



Office of the President

Strategic Plan

2017- 2022

William James College Mission

“William James College strives to be a preeminent institution of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. We assume an ongoing social responsibility to create programs to educate specialists of many disciplines to meet the evolving mental health needs of society.”

The following three commonly held core values establish the foundation for all academic programming at William James College: Experiential Education – Integrating rigorous academic instruction with substantial clinical experience; Social Responsibility – Educating providers to meet a diverse society’s evolving mental health needs including cultural and language competence and developing programs and partnerships to ensure access to mental health care for all persons; Personal Growth – Fostering a supportive, challenging and stimulating learning environment that pays careful attention to personal and professional development

Introduction

For the past forty years, William James College has created quality academic programs to educate the next generation of leaders and mental health professionals to serve in a variety of specialty areas. Over the last fourteen years, the size, scope and mission of the college has grown exponentially. This progression has meant attracting a diverse faculty; creating educational programs to meet the psycho-social needs of children, families, Veterans and people of color; stabilizing the college’s financial condition; improving our standing with accrediting bodies; building employee benefits and organizational infrastructure; and acquiring appropriate resources to support its mission.

As the college has grown, academic programs have received praise and the maximum years of endorsement from accrediting bodies. The institution has evolved from a student body of 132 with a budget of \$2M (in 2002) to one that currently supports more than 700 learners with a budget of \$25M. This changes our ratio of resources from

approximately \$15.2 thousand/per student to \$35.7 thousand/per student. The strength of the student body has been constant. Efforts to rebrand the college were quickly and successfully achieved and a modernized facility was purchased that comfortably supports the students, faculty, staff and their work. With growth, the college has maintained its excellent ratio of faculty to students and it has added resources including personnel to support the mission. While the development of the institution has required patience and flexibility on the part of every member, William James College is addressing the need for a culturally sensitive workforce. At the same time, it is elevating the discussion of complex issues associated with creating healthy work environments, practice innovations, treating dangerous and debilitating behavioral health problems, changes in health care delivery, access to mental health care and workforce development to a higher level.

The near future presents challenges and opportunities. A new faculty model brings professionals with more time and instructional presence to campus and an obligation to develop their professional careers. The current financial and political climate of our world is not very supportive of higher education. Our peer institutions in psychology and graduate programs nationally have seen declines in applications and enrollment. Unemployment rates of 3-5%, interest rates on government-issued Stafford loans at 5.3% with origination fees at 1%, and mixed messages from national leaders about the value of advanced degrees have combined to reduce the total number of applicants for most graduate programs. Psychology Departments at many research universities are experiencing a similar reduction in size and support for graduate students as their host institutions strive to control costs and prioritize programs with greater potential to attract research funds. All of this occurs while mental illnesses top the leading causes of disability, lost productivity, death, and barriers to health and education in the United States. The workforce for mental health is slightly less than 90% non-Latino Caucasian which leaves many Americans without access to care from someone who resembles them and is closely familiar with their experience. This workforce is aging and it is woefully inadequate in size, sensitivity to diversity and funding to meet the mental health needs of the country. This is especially true with regard to providing services to children, the aged, our Veterans, those suffering from drug and alcohol abuse, and people from multicultural and multi-racial backgrounds.

Several teams of administrators, faculty and staff have prepared this draft of a Strategic Plan for review and discussion by the committees of the WJC Board of Trustees and interested groups of students and faculty. At many institutions, this type of document often fulfills the role of a marketing statement with institutions promoting themselves, without much empirical support, as 'the leader in' higher education or 'the premier place' for some aspect of their work. The William James community undertakes this strategic planning process, as it has in the past, with the purpose of creating a viable map to guide academic programming, mission advancement and resource planning for the future. We are proud of our institution, its mission and the commitment to learning and professional practice that is evident in the work of our faculty, students, staff and trustees. We are, also, grateful to our alumni and our benefactors who are investing in helping William James College to be 'Meeting the Need...Making a Difference.'

I. Results from the prior Strategic Plan

The ambitious Strategic Plan of 2011 has been completed. The most obvious accomplishment is the acquisition of 1 Wells Avenue as a permanent home for the college. In January of 2016, the building was purchased with financial reserves generated by surpluses from operations across the last fourteen years. Favorable terms were obtained from our lender as well as the seller and our consultants on the purchase of the building.

Since 2011, the school rebranded itself as William James College and created four academic departments with nine degree programs. Three of these departments are now led by women who are Spanish-speakers. These departments of clinical, school, counseling and organizational leadership psychology represent the range of degree offerings typically available for graduate education in applied psychology.

