latest scientific research. The data from our systematic reviews are also included in publicly available dashboards, so that interest-holders may easily filter (e.g., by grade level or geographic region) and identify data sources that may be relevant to them.

In addition to conducting our own evidence synthesis, we publish [blog posts](https://hedcoinstitute.uoregon.edu/ask-hedco) written by HEDCO Institute members or guest authors. We also highlight the evidence synthesis work of others in translational products that summarize the evidence in our [Evidence Hub](https://hedcoinstitute.uoregon.edu/evidence-hub).

## Location

The HEDCO Institute is located in the HEDCO Education Building at:

HEDCO Institute

College of Education

6247 University of Oregon, Eugene, OR 97403-6247

**Offices**

The HEDCO Institute’s home base is within the dean’s office suite on the second floor of the [HEDCO Education Building](https://education.uoregon.edu/coe-campus-and-community).

**Parking**

There are a few options for parking near the HEDCO Institute:

1. Purchase a **UO visitor permit** which is $5 for the day (it is recommended to purchase the permit a couple days in advance as parking can sell out)

a. Order Visitor Permit at the UO Parking Transportation Services [website](https://uoregon.aimsparking.com/).

b. Select “Visitor Permits” > Select “Zone B Daily” > Then, complete the order.

c.  This permit is valid for parking in "Zone B" which includes the parking lots outside the HEDCO Education Building (lots 17, 18 and 40)." [map](https://mapapps.uoregon.edu/campusmaps/parkingmap.pdf)

2. Purchase **hourly parking** for $2 per hour:

a. “Hourly Paid Parking” locations are noted in yellow on this [map](https://mapapps.uoregon.edu/campusmaps/parkingmap.pdf).

b. Hourly paid parking is available on a “first-come, first-serve” basis

c. Please see this [link](https://transportation.uoregon.edu/parking#envelope-468) for more info on hourly paid parking and what payment types are accepted.

3.Look for **free public parking** on the street:

a. You can look for free street parking in the adjacent neighborhoods (which is typically 2-hour parking). b. Some of the closest options are on Hilyard St, E 17th Ave, E 16th Ave, East 15th Ave, and East 14th Ave which can be viewed on this [map](https://mapapps.uoregon.edu/campusmaps/parkingmap.pdf).

4. Purchase longer-term parking (for people who are on campus frequently):

a. [Commuter zone permits](https://transportation.uoregon.edu/zones) are for students and employees and can be purchased for a term, for 30 days, or daily

b. Carpool permits can be shared between multiple people

c. [Reserved parking permits](https://transportation.uoregon.edu/reserved) may be available for people who need a guaranteed space, but they are limited in availability.

**Building Accessibility**

The HEDCO Education Building has gender neutral as well as gender-specific restrooms. The building has stairs and an elevator.

## Primary Contacts

|  |  |
| --- | --- |
| **Executive Assistant**  Supports Dr. Emily Tanner-Smith (Executive Director) and the HEDCO Institute, including its Undergraduate Scholars Program | **Jen Davis**  Email: [jdavis10@uoregon.edu](mailto:jdavis10@uoregon.edu) |
| **Research Associate Professor**  Directs the HEDCO Institute Undergraduate Scholars Program | **Sean Grant, DPhil**  Email: [spgrant@uoregon.edu](mailto:spgrant@uoregon.edu) |
| **Institute Email** | **hedcoinstitute@uoregon.edu** |

## Who we are

**Org Chart**

A chart with colorful squares

Description automatically generated

|  |  |  |
| --- | --- | --- |
| **Title** | **Name** | **Bio/Directory Listing** |
| Executive Director | Dr. Emily Tanner-Smith | [Emily Tanner-Smith | College of Education](https://education.uoregon.edu/directory/faculty/all/etanners) |
| Executive Assistant | Jen Davis | [Jen Davis | College of Education](https://education.uoregon.edu/directory/faculty/all/jdavis10) |
| Digital Communications and Marketing Specialist | Joe Golfen | [Joe Golfen | College of Education](https://education.uoregon.edu/directory/faculty/all/jgolfen) |
| Research Associate Professor | Dr. Sean Grant | [Sean Grant | College of Education](https://education.uoregon.edu/directory/faculty/all/spgrant) |
| Research Assistant Professor | Dr. Elizabeth Day | [Elizabeth Day | College of Education](https://education.uoregon.edu/directory/faculty/all/eaday) |
| Research Associate | Dr. Shaina Trevino | [Shaina Trevino | College of Education](https://education.uoregon.edu/directory/faculty/all/strevino) |
| Postdoctoral Scholar | Dr. Lisa Chinn | [Lisa Chinn | College of Education](https://education.uoregon.edu/directory/faculty/all/lchinn1) |
| Senior Research Assistant | Kasia Steinka-Fry | [Katarzyna Steinka-Fry | College of Education](https://education.uoregon.edu/directory/faculty/all/ksteinka) |

**Graduate students.** We are not currently accepting graduate students to be primarily housed within the HEDCO Institute. However, our director, Dr. Emily Tanner-Smith, does mentor doctoral students in the College of Education. We may occasionally have part-time and/or hourly research assistant positions that can be filled by graduate students. We may also be able to collaborate with graduate students who are working on evidence syntheses related to our topics of interest and interested in pursuing research credits as part of their degree coursework. Contact Dr. Sean Grant for inquiries related to collaborating with us.

## Mode of work

The HEDCO Institute is a hybrid team. Some of our staff are based in Eugene whereas others work remotely from locations across the country. Meetings usually occur via Zoom, and we send messages via email and Teams (see section 3.2 for more on communication). We do have occasional in-person meetings or events that include local and remote employees, such as an annual retreat.

**Telecommuting**

* Remote or hybrid employees must follow [UO guidance for remote work](https://hr.uoregon.edu/remote-work-arrangements-guidance)
* Remote or hybrid employees need to have a [flexible work agreement](https://hr.uoregon.edu/flexible-work-agreement-form) on file that clarifies agreed upon work hours
* Remote or hybrid employees are expected to have high-speed internet access, a professional background for video meetings, and a backup plan in the event of internet loss.

