

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

<b>Proposal number</b>	P21-COE-2
<b>College/School/Division</b>	College of Education
<b>Cluster/Node</b> (if applicable)	
<b>Department/Program</b>	Counseling Psychology and Human Services
<b>Requested TTF Specialty</b>	Racial Disparities and Health Equity
<b>Requested TTF Rank</b>	Open

**Proposal Description**

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

This position focuses on recruiting a researcher and scholar with expertise in addressing racial disparities in the United States in areas such as health promotion, telehealth interventions, mental health prevention, immigrant mental health, school-based prevention, and substance use prevention. This faculty member will fill a gap in CPHS by contributing to our doctoral, masters, and undergraduate programs as well as our Spanish Language Psychological Services and Research (SLPSR) Specialization through teaching and mentorship while conducting grant-funded research focused on racial and health disparities with underrepresented populations.

**Proposal Rationale**

**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.)**

The Department of Counseling Psychology and Human Services includes a number of programs focused on training students who will provide support services in our communities to underrepresented populations. Our undergraduate program in Family and Human Services (FHS) trains students that often work across the state of Oregon directly with underserved populations in a variety of community and health agencies. Each year our FHS students provide about \$1 million in equivalent services to high-risk communities in the state of Oregon. Our graduate programs, including our Counseling Psychology program (Ph.D.), Couples and Family Therapy program (Master's), and Prevention Science Program (Master's and Doctoral), enroll students from highly diverse backgrounds who go on to compete for rigorous positions at the state and national level in all areas of mental health prevention, treatment, and disparity response.

In our CPHS undergraduate and graduate programs we enroll nearly twice as many underrepresented students compared to other programs on the UO campus. For example, the FHS undergraduate major consistently enrolls 28% ethno-culturally diverse and traditionally underrepresented students and 44% first-generation college students. The Counseling Psychology program has maintained an average enrollment of 50% ethno-culturally diverse doctoral students for at least the past 10 years, and last year won a national award recognizing these efforts from the American Psychological Association. Hiring a faculty member who focuses on racial and health disparity with underrepresented populations would allow us to expand mentorship opportunities for our students, retain promising students, support other faculty members across the university, add to our outstanding and related research portfolio, and is aligned with our college and department goals to infuse issues of equity, inclusion, and diversity into teaching, research, and service.

**2. Indicate how the proposed search will do one or more of the following, as appropriate: (300 words)**

- Contribute to growth in national and international leadership of the university within the proposed field.

This position would align with our research strengths in Prevention Science, and would capitalize on national trends in the field of prevention science that focus on understanding the impact of racial and health disparity on long-term outcomes in children and families. This is a growing research area that is highly fundable by federal agencies. This position would be synergistic with the Diversity Initiative and

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hiring plan outlined by the provost office this year.

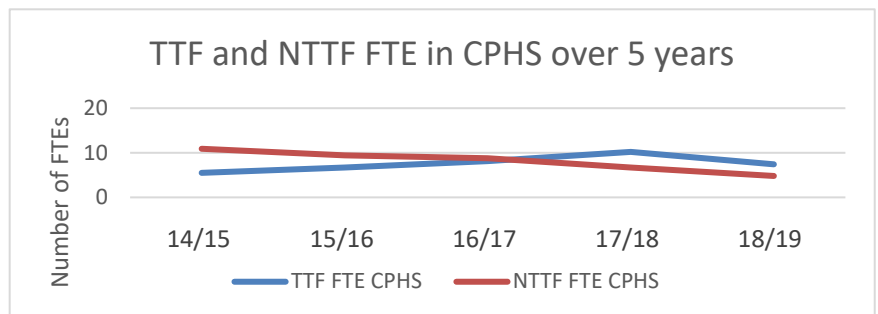
- Help catalyze excellence in new areas of research or creative activity, maintain or strengthen established premier areas of research or creative activity, or draw together multiple areas of research or creative excellence.

A scholar with expertise in racial and health disparity will be able to collaborate broadly with faculty on campus and will complement our strengths in prevention of mental health problems and substance use prevention in the College of Education. As a result, this scholar will be able to collaborate broadly with existing faculty members, which will build on our strengths and our current reputation as a national leader in prevention science and in school and community-based interventions in our applied graduate programs. We seek a candidate with some expertise in the delivery of services via telehealth models and who may investigate the interface between the community prevention work our faculty and students engage in with new models of eHealth. We seek a faculty member who concurrently will focus on disparities in new eHealth modalities, such as focusing on reducing the digital divide that burdens prevention and intervention efforts. This faculty member would make connections not only within our College but throughout the University.

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

The Family and Human services undergraduate major is on a growth trajectory, and has now been approved as a 4-year major with multiple options (applied vs. research track). This has allowed us to increase enrollment from **371** students in 2018-19 to **435** students in 2019-20. This growth will continue as we provide additional support for students and academic content in racial and health disparities, which will be delivered by the proposed faculty member.

Simultaneously, our growth has occurred at a time where we have experienced a substantial decline in our staffing. Over the past 5 years, the CPHS department has experienced a significant reduction in NTTF faculty due to budget cuts mandated by the provost in 2017-2019 in the College of Education. These budget cuts occurred in CPHS without replacement, and have resulted in very few faculty to support our programs. At the same time, we have lost 3 full-time tenure line faculty (e.g. to other positions) and 2 full-time tenure line faculty to university level leadership roles. Of note is that our TTF FTE in the department is 7.4 (see figure below), but we have 16 TTF faculty members, which reflects the large number of faculty who are exceptionally successful in extramural funding in ways that support the entire College and University, buy-out of teaching on grants, and serve in administrative roles in the College and across campus. The result is that we simply do not have enough faculty to cover the teaching, research, mentorship, and service tasks in the department at the same time our department is growing. See 5-year staffing trajectory, at right.