The Clinical Psychology Department developed an innovative APA approved Consortium Internship that allows about one-third of its students to complete their training in a half-time, local setting. With the shortage of APA-approved internship positions in the nation and the difficulty of relocating to another city for a year of training, the WJC Consortium Internship is a creative solution that distinguishes the PsyD Clinical program from its peers across the country. The existence of this program allowed the college to successfully compete for two HRSA training grants that total more than \$1.75M and that are the first in the school's history. The Consortium currently includes 17 training sites with 52 half-time positions for APA Interns with a plan to recruit several more sites and training positions.

This period has been the most financially successful in the college's history with fiscal controls and procedures earning praise from the auditors. Institutional growth has generated academic, personnel and facilities resources that have dramatically improved the learning community and offered increased benefits to our employees. Capable management and stewardship from administration, faculty, staff and trustees brought significant changes in Net Assets for each of the past five years (see graph above). With the purchase of One Wells Avenue, the total assets of the college rose to \$32.9M. As the owner of the building, the college is positioned to save about \$1M each fiscal year from rent, taxes and facilities payments. Relative to peer institutions, the cost of tuition is within the average range and the college leads its peers in scholarship aid and work-study support at 10% of revenue.

Strategic Plan 2011

Goals

1. Become a "College of Psychology" with expertise in culturally sensitive mental health education;
2. Create an Office of Research to produce and promote academic scholarship; learning outcomes in multicultural mental health and experiential education;
3. Increase Academic Programming with Fall Enrollment of 250 students;
4. Advancement Totals to exceed \$ 500,000 by FY13;
5. Increase Faculty competence with educational technology; provide sufficient language & educational resources to support student learning;
6. Purchase or Lease a new Facility.

WILLIAM JAMES COLLEGE



As the college has grown in complexity so has the quality of its academic programs. The departments of Clinical and School Psychology as well as the Consortium Internship were recently reviewed by the Committee on Accreditation of the American Psychological Association (APA) and both were awarded seven years of accreditation. Academic programs in the school's history were not so favorably recognized. Increased enrollment in Clinical Psychology, the college's largest department, has maintained quality as measured by Graduate Record Examination (GRE) scores and Grade Point Average (GPA). Furthermore, the academic quality of those enrolled has been running equal to that of the applicant pool.

MEDIAN GRE SCORE - CLINICAL PSYD PROGRAM: 2012-2016																			
2016				2015				2014				2013				2012			
APPLIED		ENROLLED		APPLIED		ENROLLED		APPLIED		ENROLLED		APPLIED		ENROLLED		APPLIED		ENROLLED	
V	Q	V	Q	V	Q	V	Q	V	Q	V	Q	V	Q	V	Q	V	Q	V	Q
152	148	153	148	154	150	153	150	153	149	153	149	154	149	158	153	154	150	155	150
MEDIAN UNDERGRADUATE GPA - CLINICAL PSYD PROGRAM: 2012-2016																			
2016				2015				2014				2013				2012			
APPLIED		ENROLLED		APPLIED		ENROLLED		APPLIED		ENROLLED		APPLIED		ENROLLED		APPLIED		ENROLLED	
3.45		3.42		3.4		3.41		3.48		3.5		3.47		3.5		3.49		3.48	

Each graduate of a clinical psychology program in the U.S. must pass the same standardized test to become a licensed psychologist. While this achievement test is highly correlated with the Graduate Record Exam (GRE), the fact that all graduates of PhD and PsyD programs in the country take the same test offers a useful point of comparison. As a group, William James College PsyD graduates regularly achieve a passing grade or better on the first administration of the test, more frequently than graduates of our peer institutions. In the 2016, for example, a passing grade of 87% for WJC graduates was more than ten points higher than most peer institutions. As the institution has increased in size, the strength of those enrolled and the quality of instruction, as measured by consistent performance on the national psychology licensing examination, is very strong.

Psychology Licensing Exam Scores

8/07 – 6/12

Institution	N Examinees	% Passing
U Mass	45	98
Boston U	53	96
U Denver	186	85
MSPP	261	83
Chicago	445	76
Nova	388	75
Antioch New Eng	134	72
Alliant S F	385	67
Palo Alto U	238	67
Argosy (Phoenix)	180	65
Wright Institute	300	64
Alliant (LA)	412	55
Adler	247	53

The Dean of Students Office has created an ambitious orientation for incoming students and provides ongoing academic support through the Academic Resources Center. In addition, a professional Career Counselor now supports alumni and emerging professionals in achieving professional positions. The innovative Military Veterans Psychology (MVP) program now complements the signature work in Latino Mental Health which has consistently enrolled 45 – 50 students. Approximately fifty students with military experience and military dependents are currently enrolled in programs across the four departments with both an academic faculty member and an Army Veteran supporting their learning. In this past year, a new Black Mental Health Initiative

is evolving to better recruit and support students of color into careers in applied psychology.