# Culture and Conduct

## Institute Culture

We are committed to an inclusive, safe, and supportive culture. We value diversity, equity, and inclusion (DEI) and recognize that diversity comes in many forms such as race, gender, sexuality, religion, socioeconomic status, culture, ethnicity, country of origin, physical appearance, political views, age, and disability status. The [College of Education](https://education.uoregon.edu/diversity-equity-and-inclusion) and larger University of Oregon also [support DEI](https://inclusion.uoregon.edu/about-DEI) through various initiatives.

As scientists, we value open communication and (friendly) debate. A safe environment for such discourse must be built upon a foundation of respect, so that people can feel comfortable sharing their ideas and opinions. We believe that a culture in which people can share their honest suggestions and ideas leads to more voices being heard and faster/better scientific progress.

The SEIU Collective Bargaining Agreement (CBA) 2022-2026, Article 64 outlines the tenants of mutual respect that we follow. While the CBA applies to classified employees, mutual respect applies to everyone. Behaviors that contribute to an intimidating, abusive or bullying work environment, will not be tolerated: [Link to CBA](https://hr.oregonstate.edu/sites/hr.oregonstate.edu/files/2022-03/seiu_cba_2022-2026.pdf) (see pages 108-110 ). Employees are supposed to report behaviors to their supervisor or an appropriate person within the supervisory chain. Additional resources for reporting at the university level are listed in Section 9.1.

**Core values**

* 1. Innovation: grow and create new approaches, learn from challenges, adapt to change
  2. Collaborative: nurture a sense of collegiality, engage with internal and outside interest-holders, and invest in the overall success of the institute
  3. Respect: engage in interactions that foster trust and positive relationships
  4. Excellence: commit to growth and quality, engage in continual improvement, focus on meaningful contributions, and exceed our own expectations
  5. Integrity: be forthcoming and transparent, follow through on commitments to colleagues and Institute partners
  6. Equity and inclusion: listen, learn, act; honor and seek out diverse voices; be open to new and different approaches

## Communication

**Email:**

UO email is the primary mode of written communication and should always be used for communication that needs to be documented/recorded/tracked. Here is a link for [IT setting up your email client](https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=6247).

**Teams:**

We use Microsoft Teams for quick back & forth messages, sharing kudos, and other general updates that do not need to be documented/recorded/tracked. Think of using Teams for our inter-office “messaging” or “chatting” – this is typically used for things where you need a quick reply/answer but don’t need a formal email chain. Faculty and staff may also request a Teams phone number if desired.

**Zoom:**

As a hybrid team, most of our meetings are conducted via Zoom. We prefer to have cameras on when possible, but we understand that people may sometimes have circumstances that require cameras to be off.

**Additional:**

* Undergraduate scholars may also use Canvas to communicate with us (described further in Section 6).
* We do not typically use personal cell phone communications, such as calls or texts, unless necessary for particular circumstances or urgent issues. For example, we may communicate via cell phone if it is most convenient during retreat or conference travel, or if an issue requires an immediate response outside of traditional work hours.

**General Communication Etiquette**

We have members in most US time zones and with varying schedules. Although we work hard, we also support work-life balance and respect each other’s time away from work. We try to be aware of each other’s time zones and we limit communications to members who are on leave.

**Email Communication Etiquette**

* Emails may be sent at any time but, unless already discussed and planned, do not expect a reply outside of business hours in the recipient’s time zone
* If you are working after hours and wish to send an email, you may also use the scheduled send feature to send emails during the next business day
* Most emails should be responded to within 1-2 business days
* For emails that require a longer time for a full response, please acknowledge receipt of the email within 1-2 business days
* We have a “3-email rule” where if an email requires more than 3 back and forths, we schedule a Zoom call instead
* When sharing documents via email, we prefer OneDrive/Sharepoint links over email attachments
* To get the format for a HEDCO Institute email signature, look at this [Sharepoint file](https://uoregon.sharepoint.com/:w:/s/O365_HEDCOInstitute/ESCHpgjYLhZGslKwYzQ8VFgBHoCsAfUCcwGaoEqgJ4qT-Q?CID=7BB8EED9-8E2E-42F1-8217-2D6491AD3F2C&wdLOR=c0185B66D-2E00-4623-A2CC-0C2264C2272D).

**Teams Communication Etiquette**

Teams messages are more commonly used for communication where you hope for a quick reply. They should, therefore, be primarily used during both parties’ workday hours.

## Scheduling and Time Off

**Scheduling**

We use Outlook calendars for scheduling meetings, institute events, and time off. Please block off busy and unavailable time that occurs during your typical working hours on your individual UO Outlook calendar. You do not need to share details when you put personal appointments on your calendar, but please do block off unavailable time so that other members know not to schedule meetings with you at those times. For example, you may write “unavailable” or “appointment” instead of providing specific details regarding a medical appointment.

Unavailable time of less than one working day (e.g., a brief appointment) should be blocked off on individual employees’ calendars. Time off consisting of one full day or more should also be indicated on the shared HEDCO Institute calendar.

**Calendar Setup**

To add the shared Institute calendar to your Outlook:

* Select the calendar icon
* Select “Home”
* Select “Browse Groups” (you may need to select at the far right for your screen for the “Browse Groups” option to show up)
* Enter the name of the calendar “0365\_HEDCO Institute” and select “Join”

**Time off**

We support work-life balance with time off to recharge, for family reasons, to take care of health needs, etc. Most HEDCO staff have taken vacation, sick days, parental leave, or bereavement leave. The HEDCO Institute observes [university holidays](https://hr.uoregon.edu/uo-holiday-observance) and university policies for leave, paid time off, and sick days.

**PTO Norms**

* To submit a request for PTO, email your supervisor for approval as soon as possible
* For planned PTO that spans several days (e.g., vacation), consider sending your supervisor a calendar invite for the days you will be out
* Please use out-of-office notifications if you are out of the office for more than one day and when you take PTO
  + When on PTO for more than 1 day, always set an ‘out of office’ auto-response on your email that notifies people you are out of office and the date of your return. During times when an urgent email might come through, always list a backup contact person in your out of office response (and that backup contact should be notified in advance)
  + For planned business travel, add dates to shared calendar and set an ‘out of office’ auto-response on your email

## Meetings

**Staff meetings**

We have weekly or biweekly all staff meetings on Zoom. Staff are invited via Outlook calendar in advance, and meeting agendas are posted to the Outlook calendar invite.

**Supervisor meetings**

Staff typically have weekly 1:1 meetings with their direct supervisor.

