

# IUPUI Department of Psychology

Where IMPACT is made



## STRATEGIC PLAN

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April, 2009

# MISSION

We engage in research and teaching that earn national and international recognition, particularly in the area of the health and life sciences. We deliver the highest quality educational opportunities to a diverse array of graduate and undergraduate students, helping them to think scientifically about behavior and preparing them for a wide range of careers. We provide meaningful service that benefits the campus, the city of Indianapolis, and beyond.

# VISION AND CORE VALUES

We strive to be a premiere research department that is selected as a department of choice by students and faculty from around the world. Our faculty shall conduct world-class research, teaching, and service activities that develop and disseminate knowledge and contribute to the economic growth and social advancement of Indiana and the nation and benefit humanity as a whole.

We are guided by the following core values as we make decisions and engage in activities intended to bring us closer to this vision:

- We are a dynamic and collaborative community of researchers and teachers that is deeply committed to the discovery and advancement of knowledge.
- We promote the freedom to evolve in research directions that are determined by faculty and students, to pursue scientific inquiry and fulfill the institutional mission.
- We consistently foster a sense of academic community among students, staff, and faculty.
- We work aggressively to recruit and retain a diverse faculty, and help students to attain cultural competence through our teaching and our curricula.
- We offer high-quality curricula supported by innovative learning technologies.

# Brief History

The Department of Psychology was formed in 1969 when the Purdue University and Indiana University schools based in Indianapolis were administratively joined through the creation of the IUPUI campus. Psychology faculty, labs, and classrooms were initially based in facilities several miles away from the downtown campus – first in the Burger Chef building, and then in the Krannert Building, across from the Indiana State Fairgrounds. In 1992, the School of Science moved to its current location on the main campus, on North Blackford St. Psychology has typically enrolled the highest numbers of undergraduates in the School of Science, averaging 500 active majors and 100 baccalaureate recipients per year. Students earn either BA or BS degrees through Purdue University, except for a brief period of time in the 1970s when students received IU degrees.

The I/O Masters program was the first graduate program to be offered through Psychology in 1969 and its first student graduated in 1972. In 1978 it became an autonomous program, operationally separate from the Department of Psychological Sciences at Purdue University, West Lafayette. Currently the I/O program includes 4 core faculty, who mentor approximately 12 graduate students.

The Clinical Psychology program began as a Masters Program in Rehabilitation Psychology in 1975. It began offering the PhD in Clinical Rehabilitation Psychology in 1982 and obtained functional autonomy from the W. Lafayette Psychology Department in 1991, becoming the first nonhealth PhD program approved by the ICHE for the IUPUI campus. In 1996 the PhD program was accredited by the American Psychological Association and it has received continuous accreditation since that time. In 2009 the program initiated a change in its name to “Clinical Psychology.” Currently the program includes 7 core faculty and 21 active graduate students enrolled across the MS and PhD programs.

In 1994 the newest graduate program – offering both the MS and the PhD in the Psychobiology of Addictions – was created. The program emerged through negotiations between IUPUI and Purdue University, and currently both faculty participation and administrative oversight by the West Lafayette psychobiology program remain integral to this agreement (one faculty member from the West Lafayette department must serve on key committees). The program takes advantage of unique existing strengths on the IUPUI campus, including the Alcohol Research Center and the Medical Neurobiology Program in the School of Medicine. The program fills a need for research and training in the behavioral neuroscience and psychopharmacology of alcohol and drug abuse. Currently, the PBA program includes 4 core faculty, who mentor 11 active graduate students.

**The Present:** In 2008-2009 our faculty includes 20 tenure-line professors, who engage in both research and teaching (typically at both the undergraduate and the graduate levels) and 5 lecturers, who provide support to the undergraduate teaching mission. Four additional research scientists contribute to the research mission of the department and assist in training graduate students, and 2 visiting professors are helping to maintain the teaching loads of faculty who are on leave or who have recently resigned. The majority of tenure-line faculty fall into three graduate areas, which are vertically integrated with three undergraduate “concentrations” or “tracks” aligned with those areas.

# Key Strengths and Assets

The success of the Department of Psychology is highlighted by the following key strengths and assets across its graduate and undergraduate programs.

## Undergraduate Area:

- Vertical Integration – our undergraduate degree offers concentrations via four ‘tracks’ aligned with our three graduate areas: clinical, I/O, behavioral neuroscience, and the psychology of addictions.
- Innovative Pedagogy – Introductory psychology courses employ active learning approaches and creative utilization of instructional technology.
- Research Opportunities – We have many opportunities for undergraduates to engage in research, culminating in capstone laboratories, or honors research.
- Advising - Students are provided with a comprehensive academic advising program designed to enable them to plan their curriculum in the manner that best suits their abilities, aspirations, and life styles. Our training program for student peer advisors is one of only three programs in the United States recognized as a “Best Practice in a Peer Advisor Training Program” by the National Academic Advising Association.

