

Date: 3 February 2023

To: Janet Woodruff-Borden, Acting Provost and Executive Vice President

From: Laura Lee McIntyre, Interim Dean and Castle-McIntosh-Knight Professor

RE: College of Education Institutional Hiring Plan proposals



The College of Education is pleased to submit 4 Tenure Track Faculty (TTF) hires in response to the University of Oregon's Institutional Hiring Plan 2023 -2024 request for proposals. Three address core faculty hiring needs in each of our undergraduate programs. The fourth submission was designed in consultation with the University's Environment Initiative Committee to align directly with the University's Environment Initiative.

In Fall 2022, the call for proposals was shared broadly with the faculty and staff in the College of Education (COE) and each of our three academic departments employed their faculty governance procedures to determine, prioritize, develop, and submit a single high-quality submission for their department based on the criteria outlined in the call for proposals and on the most pressing needs of the discipline and program. At the outset of development, each department met with me in my role as COE Interim Dean to discuss their proposals, and as a college, we united in the decision to focus this year's growth on the college's undergraduate programs.

As of Fall 2022, the College of Education is home to approximately 930 Undergraduate students and 480 enrolled Graduate students. This year's investment would be in the hire of TTF who would support our undergraduate programs but who would also contribute to the health of an entire department by virtue of their ability to: Strengthen the rigor of the undergraduate experience; Strengthen our graduate pool; and Advance and grow our programs' reputational reach and impact.

- **Strengthening the rigor of the Undergraduate experience:** By contributing to developing critical thinking and problem-solving skills in students who will graduate in four years with their BA or BS degree and who will step directly into impactful and fulfilling positions and make a difference in local, national, and even international social decision-making on a larger scale. Additionally, our curriculum will be enhanced through the contributions of research-active, tenure track faculty teaching in our undergraduate programs.
- **Strengthening our graduate pool:** By continuing to impact the growth of our graduate programs. New research-active faculty with diverse interests play an important role in sparking student interest to pursue professional careers in their disciplinary fields through graduate study.
- **Advancing and growing our programs' community impact:** By influencing the recruitment of students who bring their lived-experience and interest in solving broader and more nuanced social problems. These collaborations of new knowledge and student energy translate to faculty collaboration, increased synergy with existing efforts, and the identification of new solutions to old problems to the benefit of the communities we serve.

We are proposing this growth in each of our 3 undergraduate programs:

- The **Educational Foundations Program (EdF)**, which is housed in our Education Studies Department (EDST). This social-justice oriented program attracts students interested in going directly into the

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educational field as teachers, teacher aides, special educators, and administrators, as well as a host of positions in the field of education, including NGOs as well as governmental positions.

- The **Communications Disorders and Sciences Program (CDS)**, which is housed in our Special Education and Clinical Sciences Department (SPECS). This community-oriented program trains students who use their UG degree to create social impact in the area of speech-language pathology support, substitute teaching, childcare provision, and an array of other critical social and community support roles; or who elect to go on to graduate studies in audiology, speech and language pathology, special education, school psychology and other related clinical and research positions.
- The **Family and Human Services Program (FHS)**, which is housed in our Counseling Psychology and Human Services Department (CPHS). This experiential learning program attracts students with an interest in engaging in direct services to support communities and families and serves as a feeder to many of our graduate programs with high social reach and impact. These students benefit from experiential activities in the community and go on to professional careers in many social services industries.

While each department has a critical need associated with the proposed position, the COE is proposing the following sequence of priority. The rankings below are based on a review of the college's institutional metrics in student enrollment, faculty to student ratios, and a review of SCH and SCH trends for the offerings within each program.

Position	Position Title	Priority	COE Department
P23-COE-1	Social and Cultural Foundations of Education	1	EDST
P23-COE-2	Language and Literacy in Neurodiverse Students	2	SPECS
P23-COE-3	Family & Human Services: Inclusive Sport and Well-being	3	CPHS
P23-COE-4	Climate and Environmental Education	4	EDST

