

# Indiana State University

2005 - 2006 Academic Annual Report

Department of Psychology

Year in Review

## Accomplishments

**As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]**

1. Psychology faculty made numerous research and clinical practice presentations in academic and community venues (and were written up in national publications such as New York Times and Cosmopolitan). 2. In collaboration with the Department of Social Work, the Psychology Department hosts a continuing education series for professionals, funded by Hamilton Center. 3. Two department representatives participated in a presentation of ISU's applied research to the state budget committee. 4. The Psychology Department resurrected and revamped its newsletter to share accomplishments with alumni across the state and nation.

## Research and Scholarship

**What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?**

In calendar year 2005, the Psychology Faculty published over 30 papers summarizing and reporting their discipline-based scholarship. In addition, the faculty, as a group, made over 44 research presentations at regional and national conferences and also conducted many clinical workshops and symposia. I am quite satisfied with the Department's performance in this arena. Although only three faculty currently have external grants, several new faculty are "on-track" to grow in this arena as well.

## Grants, Contracts & Off Campus Professional Service

**What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?**

Psychology Faculty are currently engaged in research collaborations with Penn, Duke, and University of Michigan. The Department has research grants exceeding \$2 million (distributed over multiple years). Three faculty were recognized as promising scholars for proposals that should result in more applications for external funding. The Department is doing quite well in this area, and I expect our successes to continue and include a greater number of the faculty. Psychology Faculty engage in numerous forms of off-campus professional service, including peer reviewing of manuscripts for multiple journals, participating as members and officers in research and clinical divisions of professional societies. One faculty member conducted seven consultation &/or site-visits related to accreditation of clinical programs. Others have participated in (or are currently participating in) grant review panels for National Institute of Health. Our faculty are actively engaged in the discipline and I see no need for improvement in this arena.

## Teaching

**We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.**

The Psychology Department has developed an innovative capstone course, Psychology & Society, that will emphasize the interplay between psychology and social issues, such as health, child-welfare, environmental protection, etc. It is hoped that such a course will not only require the integration of general education and major-field course-work, but also that this course will promote an awareness of current social issues and policies and promote good citizenship as students graduate. The Psychology Department is working to develop a model for teaching clinical supervision in which a faculty member oversees clinical graduate students who supervise activities of earlier graduate students or undergraduates. Using an IT mini-grant, the Department has purchased digital recording equipment that would allow the supervisor to easily highlight aspects of an interpersonal interaction that demonstrate clinical strengths and weaknesses. The technical issues of implementing this model are still being worked out. The Psychology Department also hosted a guest speaker in March who has redesigned introductory psychology at Eastern Washington University, and we are developing a plan to similarly transform our introductory course.

## Course Scheduling/Enrollment Management

**What have been your greatest challenges in scheduling courses to meet student needs this year? How were you able to overcome them?**

The primary challenge to scheduling courses this year was covering our needs for adjuncts. We have several courses that are integral to our accredited doctoral program for which we have no qualified staff member. They must be adjuncted or jeopardize our accreditation, and we received no adjunct allotment, except for money from grant buyouts. And to use the money from grant buyouts to cover these "required" courses means that the "normal" courses taught by these faculty (which also get good enrollments) could not be offered. A related side effect from our success with grants, however, is that the grants are also competing for graduate assistants (who used to be available to do more teaching of lower-level courses), further increasing our need for adjunct support.

## Outreach

**What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)**

Although some universities are offering psychology degrees over the web, we question the viability of successfully providing psychological training via this medium. We believe, however, that there are opportunities for developing web-based courses that garner good enrollments; however, we do not have the faculty to do so at this time (Almost all of our on-campus classes are larger than the maximums that would be placed on web-based classes. Thus, it is not a "cost-effective" means of delivery of our instruction at this time).

## **Strategic Initiatives**

### Development Activities

**What steps have you taken to support development activities in your department? How can your efforts be supported?**

As Department Chair, I have met with the College Development Officer and discussed priorities for the department as well as any assistance I might provide toward her efforts. I also revised and sent out the departmental newsletter to inform alumni of current events in the department in the hopes of

attracting their interest in donating to the university (something that I will try to expand next year).

### Community Engagement I

**Please summarize your faculty's efforts in community engagement this year.**

Psychology faculty are committed to serving our local community with their expertise. Dr. Tom Johnson has provided assistance with state-level drug authorities for a number of years, including doing analyses of the success of meth treatment units in prisons. Dr. Michael Murphy frequently performs forensic and custody evaluations for the local court system. Dr. Liz O'Laughlin, through her ADHD clinic provides consulting to local schools, teachers, and medical professionals regarding ADHD assessment and treatment. Dr. Kym Bennett has been working to develop a program for improving successful stress management of patients undergoing cardiac rehab. Numerous faculty have given interviews to the local media in areas of their expertise. Faculty and graduate students also provide clinical services to the local community through the Department's Psychology Clinic. As a Department, in conjunction with the Department of Social Work, Psychology provides educational training for Hamilton Center staff annually (which is supported by an endowed gift from the Hamilton Center). The Center for Health, Religion, and Spirituality, which is housed in the Psychology Department also hosts numerous educational events, including speakers and workshops, that have been attractive to the broader community, and the Center is currently developing a plan for further outreach efforts.

### Experiential Learning

**We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.**

Experiential learning has long been a required component of undergraduate and graduate training in psychology. Undergraduate and graduate students interested in clinical subfields work in community placements and internships. Students interested in other subareas typically work in faculty research labs, running studies, collecting and analyzing data, and developing research reports. Although experiential components are present in numerous psychology courses, it is notable that all undergraduate students are required to complete at least one course that is dominated by these approaches as the culminating experience in the major. The Psychology Department has developed a plan to bring greater standardization to student's supervised research experiences. Although students learn a great deal from working in faculty labs, we think their experiences will be strengthened through interaction with students working on projects in other labs and are intending on requiring a common seminar experience for all such students.

### **Future Goals**

#### Future Goals

**The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?**

The Psychology Department contributes in many ways to all of these initiatives (as described above) and expects to continue to do so. We have integrated experiential learning opportunities in our undergraduate and graduate curricula. Both our faculty and students are engaged in the local community and the region, providing services, solving problems, and sharing expertise. Our faculty obtain research oriented grants from both foundation and government sources. And our doctoral program attracts a national pool of applicants each year.

## Feedback

**This section is to allow you to share your ideas for enhancing enrollment or dealing with budget and other challenges facing the administration.**

ISU's future success depends on the successful development of our faculty, and I am very appreciative (and supportive) of many of the initiatives that allow our younger faculty to develop their skills and reputation (e.g., the promising scholars initiative). But more specifically, I strongly support the laptop initiative (and laptop scholarship) and will be very interested in seeing its success. I also believe that following through with the recommendations of the recent Task Force on the First Year will further promote enrollment improvement and retention.