## Clinical Psychology:

- The faculty offer a science-oriented PhD program for graduate students interested in careers in research, academia, and the scientifically-oriented practice of clinical psychology.
- The clinical program is recognized and accredited by the American Psychological Association as a program in clinical psychology.
- The clinical program provides a strong background in the methods and content of psychology, clinical psychology, with special emphases in behavioral medicine/health and psychiatric rehabilitation.
- There have been 30 PhD graduates since 2000 who are now employed as university professors and behavioral researchers in medical schools, the Veterans Administration, and rehabilitation research centers.

## Industrial/Organizational Psychology:

- The I/O program embodies a Scientist/Practitioner Training Model. The curriculum progresses from broad, comprehensive surveys of I/O concepts and quantitative foundations to the intensive study of selected personnel domains, to opportunities for skill application. This holds true for both the scientist and practitioner training goals. Hands-on research opportunities begin with first-semester involvement in faculty research projects, continue throughout, and culminate with an empirical thesis. Hands-on practitioner opportunities occur via an optional internship in the summer between the first and second years, a semester-long practicum elective, and a required application-based seminar in the final semester.
- Personnel psychology is the focus of the curriculum and emphasizes recruitment, selection, placement, training, compensation, and performance management. Two general learning objectives are pursued: One goal is for each student to acquire *content knowledge*, and a second goal is for each student to develop *performance skills*.

- The I/O program capitalizes on strong external ties with businesses and nonprofits throughout metropolitan Indianapolis. The I/O program has partnered with many community businesses and university units in order to provide applied experiences for students. Over 40 different sites have served as the venue for more than 90 different I/O practica and/or internships in the last 10 years.

Psychobiology of Addictions:

- The Psychbiology of Addictions program offers excellence in research, scholarship, and teaching in behavioral neuroscience, with a focus on alcohol and drug abuse.
- Faculty are experts in neurobiological, genetic, developmental, and therapeutic aspects of substance abuse.
- The Psychobiology faculty are leaders and key partners in collaborative research and training initiatives serving the life sciences mission of the IUPUI campus.

## Area Goals and Strategies

The remainder of this document includes a summary of short-term and aspirational goals associated with particular constituencies within the department. Each goal is accompanied by planned strategic actions, as well as performance indicators that can be measured annually to track progress. Six general sections are included:

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## 1. Undergraduate Education

Goal	Strategic Actions	Performance Indicators
Create and implement a systematic assessment program to determine the effectiveness of our undergraduate curriculum	<ul style="list-style-type: none"> <li>• Gain faculty support for the department’s “debundled” student learning outcomes (SLOs).</li> <li>• Determine the match between the department’s SLOs and the University’s Principles of Undergraduate Learning (PULS) that we must assess for the 2012 North Central accreditation visit.</li> <li>• Link the PULs to specific components in our curriculum by creating a ‘course x PUL’ matrix that determines where and how often the PULs are being taught and assessed.</li> <li>• Identify existing methods or create new methods to assess the accomplishment of the PULs.</li> <li>• Use the methods in the above step to collect behavioral and self-report data that will enable us to determine if our students are successfully accomplishing the PULs.</li> <li>• Use the data from the preceding step to confirm that the PULs are being accomplished or, in cases where they are not being accomplished, to make data-informed curricular changes to enable our students to accomplish them.</li> <li>• Repeat the previous step—after a reasonable amount of time has elapsed for the changes to take effect—to determine if these changes have produced their desired effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teaching scholarship and heightened student learning</li> </ul>
Create funding source to provide matching funds for undergraduate program development	<ul style="list-style-type: none"> <li>• Use the data from the systematic assessment program described in the previous section to target PULs that our students are not accomplishing as successfully as we would like.</li> <li>• Create curricular changes to enable our students to accomplish the PULs more successfully and seek funding sources (e.g., grants from the Program Review and Assessment Committee) to assess the impact of these changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teaching scholarship and heightened student learning</li> </ul>
Create and assess innovations designed to increase the effectiveness of B104 and B105	<ul style="list-style-type: none"> <li>• B104 and B105 accounted for 46% of our enrollment during the past two years</li> <li>• continue high level of innovation and effectiveness of both B104 and B105</li> <li>• Develop national reputation for these gateway courses (write and publish research)</li> <li>• Create a critical mass of dedicated faculty who are devoted to this sequence. We will need more than 2 faculty coordinators. We will need 4 fulltime faculty devoted to our B104 and B105 sequence (with 1 dedicated to assessment).</li> <li>• Stabilize technical support for courses.</li> <li>• Perhaps the B104 and B105 sequence should be considered an independent ‘area.’</li> </ul>	<ul style="list-style-type: none"> <li>• Lowered DWF rates and increased enrollment</li> </ul>
Increase Output	<ul style="list-style-type: none"> <li>• <i>Survey senior psychology majors to determine the obstacles to graduation they have experienced (e.g., classes not offered at times when or in ways that students can take them,</i></li> </ul>	<ul style="list-style-type: none"> <li>• An increased number of</li> </ul>

