

Date: March 1, 2024
To: Karen Ford, Interim Provost
From: Laura Lee McIntyre, Dean and Castle-McIntosh-Knight Professor
RE: College of Education Institutional Hiring Plan proposals



The College of Education is pleased to submit two new Tenure Track Faculty (TTF) hires in response to the University of Oregon's Institutional Hiring Plan (IHP) 2024 -2025 request for proposals, and one carryover proposal from IHP 2023-2024. The two new proposals address some of the core faculty hiring needs to fulfill our educational mission.

In Fall 2023, the call for proposals was shared through department heads with the faculty and staff in each of our three academic departments in the College of Education (COE). Each department employed their faculty governance procedures to determine, prioritize, develop, and submit a high-priority submission for their department based on the criteria outlined in the call and on the most pressing needs of the discipline as determined by the faculty in that department and discipline.

Academic departments engaged in development of their desired proposals independently and where appropriate sought feedback and input from the dean as part of their development. As a result, I was able to make critical suggestions to address timely and entrenched concerns from local and national key educational partners regarding contemporary educational programming to support our K-12 educator preparation programs. Once all proposals were submitted, I discussed with department heads and prioritized the final pool of proposals.

In addition to the four critical priorities outlined in the provost's materials, the College of Education's focus areas for this year were to:

- Ensure that each proposal contribute to *a current, entrenched, or broadly anticipated societal need within the discipline with new perspective-taking and positioning and high prospect for long-term traction and leadership*. And to:
- Develop proposals with an emphasis on hiring faculty *who create impact in their respective fields through scholarship, innovative partnerships with community, and through programs of research in areas of high societal need*.

This year's investment in COE faculty hiring, would support two TTF who would in turn support our college in the preparation of educators and educational professionals who are equipped with the skills necessary to continue the years long work of transforming human services and educational systems towards more equitable and efficient systems that benefit and include an ever-broadening range of individuals, needs, and circumstances. As a result, my rankings below reflect not only the needs of a college and institution based on current institutional metrics and enrollment trends, but also reflect and incorporate national trends for these critical areas based on the present and anticipated needs of the disciplines we serve.

Position	Position Title	Priority	COE Department
AY23-COE-3	Health Promotion in Latinx Communities		CPHS
AY24-COE-1	Education Policy and Equity	1	EDST
AY24-COE-2	Early Literacy Education	2	EDST

Health Promotion in Latinx Communities: This is carryover position from AY23 that was unfilled in the department of Counseling Psychology and Human Services. We have shifted the focus somewhat to focus on hiring a faculty member with expertise in promoting mental and physical health and reducing health disparities in Latinx and Spanish-speaking communities. The new hire will be of a researcher and scholar eligible for licensure as a psychologist with expertise in mental health, physical health, health disparities, social determinants of health, or educational and vocational success with Latinx populations such as immigrants, children and youth, college students, families, or adults in community or education settings. Through clinical supervision, teaching, mentorship and conducting grant-funded research, this hire would support the preparation of mental and educational health promotion in professionals at both the undergraduate and graduate levels, who in turn would provide supports and services to Spanish-speaking communities that meets a growing need in the field and in the nation. The TTF line would be in the Department of Counseling Psychology and Human Services and serve undergraduate students in the Family and Human Services program and graduate students in Counseling Psychology, School Psychology, and Prevention Science.

Educational Policy and Equity: This faculty line will be housed in the Educational Studies department and will contribute to developing critical thinking and policy analysis and advocacy skills in individuals who will step directly into impactful roles in schools, districts, non-governmental organizations, non-profits, state and national governmental agencies. This faculty hire will engage in the analysis and implementation of existing policy as well as in the development and rethinking of new educational policy through research, scholarship, and the preparation of critical agents in the field. The faculty member will contribute to an already rich and well-documented history of working with state and national educational agencies to inform policy decision-making with respect to ever-evolving legislative changes. Importantly, this faculty will contribute to our undergraduate program in Education Foundations, our largest undergraduate program in the COE, and make valuable contributions to our new Education Policy master's program in the Education Studies department.

Early Literacy Education: This faculty line will be hired into the Educational Studies department to make significant contributions to the literacy curriculum and pedagogy at the undergraduate and graduate level. Literacy curriculum and pedagogy is one of the most important areas of preparation for elementary teachers as they prepare K-12 students to become critical consumers and creators of text in a text-reliant social structure. Many students in the Education Foundations undergraduate program will go on to pursue elementary licensure as a pathway to becoming a K-12 educator. It is critical that our educator preparation program faculty possess the scholarly expertise to support the development of literacy skills in the teachers we prepare. Early literacy education is a top priority in our educator prep programs and an area of expertise that is in need of critical expansion to meet the needs of future teachers. This faculty member will join the department of Education Studies, home to our largest undergraduate program and home to our general education teacher preparation program. This new hire will add necessary expertise to address local and

national teacher preparation needs by weaving together critical evidence-based research and demonstrating impact in the field of education.

Conclusion

The College of Education is stabilizing and developing forward momentum. We are grateful to be at a moment in time that permits us to be forward-thinking with resources that allow us to confidently map-out our intentions in terms of both our short- and our long-term future impact as a college. In addition to re-staffing and growing with an eye to the institution's overall mission and metrics, as a college we feel a mission-oriented obligation to ensure that we grow our college and our mission in a way that is relevant to the professional disciplines and services that we serve at the local, regional, national, and international levels. As both a research powerhouse and a professional school, we continuously strive to ensure that our professionals and scholars are contributing to supporting real, contemporary, and entrenched needs in the human services disciplines and are solving real problems that contribute to a greater social good. Our scholars and graduates are "deployed" broadly both in geographic scope and professional influence and are able to implement their critical skills from every level of the workforce. We are eager welcome a new cohort of faculty hires who will continue to expand our reach and our impact. We are once again grateful for the Provost's review and are optimistic of our college's success in this year's IHP submission.