In recent years, the college has made gains in the total number of Self-Identified Minority students as well as the percentage of Faculty and Staff. A formal Center for Multicultural and Global Mental Health serves as a professional home for the college's several diversity-related programs. The

Change in SIDM		%	SIDM
Total in 2016		2016	2012
Students	N= 729	18%	18%
Full-Time Faculty	N= 55	22%	15%
Full-Time Staff	N= 70	23%	20%

The growth of a more diverse faculty and staff at William James College has been coincident with the start and the evolution of programs of instruction with a focus on serving underserved populations in need of mental health care. As the college has created programs to serve traditionally underserved people, SIDM faculty and staff have joined our community. Over the past five years, WJC has increased its number of SIDM students from about 70 in 2011 to a total of 132 in 2016. But, with the population of non-Latino Caucasian Mental Health Professionals approximating 90%, much more needs to be done to increase the number of racial and culturally diverse professionals in leadership and clinical positions in this country. Unfortunately, research on health disparities finds substandard mental health care is being delivered to people of color in the United States. Black youth, for example, are more frequently described as having "oppositional behavior" and "conduct disorders" for symptoms that result in diagnoses of "attention deficit disorder" among Caucasian boys. Harsh diagnoses (e.g., schizophrenia) are given to African American men versus their peers and episodes of racism within the healthcare system are commonly reported. With so few people of color within the leadership of mental healthcare, change in these areas will be difficult to achieve. As our institution extends its commitment to substantially increase its commitment to racial and ethnic diversity in the profession, increased diversity on campus will require complex and skilled resources to facilitate this transformation.

An Office of Research with four employees has been created to oversee: Institutional Data Collection with a focus on alumni achievement, admissions demographics, student satisfaction, instructional quality, accreditation requirements and matriculation metrics; Program Evaluation to assist with the review of community engagement initiatives; Institutional Review Board which performs quality assurance and ethics evaluations of student and faculty research; and a number of faculty research projects. With the assistance of the Office of Research the college now has systematic, data-driven evaluations of performance and satisfaction at multiple levels, from the Admissions process and Orientation programs to Field Education and Academic accomplishment to Alumni performance and satisfaction.

Fall enrollment has averaged 237 new students for the past five years, despite significant declines in applications. A vigorous program of Campus Visiting, Webinars and innovative marketing and advertising efforts have protected the college's share in this lessening market. Reviews of student GRE scores and faculty ranks of our admitted students show a student body that is strong. The WJC 'yield' on offers of admission is growing stronger as students apply to fewer schools in a more targeted

fashion. It, also, appears that with a shrinking market, weaker applicants are selecting themselves out of contention. Nonetheless, a larger applicant pool allows for greater enrolment selectivity. Following this year's annual "Big Idea" workshop, a major initiative to improve the college's visibility and market share in the New England area has begun.

Financial contributions to the institution rose to exceed \$500,000 as planned, but gifts have been flat for the last three years at about \$700,000 per

	2016	2015	2014	2013	2012
Applicants	693	741	769	927	859
Offers	394	446	457	405	419
Yield	57%	60%	59%	44%	49%

year. With donor support for several new clinical research faculty members, the institution successfully competed for two HRSA grants that total more than \$1.75M in support of its WJC Consortium Internship program. Although most of the HRSA revenue takes the form of student stipends, these grants have been instrumental in providing support for the expansion of the Consortium and have increased the number of child mental health professionals and integrated behavioral health clinicians.

A new specialist position in Technology Education brings expertise in distance education and technology training for faculty. This area has the potential to assist with the creation of educational programs to working people who desire to increase their skills or to enroll in a new degree program while working. The Academic Resources Center provides educational support to students in all programs while providing leadership for the summer workshops of the Dean of Students in academic writing.

Regular surveys of our graduates find that alumni easily obtain work in their fields and that they are satisfied with it. Moreover, 100% report that they have internalized the college's value of social responsibility by providing services to underserved people in some fashion. The plurality of graduates report that they were well prepared in each of our programs for their profession and that they are 'satisfied' or 'highly satisfied' with their education. An extraordinary number (i.e., 90%) of those who enter programs of study at WJC complete their education versus 60% at other graduate programs in psychology. The loan default average for graduates is regularly about 1% (versus 11%); WJC graduates get jobs and they are responsible for their loans.