(graduation) Rate	<p><i>inadequate/inaccurate academic advising, and lack of motivation due to absence of clear career goals) that can be targeted by strategies to decrease the effect of these obstacles.</i></p> <ul style="list-style-type: none"> <li>• <i>Perform a systematic investigation of the psychology courses offered during the past two years to determine when (i.e., day, evening, and summer) and how (classroom or online) these classes have been offered.</i></li> <li>• <i>Create a three-year master curriculum plan that offers a carefully planned rotation of required courses offered during times and in ways that will no longer serve as barriers to students who are dependent upon evening, summer, and online classes to graduate in an efficient and expeditious manner.</i></li> <li>• <i>Increase the number of capstone options for both BA and BS students and offer these capstones more often and at different times.</i></li> <li>• <i>Create a fast-track graduation plan for a BA in Psychology that illustrates how an entering freshman can graduate successfully in four calendar years.</i></li> <li>• <i>Target the advising needs of junior and senior psychology majors by hiring a second staff advisor to act as the Academic and Career Advisor for this group.</i></li> <li>• <i>Introduce innovative technology-based advising strategies designed to disseminate advising information more efficiently and to a wider population of our majors (e.g., an Oncourse Advising Page and the use of social networking tools such as Facebook).</i></li> <li>• <i>Create ways to involve more psychology alumni in the career advising process.</i></li> <li>• <i>Network with other campus offices and resources that can facilitate our attempts to enable our students to graduate in a timely manner.</i></li> <li>• <i>Decrease the negative consequences of the M118/153 → B305 → B311 → Capstone by advising students to begin this sequence as early as possible and offering B311 during the summer.</i></li> </ul>	<p>graduates, ratio of graduates to majors, and/or decrease the average number of semester to graduation</p>
Increase Credit Hours	<ul style="list-style-type: none"> <li>• Create a three-year master curriculum plan that offers a carefully planned rotation of courses offered during times and in ways that will enable a broader range of students to enroll in them.</li> <li>• Offer additional sections of courses that often produce long waitlists (e.g., Childhood and Adolescence)</li> <li>• Create new courses on topics that would be of interest to a wide audience of students (e.g., Human Sexuality and Positive Psychology).</li> <li>• Offer additional sections of courses that often produce long waitlists (e.g., Child and Adolescent Psychology)</li> <li>• Offer potentially appealing/relevant courses that are included in the bulletin we have not offered in the past decade (e.g., Adulthood and Aging)</li> <li>• Offer an Advanced Research Methods course for graduate-school-bound majors.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Credit Hours</li> </ul>

	<ul style="list-style-type: none"> <li>• Add a 1-credit SPSS lab to B305.</li> <li>• Create focused minors in psychology (e.g., developmental, human resources, and clinical/counseling) that would attract nonpsychology majors.</li> </ul>	
Improve the Track Concentrations	<ul style="list-style-type: none"> <li>• <i>Increase the number of capstone options for both BA and BS students and offer these capstones more often and at different times.</i></li> <li>• <i>Strengthen and skill base in the I/O and Clinical tracks by requiring B307.</i></li> </ul>	
Increase quality of part-time/adjunct teaching	<ul style="list-style-type: none"> <li>• Increase training/mentoring.</li> <li>• Create a merit system tied to measurable criteria such as student satisfaction ratings.</li> </ul>	<ul style="list-style-type: none"> <li>• Student satisfaction ratings</li> <li>• Faculty retention</li> </ul>

*Strategic actions that have been completed since July 2008 are in italics.*

## 2. Clinical Psychology

5-Year <b>Research</b> Goals	Strategic Actions	Performance Indicators
Increase faculty research quality and amount		Increasing number of publications
At least 50% of faculty have active research funding	100% of faculty apply for external funding at least once every other year	More externally supported research
All students graduate with at least one first author publication		
50% of students have funding for their student research	100% of students submit applications for internal/external funding for their research	
50% of students have external funding for their support (i.e., tuition, stipend, health insurance)	100% of students apply for grant funding for their support (eg., NRSA)	
10-Year <b>Research</b> Goals	Strategic Actions	Performance Indicators
Top 20 clinical program		
5-Year <b>Graduate Education</b> Goals	Strategic Actions	Performance Indicators
Improve time to degree and the proportion of students who obtain overall degree success	Emphasize semi-annual student reviews and milestone completion	The number of students who take 7 or more years to graduate will be zero
Successfully re-accredited by APA		
Certified as a Clinical Science program		
Increase the number and quality of applicants		Annual increases in applications and student competitiveness as measured by undergraduate institution quality, GPA, and GREs.
Review curriculum to reduce number of required courses and increase flexibility		
Curriculum aligns with recommendations for training in evidence based practices		
Increase the diversity of student admits		
100% of students are matched and obtain an APA		

accredited internship		
Expand and develop campus-wide clinical faculty roles	Meetings with campus faculty to assess interest and develop roles	Number and degree of involvement of faculty from outside the department
Develop predictable and sustainable student support		Increasing commitment confidence
Increase the stipend level to be equal to or above the mean of APA clinical psychology programs		
<b>10-Year Graduate Education Goals</b>	<b>Strategic Actions</b>	<b>Performance Indicators</b>
Able to regularly admit and support class of 8 students		
10 active FT clinical faculty		

