

SOPP STRATEGIC PLAN 2003-2007

Vision:

Preparing tomorrow's psychologist for a world of diversity.

Mission:

It is the mission of the School of Professional Psychology to educate and train students at doctoral and postdoctoral levels for excellence and innovation in the practice of psychology. The School provides an educational and training experience within a challenging and respectful environment which values diversity among faculty, staff, students, clients, and community. In valuing diversity, we affirm and celebrate differences inclusive of, but not limited to, age, ethnicity, gender, mental and physical abilities, race, color, spiritual beliefs, sexual orientation, language, and social and economic status. Thus, we are committed to:

Engineering an attitude of social responsibility in students and faculty to identify and effectively address the needs and concerns of diverse populations;

Developing model psychological service programs which reflect and/or create advances in the field;

Fostering the creative application of a broad range of research approaches to the development of psychological knowledge;

Ameliorating and fostering the prevention of human problems and the enhancement of human functioning;

Preparing students to practice with confidence and competence in a broad array of service settings;

Promoting experiences which instill values of lifelong learning; and

Using and creating new knowledge and methods of application so that students become resources for clients and others in the community.

We aspire, therefore, to ensure professional training that is oriented to the development of the whole person. Our challenge is to share a vision while valuing the differences that create that vision.

Beliefs & Values: "What guides our direction now?"

American Psychological Association Code of Ethics

American Psychological Association Guidelines and Principles for Accreditation of Programs in Professional Psychology

Practices: "How do we do business?"

The School will be a national model of excellence for practitioner doctoral and postdoctoral programs. The School's training will be informed at all levels by the competency domains endorsed by the National Council of Schools of Professional Psychology (NCSPP). These competency areas include, but are not limited to, the areas of intervention, assessment, relationship, research, management, supervision, consultation, education, diversity, and

advocacy. Faculty and alumni will be active in the governance of the field and at the forefront of the generation of new knowledge, models, and programs. The faculty themselves will be models of desired student outcomes, and the School's alumni will also reflect those models.

We have a competency-based curriculum that has clearly articulated learning tasks which are informed by the above NCSPP competency areas. These knowledge bases, skills, and attitudes will be infused and measured across all courses, practica, dissertations, and comprehensive exams.

We have practicum experiences at the pre-doctoral student, internship, and postdoctoral levels that facilitate learning of the School's articulated competencies. We will select and manage training sites that fulfill these clearly stated competencies.

We will integrate applied research/evaluation tasks and skills across all practica sites, and at all levels of the curriculum, and all programs of the School and its faculty. This will include vertical teams involved in projects investigating outcomes and evaluating programs of the School, its faculty, and its affiliated training sites.

We will have a variety of supervised practice experiences that parallel the full range of psychologists' roles envisioned for future practice. We will include practice and experience in both traditional and emerging roles for psychologists across all of the competency areas. Experiential learning will extend through all facets of the curriculum and practica.

We will model and reinforce critical thinking, a respect for differences, and rigorous and challenging intellectual discourse across all of our classes, practica, projects and programs.

Whenever possible, the core competencies will be integrated across several focus areas, such as child/adolescent, family, forensic/correction, and health. Furthermore, each of these focus areas will have close relationships with all training sites within their area, and the faculty will design joint projects, make student placement decisions, and collaborate on joint curricular and program designs.

We will model and reinforce social responsibility. Our faculty, students, and graduates will be at the forefront of working with diverse populations. We will continue to advocate for the public interest. The faculty and students will be engaged in activities and programs designed to bring about social change.

Faculty and students will model and support excellence in service delivery to underserved individuals and communities. We will serve as resources to consult, train, and supervise others in these same domains now and in the future.

The School will be informed by the by-laws of the faculty and the policies and procedures of the School and its various units.

Resources Available "What are the current boundary limits to our plan?"

The School maintains State funding in the “Med I Subsidy” category for practitioner based doctoral level training. The School’s current annual operating budget is \$3,102,994. Additionally, we receive a clinical subsidy to provide the administrative support for the School’s clinical teaching facility, the Ellis Human Development Institute. The current level of this annual subsidy is \$152,276.

Administrative offices of the School and classrooms are located on the main university campus in the Health Sciences building. Included in this building are the doctoral student lounge, a student computer lab and the School’s Admissions and Alumni Relations Office.

The Ellis Human Development Institute is a state of the art clinical teaching and service facility located in the downtown Dayton area. This facility contains about 21,000 square feet of assignable space. The primary purpose is to provide a space to train doctoral students in the delivery of innovative psychological services to the local community.

The School also operates the University’s Center for Psychological Services. Current space allocated to that activity is approximately 4,500 square feet. Student counseling services and psychological consultation to the University’s residential community are provided by doctoral trainees (practicum students and pre-doctoral interns), supervised by licensed faculty members and a staff psychologist. Current, utilization and growth trends have severely cramped this facility’s available space. Ideally we need to least 7,000 sq. ft.

These clinical spaces include state of the art facilities for supervision of the trainees. Each facility includes the capacity for video and/or audio recording, individual and group treatment space, rooms equipped with one-way windows and the latest in electronic assessment, record keeping and management information systems. Facilities and programs of the School are complimented by a highly qualified full-time faculty, professional and support staff including adjunct faculty and more than 150 voluntary clinical and/or supervisory faculty members.

The faculty of the School offers professional services through a professional association, University Psychological Services Association, (UPSA), Inc. This arrangement provides an opportunity for the faculty to be actively engaged in the profession as role models for the doctoral trainees. Most professional service is currently offered at a professional health services office building located off campus. Facilities and programs of the School are complimented by a highly qualified full-time core faculty, professional and support staff including more than 100 voluntary clinical and/or supervisory faculty members.

GOALS “What goals will insure that we achieve our vision?”

GOAL 1

ENHANCE OUR DISTINCTIVE LEARNING EXPERIENCE TO RECRUIT AND RETAIN A DIVERSITY OF STUDENTS FROM THE REGION AND BEYOND.

ABSTRACT: Strengthen the focus on students’ success and their future beyond the University; recruit and nurture distinguished faculty who integrate teaching, research and service; develop more student-centered faculty and staff; market the University by capitalizing on our distinctive

strengths in programs, faculty, staff and facilities; and, strengthen existing and develop new programs to meet existing and emerging needs.