II. Highlights of Strategic Plans from some Peer Institutions

During a time of economic recession, the independent schools of professional psychology in the U.S. experienced periods of significant growth. While one institution closed its operations (Forest Institute in Springfield, MO), three (i.e., Palo Alto, Adler and Chicago) metamorphosed into 'universities' and 'educational systems' with increases in programs and student enrollment. Common to all, save Forest, were significant expansions of academic programs, especially in the MA area (Counseling and applied professional training). Palo Alto University, Adler University and the Chicago Educational System each purchased a major building. All of our most immediate peers began a number of MA programs in an area of applied psychology. The Palo Alto University began an innovative partnership with several California

Community Colleges to create a BS completion program for students with Associate of Arts degrees who had an interest in pursuing a career in human services and psychology. Very few of our peer institutions offer the level and amount of financial assistance to students that is given by William James College which surpasses \$1M in aid and provides an equivalent amount in federal Work Study funds.

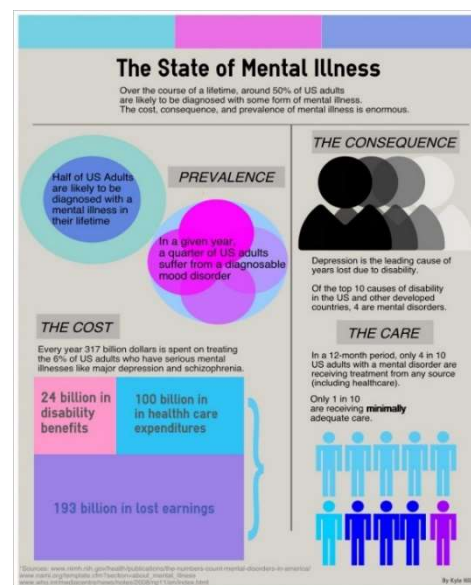
A review of the available Strategic Plans finds each with a plan to continue with a program of ambitious expansion; some as much as 13% growth annually. Several have embraced the importance of creating a local Consortium Internship and academic programming to prepare graduates to work with Spanish-speakers; both areas in which William James College already has six to ten years of experience. They echo the importance of increasing revenue from Advancement and the critical role of the Board of Trustees in fundraising.

In keeping with themes that are evident in their Strategic Plans, peer institutions plan to:

- Increase course offerings with distance education including international markets;
- Develop online BA programs;
- Engage technological innovations into curricula;
- Increase graduates' capacity to use Telementalhealth;
- Develop resources to support underperforming students;
- Create metrics to measure student learning;
- Fund faculty development and innovation projects, research and scholarship;
- Expand student enrollment by 13-15% annually;
- Raise academic standards;
- Involve Trustees in raising more funds to support the mission;
- Increase graduates' capacity to deliver Spanish-language mental health services;
- Attract the best and brightest students.

III. Current Environment in Behavioral Health and Organizational Leadership

The prevalence of children and adults with diagnosable mental illness in the United States remains extraordinarily high and inadequately addressed. With the incidence of serious mental illness at the level of 20%, most Americans will have someone close in their family suffering from an anxiety disorder, depression, bi-polar illness, schizophrenia or substance abuse. Each year, these disorders account for one-third of child and adult hospitalizations, \$193.2 billion in lost earnings, and they are the third leading cause of death (by suicide) for children 10-24 years (second for ages 15-24). They are frequent co-morbidities among the chronically medically ill and the main reason for student failure to complete high school. In Massachusetts, an estimated 2,000 people died last year from opioid overdose. Across the country death by overdose with analgesic drugs has doubled since 2010. This is a



hydra of a problem, but experts point to the growth of prescriptions for pain medicines in the country which grew from 76M to 219M in a recent 20 year period. In 2012, according to SAMHSA, the turnover rates in the addiction services workforce ranged from 18.5% to more than 50% due to inadequate compensation. Tragically, an estimated 18-22 of our Veterans die by suicide each day.

Despite the critical need for mental health care, utilization of services is low with about 40-50% of adults and children accessing treatment. Surveys find that one-half of the counties in the United States are entirely without a mental health professional. Even in Massachusetts, parents who wish to obtain mental health services for their children will usually fail to do so 60-70 % of the time, given the unavailability of properly trained child mental health professionals. African Americans and Hispanic Americans use mental health services at about one-half the rate of Caucasian Americans and Asian Americans seek help at about one-third the rate. When they do enter the mental health system, people of color are often met with prejudice and accorded substandard care, but they are rarely met by someone who looks or sounds like they do.