**Smaller team meetings**

Other teams also meet regularly or semi-regularly, including the research team, communications team, and leadership team.

**Board meetings**

Advisory board meetings occur 3-4 times per year. They may occur in virtual, in-person, or hybrid formats.

**Special meetings**

Because of our hybrid format, we make an effort to build in fun time together, similar to what employees at traditional workplaces might experience when they see each other “at the water cooler” or taking a coffee or lunch break together. We have holiday gatherings and other informal fun meetings occasionally on Zoom.

**Annual retreat**

Each fall, all employees typically get together in person for an annual retreat. The retreat encompasses work-related activities (e.g., brainstorming sessions, discussing priorities for the upcoming year), as well as meals or other fun outings.

## Dress Code

The dress code is business casual. UO sweatshirts and shirts are also acceptable for informal meetings.

## 3.6 Work Structure Norms

All employees are expected to be available and online during their agreed upon work hours. Email and Teams should be regularly checked during work hours. Employees are generally not expected to work on nights or weekends or to check email or Teams outside of their agreed upon work hours. Exceptions are infrequent circumstances when we might have a tight deadline or special event.

# Technology and Research Resources

## 4.1 IT Help

For IT help, you may [put in a ticket](https://service.uoregon.edu/TDClient/2030/Portal/Requests/TicketRequests/NewForm?ID=zVTv9AZb5zc_&RequestorType=Service&ArticleId=131862) or call the service desk at 541-346-7088. User Support Services (USS) Academic South has two locations that you may visit in person if needed, one at the Help Desk on the first floor of the Knight Library and one on the first floor of the HEDCO Building (room 110).

## 4.2 UO VPN

The UO VPN can help you access resources from off campus that are limited to campus networks only, such as Banner and certain library resources. Many resources that we use do not require the VPN, including email, Zoom, OneDrive, Canvas, DuckWeb, and Teams. You can find instructions for using the VPN [here](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=31471#:~:text=Use%20UO%20VPN%20when%20you,Access%20to%20Electronic%20Resources%20page.).

## 4.3 Printing

You can be assigned a printing code and can print to HEDCO-342-XEROX-7855 (3rd floor workroom) or HEDCO-360-XEROX-7835 (closest to HEDCO Institute offices).

* To connect your laptop to the printers, please visit the Learning Commons on the 1st floor of the HEDCO Building or submit a ticket to the Help Desk via <https://service.uoregon.edu>

## 4.4 Software

The University of Oregon provides some software for staff and students. You can see what is available at: [Software Center | UO Software Downloads](https://software.uoregon.edu/software-center). HEDCO Institute members often use common office software provided by UO, including Microsoft Office Suite, Teams, and Zoom.

Some software that we use not provided by UO includes:

**R/RStudio.** The HEDCO Institute uses R to conduct most of its data analyses. R and RStudio are free and open source.

**DistillerSR.** DistillerSR is a paid software that facilitates reviews. It has options for duplicate removal, title, abstract, and full-text screening, AI tools, reference labels, and more. DistillerSR is used in a web browser, not downloaded. We have a paid license, and HEDCO Institute staff will create an account for students and new staff as needed.

**Zotero.** Zotero is the reference manager that we use for finding full-texts of articles during reviews and for citations when writing manuscripts. The HEDCO Institute has a Zotero library of references that can be shared.

* **Website to Download Zotero:** <https://www.zotero.org/>
* **Zotero Instructions:** <https://researchguides.uoregon.edu/zotero>
* **Zotero guides:** <https://www.zotero.org/support/quick_start_guide>

\*\*\*Access Lab Folder via Invitation

**Canva.** Canva is a design program for creating visually-appealing briefs, reports, infographics, and a wide range of other written products. There is a free version of Canva for anyone interested in using it. The HEDCO Institute has paid licenses that offers access to premium features.

**Accessibility**

Please reach out if you are facing accessibility challenges with any of the software we use. We will work to find equivalent alternative options or accommodations for individuals with visual impairments, impaired use of their hands, etc. as needed.

## 4.5 File Storage and Sharing

**Storage**

All official Institute materials should be stored on the Institute OneDrive/SharePoint (SP) site, (which can also be accessed via Teams). Personal or working files can be stored on individual computers, but any final versions of documents or materials should be stored on the official institute SP site.

**Sharing**

When sharing files with other Institute employees, always share direct links to the files on SP when possible (rather than sending email attachments). When emailing other Institute employees about files, be sure to include a link to the file location on SP (don’t make the recipient hunt down the file).

**Accessing OneDrive**

To access our shared files via OneDrive:

* Follow the instructions on this webpage for installing OneDrive for Business on Windows <https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=33080>
* Sync the HEDCO Institute OneDrive folder (https://uoregon.sharepoint.com/sites/O365\_HEDCOInstitute/Shared%20Documents/Forms/AllItems.aspx) to your machine
* This will allow you to sync all files directly to your machine, and it allows you to access all (sub)folders using File Explorer (just as you would to access a document stored on your desktop or hard drive)
* This is the preferred method for editing documents, since accessing via web browser on O365 won’t retain formatting well!

**Accessing Shared Files via Teams:**

* Open Teams
* Select the icon 
* Select the “Join or create team” button at the far right top of the page
* Select “Join a team with a code” and enter the code provided in your orientation materials (see Jen Davis if you do not have this code)
* You have now joined our Teams site: 0365\_Hedco Institute

## 4.6 Open Science

We strive to make our work replicable, open, and accessible to the public. To accomplish this goal, we register our evidence synthesis efforts and make these registrations publicly available on our Open Science Framework (OSF) [page](https://osf.io/wqkjf/). Our OSF page also links to our data analysis code on [Github](https://github.com/HEDCO-Institute) and contains other information such as publicly available technical reports and data dashboards. Some of our projects also have publicly available Interactive Data Dashboards on our website that allow individuals to search and filter all studies included in one of our systematic reviews. [Here is our dashboard](https://hedcoinstitute.uoregon.edu/dashboards/depression-prevention-programs) for Studies of School-Based Depression Prevention Programs as an example.