<u>Objective A:</u> Expand marketing and recruitment efforts in the region and beyond, including out of state.			
Strategy	Outcome Measure	Timeframe	Champion
Involve faculty in recruitment	Faculty will be involved in two recruiting activities	Annual, 2003--encourage faculty involvement 2004--add to the workplace template	Leona Gray (Selection Committee)
Students will return to alma maters to recruit	Four student visits	Annual	Leona Gray (Selection Committee)
Maintain linkages to Wilberforce U, Central State U., Antioch C., Univ. of Dayton, Wittenberg U. and WSU for recruitment of students	Central State U. & Wilberforce U. will have faculty members on the SOPP Admissions Committee. Contact the other psychology departments for recruitment purposes	Annual	Leona Gray (Selection Committee)
Maintain contact with all Ohio schools for recruitment purposes	Some contact with all Ohio schools, even if only electronic	Annual	Leona Gray (Selection Committee)
Maintain strong ties with Master's degree programs for recruitment of students	Contact all M.A. programs in the U.S. for recruitment purposes	Annual	Leona Gray (Selection Committee)
Involvement with GRE Search	Targeted advertising search toward individuals	Annual	Leona Gray (Selection Committee)
Network with alumni and clinical faculty; encourage them to recommend potential students	Send out a request for recommendations to alumni and clinical faculty	Annual	Leona Gray (Selection Committee)
Improve and keep the SOPP web site current	A current, attractive web site	By June 30, 2003 and then ongoing	Linda Stewart (Technology Committee)
Maintain contact with historically black colleges	Send letter and poster to all historically black colleges	Annual	Leona Gray (Selection Committee)
Improve the	More SOPP activities	By end of 2003	Emmett Orr

dissemination of SOPP accomplishments	placed in the various media		(Unclassified staff)
Contact other universities with diverse populations (e.g., Hispanic, Native American Tribal Universities)	Send letter and poster	Annual	Leona Gray (Selection Committee)
Get web site listed in search engines	Listing in the major search engines	By June 30, 2003 and then ongoing	Sean Kleefeld (Deans Committee)
Objective B:			
Diversify and enrich curriculum and make it more accessible, responsive, and flexible.			
Strategy	Outcome Measure	Timeframe	Champion
Encourage faculty to maintain or exceed current levels of scholarship and to participate in organizations related to diversity	Measurement of attainment and involvement	Annual	John Rudisill (Deans Committee)
Explore our relationship with the psychology department including exploring whether or not undergraduate students can be involved in faculty research	Meeting with the psychology department to dialogue about collaboration	By 2004	Kerry Glaus (Deans Committee)
Create a dialogue with university diversity groups	Existence of collaborative programming	By 2004	Eve Wolf (Diversity Committee)
More clearly define our SOPP student product	Ongoing dialogue with faculty	By 2004	Kerry Glaus (Curriculum Committee)
Consider the development of joint degrees (Psy.D./MBA, Psy.D./MSN, etc.)	Plan for development	By 2004	Kerry Glaus (Curriculum Committee)
Monitor prescription privileges authority and programs related to training	Annual report	Annual	Kerry Glaus/La Pearl Logan Winfrey (Curriculum Committee)

Consider raising practicum stipends			
Explore expansion of the Post Doctoral Training Program including looking at a specialty focus	Plan for development, implementation of the plan	2004 (plan), 2005 (partial implementation), 2006 (complete implementation)	Jim Dobbins (Post-Doctoral Training Committee)
Continue regular review of the curriculum	Committee report on the review	2003, 2004, 2005, 2006, 2007	Kerry Glaus (Curriculum Committee)
Resolve the question of whether the SOPP curriculum should be four or five years in duration	Curriculum committee recommendation to the faculty	By 2003	Kerry Glaus (Curriculum Committee)
Improve the quality of instruction (instruction and supervision) at SOPP	Improved student evaluations of courses and supervision	End of 2003 and ongoing	La Pearl Logan Winfrey (Clinical Training & Psychological Services Committee) and Kerry Glaus (Curriculum Committee)
Objective C:			
Recruit and retain a nationally/regionally recognized diverse, student-centered faculty and staff.			
Strategy	Outcome Measure	Timeframe	Champion
Develop regionally and nationally recognized faculty	National recognition of faculty (e.g., leadership positions, scholarship)	By 2007	Scott Fraser (Faculty Development Committee)
Maintain a high quality, productive, and collegial work environment	Improvements in the morale survey	2004, 2007 measurements	John Rudisill (Deans Committee)
Improve the infrastructure for minority student retention	Grant application for additional minority support	By end of 2003	Kerry Glaus (Ad Hoc Student Retention Committee)
Increase the percentage of faculty holding Board Certification	Increase number of Board Certified faculty over current level	By 2007	Scott Fraser (Faculty Development Committee)
Improve SOPP administration (e.g., revise by-laws, revise	Reduction in human resource problems, improvements on the	By 2007	John Rudisill (Deans Committee)

policies & procedures, committee structure, merit-based evaluation, refined workplace template, re-engineering basic processes)	morale survey		
Improve the quality of the clinical faculty and adjunct faculty involvement	Developed mechanisms for mutual feedback	By end of 2004	Scott Fraser (Faculty Development Committee)
Selection of school-wide initiatives	Each year an initiative will have been emphasized throughout the school, (e.g., diversity, quality, critical thinking)	Each year starting fall 2003	John Rudisill (SOPP Community)
Develop and implement a strategic plan	Accomplish strategic planning action items	By 2003 development of the plan, by 2007 accomplishment of the plan	John Rudisill (Deans Committee)
Maintain and/or improve the subsidy level	Maintenance or improvement of subsidy level	By 2007	John Rudisill/Emmett Orr (Deans Committee)
Increase other sources of support for faculty	Increased level of faculty support	By 2005	John Rudisill/Emmett Orr (Deans Committee)
Train faculty for the Professional School Model	One training per year relevant to the Professional School Model	Annual	Scott Fraser (Faculty Development Committee)
Develop staff with cutting edge skills	Improved overall staff skills level	Annual review of staff improvement in skill level	Emmett Orr (Classified & Unclassified Staff)
Address key issues from the Dean's organizational study of the school	Resolution of key issues and problems	By 2003	John Rudisill (SOPP Community)
Maintain APA accreditation at the highest level	Pass accreditation survey at highest level	By 2003 or 2004	Kerry Glaus (Accreditation committee)
Undertake Graduate Council survey	Gain valuable feedback through the survey	By 2003 or 2004	Kerry Glaus (Accreditation committee)
Become recognized as		By 2005	Bob Rando (CPS