### 3. Industrial/Organizational Psychology

Research & Graduate Education Goals	Strategic Actions	Performance Indicators
<p>1) Increase external support (grants and organizational funding) for both faculty research and student support.</p>	<ul style="list-style-type: none"> <li>• Meet monthly to peer review/discuss one another's research projects</li> <li>• Initiate relationship/feedback with program officers at funding agencies</li> <li>• Volunteer to review grants for national funding agencies</li> <li>• Contact organizations to establish externally-funded student assistantships</li> <li>• Contact other IUPUI departments/areas to establish additional high quality student assistantships</li> </ul>	<p><u>5-Year</u></p> <ul style="list-style-type: none"> <li>• 3 fully-funded students</li> <li>• 5 faculty grant submissions</li> </ul> <p><u>10-Year</u></p> <ul style="list-style-type: none"> <li>• 5 fully-funded students</li> <li>• 2 successful grants</li> </ul>
<p>2) Increase program recognition at Department, University and National levels.</p>	<ul style="list-style-type: none"> <li>• Give more local talks</li> <li>• Give more SIOP presentations</li> <li>• Ask students to volunteer for the SIOP Conference Organizing Committee</li> <li>• Serve on IUPUI HRA advisory boards</li> <li>• Offer IUPUI HRA training</li> <li>• Increase information about faculty/student accomplishments on the Departmental I/O website</li> </ul>	<p><u>5-Year</u></p> <ul style="list-style-type: none"> <li>• 1 article in national outlet</li> <li>• Distribute a list of annual Area accomplishments to Psychology faculty</li> <li>• 50% of graduate student be members of SIOP</li> </ul> <p><u>10-Year</u></p> <ul style="list-style-type: none"> <li>• 1 faculty member on SIOP committee</li> <li>• 1 faculty serving on editorial board</li> </ul>
<p>3) Increase the number of Full Professors in the I/O program.</p>	<ul style="list-style-type: none"> <li>• Facilitate creation of Departmental criteria for promotion to Full Professor</li> <li>• Set individualized development plans with chair</li> <li>• Identify and collect information about a list of potential external reviewers</li> <li>• Implement informal internal peer</li> </ul>	<p><u>10-Year</u></p> <ul style="list-style-type: none"> <li>• 2 additional Full Professors</li> </ul>

	review	
<b>Research Goals</b>	<b>Strategic Actions</b>	<b>Performance Indicators</b>
4) Increase faculty research productivity.	<ul style="list-style-type: none"> <li>• Meet monthly to peer review/discuss one another's research projects</li> <li>• Recruit/target student applicants who are seriously interested in research</li> <li>• Collaborate with internal and external colleagues</li> </ul>	<u>5-Year</u> <ul style="list-style-type: none"> <li>• 10 publications collectively</li> </ul> <u>10-Year</u> <ul style="list-style-type: none"> <li>• 1-2 publications per faculty per year</li> </ul>
<b>Graduate Education Goals</b>	<b>Strategic Actions</b>	<b>Performance Indicators</b>
5) Increase the speed of thesis completion and the percentage completed.	<ul style="list-style-type: none"> <li>• Institute a 1-day student workshop focusing on developing a research question</li> <li>• Match students at admission with I/O faculty interests</li> <li>• Distribute a pre-entry summer reading list aimed at stimulating a fast-start on thesis</li> <li>• Collect a pre-offer personality profile from applicants and use it in selection</li> </ul>	<u>5-Year</u> <ul style="list-style-type: none"> <li>• 60% completion within 2 ½ years</li> <li>• 80% completion within 5 years</li> </ul>
6) Increase the quality of admitted I/O students.	<ul style="list-style-type: none"> <li>• Recruit qualified applicants (e.g. Purdue, Wabash)</li> <li>• Seek opportunities to make I/O research or teaching presentations to other colleges with a joint goal of recruiting</li> </ul>	<u>5-Year</u> <ul style="list-style-type: none"> <li>• Mean 550 V and 650 Q</li> <li>• 50% having completed an independent research project</li> <li>• 5 faculty grant submissions</li> </ul> <u>10-Year</u> <ul style="list-style-type: none"> <li>• Mean 550 V and 650 Q</li> <li>• 75 % having completed an independent research project</li> </ul>
7) Increase multicultural	<ul style="list-style-type: none"> <li>• Faculty: Review all course syllabi</li> </ul>	<u>5-Year</u>