**Some of our key open science and reproducibility strategies:**

* Pre-Registration of Protocols and Coding Manuals
  + All protocols and coding manuals are pre-registered on OSF before starting data collection or analysis
  + Registrations are as detailed as possible, including aims, data sources, coding decisions, and planned analyses
* Style Guidelines
  + We use consistent folder structures, file structures, and file naming conventions across projects.
  + Naming conventions should be both descriptive and consistent for discoverability and clarity
* Coding Guidelines
  + We primarily use R programming language
  + Code is written with consistent commenting and formatting
  + We use the {here} package to manage file paths, ensuring compatibility across systems
  + Code includes clear documentation and a README with instructions for running the analysis
  + We maintain stable computing environments (R/package versions) to support reproducibility
* Code Repositories
  + All analysis code is stored in structured GitHub repositories for version control and reproducibility
  + We create an R project for each systematic review topic and each publication organized with clear subfolders
    - data – contains data for our living review
    - code – contains code for our living reviews (analysis script)
    - outputs – contains outputs for our living reviews (tables, dashboards, etc.)
  + Each GitHub project is linked to OSF, and each publication subfolder is associated with a specific data snapshot and separate component in OSF
* Sharing Guidelines
  + We follow [American Economic Association’s guidance](https://aeadataeditor.github.io/aea-de-guidance/) for sharing a data and code replication package following computational reproducibility standards (e.g., clear documentation and a [README)](https://social-science-data-editors.github.io/template_README/)
  + For living reviews, we maintain and update dashboards and documentation as needed to reflect new data
* Public Reporting
  + Publicly accessible research products are hosted on our HEDCO Institute website and OSF page
  + Living technical reports are hosted on GitHub and updated as new data is available
  + Dashboards are deployed through shinyapps.io and hosted on our website

# Publishing, Dissemination, and Authorship

## 5.1 Research Products

We share the results of our research in multiple ways, most commonly in various types of written products, data dashboards, and conference presentations that may be local, national, or international. We occasionally share our research in other ways, such as news interviews and social media. The HEDCO Institute encourages trainees to pursue publishing and research presentations.

**UO Student Presentations**

The UO has opportunities for undergraduates and graduate students to present their research on campus. Students should also let us know with as much advance notice as possible if they are interested in attending a conference outside UO.

**Undergraduate Research Symposium**

* <https://urds.uoregon.edu/symposium>
* Students from all disciplines, majors, and colleges come together on campus to share the projects and interests they’re passionate about. Students can present research, creative projects, data stories, works-in-progress, etc. in a variety of formats and media.

**Graduate Research Forum**

* <https://graduatestudies.uoregon.edu/forum>
* Graduate students can present at the Graduate Research Forum with a poster, three-minute thesis or as part of a panel.

**Poster Presentations**

The University of Oregon [Undergraduate Research and Distinguished Scholarships](https://urds.uoregon.edu/symposium/poster) provides information regarding poster printing on campus, as well as presentation tips and other resources. They also provide PowerPoint poster templates. Posters are typically made in PowerPoint but may also be designed using other graphic software that can create .pdf files, such as Canva or Adobe Illustrator.

**Translational Products**

One of our strengths is that we have a dedicated communications team that helps us share our research or even the work of others with non-research audiences. The [Evidence Hub](https://hedcoinstitute.uoregon.edu/evidence-hub) on our website contains summaries that help translate technical research into accessible products for individuals involved in education.

**Conferences**

The conferences our members most often attend are:

American Educational Research Association

Society for Prevention Research

Society for Research on Educational Effectiveness

Society for Research Synthesis Methodology

## 5.2 Authorship

We follow [ICMJE authorship criteria](https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html). To be included as an author, an individual needs to make a substantive intellectual contribution to a publication.

From the ICJME website:

*The ICMJE recommends that authorship be based on the following 4 criteria:*

* *Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND*
* *Drafting the work or reviewing it critically for important intellectual content; AND*
* *Final approval of the version to be published; AND*
* *Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved*

**CRediT and Acknowledgments**

In addition to ICMJE criteria, we follow the [Contributor Role Taxonomy (CRediT),](https://credit.niso.org/) which includes 14 roles that can be used to describe contributions to a written product.

The 14 CRediT roles are:

[Conceptualization](http://159.203.176.220/contributor-roles/conceptualization/)

[Data curation](http://159.203.176.220/contributor-roles/data-curation/)

[Formal analysis](http://159.203.176.220/contributor-roles/formal-analysis/)

[Funding acquisition](http://159.203.176.220/contributor-roles/funding-acquisition/)

[Investigation](http://159.203.176.220/contributor-roles/investigation/)

[Methodology](http://159.203.176.220/contributor-roles/methodology/)

[Project administration](http://159.203.176.220/contributor-roles/project-administration/)

[Software](http://159.203.176.220/contributor-roles/software/)

[Resources](http://159.203.176.220/contributor-roles/resources/)

[Supervision](http://159.203.176.220/contributor-roles/supervision/)

[Validation](http://159.203.176.220/contributor-roles/validation/)

[Visualization](http://159.203.176.220/contributor-roles/visualization/)

[Writing – original draft](http://159.203.176.220/contributor-roles/writing-original-draft/)

[Writing – review & editing](http://159.203.176.220/contributor-roles/writing-review-editing/)

Individuals who contribute in a smaller or less direct capacity, such as a board member who provides input on research topics, someone who does minor proofreading but not substantial edits, or a librarian who helps us find full-text articles, are generally not included as authors but may be included in acknowledgments as warranted.

Specific publishing outlets, such as individual peer-reviewed journals, may also have their own additional authorship guidelines that we must follow.

**Author Order**

Author positions have meanings related to the amount of contributions and/or roles that authors have on a project.

**First Author**. The project lead or person who did the most work on a project will usually be the first author. The first author may be a student or postdoc trainee if the trainee carried out most of the research under faculty supervision and the trainee wrote a large portion of the paper. The faculty supervisor on a project may be the first author if a trainee carried out some of the research but the faculty supervisor wrote most of the manuscript and/or designed the study. Ph.D. students should be first author if they publish their dissertation.

**Last Author**. The last author is often the supervisor or the PI of the grant funding for the project, or the senior author who has provided overall leadership for the project. On many of our publications the last author is the institute director, Dr. Emily Tanner-Smith, given her overall leadership and senior guidance on all project activities and outputs, or our research team director, Dr. Sean Grant, given his research leadership on institute projects.

**Middle Authors**. Many of our publications also have middle authors who made substantial contributions but did not lead the project. Middle authors may include other contributors at the HEDCO Institute and external collaborators in other UO departments or at other institutions.