a leader in multicultural training and knowledge to University community.			Faculty & Staff
Develop family treatment/education program for WSU students living on campus.		By 2005	Bob Rando (CPS Faculty & Staff)
Expand academic performance enhancement services for WSU students.		By 2005	Bob Rando (CPS Faculty & Staff)
Develop remote video treatment services for students with disabilities (seek grant funding and partnership with Disability Services).		By 2006	Bob Rando (CPS Faculty & Staff)
Develop marketing program for CPS so as to increase visibility across campus.		By 2004	Bob Rando (CPS Faculty & Staff)
Develop materials and services (web and paper-based) to facilitate student transition to consumer of CPS services.		By 2004	Bob Rando (CPS Faculty & Staff)
Continue current services in individual, group, couples, and family therapy, outreach programming, and consultation.		By 2003	Bob Rando (CPS Faculty & Staff)
Objective D:			
Enhance the academic success of students by creating a student-centered environment, improving upon current facilities, programs, co-curricular activities and technology.			
Strategy	Outcome Measure	Timeframe	Champion
Increase overall student financial support, especially for	Increased levels of overall support, and increases in support	By 2005	Emmett Orr (Deans Committee)

students of color and international students	for students of color and international students		
Increase collaborative mentoring experiences between faculty and students	Presence of new vehicles for dialogue	By 2005	John Rudisill (Deans Committee)

What SOPP is doing currently:

The best marketing tool is quality training and quality service delivery.
 Special Programs.
 Exposure to multiple levels of training—practicum, internship, post-doc.
 SOPP has a good Viewbook.
 Have a number of out-of-state and international students.
 Participate in Regional GRE forums.
 Leona Gray’s recruitment visits.
 Contacting local groups of ethnic minorities: greek, African American, Asians, Appalachian.
 Recruitment Open House on 11/13/02—opportunity to showcase our faculty and programs and inform minority students about the application process.
 SOPP has a large number of in-house training programs.
 We provide multiple levels of training (interns, post-doc, etc.)
 Use our Viewbook so that it reflects more accurately what our curriculum is, how it is organized by competencies, and whether or not we have such things as competencies, proficiencies, specialty areas/foci, etc.
 Encourage students, and possibly provide travel funds, to go back to undergrad schools of origin and speak with students; especially students of diversity.
 PATH, PANDY, GPC, MRP, CPS, PACT, MENTAL HEALTH & DEAFNESS

GOAL 2

EXPAND OUR PARTNERSHIPS THROUGH EXTERNAL FUNDING AND COLLABORATIVE SCHOLARSHIP BOTH REGIONALLY AND GLOBALLY

ABSTRACT: In order for WSU to increase the quality and quantity of research/scholarship, it will require partnership among a community of scholars, where the community can be defined as regional, federal, state, business, global. The desired outcome will be enhanced national, and international visibility of WSU including increased extramural support.

Objective A: Enhance and expand facilities and infrastructure for research, scholarship and learning through increased extramural and intramural support.			
Strategy	Outcome Measure	Timeframe	Champion
Pursue Medicaid certification for the School	Medicaid certification	By 2004	Virginia Rickard/Emmett Orr

Explore funding opportunities through the ADAMHS Board, esp. when the school is Medicaid certified	Hold regular meetings with Executive Director of ADAMHS Board	Ongoing	Emmett Orr/John Rudisill
Go back to previous funders, e.g., Ohio Commission on Minority Health	Evaluate the financial potential for all previous funders	By 2004	Emmett Orr (Deans Committee)
Hire a research director for SOPP	Hire a research director for SOPP	By end of 2003	John Rudisill (Deans Committee)
Improve and increase the space at HSB	Regain lost space	By end of 2003	John Rudisill/Emmett Orr
Increase the availability of learning resources to assist students and help them be successful academically	Increase the availability of study resources and tutorial assistance	By end of 2003	Kerry Glaus (Curriculum Committee)
Improve the support for diverse groups and needs of students	Needs assessment completed, design and implementation of a program	Needs assessment by 2003, design of program by 2004, implementation of program by 2005	Kerry Glaus (Ad Hoc Student Retention Committee)
Reduce barriers to accessing psychology treatment for students	An expanded referral list for psychological treatment for students	By 2003	Micky Sharma/La Pearl Logan Winfrey
Work with University advancement and alumni relations to develop a program to improve our relationship with alumni	Increase in alumni survey and increased number of alumni donations	By 2003	Leona Gray (Deans Committee)
Objective B:			
Grow collaborative scholarship and centers of excellence.			
Strategy	Outcome Measure	Timeframe	Champion
Look for University-based opportunities for collaborative teaching, research, consultation & funding, e.g., Department of Psychology for	Increase collaborative research	By 2004	John Rudisill (Deans Committee)

collaborative research, Business school for organizational behavior and consultation, Medical School for primary care training			
Explore interactive distance learning	A decision on what, if any, projects to pursue	During 2005	John Rudisill (Deans Committee)
Meet with local universities, e.g., Univ. of Dayton, Sinclair College, Central State Univ., Wittenberg Univ. and Wilberforce Univ., to explore collaborative opportunities	Increased collaborative activities	During 2003-2004	John Rudisill (Deans Committee)
Expand our relationship with the Dayton School system	Additional collaborations with the Dayton School system	By 2005	James Dobbins/ La Pearl Logan Winfrey (Clinical Training & Psychological Svcs. Committee)
Apply for grant to develop cognitive assessment and intervention program for at-risk students (seek partnership with University College).		By 2003	Bob Rando (CPS Faculty & Staff)
Objective C:			
Increase investment in human capital responsible for collaborative scholarship and extramural support through appropriate incentives, recruitment, retention and professional development.			
Strategy	Outcome Measure	Timeframe	Champion
Collaborate with internal and external sites for applied research, especially through setting up clinical database collections	Increased clinical data-based research publications	By 2006	La Pearl Logan Winfrey (Clinical Training & Psychological Serv. Committee)
Participate with University advancement efforts	Increased non-subsidy funding	By 2005	John Rudisill/Emmett Orr/ Leona Gray (Deans Committee)

Better organize our research efforts	Increased research productivity	By 2005	Kerry Glaus (Deans Committee)
--------------------------------------	---------------------------------	---------	-------------------------------

GOAL 3

EXTEND OUR ENGAGEMENT WITH GOVERNMENT, BUSINESS AND NON-PROFITS TO FOCUS ON EMERGING AREAS OF NEED.