Social science research finds substantial support for the efficacy of a variety of mental health interventions. Surgeon General David Satcher and others write that psychological interventions have a demonstrated efficacy; we have very good psychological treatments that work. However, he and others conclude that the main problem is getting people into care. The mental health workforce lacks an adequate number of trained professionals and it is aging. According to the World Health Organization, *there are five key barriers* to increasing availability of mental health services: the absence of mental health from the public health agenda and the implications for funding; the current organization of mental health services; lack of integration within primary care; inadequate human resources for mental health; and the lack of public mental health leadership. Where several studies find that a racial and ethnic match between therapist and patient can extend the time and a patient's satisfaction with treatment, a recent study by the Annapolis Coalition found that mental health professionals, in all of the subspecialties, are about 90% non-Latino Caucasian. In an America where the majority will be the minority sometime during the 2040 decade, leadership and clinical services in mental health by people of color requires a major realignment.

<u>Occupation</u>	<u>Median Age</u>
Psychologists	50.3
Psychiatrists	55.7 (46% are 65+)
Social Workers	42.5
Counselors	42

Bureau of Labor Statistics, 2010-11

Since 2014, a new method of payment for services in healthcare has been developing for Medicare and Medicaid recipients. The traditional model of 'fee for service' has been criticized by the federal government as rewarding the quantity of interventions and services offered rather than the quality of care. The Affordable Care Act created the Bundled Payments for Care Improvement (BPCI) initiative through the Center for Medicare and Medicaid Innovation to encourage providers to band together to deliver care. Under this plan, hospitals and practice groups will be paid one total fee for an episode of patient care versus offering individual payments to professionals for various services. Whether this initiative survives the upcoming change in the federal

government or not, states and insurance providers will be experimenting with these models in upcoming years. For mental health professionals, the good news is that primary care and pediatric practices will have more interest in behavioral health professionals. However, those who wish to become part of a care team or to provide consultation from a private or group practice will need to acquire skills as consultants to medical practices and in behavioral medicine. Behavioral health is likely to become a mental health ‘generalist’ skill.

Surveys of employers, such as the one by the National Association of Colleges and Employers (2015) find that *leadership* is among the most desirable skills for employees. Those with an ability to provide help in negotiating conflict, building teams, motivating individuals and helping workers to attain their personal and professional goals are invaluable assets in companies and businesses at all levels. With human capital the most important resource and asset in an organization, those trained in leadership psychology help to create humane and culturally sensitive workplaces from positions as varied as human relations, organizational development, talent management, team leadership, management, and executive coach. Investments in these resources are both economically and systemically efficient.

According to the Bureau of Labor Statistics, job growth in organizational psychology will range from 13 – 22%. As the economy pivots to the East and the need for culturally informed, evidence based leadership to manage the demands of multinational collaborations and markets, technology change and schedules on employees. Clinicians in our various specialties will need training in organizational psychology to competently lead health care and school departments and systems. This will become especially important with the changes associated with the Affordable Care Act as well as increased interest in social emotional learning in schools.

“The behavioral health workforce is one of the fastest growing workforces in the country. Employment projections for 2020 based on the U.S. Bureau of Labor Statistics forecast a rise in employment for substance abuse and mental health counselors with a 36.3% increase from 2010 to 2020—greater than the 11% projected average for all occupations. This is based on an expected increase in insurance coverage for mental health and substance use services brought about by passage of health reform and parity legislation and the rising rate of military veterans seeking behavioral health services.” SAMHSA (2015)

IV. WJC Strategic Planning Team

Ten teams of faculty and staff met to consider the college’s current state and future opportunities. Each group was charged to: Review the experience of our close peers and the general landscape of higher education; Conduct both a SWAT and a GAP analysis of their area and to make suggestions for strategic institutional growth. Each committee met a number of times across five months with an emphasis on identifying ideas that would both protect the work of the institution and extend its mission.

The detailed considerations of each team follow this section. Many committees commented beyond the scope of their assigned topic and each one suggested numerous divisional improvements that did not rise to the level of a strategic plan. The latter will be pursued by the department heads in regular staff meetings.