**Corresponding Author**. The corresponding author is the person who will be designated as the contact person for journal editors or readers who have inquiries about a publication. The corresponding author is the person who typically corresponds with the journal during the publication process. This is often the first or last author.

## 5.3 Use of Materials and Collaborations

Our data dashboards, protocols, and other resources are publicly available. Anyone is welcome to use these, as long as they credit us appropriately. For inquiries related to research collaborations with us, contact Dr. Sean Grant (spgrant@uoregon.edu).

## 5.4 Understand the Structure of a Research Study

A lot of journals and research articles use a conventional IMRD structure, which include an abstract followed by *Introduction, Methods, Results, and Discussion*. Some sections might use different names based on the requirements of different journals. For example, Methods might be named as Research Methods or Methodology. Except for the name differences, each of these sections normally contains easily recognized conventional features.

***Abstracts***

Summary of the key points of the article. Read this first, but don’t rely on it solely to draw conclusions about the study.

Abstracts usually contain four kinds of information:

* purpose or rationale of study (why they did it)
* methodology (how they did it, who was studied)
* results (what they found)
* conclusion (what it means)

***Introduction***

Introductions usually aim at generating readers’ interest in the current study and providing enough information to understand the current study. This section usually provides readers the following information:

* what is known about the topic-broad information
* what is not known-more specific information
* what question the authors asked and answered-a focal point

***Methods***

This section provides you the approaches that were used in the study to answer the research hypotheses. For example, the research instrument used, (e.g. questionnaire), subjects (e.g. children between the ages of 8 and 15), procedures, and the approach to data analysis.

***Results***

This section basically presents the data that the authors had found, which might include the relationships among variables and/or differences among groups are reported. These analyses should directly reflect the predictions originally described in the Introduction.

***Discussion***

This section provides a clear answer to the question posed in the Introduction and to explain how the results support that conclusion.

**Questions to Consider**

***Before and during your reading, consider the following questions:***

* What am I looking for?
* Who are these authors?
* What journal is this?
* Might I question the credibility of the work?
* Have I taken the time to understand all the terminology?
* Have I gone back to read an article or review that would help me understand this work better?
* Am I spending too much time reading the less important parts of this article?
* Is there someone I can talk to about confusing parts of this article?

***After reading, ask yourself these questions:***

* What are the hypotheses of this study?
* What specific problem does this research address?
* Why is it important?
* Is the method using a good one?
* What are the specific findings?
* Am I able to summarize them in one or two sentences?
* Are the findings supported by persuasive evidence?
* Is there an alternative interpretation of the data that the author did not address?
* How are the findings unique/new/unusual or supportive of other work in the field?
* How do these results relate to the work I’m interested in? To other work I’ve read about?
* What are some of the specific applications of the ideas presented here?
* What are some further experiments that would answer remaining questions?

**References**

Purugganan, M. & Hewitt J. (2004). How to read a scientific article. Retrieved from <http://www.owlnet.rice.edu/~cainproj/courses/HowToReadSciArticle.pdf>

Keshav, S. (2007). How to read a paper. *ACM SIGCOMM Computer Communication Review*, *37*(3), 83-84.

How to read a scientific article (that you think is too complicated). (n.d.). Retrieved from  <https://www.engineering.pitt.edu/First-Year/First-Year-Conference/Documents/HowTo/>

# Funding and Grant Writing

The HEDCO Institute is primarily funded through donor gifts to the College of Education. We also apply for competitive grants through funding agencies such as the [National Science Foundation](https://www.nsf.gov/) (NSF) and the [Institute of Education Sciences](https://ies.ed.gov/) (IES). Our faculty and staff are encouraged to apply for grants that align with their interests and our mission. The University of Oregon provides information on [best practices for grant writing](https://research.uoregon.edu/plan/plan-project/proposal-development/best-practices-grant-writing-uo).

**Students**

Our undergraduate scholars are compensated through generous support of donor gifts to the College of Education (see Section 7). The College of Education also has various [scholarships and funding opportunities](https://education.uoregon.edu/admissions/scholarships-funding) for students. At the university level, other financial resources are available such as:

[The Office of Financial Aid and Scholarship](https://financialaid.uoregon.edu/)

[Emergency Student Loans](https://ba.uoregon.edu/student-financial-services/emergency-loans)

[The International Cultural Service Program](https://isss.uoregon.edu/icsp)

[Graduate Student Assistance Fund](https://graduatestudies.uoregon.edu/funding/special-assistance-funds/assistance-fund)

[Gender-Affirming Support](https://dos.uoregon.edu/gender-affirming-support)

# 7. Undergraduate Scholars Program

## 7.1 Program Overview

The HEDCO Institute Undergraduate Scholars Program (UGSP) is a multidisciplinary program designed to support future generations of educators, education researchers, and outreach and communication specialists. Our program provides students with rigorous training in research synthesis, effective evidence translation, and/or fostering research-practice partnerships with the ultimate goal of increasing the use of evidence-based practices in K-12 education.

**Specialty Areas**

Scholars in the program gain training and experience in three specialty areas:

**Research Synthesis:** This specialty includes training in conducting systematic reviews, meta-analyses, and other evidence reviews and synthesis products to meet the decision-making needs of K-12 leaders. Students will gain experience with prioritizing topics for evidence reviews, conducting systematic literature reviews, collecting data for systemic reviews, conducting statistical meta-analyses, writing up results for publication in journals and presentations at conferences, and other areas of research synthesis methodology.

**Knowledge Mobilization:** This specialty includes training in translating evidence syntheses into digestible, easy-to-understand products that are meaningful to educators (e.g., infographics, videos, practice briefs, practice guides, toolkits). Students will gain experience with co-creating evidence translation strategies, designing translational research products, and developing dissemination plans for various K-12 education audiences (e.g., teachers, principals, superintendents, school district staff, policymakers).

**Interest-holder Engagement:** This specialty includes training in applying strategies to identify, engage, and inspire K-12 education interest-holders in using research to guide education practice and to engage with the HEDCO Institute. Students will gain experience with identifying relevant interest-holders, working with interest-holders to guide the work of HEDCO Institute, as well as developing tools and materials to support interest-holders’ efforts to communicate and share the work of the HEDCO Institute.