ABSTRACT: WSU will commit itself to expanding existing relationships and developing partnerships that engage more of the total university in identifying and meeting existing and emerging needs. As a citizen of the community, WSU will lend its knowledge and expertise to enrich the region and by extension become a role model for other institutions beyond the region.

<u>Objective A:</u>			
Increase the opportunities for community engagement within the curriculum.			
<u>Strategy</u>	<u>Outcome Measure</u>	<u>Timeframe</u>	<u>Champion</u>
Invite community groups in to see what we do at SOPP	Increased number of such events	By 2004	Brenda Mobley/Bob Rando (Deans Committee)
Increase Ellis & CPS service impact on the community	Number of clients assisted increase each year to capacity, quality of outcome increase as well	By 2004	La Pearl Logan Winfrey/Brenda Mobley/Bob Rando (Clinical Training & Psychological Serv. Committee)
Explore the development of community education offerings such as supervision/consultation groups for mental health professionals	Develop a plan, implement the plan	By 2004 for development of the plan, by 2005 for implementation of the plan	Leon VandeCreek/ Kerry Glaus (Deans Committee)
Improve our relationship with Greene County mental health agencies	More collaboration	By 2005	La Pearl Logan Winfrey (Deans Committee)
Improve our relationships with existing community partners, e.g., VA, WPAFB, ADAMHS, Courts & Prison system, Dayton School system, Children's Service Board, & Hospital	More collaboration	By 2006	John Rudisill (Deans Committee)

system			
Expand clinical and consultative work in the health psychology domain (average 2 hours of consultation per week) by expanding services to the Student Health Service (School of Nursing) and Internal Medicine and Pediatrics (School of Medicine).	Increase the number of hours/ month of consultative services provided to Student Health Services	By 2005	Bob Rando (CPS Faculty & Staff)
Objective B:			
Enhance WSU presence within the Miami Valley region and beyond in ways that are important to the community			
Strategy	Outcome Measure	Timeframe	Champion
Attain community Medicaid certification	Attain community Medicaid certification	By 2004	Virginia Rickard/ Emmett Orr (Deans Committee)
Develop our links with the community mental health system	Increased collaboration	By 2005	John Rudisill (Deans Committee)
Develop grants with community health, mental health, and school agencies	More grants	By 2006	John Rudisill (Deans Committee)
Improve the practice plan	Increased participation and revenues	By end of 2003	Virginia Rickard/ Emmett Orr/Steve McConnell (UPSA Executive Committee)
Consider a retirement plan for the practice plan	A practice plan for UPSA providers	By end of 2004	Emmett Orr/Virginia Rickard/Steve McConnell (UPSA Executive Committee)
Consider whether to continue Woodman space or move to Ellis Institute	Decision & implementation	August 2003	Emmett Orr (Deans Committee)
Encourage more faculty and student involvement in community organizations	Increased involvement	2003	Abby Goldstein & Ryan Buhite (Student Government)/John Rudisill (Deans Committee)
Include community service in our	Add community service to existing	By end of 2003	John Rudisill (Deans Committee)

presentations of our faculty, staff & students to the external environment, including the web site.	displays		
Objective C:			
Enhance the quantity and quality of dialogue with our various communities (e.g., multi-disciplinary forums, think tanks, symposia, etc.).			
Strategy	Outcome Measure	Timeframe	Champion
Work directly with the Montgomery County and neighboring ADAMHS Boards to keep informed of their priorities, and to help to integrate our strengths and interests with their needs	Increase the quantity and quality of our dialogue with the ADAMHS Boards Increase the number of meetings	By end of 2004	John Rudisill (Deans Committee)
Explore funding through the Greater Dayton Mental Health Foundation Board	Funding through the Greater Dayton Mental Health Foundation Board	By end of 2003 approach the Board; by end of 2004 obtain funding	John Rudisill (Deans Committee)
Maintain a relationship with ODMH Residency Training	Meet with ODMH annually to explore collaboration	Annually	La Pearl Logan Winfrey (Deans Committee)
Better meet the social responsibility mission of SOPP through creating an administrative structure to serve this function	Increased activity in the area of social responsibility both internally and externally as measured by number of actions	By end of 2003	John Rudisill (Deans Committee)
Explore electronic professional dissertations	A decision regarding whether or not to move to electronic dissertations & implementation of the decision	By end of 2003	Kerry Glaus (Curriculum Committee)
Increase SOPP utilization of the Center for Healthy Communities	Increased faculty and student involvement with the Center for Healthy Communities programs	By end of 2004	John Rudisill (Deans Committee)
Strategically place	Increased faculty,	By 2005	John Rudisill

faculty, staff or students on community planning agencies that make decisions about resource allocation, e.g., GDAHA	staff or student involvement in planning agencies		(Deans Committee)
--	---	--	-------------------

What SOPP is doing currently?

Involvement with CAM program (student research, clinical experience, etc.).
 Contracts w/courts, Dayton Urban League and other agencies, etc. re: special programs/projects/ designed to address societal concerns.
 Service learning utilized in a # of academic courses.
 Several faculty are active in state and national associations.
 There is a health care shortage in Dayton, so much so that the Dayton area is looking at a centralized mental health clinic for Dayton. What could be our contribution for this emerging need within our own community:
 Community Advisory Board (CAB)

Success Indicators (How do we measure our progress?)