- 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.

Our 5-year average of enrolled graduate majors is 94 students, and we have substantially grown our Prevention Science masters degree programs over the past 5 years. This position will allow us to further grow both our masters and doctoral programs by providing mentorship in racial and health disparities to incoming students, which will also increase our enrollment of ethnically diverse graduate students at both the masters and doctoral level.

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Our Spanish Language Specialization in Psychological Services and Research provides a graduate-school approved specialization in service provision and research to Latinx populations. It includes supervision in Spanish as well as specialty courses in topics such as Latinx Mental Health. The specialization is a recruitment tool for Latinx students who want to receive training and extra support in providing intervention services to the Latinx population, and has therefore improved our recruitment of Latinx students across these programs. Currently, we have few faculty in CPHS with a research focus on Latinx mental health and interventions, none of whom are bi-cultural, and hiring in this area would help grow our research portfolio to focus on this underserved population and help support our growing number of both Latinx and non-Latinx students interested in this area in a state that is growing increasingly diverse (about 23.5% of Oregon school children are Latinx).

### 3. Respond to the prompts below with respect to diversity, equity, and inclusion. (500 word limit please)

- i. To facilitate **inclusive searches**, UO requires robust active recruitment work before launching each TTF search.
  - a. 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.

The most closely aligned fields are Counseling Psychology (31% minorities), Couples and Family Therapy (39% minorities), and Public Health (48% minorities). All 3 fields are composed of over 75% women.

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

Because there are a fairly large percent of diverse candidates in these fields, we are confident that we will be able to recruit a candidate with expertise in racial and health disparity. Furthermore, our department has a strong reputation for supporting diverse faculty, students, and research in this area, and will be an attractive context for researchers in prevention science and intervention work with ethnoculturally diverse families.

- 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.

Candidates must demonstrate expertise in racial and health disparity, mental health clinical intervention expertise, as well as mentorship and teaching excellence with diverse students. Candidates will also be expected to contribute to the Spanish Language Specialization with clinical skills and training and with Spanish language fluency, and will be preferably bicultural. The tenure track faculty members who have left the department during the past 5 years were all clinically trained and contributed to the clinical training of our students. This will be an expected feature of candidates for this position, and our clinical fields have clear training guidelines that support inclusion, equity, and diversity skills, knowledge, and professional values as foundational to ethical clinical practice and field research.

- 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 prior searches, we have required the faculty member to do the following tasks during the on-campus interview. All of these activities assist us in selecting a faculty member who can support student success, access, and experience.

- First, prospective faculty candidates teach a class. Undergraduates evaluate the quality of the lecture and provide feedback on the search candidate.
- Second, a lunch with graduate students will provide information on the faculty member's accessibility and student responsiveness.

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- Third, students from our graduate programs and COE student diversity groups (such as SOURCE) will meet with candidates during campus visits and provide feedback and evaluation related to equity and inclusion criteria.
- Fourth, faculty, staff, and student alike will evaluate the candidate in interviews and research colloquia on their engagement with and focus on equity and diversity themes in all aspects of their work.

iii. Discuss how your unit would **support the new TTF hire** to ensure they are successful.

The CPHS Department has a number of senior faculty members who know the academy and University well, are highly connected to their professional organizations nationally and internationally, are engaged in significant and highly regarded research, and currently mentor newer faculty members quite successfully. As part of our department norms and culture, all new faculty members in the department are assigned senior mentors, and these relationships have been extremely helpful to junior faculty members who have all been highly successful.

In addition, multiple faculty members in CPHS have large grant portfolios and have supported assistant professors as mentors in the past through grant writing and instrumental support for research, making the department an ideal environment for an assistant professor who focuses on prevention and intervention research. Faculty in CPHS have affiliations with a variety of College of Education research institutes, with the majority of faculty affiliated with the Prevention Science Institute, one of the largest research institutes at the University of Oregon with a strong portfolio of federal grants across multiple agencies (NIH, DoD, IES) and over \$10 million dollars of funded research last year (2020, the second highest unit on campus). CPHS houses faculty who were hired as part of the UO cluster hire for Health Promotion, and so we already model support for inter-disciplinary, inter-departmental research collaboration. This will be essential for new faculty members to be supported and successful in contemporary prevention and implementation science and community-based intervention research. As such, the context of support and mentorship for a professor in this research area is excellent, and the research focus on racial and health disparities with underrepresented populations is synergistic with our current portfolio and strengths.

#### 4. If there are other significant factors, describe them briefly below. (200 word limit please)

Over the past 5 years, the TTF faculty in CPHS have substantially increased (a) teaching of undergraduate students, (b) mentoring of doctoral student GE instructors, and (c) supervising doctoral students who supervise the field work of FHS undergraduates, all while continuing to teach graduate students at the same or greater level (see figure below). This increase in undergraduate teaching, mentoring, supervision, and support was part of our multi-year plan to reorganize our undergraduate major and improve the quality of education for UO students. We were highly successful, and we now administer a more academically rigorous program with stronger professional preparation and training of students than ever before. Moreover, our success is measured both in the increase of SCH per TTF faculty as well as the increased enrollment numbers discussed above. With the hire of a new faculty member in racial and health disparity who can mentor and support students, teach across our majors, and conduct federally-funded research in prevention science and community-based interventions we will be able to improve our educational and research mission and enhance community health and well-being nationwide.