**Social and Cultural Foundations of Education:** A faculty hire in this area will contribute to the ongoing growth in the enrollment trajectory in this discipline. An infusion of scholarship in this area will support the program's ability to maintain pace with evolving state and national academic standards; notably, with academic and curricular changes that emphasize the inclusion of instruction in the critical areas of Ethnic studies, Tribal history/shared history, and Holocaust education. The EDF program has seen consistent and healthy increases in its annual enrollment, with the current annual enrollment (as of Fall 2022) at its highest in 5 years. These steady enrollment increases (ranging from a low of 332 to a current high of 407 within the 3-year span) as well as increases in incoming students over the years, reflect increased student interest in this area. These increases coupled with the state and nation's shortage of qualified teachers, provides important validation to our college's interest in growing this critical area of study. Given the varied expertise in the department faculty in the areas of Indigenous education, Latinx education, bicultural education, ecojustice, literacy, and STEM+C education, much of which is dedicated to our master's teacher preparation program, currently only 4 of the 10 TTF engaged in educator education are able to provide regular instructional input to the EDF program. This faculty to student ratio of 4:363 or ~90 UG students per TTF is an inaccurate reflection our college's values and priorities in supporting teacher education pathways. SCH for this program in Fall 2022 was 2460.

**Language and Literacy in Neurodiverse Students:** A faculty hire with intersecting expertise in the areas of language, literacy, and neurodiversity (each of which align with existing strengths across the SPECS department), will allow the CDS program to continue to enrich its community outreach and would expand

the COE's ability to provide students with high quality experiential learning. CDS is the smallest of our COE undergraduate programs with 4 dedicated instructional TTF. Fall 2022 enrollment was at 184 and has only seen modest declines since its 5-year peak (at 198) in 2020 with variability in incoming students. An infusion of intellectual leadership in this newly emerging, cross-disciplinary area that touches on high-interest areas of study like Autism, is expected to provide critically needed synergistic impact across all four of our SPECS programs: Special Education, School Psychology, Communication Disorders and Sciences, and Applied Behavioral Analysis with the potential to open up opportunities for departmental faculty to engage in broad and intersecting areas of sponsored research thereby increasing that department's grant funding trajectory while expanding our clinical care within the community. SCH for this program in Fall 2022 was 2635.

**Family & Human Services: Inclusive Sport and Well-being:** A faculty hire in this area will join an exceptionally prolific department of Prevention Science and Counseling Psychology grant-active, researchers. Over three years (since the removal of the pre-education pathway), FHS program enrollment has seen some modest increases in incoming students, with enrollment peaking in 2020 at 331. As of Fall 2022, the program is home to 308 enrolled students. While we continue to anticipate some short-term declines in this program due to overlapping student interest with the mission of the Ballmer Institute, we also expect that the linkage between mental, physical, and behavioral health promoted by this hire to foster new and synergistic relationships between the College of Education, the University's Sport and Wellness initiative, and the Ballmer Institute and to generate new knowledge and research activity in these intersecting areas. Due in part to the far-reaching and translatable content covered in this program, this program typically represents the most diverse of the COE's undergraduate programs (56.4% White and 43.6% Students of color compared to 60% White and 36% Students of Color for the college at large). SCH for this program in 2022 was 2708.

**Climate and Environmental Education:** A faculty hire in this area will be an important step in positioning the University of Oregon as a national participant and ally in the sphere of climate and environmental education. As the University leans into our role and our obligations in the area of climate protection, the focus on climate and environmental education in the K-12 classroom rises as a critical and early-contribution that aligns with goals identified for the "Second Wave" of research by meeting the need to enact "Social Change through Environmental Education and Communication". Based on current enrollments in existing programming and coursework that is aligned with environmental protection, we anticipate high interest in this programming. The development of this proposal was encouraged by the Environment Initiative Committee.

### **Conclusion**

The College of Education is in the throes of recent transition. Like many other programs across campus, we have lost faculty due to retirements and other transitions. We are eager to enter a state of stability, growth, and re-set, with a renewed focus on our excellence and reputational status as a leading research College of Education committed to preparing a workforce of socially engaged professionals. Our faculty continue to lead the field with their transformational scholarship and prolific research with national and community impact. An infusion of new faculty hires allows the creation of new knowledge and increased student experience, community impact and partnerships. We believe this combination of faculty hires contributes directly to the academic, research, and service missions that will allow the College of Education and the University of Oregon to grow our impact among regional, national, and international peers. We are grateful for the committee's review and are optimistic of our college's success in this year's IHP submission.