2002-2003

2001-2002

1990-1991

Domain A (eligibility) of Accreditation Standards

Domain B (program philosophy, objectives, and curriculum/training plan

% of students who graduate in 5 years

Appropriate number of clients served in service programs

Number of clients served by the practice plan

Domain C (program resources)

Revenue of the practice plan

Domain D (cultural and individual differences and diversity)

% of total minority students accepted, African American, & Appalachian students accepted

% of minority students retained, African American & Appalachian students retained

% of minority faculty and staff in the program

Domain E (student-faculty relations)

Level of student, staff, & faculty moral (improvements on the morale survey)

Domain F (program self-assessment and quality enhancement)

Number and quality (file ratings) of applications for admission each year—selection committee will get back to me on this one

% of all students retained through graduation

Evaluations of courses—curriculum committee will get back to me on this one

Evaluations of supervisors

% of students accepted for internship during the match

% of students who would choose SOPP again during the exit interview

% of students passing the licensure examination on the 1st testing.

% of graduates who are employed

% of graduates employed as professional psychologists 5 years after graduation.

% of students passing the CCE on their 1st attempt

Volunteer efforts for student, staff & faculty in community service activities

Number of committee appointments and offices held in local, regional/state, national, international professional organizations

Number of client or professional advocacy activities by students, staff & faculty

Number of student, staff & faculty presentations

Number and quality of student, staff & faculty publications

Number and amount of student, staff & faculty grants

Number of faculty serving on editorial boards

% of faculty who are board certified

Number of faculty, staff, and students belonging to professional associations

Indicators of program success/efficacy

Domain G (public disclosure)

Domain H (relationship with accredited body)

APA Accreditation at the highest level for pre-doctoral, internship

Key Issues (designated issues from the organizational study)

Foster a more nurturing environment

Address potential threats to M1 funding.

Complete a strategic plan with clear goals and measurements for success.

Clarify and define job performance expectations, requirements, and evaluation criteria for staff and faculty.

Improve operations including timeliness, reading and responding to email/memos, improved follow through by faculty members and administration.

Strengthen the public service image and impact of the Ellis Institute.

Create a more supportive climate for students.

Improve the Annual student review process.

Resolve the 5 year versus 4 year curriculum issue.

Improve the clarity of school policies and procedures.

Improve use of clinical/voluntary faculty and community resources.

Improve equipment.

Improve database support.

Improve faculty-student relations.

Improve collaboration with the WSU psychology department.

Improve integration of clinical and academic areas.

Standards of Performance “What must each person do for us to achieve our vision?”

**FACULTY (Clinical) YEARLY MINIMUM WORKLOAD TEMPLATE
SCHOOL OF PROFESSIONAL PSYCHOLOGY (SOPP)
WRIGHT STATE UNIVERSITY (WSU)**

ACADEMIC TEACHING

(20%)

Four (4) courses (minimum of 2 required courses)

(5% per course)

Evaluation: number of courses, student rating, peer evaluations

CLINICAL TEACHING

(20%)

Three (3) supervisory units. (Practicum students count as 1 unit; interns & post-docs count as 2.)

(12%)

Evaluation: number of supervisory units, student evaluations

One (1) Practice Tutorial group

(4%)

Serve on (3) Clinical Competency Examination Committees

(3%)

Meetings associated with internal site placement

(1%)

Consultation

(Bonus)

Evaluation: numbers

DISSERTATIONS AND ACADEMIC ADVISING

(10%)

Chair six (6) Professional Dissertations

(7%)

Member of three (3) Professional Dissertation Committees

(1%)

Academic Advising (average of eight advisees)

(1%)

One Professional Development group

(Optional; may substitute for one (1) dissertation chair)

(1%)

Evaluation: numbers

UNIVERSITY AND SOPP SERVICE

(10%)

Membership on at least one (1) major WSU Committee

(1%)

Chair or membership on at least two (2) SOPP or UPSA committees

(4%)

Attendance and participation in at least two-thirds (2/3) of faculty meetings held in each academic year

(3%)

Admissions/Alumni Activities (Review of at least ten (10) student admissions folders, participation as a student selection interviewer for two (2) days, alumni visitation, recruitment efforts)

(2%)

Other University or SOPP service (e.g., list serves, research consultation)

(Bonus)

Evaluation: numbers

OTHER PROFESSIONAL SERVICE

(20%)

Community service that is clearly professional in nature and clearly related to SOPP's or WSU's priorities and mission, participation with professional organizations, site visits, editorial boards, review panels, and ad hoc reviews; faculty practice, pro bono practice.

Evaluation: productivity according to the total contributions in the professional area

SCHOLARSHIP

(20%)

Authorship or co-authorship and publication (e.g., scholarly papers in peer review journals, texts, chapters, or monographs; critical/analytic reviews journals, texts, chapters, or monographs; analytic case reports; electronic media; grants writing; presentations and/or lectures (e.g., presentation of competitive/invited paper[s] at major professional or scientific meetings; invited lecture/professorship at a recognized academic institution, media presentations). Development or co-development of programs with recognition at the local, state, regional, or national levels (e.g., innovative education program[s] for students, trainees,

clients, or peers; innovative health care or delivery system[s] or program[s];
innovative therapy or treatment program[s] for individual patients or group[s];
generation of extramural funds).

Evaluation: productivity according to the total contributions in the scholarship area

ADMINISTRATION

(Assigned)

Evaluation: overall subjective ratings, goal attainment

PROFESSIONALISM

(Bonus)

Professional Development (documented psychology-related learning activities)

Diversity (documented diversity learning or service activities)

Mentoring (subjective)

Evaluation: subjective input from Directors, Associate Deans, Dean

Fac Yearly Min WORKLOAD TEMPLATE

Approved August 26, 2003

**FACULTY (Basic Science) YEARLY MINIMUM WORKLOAD TEMPLATE
SCHOOL OF PROFESSIONAL PSYCHOLOGY (SOPP)
WRIGHT STATE UNIVERSITY (WSU)**

ACADEMIC TEACHING

(25%)

Four (5) courses (minimum of 2 required courses)

(5% per
course)

Evaluation: number of courses, student rating, peer evaluations

DISSERTATIONS AND ACADEMIC ADVISING

(12.5%)

Chair eight (8) Professional Dissertations

(9.5%)