**Student Benefits:**

* Receive a $12,000 stipend to be distributed over the course of the calendar year.
* Participate in professional development, scholarship, and research activities as a part of a prestigious cohort of top scholars.
* Gain applied research experience and evidence translation skills that are crucial to be an effective educational research-practice partner.
* IMPORTANT: If students are receiving federal financial aid, this award may affect financial aid eligibility. Students who receive federal aid have a responsibility to report all awards earned to the UO Office of Financial Aid and Scholarships. Contact [Financial Aid & Scholarships](https://financialaid.uoregon.edu) for more information.

**Eligibility Criteria:**

* Sophomore or junior currently enrolled at the University of Oregon.
  + Seniors who will graduate in December of the scholarship year or later are also eligible.
* Preferred minimum 3.2 GPA\*.
* Interest in research synthesis, knowledge mobilization, and/or interest-holder engagement related broadly to K-12 education.
* Commitment to the program for four academic terms, including 10 hours a week during the academic year and 15 hours a week in the summer.

**Program Expectations:**

Those selected to participate in the HEDCO Institute Undergraduate Scholars Program are expected to:

* Be a sophomore or junior currently enrolled at the University of Oregon (Seniors who will graduate in December of the program cohort year or later are also eligible).
* Remain in “good academic standing” according to [advising.uoregon.edu/content/academic-standing](https://advising.uoregon.edu/content/academic-standing) throughout the year-long program.
* Commit to the following schedule during the year, which includes regular meetings with your faculty mentor, participation in scheduled cohort and professional development meetings/activities, and completion of assigned trainings, activities/work, and projects:
  + Winter term: 10 hours per week
  + Spring term: 10 hours per week
  + Summer term: 15 hours per week
  + Fall term: 10 hours per week
* Meetings generally occur over Zoom: Please display a professional work background for video meetings. The exceptions to the Zoom format include when HEDCO Institute faculty/staff are in Eugene for in person meetings/events and during occasional institute meetings in the HEDCO Education Building i.e., building orientation, in person meetings, etc.
* Complete a final project determined by you and your mentor.
* Acknowledge the HEDCO Institute Undergraduate Scholars Program in all work resulting from research during the program.
* Notify the program administrator immediately of other support or of any conflicts with the eligibility and/or restrictions of this program.
* Notify the program administrator of any publications or conference presentations that are associated with your work in the program.
* The HEDCO Institute Undergraduate Scholars Program is a donor-funded program. In general, scholars can expect contact from the College of Education Development office for the following purposes:
  + To request that you fill out a biographical survey (summer) and participate in professional photos (organized by the College of Education in the early fall) for the purposes of creating a scholar bio that will be sent to donors in later fall of the program cohort year. You will also receive a copy of the professional photo for your own use.
  + Students will possibly be contacted for further engagement with donors and the Development team.

**Mentorship:**

Dr. Sean Grant is the faculty mentor for this program and will schedule regular check ins with you throughout the program. Your faculty mentor directs your specific program and is a resource for questions about the trainings and work you will complete throughout the year. They can also serve as a resource for questions related to career and/or graduate school.

**Professional Development:**

You will be embedded on a professional team in the role of undergraduate scholar. As a scholar, you will participate in targeted professional development activities, such as:

* trainings/modules on evidence synthesis, knowledge mobilization, and interest-holder outreach and engagement;
* informational interviews with HEDCO Institute faculty and staff;
* professional institute activities that occur during your program; and
* panel discussions on selected topics (we focus on topics of interest to scholars, and depending on these interests, the panels can involve HEDCO Institute faculty/staff and/or professionals from the University of Oregon or the field of education where/when appropriate).

**University of Oregon (UO) Undergraduate Research Symposium:**

The University of Oregon holds the [Undergraduate Research Symposium](https://urds.uoregon.edu/symposium) each spring to showcase undergraduate research occurring across campus. Participation is open to HEDCO Institute scholars but is entirely voluntary. Scholars complete their program in December; those interested in presenting at the symposium on their work resulting from the program would present the following spring. Participants can present individually or as a cohort, and the presentation format is flexible. HEDCO Institute faculty/staff will support scholars interested in presenting at the symposium. Please speak with your faculty mentor if you are interested in exploring this opportunity further.

**Scholar Bio**

You will be asked to write a brief bio that HEDCO Institute staff can share (with your permission). Examples of who we might share your bio with: COE leadership/faculty/staff; donors; etc. Here is a basic template:

* Year in school (Example: “I am in my second year at the UO” or “I am a sophomore at the UO”)
* Major, minors
* Career aspirations
* “By participating in this program, [your first name here] hopes to…”

Note: This is different than the bio you will work on with the COE Development Office this summer and fall.

**Resume Description:**

You will be provided with a resume description towards the end of your program that you can include on a resume. For reference only, the resume descriptions provided to 2023 and 2024 scholars is provided below

Please do not use the example descriptions below as they are not specific to your program. They are provided as examples only.

**Resume Description Example**

**2023 Cohort**

Undergraduate Scholar, HEDCO Institute for Evidence-Based Educational Practice, College of Education, University of Oregon

January 2023-December 2023

Advisor:

**Responsibilities:**

Conducted a scoping review on a topic of national interest to educators: screened studies and extracted data; contributed to academic publications; contributed to the translation of research evidence into practical information; participated in outreach and marketing activities; and authored a blog post for the website (final project).

**Publication Citation:**

Grant, S., Trevino, S., Schweer-Collins, M., Day, E., Golfen, J., Steinka-Fry, K., & Tanner-Smith, E. (2023, November 5). Four-Day School Week at Primary and Secondary Schools in the United States. <https://doi.org/10.17605/OSF.IO/KQYC6>

Day, E., Golfen, J., Shimmel, L., Trevino, S., Grant., S., Steinka-Fry, K., Cabrera, B., Hamilton, S., Martinez, S., & Tanner-Smith, E. (2023). What research exists on four-day weeks in K-12 schools? HEDCO Institute for Evidence-Based Educational Practice. Retrieved from <https://hedcoinstitute.uoregon.edu/reports/four-day-school-week-scoping-review>

**Resume Description Example**

**2024 Cohort**

Undergraduate Scholar, HEDCO Institute for Evidence-Based Educational Practice, College of Education, University of Oregon

January 2024-December 2024

Advisor:

**Responsibilities:**

Scholars conducted additional coding of primary studies from a HEDCO Institute systematic review on school-based [depression prevention programs](https://hedcoinstitute.uoregon.edu/reports/depression-prevention-review); tested and used a supplementary coding tool to screen, extract and code demographic data using literature review software (DistillerSR); and contributed to the translation of research evidence into practical information for education stakeholders.

