Strategic Planning Process
Approved August 14, 2000
Modified October 6, 2006 and October 2010

Strategic Planning Advisory Committee
A standing departmental committee is appointed at the beginning of each academic year to (a) guide the implementation of the Department’s strategic plan, and (b) serve an advisory role to the chair of the Department. The five members of the committee will be elected by the faculty (3 members) and appointed by the Department Chairperson (2 members). The committee will elect a member of the committee as chairperson. The Department Chairperson will be an ex officio member of the committee.

Strategic Planning Document
Every 5 years the Strategic Planning Advisory Committee forwards a departmental strategic planning document to the Department of Psychology faculty for adoption. This document describes the Department’s Vision and Mission with corresponding Strategic Actions that guide departmental policy and management. Accompanying each Strategic Action is a set of suggested evaluations to determine current departmental performance in these areas.

Strategic Actions
At the end of each academic year (April) the Strategic Planning Advisory Committee will prioritize the Strategic Actions to be addressed during the next academic year and seek feedback/approval from the faculty. The new Advisory committee, at the beginning of the academic year (August), recommends to the chair the formation of Strategic Action Committees based on the priorities adopted. Throughout the year, the Strategic Planning Advisory Committee acts as a resource for the Strategic Action committees.

Strategic Action Committees
Based on recommendations for committee structure from the Strategic Planning Advisory Committee, the chair will appoint 3-5 faculty members to serve on the Strategic Action Committees. The role of each committee is to evaluate existing conditions related to strategic action(s) to determine whether discrepancies exist between the Department’s stated objectives and current performance. If a disparity is found, the Strategic Action Committee will propose changes in departmental policies and processes designed to improve performance in this area. The faculty and the department chair must approve proposals.

The Role of the Faculty
The Strategic Plan is developed, maintained, and implemented by the Department of Psychology faculty. The faculty elects members to the Strategic Planning Advisory Committee and receives a report from this committee at faculty meetings. The faculty approves the Strategic Planning Document and all changes to it, approves the prioritized inventory of the strategic actions, and votes on all motions forwarded by the Strategic Action Committees.
The Process 2011-2016

- Review 2006-2011 Strategic Action Goals
- Environmental Assumptions
- SWOT Analysis
- Review & Revise: Values, Mission, & Vision
- Review & Revise: Strategic Action Goals
- 2011-2016 Values, Mission, Vision
- 2011-2016 Strategic Action Goals
- 2011-2016 Strategic Management (Strategic Action Committees)

Department retreat
September 15-16, 2011

Current and future work
What Have We Accomplished from the 2006-2011 Strategic Plan?

2006-2011 SP had 7 Strategic Goals:

1. **Culture of Learning**: “We have fostered a culture of learning”
   - Suggestions for improvement:
     - Create additional outlets for informal teaching and learning
     - Improve the organization of such activities
     - Increase the breadth of exposure in colloquia

2. **Experiential Learning**: “Our curriculum provides a fairly rich experience”
   - Suggestions for improvement:
     - Communicate with stakeholders (e.g., students, community agencies, ACT)
     - Undergraduate internship
     - Support and coordinate student participation at conferences

3. **Cross-Disciplinary Action**: “Some are involved, but it’s not the norm”
   - Suggestions for improvement:
     - More first-year seminars & courses in Gen Ed
     - Communicate with those we “serve” (e.g., CoE, CoB, HLES)
     - Involvement in campus speaker series
     - Explore research opportunities, perhaps with rural clinical theme

4. **Physical Space**: “Dramatic change since 2006, but still room to improve”
   - Suggestions for improvement:
     - Plan for future space needs
     - More and higher quality research space
     - Course-specific (e.g., lab) spaces and flexible spaces
     - Attractive gathering spaces, including improved faculty lounge

5. **Curriculum**: “Undergrad curriculum greatly improved, grad next?”
   - Suggestions for improvement:
     - Get more psychology classes into the Gen Ed curriculum
     - Changes to the “core” curriculum of our existing Master’s programs
     - Changes to Pro-Sems
     - Consider changes and integration that may occur with PhD program
     - Infuse more courses with a rural theme

6. **Reward System**: “Major departmental changes since ’06; do rewards still fit?”
   - Suggestions for improvement:
     - Review Merit system in light of the new P&T criteria
     - Increase rewards for research-intensive activities
     - Celebrate accomplishments more systematically
     - Consider acknowledging “good departmental citizens”

7. **Mentoring**: “New faculty members appreciate informal mentoring”
   - Suggestions for improvement:
     - Provide more detailed feedback from DPC annual evaluations
     - Centralize information that new faculty need to succeed at work
     - Increase department work with residential learning community
     - Create better system to match honors students with mentors
     - Encourage faculty to embrace undergraduate advising
Assumptions

What are our assumptions about the University?

- ASU budget will continue to decrease
- ASU will seek to increase efficiency (e.g., distance ed, less reassigned time)
- ASU will increase student population and class size
- ASU will strategically aim to divert money to health care initiatives and sustainable development
- ASU will seek to increase grant profile
- SACS process will lead to continued assessment of student learning, funding for the QEP, and accreditation
- ASU and state support for graduate students will decline
- ASU will continue to support a Clinical Psychology Ph.D. program, though perhaps with less support
- ASU will expect departments to increase self-sufficiency, research productivity, grant/contract funding, cross-disciplinary research, number of non-tenure track positions, and work more with less support

What are our assumptions about the profession?