<p>awareness/appreciation in curriculum and recruitment.</p>	<ul style="list-style-type: none"> <li>• Faculty and Students: Form a diversity-themed task group</li> <li>• Students: Present their addressing a multi-cultural component/issue</li> <li>• Faculty and Students: Recruit/target African Americans and Hispanics</li> </ul>	<ul style="list-style-type: none"> <li>• A diversity component in each course</li> <li>• At least one diversity- themed program activity each year</li> <li>• A targeted recruitment program for ethnic and gender diversity.</li> </ul>
<p>8) Implement I/O leadership succession plan</p>	<ul style="list-style-type: none"> <li>• Establish a 4-year (but renewable) Area Head term appointment</li> <li>• Develop a plan for gradually transferring duties to new Area Head before Hazer's retirement</li> <li>• Create a task list and SOP's for the Area Head position</li> </ul>	<p><u>5-Year</u></p> <ul style="list-style-type: none"> <li>• Smooth transition to new Area Head</li> </ul>

#### 4. Psychobiology of Addictions

5-year Research Goals	Strategic Actions	Performance Indicators
Establish entire Psychobiology program in new research space	Incorporate behavioral testing labs and web lab space sufficient for 6 research active faculty in new Lab Building	<ul style="list-style-type: none"> <li>Psychobiology moves into new space by 2012</li> </ul>
Have all Area Faculty supported by external funding	Increase grant submissions as PI Increase collaborative grant submissions Promote faculty development	<ul style="list-style-type: none"> <li>Number of funded grants held as PI</li> <li>Number of funded grants on which faculty are co-investigators</li> <li>Sabbaticals used to develop new research</li> </ul>
Expand interdisciplinary research collaborations across the School, Campus, and with IUB and Purdue	Increase participation in collaborative research supported by external funding	<ul style="list-style-type: none"> <li>Number of collaborative publications with faculty outside of PBA</li> <li>Number of funded collaborative grants</li> <li>Growth of targeted collaborations (e.g., Cognitive Neuroscience; Rehabilitation; Genetics)</li> </ul>
Build research infrastructure	Increase research revenue directed toward infrastructure investment	<ul style="list-style-type: none"> <li>Generate at least \$500K of indirect cost return per year to the School</li> <li>Negotiate infrastructure investment of ICR with School and Department</li> <li>Obtain major equipment grants</li> </ul>
Establish effective faculty development program	Mentoring of non-tenured faculty Development of new research directions by tenured faculty	<ul style="list-style-type: none"> <li>Faculty achieve tenure and promotion</li> <li>Faculty use sabbaticals and internal resources to develop new research</li> <li>Faculty obtain new funding</li> </ul>
Replace Jim Murphy	National search for targeted hire in advance of Murphy's retirement	<ul style="list-style-type: none"> <li>New hire in place no later than fall 2011</li> </ul>
5-year Graduate Education Goals	Strategic Actions	Performance Indicators
Reduce time-to-completion of PhD to 5 years	Implement, communicate, and enforce achievement of benchmarks of student progress	<ul style="list-style-type: none"> <li>Complete New PBA Graduate with expectations for timeline, benchmarks, and progress evaluation clearly</li> </ul>

		<p>emphasized</p> <ul style="list-style-type: none"> <li>• Require students to respond to expectations identified in semi-annual student progress evaluations</li> <li>• Limit funding from departmental sources to no more than 5 years, and make continued funding contingent on timely completion of benchmarks</li> </ul>
Increase the number and quality of graduate student applicants	<p>Increase awareness and profile of the PBA program among top-flight colleges</p> <p>Increase direct recruiting efforts to colleges and universities in the Midwest</p> <p>Reward faculty for efforts to recruit students through their professional contacts</p>	<ul style="list-style-type: none"> <li>• Improve the web presence of the PBA program and of individual faculty</li> <li>• Establish database of contacts for all colleges/universities in Indiana and contiguous states, and select others, for recruiting communications</li> <li>• Electronic brochure that can be kept current, for distribution to contacts</li> <li>• Sponsor faculty trips to top schools whose students we want to recruit</li> <li>• Pool of applicants increases to at least 10X the number slots available</li> <li>• Quality indicators of incoming students increase (GPA; GRE; undergrad record)</li> </ul>
Gain approval from the ICHE for the PBA program to operate as an independent degree-granting program	Work with the Administration and with our colleagues at Purdue to complete the formal request for establishing degree-granting authority at IUPUI	<ul style="list-style-type: none"> <li>• PhD training becomes autonomous from oversight from West Lafayette</li> </ul>
Increase and stabilize funding of graduate students	<p>Encourage all students and mentors to submit individual NRSA training fellowships by 3<sup>rd</sup> year</p> <p>Continue to compete for slots and serve as preceptors for the IU Alcohol Research Training Grant</p> <p>Develop a separate Institutional Training Grant through NIH or NSF</p>	<ul style="list-style-type: none"> <li>• Continue to have at least 50% of our students supported on external training grants</li> <li>• Have most students in 4<sup>th</sup> and 5<sup>th</sup> years supported on external sources</li> <li>• Each faculty member holds at least one grant that includes student support</li> <li>• Negotiate TA policy with department that</li> </ul>