Below is a summary of the team's salient strategic points:

Strategic Planning Teams	
• Finance, Facilities, Operations	Dan Brent
• Advancement	Susan Linn, Ann Doyle
• Student Resources	Josh Cooper
• Academic Programs and Resources	Stacey Lambert
• Admissions and Marketing	Mario Murga and Katie O'Hare
• Business Development	Stan Berman
• Technology	Jeff Choo and Dan Brent
• Community Services	Robert Kinscherff
• Diversity	Elana Wolcuff, Mario Murga
• Public Relations	David Herzog

- Strengths:
 - The availability, professional experience and passion of faculty and staff are seen as the biggest strengths of William James College;
 - Students universally appreciate the early introduction to the field and the rich training experience of their placements;
 - Supervisors report that trainees are engaged, inquisitive and open to learning, delightful, responsive to feedback, devoted to their work, and academically prepared. The regular visits to supervisors by Field Education staff and credit towards continuing education are highly valued;
 - The default rate on student loans of our graduates is an extraordinarily low 1%. WJC students get jobs and repay their student loans;
 - Concentrations in Latino Mental Health, Global Mental Health, African and Caribbean Mental Health and Military and Veterans Psychology are appreciated and they are seen as rare offerings in other institutions. Peer institutions and other graduate programs do not work as comprehensively in this area;
 - The array of degree programs matches those at peer institutions. There might be some opportunity for growth among psychology sub-specialties, but WJC currently is covering most of the common ground;
 - The purchase of One Wells Avenue brings a significant asset to William James College. As an owner, rather than renter, the college will save approximately \$1M each fiscal year;
 - At more than \$2.25M in scholarships and work-study funds (i.e., 10% of total revenues), William James College offers significantly more financial aid per student than peer institutions;
 - The majority of students (70%) responded to a recent 'Climate Survey' that they felt comfortable or very comfortable in most settings at WJC;
- Weaknesses:
 - Like all colleges, WJC depends on student tuition for revenue. At 87% of the budget, it is prudent to amplify alternative sources of income;
 - The national shortage of SIDM professionals in mental health needs correction; there is a shortfall in the current SIDM enrollment at 19%;
 - The increasing number of SIDM at WJC requires institutional leadership and mentorship for the students that is in short supply;
 - The data management system and leadership around data management both need a significant upgrade;

- There is a need for greater communication between students and administration/faculty, especially with regard to policy changes and degree requirements.
- Some students question the academic strength and maturity of their peers;
- The school does not adequately educate generalists and specialists to work in the areas of substance abuse and serious mental illness.
- Opportunities:
 - A BS completion program is an opportunity to expand the pipeline of diverse professionals to careers in behavioral health and to increase skills at the foundation of mental health care as well as a business opportunity;
 - William James College has shown considerable agility and competence at creating programs to meet the evolving mental health needs of the community. With 25% of children and adults in the U.S. experiencing a serious behavioral health problem in a given year and a system of care with an inadequate number of providers and significant barriers to care there is an opportunity to continue to develop programs that serve a need in our country and the world.
 - Distance education remains a growth opportunity especially for non-traditional students and practitioners;
 - Developing curricula to educate professionals in health care, education, law and law enforcement offers an opportunity to meet more of the mental health needs in our community;
 - The large number of college undergraduates in New England represents a competitive advantage for WJC;
 - Marketing in Higher Education is “coming of age” with tools such as Social Media, Video Storytelling, External Brand Campaign and Market Research as tools. A balanced combination of Earned, Shared, Owned and Paid media is critically important for success;
 - Data from the Student Clearinghouse indicate that students choose another private institution when they do not choose WJC. This argues against cost as a determining factor, since many private institutions are more expensive. Increased scholarship and work study support could increase the college’s competitive advantage;
 - Supervisors value continuing education programs and desire additional training in supervision.
 - WJC should capture the point position as convener for thought leaders in behavioral health.
- Threats
 - The total credits in Clinical PsyD is ahead of peer institutions;
 - There is a need to balance the infrastructure and educational needs of current programs with those of new programs in a college that continues to expand;

- In a recent *Climate Survey*, 45% of those responding had witnessed an uncomfortable comment or conversation about race, class, ethnicity or gender. Increasing diversity needs to be thoughtfully facilitated;
- Students have high demands for technology mediated learning. Cybercrime is becoming more prevalent at institutions of higher education and it will demand resources to combat it;
- As the college engages a more academically diverse student body and a greater number of students with learning challenges enroll in graduate school, there will be a need for increased academic support services;
- The national decline in higher education enrollment and the slow pace of population growth in the N.E. area are a challenge to enrollment. This overall decrease in undergraduate enrollment might be offset by increased aid to community colleges and state universities;
- The expensive cost of replacing the building's windows needs a plan.