## 7.2 Operational Information for Incoming and Current Scholars

**Mode of work:**

Like our staff, scholars are welcome to work in person, remotely, or a mix of the two.

**Stipend:**

* You will receive a $12,000 total stipend ($3K/term) over the course of the program. Here are details on the distribution of the funds:
  + The funds, disbursed by Financial Aid & Scholarships, are distributed towards the beginning of each term and equally over the four terms (January – December of your program year).
  + Important: Please contact Jen Davis at jdavis10@uoregon.edu if the disbursements do not follow the schedule above.
  + The award is designated as “research”. This means the funds will go directly to you rather than being applied to any student account balance first.
  + The funds will be disbursed however you have chosen to receive funds whether by check or direct deposit.
  + The question, “Will my award be taxed?” is addressed in the [FAQs (Frequently Asked Questions)](#page-3) section of this manual.
  + [Financial Aid &](https://financialaid.uoregon.edu) [Scholarships](https://financialaid.uoregon.edu), 541-346-3221
* To set up direct deposit, log in to Duck Web > Student Menu > Direct Deposit: enter the info for “direct deposit” under “Employee Reimbursement and Student Account Refunds”. Resources for adding direct deposit: [Business Affairs: Refunds and Direct Deposit](https://ba.uoregon.edu/student-financial-services/refunds-and-direct-deposit) and [Setting up Direct Deposit in DuckWeb](https://pages.uoregon.edu/baoforms/bao_drupal_6/sites/ba.uoregon.edu/files/directdepositinstr.pdf). Or, contact Student Billing at 541-346-3170 or [stubills@uoregon.edu](mailto:stubills@uoregon.edu).
* Important: If you are expecting to receive federal financial aid, this award may affect financial aid eligibility. Students who receive federal aid have a responsibility to report all awards to the UO Office of Financial Aid & Scholarships. Contact [Financial Aid & Scholarships for more i](https://financialaid.uoregon.edu/contact)nformation.

**Timeline:**

* The program start date is the first Monday of Winter Term in January of the cohort calendar year.
* The program end date is the last Friday of Fall Term in December of the cohort calendar year.

**Schedules:**

* Hours by Week:
  + Winter Term: 10 hours per week
  + Spring Term: 10 hours per week
  + Summer Term: 15 hours per week
  + Fall Term: 10 hours per week
* Meetings: Scholars participate in the following meetings:
  + To start: weekly meetings
  + As year progresses: fortnightly meetings
  + Each term: Attend one staff meeting per term
  + Starting Spring term, there may be smaller team meetings (e.g., research team, outreach team, etc.)
  + Throughout the year: regular check ins with your faculty mentor
* You may find the following calendars helpful:
  + [UO Five-Year Calendar](https://registrar.uoregon.edu/calendars/academic/five-year)
  + [Time and Date Calendar](https://www.timeanddate.com/calendar/?country=1)
  + [UO Holiday Observance](https://hr.uoregon.edu/uo-holiday-observance): The HEDCO Institute follows the UO Holiday Observance schedule. While our office is closed on UO holidays, scholars are still expected to complete their total required hours for that week.

**Communicating with us**

**Email**: You can expect to receive program information via email. While Canvas will be your “go to” for files, calendar, assignments/activities, etc., UO email will be used to facilitate program administration such as scheduling.

**Teams**: You will use Teams for quick back & forth messages, sharing kudos, and other general updates that do not need to be documented/recorded/tracked. Think of using Teams for our inter-office “messaging” or “chatting” – this is typically used for things where you need a quick reply/answer but don’t need a formal email chain.

**Canvas**: All files, assignments/activities/projects, key dates (calendar) are located on Canvas. There are two types of Canvas sites at the UO:

* Academic Instance (which you use for classes), and
* Community Instance (which are for non-CRN courses and resources)

We will be using the Community Instance of Canvas for this program (see image on the right below). The name of our Community Instance Canvas site is “HEDCO Institute Undergraduate Scholars Program”.

To log in to this site, please go to [community.uoregon.edu](https://community.uoregon.edu/). You will login using your Duck ID and password (similar to a Canvas course).

Several signs with text and images

Description automatically generated

## 7.3 Frequently Asked Questions (FAQs)

**1. Will my award be taxed?**

The UO (University of Oregon) does not remove taxes before distributing the award to student accounts but does inform the IRS (Internal Revenue Service) of the award. The UO completes a Form 1098-T:

* Qualified tuition/fees paid by the student in box 1
* Total scholarships received by the student (including this award) in box 5.

The student can consult a tax accountant regarding any tax implications to be aware of as a result of receiving this award.

International students should check with Joy Germack, Senior Tax Accountant/Analyst, [jgermack@uoregon.edu](mailto:jgermack@uoregon.edu), 541-346-0782, on possible international tax implications.

Further questions about the Form 1098-T can be directed to Lara Grant, Student Billing, [lkgrant@uoregon.edu](mailto:lkgrant@uoregon.edu), 541-346-1086, for more info.

<https://www.irs.gov/forms-pubs/about-form-1098-t>

**2. Do I need to be enrolled in classes during summer term to receive the stipend?**

No, you do not need to be enrolled in classes during the summer term to receive the stipend. But, please let program staff know if you will not be enrolled in summer classes as we must inform Financial Aid & Scholarships in order for the stipend to be deposited into your account.

## 7.4 Former Scholars

Former scholars are considered part of our team forever! Please feel free to keep in touch with us, even if it has been a while. We like to hear what you are up to, or to help where we can if you need anything. We care about your success!

**Letters of Recommendation**

We are happy to write reference letters and serve as references for former scholars, such as for grad school applications and job applications (assuming appropriate conduct while you are with us). Please request letters with as much advance notice as possible. When possible, **we prefer at least 4 weeks of notice before a due date**. If this amount of notice is not possible, please feel free to still ask us and we will do our best. Please also **send us a reminder a week before each letter is due**. If you are providing our contact info as a reference on a job application, please let us know when you are working on the application that somebody may be contacting us about the position.