- Competition for grant money will increase and funding sources will favor cross-disciplinary, translational/applied, and inter-university research
- The demand for graduate level education will increase and the need for master’s programs to prepare students for PhD programs will continue
- Job market will be highly competitive for applied Master’s and Specialist’s graduates; jobs will demand flexibility in skills
- Few job opportunities to “do psychology” with Bachelor’s degree
- Professional doctorate will make clinical/health Masters degrees less valuable
- Master’s level licensure is vulnerable and not favored by APA, though not expected to change in the next 5 years
- Fragmentation of psychology will increase “turf issues” by challenging the “core” of graduate education and, increasing tension among specializations
- The public has an inaccurate view of psychology and what psychologists do
SWOT Analysis

STRENGTHS
- Improving quality of students
- P & T and Merit documents
- Strong graduate programs
- Community outreach

WEAKNESSES
- Lack of publications and grants
- Little research support
- Little individualization along teaching/research/service dimensions
- Underrepresentation in university administration

OPPORTUNITIES
- Approval of PhD program
- Interdisciplinary collaboration
- Distinguished professorships
- Psychology Clinic

THREATS
- May not establish PhD program
- Hostile political climate in legislature
- Lack of upper administrative support
- ASU not a major UNC system player
- Deteriorating student/faculty ratio
Values

Our Values are **CLEAR**

**Collaboration**- Faculty work together within the Department, with students, with colleagues across the University, internationally

**Learning**- Students acquire knowledge and skills for life and for a changing job market; Faculty process and propagate psychological knowledge, translate basic research into applied contexts

**Empiricism**- Faculty produce high-quality science; Department uses data-driven decision-making processes

**Activity**- Faculty engage in their profession through teaching, research, and service; are active in the community; participate in local to global activities

**Respect**- Faculty respect their colleagues and stakeholders; recognize and reward diverse contributions to the mission of the department

CLEAR has positive meanings and connotations…

adjective
1 clear instructions: understandable, 2 a clear case of harassment: obvious 3 clear water: transparent 4 a clear blue sky: bright 5 her clear complexion: unblemished 6 Rosa's clear voice: distinct 7 a clear view: unobstructed 8 a clear conscience: untroubled

adverb
1 stand clear of the doors: away from 2 Tommy's voice came loud and clear: distinctly 3 he has time to get clear away: completely

verb
1 the sky cleared briefly: brighten (up) 2 the drizzle had cleared: disappear 3 together they cleared the table: empty 4 clearing drains: unblock 5 staff cleared the building: evacuate 6 Karen cleared the dirty dishes: remove 7 I cleared the bar on my first attempt: go over 8 he was cleared by an appeals court: exonerate 9 I was cleared to work on the project: authorize 10 I cleared $50,000 profit: net

PHRASES
clear out 1 we were told to clear out. 2 we cleared out the junk room
clear up 1 I hope it clears up before the party. 2 we've cleared up the issue
Mission

The Department comprises a faculty of psychologists who emphasize critical thinking, scientific methods, and applications of psychology to everyday behavior. The mission of the Department is to promote understanding of the science of psychology and its utility to members of the University community, the community of scholars, and the public. The Faculty seeks to prepare undergraduate students with transferable skills and knowledge of the discipline of psychology. In the applied programs, the Faculty seeks to train graduate students as professionals in the scientist/practitioner model. In the General Experimental program, the Faculty seeks to prepare graduate students for more advanced study. The Faculty seeks to generate knowledge via research and disseminate it to professional audiences through publications and conference presentations. The Faculty also seeks to bring psychology to bear on University and community issues, and to participate fully in our professional communities.
Vision

Contributions: We will be a productive and creative faculty that makes diverse contributions in teaching, scholarship, and service. As a Department we will be influential in University affairs, in our local, state, national, and global communities, and in our discipline and profession.

Education: We will provide a broad and high quality education in psychological science through mentoring and undergraduate and graduate level coursework. We will provide all students with opportunities to “do” psychology, through laboratory experiences, community and professional involvement, and participation in the research process.

Interdependence and Collaboration: We will acknowledge interdependencies (i.e., among teaching, research, and service) and will view our collaboration with others (i.e., undergraduate students, graduate students, faculty, staff, administration, alumni, community, and discipline) as a strength. We will be committed to working together so that by strengthening the Department we may strengthen the University.

Resource Development: We will work actively to acquire the resources (e.g., time, money, space, personnel) required to accomplish our Departmental Mission and goals. We will seek to acquire resources through our research activities. We will distribute and utilize our resources equitably.

Department of Influence: We will be acknowledged as leaders by our University community and we will influence University policy. We will be recognized for our excellence in education and scholarship, and for the work we do in our local, state, national, and global communities. We will help guide our profession. By our activities, the University and public will have a greater awareness of the science of psychology and its applied value.