V. Potential Goals for 2017 Strategic Plan

At the end of a period of significant growth, William James College has a number of strengths. It is fiscally sound, with academic programs receiving maximum accreditation from peer review organizations. Students clearly value the expertise and the relationships that they establish with WJC faculty, staff and supervisors as well as the college's model of experiential education. Graduates are satisfactorily employed at a high level and they pay back their loans. Ownership of One Wells Avenue brings an asset, budget relief and stability to the organization. Signature programs in Military Veterans Psychology, Latino Mental Health and the Black Mental Health Initiative have positioned the college to become a national leader in developing the workforce to serve the mental health needs of our Veterans and racial and culturally diverse people. New England is among the country's most attractive area for young people to study; the greater Boston area has an abundance of bright, socially minded, thoughtful young people to introduce into careers in leadership and mental health. A growing group of stakeholders are assuming financial and leadership responsibility for the mission and the important work of the college. While there is more work to do to increase the visibility of William James College, the new "brand" fits this organization very well.

Many of the thoughtful issues raised by the working committees in the process of developing this Strategic Planning document will be addressed at regular staff meetings. The college must, for example, respond to the current substance use crisis and the shortage of professionals available to care for those with serious and persistent mental illness. Likewise, WJC is responsible for educating professionals with skills in consultation and behavioral health to become part of the changing landscape in health care policy and reimbursement. The normal work of curriculum planning will move these important initiatives forward.

As the college progresses, it will occupy a more prominent position as an expert in socially responsible experiential education, a multicultural workforce developer, and a resource on psychology and mental health issues for other professionals and the

general public. It will diversify its revenue stream and continue to maintain the cost of tuition within the middle range of that of peer institutions. The results of the research and discussion of the Strategic Planning committees strongly suggest that the college should focus next on four main goals:

- 1. Support WJC's Greatest Strengths: Faculty, Students & Field Supervisors**
- 2. Own the NE Market for Professional Psychology Education**
- 3. Become the Experts at Educating a Multicultural Mental Health Workforce**
- 4. Create Alternative Sources of Income**

Each of these goals supports an important aspect of the college's function and its mission. The following initiatives, if successfully implemented, will significantly improve the work and the purpose of William James College. Some of these can be advanced through the normal budgeting process; some will need to have philanthropic support to create the goal's initial foundation and infrastructure; and some programs (e.g., student scholarships) will require ongoing philanthropic support to reach full potential.

1. Support WJC's Greatest Strengths: Faculty, Students & Field Supervisors

Create a major *Center for Teaching and Learning* to support faculty, student and supervisor professional development, scholarship, and research.

The student experience at William James College is highly influenced by their engagement with faculty, supervisors and staff. The most often cited and most highly valued contributors to student learning and satisfaction are the William James College faculty and the field experience that students have from their first day. It is prudent for WJC to invest heavily in the resources that are our faculty, staff and field supervisors. The current faculty differs from that of the predecessor MSPP which enjoyed the contributions from number of part-time practitioner faculty. Over the years, the students and accrediting organizations required increased presence from faculty who were available and able to engage students in research and scholarship as well as in the intricacies of professional development and clinical work. This group, especially its younger members, desire and need the opportunity to develop their skills as educators and their careers as practitioner-scholars.

This center will ensure that faculty remain up-to-date with best-practices in teaching as well as innovative pedagogical methods, which lead to enhanced student learning. This will, also, further enhance William James College's reputation as an educational institution and increase our appeal to future students. The Center will support faculty in their work as educators and scholars as well as in their professional growth, which will lead to greater job satisfaction for those already employed by WJC and will attract potential faculty to the institution.

William James College's commitment to increase access to mental health care for underserved minorities and people of diverse racial and ethnic origins will require the leadership and investment of faculty. These teachers will need to acquire a closer

knowledge of racial and ethnic diversity and the skills to lead the difficult conversations that will inevitably and necessarily evolve in the classroom and corridors. Professional development for faculty in this area is a priority. It is, also, important to provide an avenue by which faculty can advance their professional careers. This is timely given the implementation of a new faculty rank system. With research and scholarship as core values at William James College, the college must take a leadership role in identifying, collecting, and analyzing evidence that advances our mission.

Measures of success towards this goal will need to be developed by the leadership in Academic Affairs. Some potential metrics could include a number of submissions by Faculty to professional journals and/or clinical/academic conferences; 20% of Faculty engaged in “Diversity Programming”; some number of departmental curricula innovations; supervisory force stability.

Recent years have seen a general increase in students with special learning needs enrolling in graduate programs. William James College, also, has a particular investment in providing academic resources for all students in need. Program expansion, especially within the proposed undergraduate degree completion area is highly likely to add demand to the college’s Academic Resource Center.

