

College of Education
2021 IHP Proposal Template Guidance
Proposals for 2021-22 TTF Searches

Proposal number	P21-COE-4
College/School/Division	College of Education
Cluster/Node (if applicable)	N/A
Department/Program	Special Education and Clinical Sciences (SPECS)/CDS
Requested TTF Specialty	Low Incidence Disability/Augmentative and Alternative Communication
Requested TTF Rank	Assistant Professor

This proposal should not exceed four pages in length. Brevity is appreciated and bullet points are welcome.

Proposal Description

One- or two-sentence summary of the proposal, for potential public-facing IHP website use.

The Communication Disorders and Sciences program seeks to identify a faculty scholar in the area of low incidence disabilities to conduct research and train undergraduate and graduate students in the assessment and treatment of children, youth and/or adults requiring specialized services, and equipment to learn and communicate. Expertise in low incidence disorders, including autism, intellectual disability, cerebral palsy, is a research and practice specialty that is in extremely high demand nationally and is important for reducing disparities and promoting resilience to support meaningful change in the lives of some of the most vulnerable groups in our community.

Proposal Rationale

The Office of the Provost and IHP advisory groups will refer to relevant institutional metrics (<https://provost.uoregon.edu/institutional-metrics>) as part of the IHP decision-making process.

Using appropriate information and metrics, describe the need for a TTF hire in this area with respect to each of the following:

1. Describe the rationale for the position, including how the proposal aligns with the strategic vision and needs of the unit and college/school.

(Please limit this response to fewer than 500 words.)

A scholar in the area of low incidence disabilities aligns well with the strategic vision of the SPECS Department and College of Education and provides opportunities for meaningful research, teaching and clinical collaboration across academic program areas in the department (special education, school psychology, and communication disorders and sciences):

- (1) A scholar in this area would be able to further the vision of the COE to transform the **HEDCO Clinic** into a nationally known research and training institute. Currently the HEDCO clinic houses a robust Augmentative and Alternative Communication (AAC) clinic under the Communication Disorders and Sciences (CDS) program that serves children and adults with low incidence disorders such as cerebral palsy, ALS, and multiple and profound disabilities who require technology for complex communication needs. The AAC clinic consistently has a substantial waitlist and is unable to provide services for the many people in the region who need this care. While the UO HEDCO AAC clinic has been lauded by regional schools, the Oregon ALS society, and the CDS alumni who received training in AAC, the clinic is restricted to CDS graduate student training and limited local community outreach as it is directed by one CNTTF clinical faculty. A researcher with expertise in this area would have a ready participant base and would be able to transform this clinic into a regional, if not national, model of AAC by tapping into external funding and increasing the reach and training provided by the AAC clinic.
- (2) A scholar in the area of low incidence disability and AAC would be able to **aid in the recruitment of high caliber CDS master's and PhD students and provide instructional**

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expertise to a strong undergraduate program. CDS has a large master's program and admits approximately 35 students each year for a 7-term program. The growth of master's programs aligns with the current COE vision. Opportunities for specialized training and research would strengthen the pool of students, allow growth and possibly strengthen the CDS program's rankings to make it on par with University of Washington who is our main competitor. CDS also has a robust undergraduate program with over 160 majors. To ensure student success and facilitate stability, there is a need in the program for a faculty member with strong pediatric expertise who would be well-positioned to teach courses such as developmental disorders.

- (3) An AAC scholar would have **strong linkages with existing COE researchers and across the campus, forging collaborations and increasing the likelihood for successful grant funding.** Within the COE, this scholar would have strong alignment with autism researchers such as Wendy Machalicek, Laura Lee McIntyre, and Stephanie Shire and eye tracking work conducted by Stephanie De Anda. Across campus, there are strong ties with Anthony Hornoff's work in eye tracking with low incidence populations with rare genetic disorders..

2. Indicate how the proposed search will do one or more of the following, as appropriate:

(Please address only applicable items, and limit each response to fewer than 300 words.)

- **Help catalyze excellence in new areas of research or creative activity, maintain or strengthen established premier areas of research or creative activity, or draw together multiple areas of research or creative excellence.**

Knowledge in disabilities represents a highly sought area of expertise. A number of states have active recruitment of such expertise and are incentivizing the building of scholarship and service provision with these populations (e.g., <https://education.uw.edu/news/gift-aims-boost-number-inclusive-classrooms-washington-state>). Although such expertise is highly desirable and difficult to identify, UO would be well-positioned to recruit an expert given the existing premier research in synergistic areas. Low incidence disabilities include cerebral palsy, autism spectrum disorder, Deaf/Blind, significant developmental delay or intellectual disability, significant physical and multiple disability, all of which are supported by high caliber research activity on this campus. The timing would be excellent to expand our AAC clinic and research in preparation for these synergies, which represent highly fundable areas. The Center on Racial Disparities and Resilience would also benefit from collaborative expertise in the health disparities that exist among individuals with disabilities.

- **Grow and/or maintain areas of demonstrated prospective/future undergraduate student interest.**

Our robust undergraduate program has over 160 declared majors. This hire would substantially contribute to the ability to maintain the rigor of the program and provide opportunities for growth.

- (1) Due to retirement/departure of two faculty, required undergraduate courses are being taught by pro tem faculty, particularly those on the topics of pediatric development and developmental disorders. Relatedly, our undergraduate program currently has only one full-time, career track instructor, who also serves as the undergraduate program director and primary advisor. Without a new hire, we run the risk of not maintaining the stability of the undergraduate program, the caliber of the current undergraduate program, and the high number of undergraduate student credit hours. Our undergraduate students also require faculty recommendation letters to ensure success in their graduate school applications, required to become a practicing speech-language pathologist. With limited access to full-time, CDS faculty, we risk students not being able to obtain strong letters of support given the heavy reliance on pro tems.