	Each faculty supports students on grants Have students serve as TAs for undergrad courses covered by PBA faculty	is consistent with Area expectations for student research
Increase and diversify the expertise of our faculty	Expand from 4 FTE faculty in the program Establish a full-time lecturer in Psychobiology to help cover undergraduate education Partner with other units to seek joint appointments for faculty with complementary expertise	<ul style="list-style-type: none"> <li>• Follow up success in recruiting Steve Boehm with ambitious effort to hire before Jim Murphy when he retires</li> <li>• Additional joint appointments with Psychiatry (human genetics) and Radiology (cognitive neuroscience)</li> </ul>
Achieve university and national recognition for graduate and undergraduate education in behavioral and cognitive neuroscience	Establish campus leadership in behavioral and cognitive neuroscience	<ul style="list-style-type: none"> <li>• Serve as the source of behavioral neuroscience expertise on campus</li> <li>• Expand to include cognitive neuroscience as part of our identity</li> <li>• Continue to contribute to training Biomedical Sciences students</li> <li>• Revisit ways to contribute to behavioral neuroscience module in the Medical Neuroscience program</li> </ul>
Establish interdisciplinary undergraduate major in Neuroscience	Develop cross-departmental curriculum with flexible paths to B.S. major in neuroscience	<ul style="list-style-type: none"> <li>• Hire highly qualified senior lecturer to help teach current courses to Psych majors and top help develop behavioral neuroscience as a critical element of the new major</li> <li>• Achieve 50 declared majors within two years</li> </ul>
Increase recognition and value of the graduate training program for the state	Develop and reward faculty community outreach efforts Increase ties to life sciences in the region	<ul style="list-style-type: none"> <li>• Increase in educational outreach, e.g., Brain Bee, Brain Awareness Week</li> <li>• Obtain financial support from life science industry</li> <li>• Establish internships at life sciences research sites</li> <li>• Develop an industrial neuroscience arm to the program</li> </ul>
Establish Foundation account for	Establish and grow the McKinley Fund as a	<ul style="list-style-type: none"> <li>• Seek contributions from faculty and</li> </ul>

philanthropic support of graduate training PBA	specific entity in the IU Foundation	formal students • Seek endowment from corporate benefactors that have an interest in neuroscience training in central Indiana
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## 5. Increasing the Department's Capacity for Graduate Training

Goal	Strategic Actions	Performance Indicators
Increase ability to recruit students nationally	Fund out of state students with centralized source to equate their cost with in-state. Within each area, start 2-track system for stipends, in which better students get more \$\$	Increased excellence of graduate students
Increase extramural funding of graduate programs	Incentivize graduate support by giving more RIF funds to programs that procure more funding for their students from public or private extramural sources.	Increased outside funding over time.
Increase ability of graduate areas to plan budgets	Make budget planning more transparent by giving each area a fixed base of RIF funds, and making the following year's incentive amount based upon extramural funds procured during the current year, according to a fixed formula	Admissions letters for graduate students are specific in terms of guaranteed levels of support for stipend and tuition (that is, budgets are known at the time admissions letters are sent out in the spring).
Increase collaborative/creative sources of extramural funding for graduate students	Appoint a "graduate funding czar" in each area who is responsible for coordinating and tracking potential sources of graduate student funding.	Increased graduate student funding
Increase external funding of graduate students {while recognizing that the three graduate areas will pursue diverse and potentially different strategies}	<p>PhD programs should pursue training grant under direct control of graduate program;</p> <p>Maintain and increase ties to other programs that fund graduate training lines;</p> <p>Provide incentives for Areas Heads or senior faculty (including new hires) to lead the training grant initiative;</p> <p>Encourage PhD students in Clinical and Psychobiology programs to submit individual training grants (F31 NRSA) by end of 3rd year of training;</p> <p>Department-level initiatives for mentoring grant writing for graduate students and for</p>	<p>Submission and funding of new training grants</p> <p>The number of students funded on campus research or training grants reflecting faculty interactions with others</p> <p>Faculty with history of external funding and successful training record agrees to spearhead training grant initiative;</p> <p>The number of faculty-sponsored F31 submissions from their students</p> <p>The number of students funded on F31s</p> <p>The number of students enrolled in graduate grant writing course (N802)</p> <p>Department initiatives to mentor grant writing</p>

