



Date: 26 February 2021

To: Patrick Phillips, Provost and Senior Vice President

From: R.W. Kamphaus, Dean and Professor

RE: College of Education Institutional Hiring Plan proposals

On behalf of our faculty, I am proposing *four* tenure-track faculty (TTF) hires that are responsive to the 2021 Institutional Hiring Plan call for proposals. Our request is based on a college-wide call that yielded a total of eight proposals. Our four academic department heads and associate dean for academic affairs met on February 15 to review all proposals, assess their responsiveness to the university and college criteria and priorities, and provided a preliminary ranking of the proposals in priority order. The rankings clearly differentiated four of the proposals as more responsive and urgent for filling significant staffing shortfalls in existing academic program areas and staffing areas of growth.

In full disclosure, the four positions not forwarded to you were: Data Science/Quantitative Methods, Indigenous Studies/Black Studies, Prevention Implementation/Data Science, and Educational Policy.

I provide the position numbers, descriptions, and priority ranks in the table below and a brief rationale for each hire in the paragraphs that follow. Of course, the full context and rationale for the hire is best obtained from the individual IHP proposals.

Position Number	Position Title	Priority Rank	COE Academic Department
P21-COE-1	EI Early Childhood Special Education	1	SPECS
P21-COE-2	Racial Disparities and Health Equity	2	CPHS
P21-COE-3	Computing Education K12 through Higher Education	3	EDST
P21-COE-4	Low Incidence Disability/Augmentative Alternative Communication	4	SPECS

Each position makes a unique and strategic contribution to our pursuit of greater research and instructional accomplishment and societal impact. They are, however, two unifying principles; promise for intellectual leadership and promotion of equitable and inclusive practices.

The **Early Intervention, Early Childhood Special Education** position (P21-COE-1) will expand our multi-decade national and international intellectual leadership in special education. This well-deserved reputation has also led to donor funding for an endowed professorship, which will provide partial salary support for an associate professor hire. One of the long-term leaders of this program, whose work has garnered international renown, retired a few years ago. An

Office of the Dean

1215 University of Oregon, Eugene OR 97403-1215
541-346-3405 | FAX 541-346-5818 <http://education.uoregon.edu>

associate professor hire is sought to ensure that the high research performance of this program continues uninterrupted and with even higher aspirations for the future research and intellectual leadership profile. The UO should aspire to remain one of the top 3 world leaders in early childhood special education. Most recently, this master's degree academic program has enhanced local, national, and international student access by offering all courses in the evenings via remote delivery.

In addition to bringing important disparities and equity research expertise to the college, the **Racial Disparities and Health Equity** position (P21-COE-2) will help address the growing instructional needs of the department with the strongest student demand in the college. The graduate programs in Counseling Psychology and Couples and Family Therapy are among the most selective in the college, they both attract highly diverse applicants, and the Prevention Science master's and doctoral programs have grown steadily since inception five years ago to 49 students enrolled in the current year.

The **Computing Education K12 through Higher Education** assistant professor hire (P21-COE-3) will forge a stronger research relationship between the college and the Computer and Information Science Department and lead to new avenues of discipline-based education research. As noted in the proposal, Dr. Goode's computer science education research program is both equity-focused and field-leading. Her work with colleagues at UCLA and elsewhere has placed the university at the forefront of computer science instruction and creates a foundation for providing intellectual leadership for the growing movement to incorporate data science education at the high school level.

The Communication Disorders and Sciences academic program has grown in outreach, national research impact, and student enrollment. Locally, the speech pathology master's degree candidates are providing much needed services through the HEDCO Clinic to the local area, Southern Oregon, and now, all of Oregon through a rapid expansion of telehealth services. Over the last decade, CDS master's degree and undergraduate student enrollments have grown at a faster rate than any other unit in the college. Master's enrollment increased from 52 to 77 and undergraduate enrollment from 165 to 198. CDS program faculty have also been highly successful at acquiring new federal research and training grants in recent years. An assistant professor hire in **Low Incidence Disability/Augmentative and Alternative Communication** (P21-COE-4) will expand the instructional, research, and clinical service capabilities of this thriving academic program area.

All four searches will follow our successful hiring principles of the last half-dozen years – field leading record of research and scholarship appropriate to the rank and inclusive search and hiring practices. Assistant professors, for example, will have produced significant research products prior to the time of hire and show promise for intellectual leadership, and/or participation in federally funded research. Our inclusive hiring practices we be proactive. We will use our extensive professional networks to recruit candidates who bring new expertise, experiences, and competencies that broaden the educational experience of our students.

I look forward to discussing these proposals with you and my colleagues across campus, and responding to any requests for further information or clarification.