Information that can help us write the strongest letters includes:

* A brief summary of the position or program you are applying for
* Any instructions related to the letter (deadline, how to submit, etc.)
* Your recent CV or resume
* A brief reminder (a paragraph or a bulleted list) about your accomplishments with us and dates worked with us
* Anything you want us to highlight in the letter specifically. We may highlight different things for positions, so please let us know if you have anything specifically in mind that you think we should include for each application, such as skills that were listed as desirable in a job listing.

## 7.5 Appendices

**Appendix A: Acronyms:**

COE: College of Education

PD: Professional Development

UGSP: Undergraduate Scholars Program

While not an acronym, [click here](https://education.uoregon.edu/coe-campus-and-community) to find out what HEDCO stands for.

### Appendix B: Definitions:

**Q: What is research synthesis?**

A. Research synthesis, or [evidence synthesis](https://hedcoinstitute.uoregon.edu/what-we-do-what-evidence-synthesis), is a term used to describe a variety of ways that researchers can systematically summarize all of the research studies available to answer a specific question. Research synthesis is an important and exciting tool because it helps people working in a variety of fields (e.g., teachers, mental health clinicians, policymakers) make decisions based on the entire body of evidence on a given topic.

**Q: What is knowledge mobilization?**

A: Knowledge mobilization is a term that includes a wide range of activities used to make high-quality, research evidence about a particular topic or issue accessible to the individuals and agencies who can apply the information (e.g., school districts, teachers, decision-makers). This may involve co-producing knowledge or co-creating research products with non-researchers. Effective knowledge mobilization is crucial for reducing the research-to-practice gap by helping summarize research findings in a variety of ways and getting evidence into the hands of education interest-holders. Working collaboratively with stakeholders is a key piece to knowledge mobilization.

**Q: Who are interest-holders?**

A: An interest-holder is someone who has an interest in, or is affected by, a given issue or topic. For example, there are many education interest-holders. A teacher might be directly interested in how a program delivered in the classroom promotes better student mental health. A policymaker might be interested in that program because they wonder if it is worth funding. A parent might be interested because they want to know if that program will help their child. A student might be interested because they want to know if the program will help them and be enjoyable. Principals or educational leaders may be involved in decisions about programs.

**Q: What is interest-holder engagement?**

A: Interest-holder engagement is a term used to describe the process of identifying, motivating, and involving interest-holders in all steps towards reaching a desired goal. This may include seeking input on which research questions are most pressing to answer, as well as determining how and who to tailor dissemination products to so they can have the largest impact. By collaborating with interest-holders, we can tailor our efforts and products to best meet the needs and desires of those most affected by certain topics.

**Q: How is knowledge mobilization different from interest-holder engagement?**

A: Both knowledge mobilization and interest-holder engagement are key components to evidence translation. Knowledge mobilization involves working with interest-holders to figure out how to effectively communicate scientific results to various audiences. Thus, interest-holder engagement is a critical element of effective knowledge mobilization. On the other hand, interest-holder engagement involves a wide range of strategies used to communicate directly with interest-holders and guide them towards an innovative solution to their problems. Depending on the goal of the interest-holders, this may not always include knowledge mobilization.

# 8. New Employee Information

In addition to the HEDCO Institute requirement of reading this manual, the University of Oregon requires certain forms and trainings for new employees. Much of this can be found under the [New Employee Onboarding Checklist](https://hr.uoregon.edu/new-employee-onboarding-checklist).

## 8.1 Conflict of Interest

The university is supportive of outside activities that advance the mission of the university. If you participate in any outside activities that may include a conflict of interest or conflict of commitment, you are required to disclose these activities and you may need prior approval from the university before engaging in these activities. Please see [this page](https://policies.uoregon.edu/vol-1-governance/ch-2-legal-affairs/conflict-interest-conflict-commitment-and-outside-activities) for more information. Staff who have been with us for a while will need to repeat the conflict of interest form if anything changes and each calendar year. We recommend that you submit the form if you are at all unsure whether an activity is exempt.

# 9. Additional Resources

## 9.1 Reporting Issues or Seeking Help

We hope that you do not experience conflict, harassment, discrimination, safety concerns, or inaccessibility at the University of Oregon in general or the HEDCO Institute in particular. If you do experience issues or concerns, your HEDCO supervisor may be able to help directly or to assist you in finding help. (Note that we are mandatory reporters of [child abuse and neglect](https://hr.uoregon.edu/mandatory-reporting-child-abuse-and-neglect), as well as some [other types of disclosures](https://investigations.uoregon.edu/list-designated-reporters).) If you would like to seek help outside of the HEDCO Institute or need to report something at the university level, here are some university resources for students and/or employees:

**Emergencies**: Call 911

**Reporting a physical access barrier on campus**: [Report a Physical Access Barrier | Investigations and Civil Rights Compliance](https://investigations.uoregon.edu/report-physical-access-barrier)

**Getting support for harassment or discrimination**: [How to Get Support | Investigations and Civil Rights Compliance](https://investigations.uoregon.edu/how-get-support)

**Getting a safety escort on campus**: [Safety Escorts | Police Department](https://police.uoregon.edu/safety-escorts)

**Free safe nighttime transportation on campus**: [Duck Rides | Transportation Services](https://transportation.uoregon.edu/rides)

**Ombuds Program (a resource for support and problem-solving)**: [Ombuds Program | University of Oregon](https://ombuds.uoregon.edu/)

**Counseling Services for students**: [UO Counseling Services](https://counseling.uoregon.edu/)

**Campus police**: [Police Department | University of Oregon](https://police.uoregon.edu/). Non-Emergency and all other business: 541-346-2919 (24 hours UOPD dispatchers).

## 9.2 Miscellaneous Resources

[UO resources for caregivers](https://www.uoregon.edu/caregivers)

[UO public listservs](https://lists.uoregon.edu/mailman/listinfo)

[UO families listserv sign-up](https://lists.uoregon.edu/mailman/listinfo/uofamilies)

[Division of Graduate Studies - Postdocs](https://graduatestudies.uoregon.edu/postdoc)

[College of Education Governance](https://coedocs.uoregon.edu/policies/) (must be on UO’s VPN to access this site)

[UO Faculty Promotion Guidance](https://provost.uoregon.edu/academic-personnel)

[Academic Impressions](https://provost.uoregon.edu/academic-impressions)

[LinkedIn Learning](https://hr.uoregon.edu/linkedin-learning)