	junior faculty	skills for grad students Department initiatives to mentor grant writing skills for junior faculty The number of submitted and funded external faculty grants that include graduate student support
Diversify portfolio of graduate funding	Increase placements of graduate students in positions in private sector or in other units Seek corporate or private funding of graduate education Continue to seek university fellowship support to supplement other funding sources	Increased numbers of sustained partnerships that fund graduate students Scholarships established on a sustainable basis The number of students funded by competitive fellowships
Increase graduate stipends to competitive levels	Increase external funding to support higher stipends	Success rate in matriculation of top-ranked applicants
Stabilize Departmental funding of graduate areas	Define target allocations of department support of each Area's training program that is consistent from year to year  Define expectation for each Area for teaching assistantship coverage, making it compatible with the graduate training mission  Limit the teaching requirements for PhD students early in their training	Graduate allocations from department are known and predictable from year to year  The number of grad students slotted for TAs, and time commitments to TAs, compared to training requirements and expectations of each Area, established through discussions with the Areas  Teaching assignments of 1 <sup>st</sup> - and 2 <sup>nd</sup> -year PhD students

**Next Steps:**

1. A leadership role in a training grant initiative may be discussed with candidates interviewed for the new positions; senior candidates that can successfully lead the initiative should be given strong consideration
2. Increase incentives for faculty for successful external funding of graduate students, especially from research and training grants.
3. Develop departmental mentoring of grant writing efforts for junior faculty and graduate students
4. Graduate programs should expect faculty that train graduate students to provide substantial support for their training from external sources, and existing and projected graduate student funding should be an important aspect in determining admission offers each year.

## 6. Department Administration

### A. Revisit Merit System to Reduce Salary Compression Problem

Goal	Strategic Actions	Performance Indicators
Review/Revise merit system	<ul style="list-style-type: none"> <li>• Reward service, including summer service</li> <li>• Reward \$ brought into dept. regardless of source (i.e., not just grants); ex: major PR alumni initiative</li> </ul>	<ul style="list-style-type: none"> <li>• “Normal” distribution of happiness, life satisfaction among faculty → increased productivity</li> </ul>
	<ul style="list-style-type: none"> <li>• Reward research mentoring of undergrads</li> </ul>	<ul style="list-style-type: none"> <li>• Increased undergrad research involvement</li> </ul>
	<ul style="list-style-type: none"> <li>• Reward lecture leadership and service</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student satisfaction (assessed via evaluations) in courses taught by lecturers, part-timers (who would be supervised &amp; mentored by lecturers)</li> </ul>
Reduce Salary compression	<ul style="list-style-type: none"> <li>• Structured summer pay plan (not the 10% of base)</li> <li>• Do study of peer institution salaries and lobby Dean</li> <li>• Trim budget fat to improve non-salary reward structure (e.g., FD \$, \$ to support students, course release as alternative to salary increase, ability to teach summer in lieu of fall/spring)</li> </ul>	<ul style="list-style-type: none"> <li>• Differences among mean salaries for assistant, associate, and full professors</li> <li>• Differences between IUPUI salaries and those of faculty in Departments of Psychology at peer institutions</li> <li>• Happier, wealthier faculty!</li> </ul>
Ensure parity of the merit system between the different graduate/undergraduate areas of specialization within the department	Examine average pay raises over the past ~5 years, in terms of percent of salary, within each of the specializations within the department (IO, Clinical, PBA, undergraduate). On AVERAGE, the different areas should be doling out similar raises over time, if the merit system is balanced in its approach to the importance of teaching/administration/research. If necessary, devise merit systems that	Similar average raises between different areas Increased subjective sense of fairness of pay for effort across the different specializations.

	approach different specializations with different weights for the same activities.	
Make teaching a more meaningful source of merit points	Re-examine the way in which teaching is rated, including the current 5-point scale for student satisfaction, which suffers from ceiling effects that worsen compression of merit.	A more bell-shaped distribution of teaching scores and resulting merit raises.
Make sure long-serving faculty with adequate merit are not underpaid relative to recently hired faculty	Allow market forces a place at the table in determining annual pay increases, so long as sufficient merit is present.	New hires wouldn't get paid more than long-time faculty at similar or higher levels within a given program. Decreased salary compression.

## B. Faculty Development and Advancement

Goal	Strategic Actions	Performance Indicators
Professional/personal development of lecturers (e.g., increase leadership opportunities and thus their degree of connectedness/belonging to the dept.)	<ul style="list-style-type: none"> <li>Have senior lecturers mentor junior lecturers in more formal way</li> </ul>	<ul style="list-style-type: none"> <li>Fewer years to promotion to senior lecturer</li> <li>Increased student satisfaction ratings of mentored lecturers</li> </ul>
	<ul style="list-style-type: none"> <li>Have lecturers mentor graduate students (e.g., develop teaching portfolios, run TA orientation) and part-timers</li> </ul>	<ul style="list-style-type: none"> <li>Increased student satisfaction ratings of grad students, part-timers mentored by lecturers</li> <li>Improved CTL evaluations of grad students, part-timers mentored by lecturers</li> <li>Retention of part-timers</li> <li>Improved lecturer evaluations of grad students, part-timers mentored by lecturers</li> <li>Growth from mid-semester to end-of-semester in evaluations of grad students, part-timers mentored by lecturers</li> </ul>
Implement mentoring system for junior faculty	<ul style="list-style-type: none"> <li>Grant mentoring workshops held bi-weekly or monthly for untenured faculty by senior faculty with successful track record of obtaining external funding</li> </ul>	<ul style="list-style-type: none"> <li>Earlier external funding submissions by junior faculty</li> <li>More submissions</li> <li>Better scores</li> <li>More money brought in by junior faculty</li> </ul>