Member of three (3) Professional Dissertation Committees

(1%)

Academic Advising (average of eight advisees)

(1%)

One Professional Development group

(Optional; may substitute for one (1) dissertation chair)

(1%)

Evaluation: numbers

UNIVERSITY AND SOPP SERVICE

(10%)

Membership on at least one (1) major WSU Committee

(1%)

Chair or membership on at least two (2) SOPP committees

(4%)

Attendance and participation in at least two-thirds (2/3) of faculty meetings held in each academic year

(3%)

Admissions/Alumni Activities (Review of at least 10 (10) student admissions

Folders, participation as a student selection interviewer for two (2) days, alumni

Visitation, recruitment efforts)

(2%)

Other University or SOPP service (e.g., list serves, research consultation)

(Bonus)

OTHER PROFESSIONAL SERVICE

(20%)

Community service that is clearly professional in nature and clearly related to SOPP's or WSU's priorities and mission, participation with professional organizations, site visits, editorial boards, review panels, and ad hoc reviews; faculty practice, pro bono practice.

Evaluation: productivity according to the total contributions in the professional service area

SCHOLARSHIP

(32.5%)

Authorship or co-authorship and publication (e.g., scholarly papers in peer

review journals, texts, chapters, or monographs; critical/analytic reviews for

journals, texts, chapters, or monographs; analytic case

reports; electronic media; grants writing). Presentations and/or lectures (e.g., presentation

of competitive/invited paper[s] at major professional or scientific meetings; invited lecture/

professorship at a recognized academic institution, media presentation). Development or co-development of programs with recognition at the local, state, regional, or national levels (e.g., innovative education program[s] for students, trainees, clients, or peers; innovative health care or delivery system[s] or program[s]; innovative therapy or treatment program[s] for individual patients or group[s]; generation of extramural funds).

Evaluation: *productivity according to the total contributions in the scholarship area*

ADMINISTRATION

(Assigned)

Evaluation: *overall subjective ratings, goal attainment*

PROFESSIONALISM

(Bonus)

Professional Development (documented psychology-related learning activities)

Diversity (documented diversity learning or service activities)

Mentoring (subjective)

Evaluation: *subjective input from Directors, Associate Deans, Dean*

Fac Yearly Min WORKLOAD TEMPLATE

Approved August 26, 2003 by the Dean's Committee

Administrative and Faculty Goals

Individual administrator and faculty goals

Committee Standards of Performance

FDC

1. Charge: To recommend to the Dean appointments and appointment rank, promotions, continuances, sabbaticals, and clinical faculty appointments, continuances, and promotions. Nominate faculty for awards and develop a faculty development program.
2. Goals: (a) Revise policies and procedures for the committee; (b) establish a database for clinical faculty with academic affairs; and (c) and begin to plan a faculty development program.

Student Government

1. Charge: To enrich students' learning environment through participation in decision making.
2. Goals: (a) Provide a link among students and faculty and appoint student representatives to SOPP committees; (b) develop ways to help others and give back to the community and to foster relationships with the university and larger community.

Diversity/Inclusion Committee

1. Charge: To encourage diversity and inclusion within the SOPP community and to improve the cultural awareness and competency of community members.
2. Goals: (a) provide three all-school activities that showcase our diversity (fall and winter movie events, spring event); (b) join and create more

collaborative efforts with university and community diversity centers; (c) be a clearinghouse for information regarding diversity activities that are occurring; (d) continue to develop committee climate which fosters honest communication, productive debate, openness to differences, action over philosophy, and shared responsibility; (e) follow the policies and procedures developed last year for selecting the recipient of the annual diversity dissertation award; (f) organize participation in the Martin Luther King Day March; (g) support diversity initiatives throughout SOPP; and (h) identify and obtain diversity resources that can be utilized throughout SOPP. Other goal possibilities include the following: revisit the idea of developing a diversity/inclusion newsletter; explore APA memorandum on diversity training as a source for potential grants and awards; increase training function by sending committee members to diversity training conferences and/or bringing in experts to provide training to the SOPP community; participate in WSU Quest conference.

Deans Committee

1. Charge: Serve as the administrative management of the School.
2. Goals: (a) improve the administrative management of the School, (b) complete the organizational restructuring; (c) revise the by-laws; (d) implement the practice plan; (e) improve the organizational culture and (f) develop and implement a strategic plan for SOPP.

Technology Committee

1. Charge: Managing the inventory of technology hardware and software and keeping the Deans Committee aware of technology needs. Maintain a technology training plan for the School by performing periodic needs assessment and dependent upon those needs facilitating training opportunities.
2. Goals: (a) maintain routine inventory control; (b) advise the Deans Committee about faculty and staff needs for training and technology; (c) advise the curriculum committee about student needs for training; and (d) perform a needs assessment and dependent upon those needs facilitate training opportunities (e) develop a plan to dissolve the committee in favor of administratively managing technology (dependent upon a by-laws change approving dissolving the committee).

Student Retention Ad Hoc Committee

1. Charge: Monitor issues related to student retention, especially academic and clinical performance. Insure that general supports are available and that students are aware of such assistance.
2. Goals: Outperform retention rates for the last 13 years. Develop a plan to exceed that benchmark for level of retention.

Curriculum Committee

1. Charge: Structure and manage the academic course curriculum. Support quality instruction and manage the appropriate interdigitation of course content and material.
2. Goals: (a) Prepare for accreditation; (b) stabilize and routinize the operations of the curriculum; and c) resolve the issue of 4 or 5 year curriculum.

Accreditation Committee

1. Charge: (a) Maintain effective relations with the office of Accreditation of APA, and (b) plan and implement the self-study and prepare for the site visit.
2. Goals: Pass accreditation at the highest level.

Clinical Training and Psychological Services Committee

1. Charge: Coordination of SOPP training and service programs including functions of management and evaluation of training activities of SOPP students and advisory to the Associate Dean for CTPS on issues of policy, procedure, and programming related to training and service and their integration into the SOPP curriculum.
2. Goals: (a) support the review and revision, as needed, of training and service related policies and procedures; (b) monitor issues related to clinical and service performance for practicum, internship, SOPP internship, and post-doctoral programs.