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(2) Having increased opportunity for undergraduate research and clinical exposure will also strengthen an already popular program and encourage it to flourish. CDS undergraduate students frequently seek out these types of opportunities to strengthen their graduate school applications and to deepen their knowledge of the field of speech-language pathology. However, these opportunities remain limited with the CDS program (e.g., two CDS research labs; external clinical opportunities through the 4J school district). As related to the current IHP request, these opportunities can include participation in our community-based AAC Summer Day Camp and AAC Caregiver Support group as well as the development of a low-incidence disabilities/AAC research lab.

- **Grow and/or maintain successful graduate programs, where there is faculty capacity for building areas of excellence and/or new programs of particular institutional need.**

The CDS master's program is a nationally recognized, large, and competitive master's program, receiving 200-300 applications yearly for approximately 35 spots. Master's student trainees also generate the majority of client clinical hours in the HEDCO clinic.

- (1) We seek to maintain, and hopefully, increase the status of the program, which could be achieved with this proposed unique hire by recruiting high-caliber students particularly focused on meeting the needs of individuals with low-incidence disabilities and high communication needs. A survey conducted by the Assistive Technology Industry Association of over 500 speech-language pathologists in the United States found that 86% "strongly disagreed" that "there are enough SLPs with AAC knowledge to meet the needs of consumers" and 78% indicated not having adequate preparation in their undergraduate and/or graduate programs. Our program would be well-poised to meet this clear need – and demand.
- (2) Due to retirement/departure of two full-time CDS faculty, the program currently relies on pro tem faculty to meet student clinical supervision needs, as required by the Council of Academic Accreditation in Audiology and Speech-Language Pathology. Without a new hire, we run the risk of not maintaining the caliber and size of our current CDS master's program. Further, a new hire also presents the possibility of increasing our cohort size, which is feasible with the current applicant pool.
- (3) Such a hire would also create new program opportunities across the College of Education that could build areas of expertise and new model master's programs. Our closest competitor at University of Washington offers such a certificate/endorsement program in low-incidence teacher education (<https://education.uw.edu/programs/graduate/special-education/low-incidence-teacher-education>).

3. Respond to the prompts below with respect to diversity, equity, and inclusion.

(Please limit this response to fewer than 500 words.)

- To facilitate **inclusive searches**, UO requires robust active recruitment work before launching each TTF search.
 - Field Availability Estimate (FAE) data (<https://ir.uoregon.edu/FAE>), provide a demographic breakdown of recent domestic (US) terminal degrees awarded by field and subfield. Specify the 1-2 fields from the FAE data that most closely align with your proposed position.

Educational Research (field) reports an estimated 70% female and 30% total minorities in the field. Communication Disorders and Sciences (subfield) reports an estimated 85% female and 15% total minorities in the field.

- Describe how you will approach recruitment for this position, noting how you will mitigate potential challenges that may arise based on the FAE data.

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In addition to typical postings (e.g., the Council of Academic Programs in Communication Sciences and Disorders website), to recruit a diverse range of applicants, we will also engage in targeted recruitment. We have had success partnering with the National Black Association for Speech-Language and Hearing in recruiting two excellent pro tem faculty to teach undergraduate courses. We would continue to collaborate with similar organizations to promote the position. We also continue to build our program's reputation for emphasizing diversity, inclusion, and anti-racism (e.g., we were invited to be on a national panel addressing these topics); this has afforded us valuable connections across the field who promote our positions.

- c. Approved searches will be required to request that candidates submit a diversity, equity, inclusion statement in their application materials. Please describe specifically what will be critical for your unit to ascertain from these statements.

Our program's mission is to prepare students to understand, assess, and treat individuals across diverse ethnic, cultural, linguistic, social and economic backgrounds. Our vision is to train leaders in the field in an environment that encourages inclusion, critical thinking, freedom of inquiry, and social justice. Thus, it is critical for statements to include concrete actions for how the candidate would foster an environment of learning to promote these values across classroom and clinical settings. Our program's 2020-2022 strategic plan is focused on cultural and linguistic responsiveness. We will be looking for candidates who are dedicated to promoting the recruitment and retention of Black, Indigenous, and People of Color (BIPOC) students, growing the community of BIPOC practitioners, reducing barriers for BIPOC students to pursue higher education, increasing access to clinical services for clients with diverse backgrounds, and increasing research representation to better meet needs of diverse communities.

- ii. The provost expects units to **support student success, access, and experience** by eliminating opportunity gaps and creating a culture of **inclusive teaching**. Explain how you will design the hiring process to identify potential colleagues who will contribute to this mission.

In addition to critical review of applicants' teaching statements and evaluations, the interview process will emphasize teaching practices through focused questions, syllabus review, and a teaching demonstration. We will be looking for clear evidence of inclusive teaching across these sources, including methodological adaptations used to meet the needs of a broad range of students, framing of course material within the applicants' own educational journeys and broader environmental context, description of course and classroom expectations, and applicant engagement with our current students (including student feedback).

- iii. Discuss how your unit would **support the new TTF hire** to ensure they are successful. The SPECS Department has hired multiple new TTF who have been successful due to mentorship from senior faculty and the research center infrastructure in the COE and the Prevention Science Institute. Our model is to include assistant professors in research training and seminars, with clear mentorship aligned to their interests and expertise. Grant writing support is provided through our research institutes, where assistant professors present their research, get feedback, and are supported by senior faculty to submit grants. We also have a model of including assistant professors on grants to facilitate their entry grant writing. We have a department brown bag for untenured professors focused on teaching, research, and service, and robust support is provided through department and College-wide faculty development and mentorship programs.

4. If there are other significant factors, describe them briefly below.

(Please limit this response to fewer than 200 words.) N/A