	<ul style="list-style-type: none"> <li>• Pair junior faculty with senior faculty mentor to increase senior's feelings of responsibility for protecting junior</li> </ul>	<ul style="list-style-type: none"> <li>• Junior faculty doing less service</li> <li>• Increased publication submissions/hits</li> <li>• Increased grant productivity</li> </ul>
Reduce teaching load	<ul style="list-style-type: none"> <li>• Go to 2/1 load to be competitive with other SOS depts. and with peer institution psych. depts.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased research productivity (publications, grant submissions)</li> </ul>
Improve FD \$ system	<ul style="list-style-type: none"> <li>• Increase annual FD allowance to \$2000</li> <li>• Relax usage restrictions to cover anything that can be justified as FD</li> </ul>	<ul style="list-style-type: none"> <li>• Increased productivity</li> <li>• Increased faculty life satisfaction, morale</li> </ul>
Junior faculty socialization	<ul style="list-style-type: none"> <li>• Encourage lunch attendance</li> <li>• More social activities (e.g., happy hours, poker games)</li> </ul>	<ul style="list-style-type: none"> <li>• Happier faculty who want to stay at IUPUI</li> </ul>
Professional/personal development of lecturers (e.g., increase leadership opportunities and thus their degree of connectedness/belonging to the dept.)	<ul style="list-style-type: none"> <li>• Have senior lecturers mentor junior lecturers in more formal way</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer years to promotion to senior lecturer</li> <li>• Increased student satisfaction ratings of mentored lecturers</li> </ul>

### C. Review Promotion and Tenure Process

Goal	Strategic Actions	Performance Indicators
Bring department criteria in line with school criteria and communicate to faculty	<ul style="list-style-type: none"> <li>• Update 5 + 3 criteria at departmental level to reflect current climate (e.g., make expectation for external funding explicit)</li> <li>• Gather data on decisions and criteria at school and university level and communicate to faculty</li> <li>• Have formalized P &amp; T orientation for new faculty</li> </ul>	<ul style="list-style-type: none"> <li>• # of faculty tenured</li> <li>• # of grants applied for/awarded to new faculty</li> <li>• Increase in faculty understanding of P &amp; T process</li> <li>• Increase in faculty satisfaction with P &amp; T process</li> <li>• Average number of years to promotion (e.g., from associate to full)</li> </ul>
Improve strategizing for getting external reviewers	<ul style="list-style-type: none"> <li>• Have faculty member create list of potential reviewers well before tenure deadline</li> </ul>	<ul style="list-style-type: none"> <li>• Stronger external letters</li> <li>• Fewer problematic letters</li> </ul>

**Next Steps: Gather data on reversals of P & T decisions at the university level and charge P&T committee with conducting review of process**

## D. Resource Management

Goal	Strategic Actions	Performance Indicators
Develop model budget management system for the continuous improvement of the Psychology Department	<ul style="list-style-type: none"> <li>• Enable area heads to manage, review, and analyze budget and account reports and to make adjustments</li> <li>• Enable graduate area heads to make sound financial projections concerning graduate students support by February of each fiscal year</li> <li>• Develop cash flow projections for course fees and foundation account funds to ensure that revenues are invested well</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer fiscal uncertainties associated with graduate student recruitment and higher proportions of acceptances among admitted graduate students</li> <li>• More programming across all areas throughout the academic year</li> <li>• Fewer budgetary shortfalls; more accurate fiscal projections during budget construction</li> </ul>
Develop a governance plan for the allocation of resources to support undergraduate and graduate teaching, research, and service missions as well as outreach to alumni and both campus- and community partners	<ul style="list-style-type: none"> <li>• Implement system of financial incentives to reward resource generation (e.g., bonuses for submitting federal grant proposals)</li> <li>• Use executive committee to set parameters for the allocation of additional resources that are generated</li> </ul>	<ul style="list-style-type: none"> <li>• Increased generation of revenues (through grants and contracts, instructional design, and other entrepreneurial ventures)</li> <li>• Increased financial rewards for faculty</li> </ul>
Create a master plan for space allocation within the Department of Psychology and associated centers	<ul style="list-style-type: none"> <li>• Use executive committee to set parameters for the allocation of space to constituents within the department</li> </ul>	<ul style="list-style-type: none"> <li>• More efficient use of existing space</li> <li>• Few researchers with unmet space needs</li> </ul>