Student Selection Committee

1. Charge: To select a diverse student body with potential to become outstanding psychologists.
2. Goals: (a) Improve on the 13 year benchmarks regarding diversity and academic quality; (b) work closely with the student retention committee responding to any adverse trends in student quality, (c) encourage a committee climate which is forward-moving, inclusive of multiple viewpoints, and acknowledges the unique position of the Director of Admissions. In tailoring the selection process to SOPP's mission and goals, we will honor the special role of diversity in our program and give it priority in our deliberations and products; (d) support efforts in student recruitment (e.g., student recruitment Open House); (e) review and modifications as needed to selection committee forms, (f) coordinate the updating of the SOPP admissions viewbook, (g) modify policies and procedures to reflect committee membership of Director of Admissions and fully-affiliated non-core faculty member (currently these positions are not mentioned as part of the committee); (h) clarify the role of the GRE in graduate psychology admissions, (i) develop a policy of dealing with rejections, and (j) look at students who drop out of the program in terms of selection feedback. What is the predictive value of the GREs in general and, specifically, of the newly modified GRE analytical section; work with faculty to increase the validity and reliability of ratings on written materials as well as face-to-face interviews. Increase the extent to which rating form items are operationalized in language that all raters understand; increase accountability of student selection ratings by requiring that all ratings are accompanied by supporting data; modify application materials so that there are clear prompts for data on which written chart reviews are based. For example, more clearly inform applicants that their autobiographical statements and supporting materials should address strength of academic preparation, professional background, interest and awareness of issues relating to cultural diversity, other personal attributes, and perceived match with SOPP; work with the Office of Admissions in overseeing the selection process from initial review of applications to final selection of the 2003 incoming class.

UPSA Executive Committee

1. Charge: Provide practice and earning opportunities for UPSA faculty and staff while generating revenue for SOPP.
2. Goals: (a) integration of UPSA and Division of Applied Psychology; (b) centralization of UPSA's Policies and Procedures, accounting systems, etc.; (c) promotion of and increase in faculty direct practice; (d) HIPAA.

Control "What must we control for us to achieve our vision?"

1. Each faculty and staff member will have a workload plan for the year. The faculty workload template will be reviewed with each faculty member to insure that each faculty attains the minimum workload.
2. All faculty with administrative responsibilities will have administrative goals and performance standards.
3. The Deans Committee will gather and discuss evaluation data for each faculty member. The Dean will recommend to the University merit pay based upon contribution to SOPP and performance as a faculty member.
4. The Faculty Development Committee will recommend appointments, continuances, promotions, and sabbatical leave to the Dean for final action.
5. SOPP will comply with the policies and procedures of Wright State University

Forecasting SOPP's Future Environment, "What are we going into?"

Societal Trends

Globalization and increased diversity
 Empowerment
 Technology
 Multi-skills
 Aging issues

Trends in Higher Education

Accountability or surveillance
 Performance-based management
 Architects of learning rather than traditional teachers
 Students are consumers who are entitled to an education, not just learners but critics of education
 Collaborative research
 Technology transfer
 Corporate ties
 Interdisciplinary collaboration
 Collaboration with consumer groups
 Service learning
 Move from teaching to learning

Health Care Trends

An orientation toward health
A population perspective (public health model)
Intensive use of information
A focus on the consumer
Constrained resources
Increased coordination of services
A reconsideration of human values (e.g., quality of life)
Increased expectations of accountability
A growing interdependence
Corporatization of the public sector (managed care)
Privatization of the public sector (managed care)
Unionization
Increased family and patient involvement

Behavioral Health Care Trends

Outpatient vs. inpatient treatment
Time-limited interventions for targeted populations
Behavioral and psycho-educational approaches
Skill-Building
Lifestyle and habit modification
Integrated Service Networks (ISN)
Need to establish a unique market niche
Oversupply of providers
Use of less trained providers over more expensive highly trained providers

Suggested Clinical Psychology Trends

Health psychology training not just mental health training
Rising number of students wanting to become clinical psychologists
Higher debt and more outside work for students
Clinical Psychologists squeezed out of psychotherapy
Suggested new roles: prevention, community psychology, designing behavioral health programs (problem: funding)
Clinical psychology including at least rehabilitation psychology, neuropsychology, and health psychology
Professional Psychology specialties including clinical, counseling, school, and industrial
Involvement in social justice issues, e.g., multiculturalism

Required or Recommended Courses (clinical psychology programs)

Statistics (94%)
Experimental methods and research design (68%)
Abnormal/psychopathology (51%)
Physiological (33%)
Learning/cognition (30%)
Personality (28%)

Child/developmental (24%)
Social psychology (23%)
History and systems (16%)
Testing (15%)

Orientations of Clinical Programs

Psychodynamic (32.6%)
Behavioral (6.6%)
Systems/family systems (20.7%)
Humanistic (10.1%)
Cognitive/cognitive behavioral (31.4)

Clinical Psychology's cutting edge?

Empirically validated/supported treatments
Prescription Privileges
Positive Psychology
Primary Care Psychology
Genetics and Psychology
Applications of technology, e.g., virtual reality in education and treatment

What macro changes are currently predicted that will have an impact on our school?

Students will need comfort with technology, ways to use and evaluate technology—not focus on specific technology.
Need for training for prescription privileges.
Global focus/Worldview perspective/Cultural breadth.
An aging population, attention to geriatrics.
Training of students to evaluate literature/research, to evaluate the source of their literature.
Issue of terrorism/trauma/crisis intervention.
Increased need for psychologists as administrators.
Information technology—distance treatment and training models.
Information density for clinicians, humanizing technology.
Training for regulatory concerns such as HIPPA.
Training in the Advocacy role—clients, school, profession.
Increase in the diversity of the population—training and service provision for diversity/ethnicity.
Issues of empowerment for all members.

What trends do we see around the basic demographics affecting our school?

Feminization of SOPP
Growing international population.
Costs for the program are rising faster than financial support.
Increased diversity.
Less applicants for admission (especially the more we look like everyone else).

Pessimism about psychology practice.
Explain that we train Professional Psychologists not just private practice.
Ability to do a whole array of things, skills for a variety of settings.

How is the governmental support of the school likely to change over the next 5 years?

Depends in part on maintaining M1 funding, if so there will be a gradual rise in funding.
Slightly less support for students.
M1 subsidy may be in some jeopardy in 2004-2005.
Pessimistic view of governmental support.
Need to work with legislature to help them understand the differences in our program.
Educate faculty and staff internally about M1 funding; it is important for people to know about it.
Demonstrate our value in our differences.
The economy has downturned.

How is the university support likely to change over the next 5 years?

Tension between undergraduate and graduate funding, numbers.
Lost scholarships.
If we lose M1 funding, will we lose some university support?
After the current president leaves, the health sciences could be integrated and SOPP might not be a school. We need an independent voice but integrated with others.
We need to be involved in the public health administration degree.
Psy.D./MBA and Psy.D./MPH Degree possibility.
Need a stronger relationship with the WSU board of trustees—educate the board regarding SOPP.

How is the community context likely to change over the next 5 years?

Possible changes in ADAMUS funding and programs.
Psychologists have no role in the public mental health system.
We need to be another voice in the process.
We need to expand our idea of community.
Technology can expand our services.
Growth of the Hispanic population and other English as 2nd language groups.
Large churches are taking a role in health and mental health—faith based support.
Identify project issues in the community, areas of shortage, dual diagnosis, drugs and alcohol.

How is the business environment likely to change in the next 5 years?

New jobs in technology/information.
Opportunity for corporate giving.
Problem of health costs, raising costs.
More uninsured.
Business looking for shared risk with providers.
Cost shift to clients and providers.

Focus on health promotion (biggest bang).
Importance of cost utilization.
Not define only as health providers—help consumers evaluate services.
Quality of life issues.
Skills—database management, consultation, program evaluation.
Dealing with accreditation (they are behind the cutting edge).

What changes are predicted in the availability of quality faculty and staff to join the school?

Less competitive—identity as a professional school, no tenure available, located in Dayton, Ohio.
Erosion of reputation for some people, camaraderie, practice opportunities not here. Faculty not as productive or visible to make it a known place to be.
What is our product, what are we training people for, what will they get here—professional identity of the program contentious, we must be mindful about deciding.
Focus on diversity now, comfortable for diverse views and tolerance of differences—faculty interests and activities.
Decreased level of comfort here.
Decreased level of innovation.
Visibility is a key issue. There are good things being done, support to get the word out.
“Late adolescent” institution—shared understanding before, now new people without grand picture. Less homogeneous a model, need to rediscover the model.
We need to communicate the vision to those coming in.

What do we anticipate in terms of faculty, staff, and students leaving the school?

We need to have homogeneity on core issues, accept the differences.
Fear of losing the keepers of the flame.
Retirements may cause the loss of a small number of experienced faculty.
Can't recreate the old context—we are in a new time.

What will be the necessary skills, knowledge and attitudes of the psychologist of tomorrow?

Basically the same.
We should not train technicians.
We should develop critical thinkers.
We don't have to offer a course on every topic in the field.
Build on basic level competence.
Mindset, professional worldview—how to better integrate with other providers.
Skillset to negotiate, communicate with other providers.
Model critical thinking in our work.
Foundation that all psychologists should have—a set of courses.
Skillset for the professional—how to think critically.
Selection of students, what we do when students aren't competent.
Global perspective or influence/work—what training is needed?
We don't motivate students; help them develop the attitude shift.

What will be the cutting edge for psychological training in 5 years?

Professional—ways of managing and manipulating the world in all those ways.

Local clinical scientist—do something with a student.

Need to define goals as students.

Need to model in the classroom—encourage critical thinking.

Question the length of our curriculum.

Service based learning.

Modular learning.

Working with communities and business—measure outcomes.

How to deal with prescription privileges.

Multi-professional training.

Plan for Re-plan

The strategic plan is revisited yearly and changed to meet changing internal and external conditions.

Other Ideas from other plans:

Market the success of SOPP

Develop mentoring for all faculty

Reward faculty productivity

Create more library services at the actual point of need (centers, faculty offices)

Decrease the amount of traditional lecture time (put the lecture on the web)

Improve the quality of examinations

Offer board examination tutorial sessions

Aggressively pursue state funding of 3rd frontier initiatives

Enhance rewards for serving as a voluntary faculty member of the SOPP

Enhance and grow our relationship with our partners with sensitivity to their needs and offer collaborative strategies for addressing the common challenges we face

Increase adjunct compensation

Increase the use of technology at all levels of teaching

Improve college advising

Utilize distance, online, web enhanced to expand undergraduate & graduate programs

Continue to address emerging health issues (local & global), e.g., terrorism

Increase diversity of faculty, staff, students

Develop more recognition for preceptors

Develop more support for at-risk students

Develop more student web communication

Target some development money for faculty incentives, recruitment, retention, and professional development

Expand CE offerings, especially online

Encourage faculty to write external grant proposals

Award travel and research funds based on scholarly productivity

Successful grant writers in college mentor new faculty and others just beginning to write grants

Increase funding to pay for faculty travel to attend regional and national conferences. Reward faculty for collaborative research with other schools

Develop new Centers for Excellence

Establish endowed chairs and professorships

Develop and implement a plan for professional faculty development

Develop process to increase scholarly output

Invite well recognized guest speakers from the business community to speak to classes

Develop a process for faculty participation in local professional or service organizations

Develop and implement a student-alumni connections program to provide networking opportunities

Develop a process to engage students and faculty in continuous improvement in college programs and policies

Sponsor luncheon seminars on timely topics to regional business reporters

Develop a distinguished psychology speakers forum with nationally known speaker/panelists

Publish a College annual report in magazine and electronic format for distribution to alumni psychological community, and professional school Deans

Possible Additions to the Plan for Next Year

Accredited Post-doctoral Program

Strategic Planning Retreat

5 minute presentations from each group

Where do we want to be?

Wouldn't it be nice if?

Put goals on sheets (success indicators)

What are the obstacles to us doing these things?

Do we have baseline measures in our school with feedback responses?

How do we collectively address these challenges?

Have people vote with dots—Highest priority of challenges (4)

Look at themes

Look at what to track for my goals

How do we collaborate with Kettering Center?