This center can begin with a modest investment from operations and by subsuming the current ARC, but its success will require philanthropic support to create the range of programs and infrastructure.

2. Own the NE Market for Professional Psychology Education

The general decline in students pursuing graduate study is a significant threat to all institutions of higher education. While the college continues to enroll very strong students, applications to WJC have declined about 15% over each of the past four years. Enrollment shortfalls were historically offset by the addition of new academic programs to increase revenues. However, without extending the mission to include programs in health professions such as Occupational Therapy and Physical Therapy, the college already has a menu of academic programs that is similar to that of its peers.

Fortunately, Boston is the eighth most popular destination for college undergraduates in the United States. There are 114 higher education institutions in Massachusetts with more than 50 of these in greater Boston. There are 250,000 undergraduate students matriculating in Boston area colleges alone. Increasingly, colleges in the contiguous states of Rhode Island, Vermont and New Hampshire have been attracting larger numbers of undergraduate students. William James College is the only school of its kind in Massachusetts. It ranks higher on a number of variables, has more academic diversity and it is situated in a more appealing locale than similar programs in the area. A concerted program that engages local undergraduate students and provides support and service to their professors should succeed at increasing applications to WJC.

Marketing has a new and ambitious program of campus visits and webinars to meet prospective students. There have been some efforts to build relationships between undergraduate psychology faculty and our current staff and faculty. Time to amplify this work by expanding to majors in other social sciences, education and business and creating opportunities for repeat visits to campus would be well spent. The college should continue its marketing and communications efforts in digital marketing, social media and search engine optimization. Additional personnel and programs in this area can be supported by the operating budget.

A good measure of success for this work would be to return the ratio of graduate applications to the fall enrollment target of 2012 or about 3.5:1 in Clinical and Counseling. That year had an optimal number of applicants which allowed for a selective admissions process and sufficient enrollment to support the college's business and mission. Those two programs constitute about 75% of the school's business. The yield on offers of admissions has been constant for many years which indicates that such a ratio for our largest departments would be desirable.

3. Become the Experts at Educating a Multicultural Mental Health Workforce

Raise the number of SIDM students at WJC to 25%,
Develop expertise in Substance Abuse Treatment

The current ratio of Caucasian mental health professionals to non-Latino mental health professionals in the U.S. is approximately 9:1. In a racially and culturally diverse America, it is unacceptable that those whom people of color most commonly meet in consulting rooms and those who determine policy, best practices and ethical standards in psychology are non-Latino Caucasian professionals so much of the time. The little research that addresses the area of therapist-patient match shows that patient satisfaction and length of time in treatment improve when providers have a close understanding of the patients' experience; even more when they resemble the patient's reference group. In the past ten years, particularly, faculty and staff have worked to create programs and to support students who are interested in working with racial and culturally diverse people. These efforts have raised the number of SIDM students at WJC to 19% of the student population. It is the responsibility of William James College to help to develop the racial and culturally diverse workforce that the country needs.

Several strategies seem likely to support a goal of raising the population of SIDM students at WJC to 25% within five years:

- a. Expand the pipeline to careers in mental health by assisting those with an Associate of Arts degree to complete their Bachelor of Science degree.

Conversations with social service and state human service agency directors indicate that there are a significant number of front-line mental health professionals who are committed to human service work, but they only hold an AA degree. Many of these workers are reported to be persons of color. This limited credential adversely impacts

salary compensation, supervisory responsibility, promotion, and retention. Additional training brings increased skills to those who work with some of the most complex cases in the Commonwealth. A BS completion program at our sister school in California has a strong relationship with three community colleges. That program finds 15% of its students continuing on to MA or MSW training following graduation and 50% of their student body is SIDM. It is possible that WJC could create such relationships with Massachusetts based community colleges. It would be optimal to develop onsite partnerships with area employers who could provide organizational flexibility and financial support to students in return for increased morale and employee retention.

- b. Develop an aggressive scholarship program to incentivize work in underserved communities and with multicultural people.

WJC currently awards \$1.25M in scholarship aid to deserving students and another \$1M in work study funds. The scholarships have been modest in amount, but larger in number and they support individuals who have already chosen a psychology career. In order to attract other talented people, a more dramatic scholarship program is needed. William James College is able to develop a program to award six new scholarships at three-fourths of tuition for those who wish to work with underserved populations. These Diversity and MVP scholarships will be funded from operations at an initial level of \$200,000 and evolve over four years to \$800,000. The Board of Trustees and the Advancement Office will work to amplify this amount with new funds.

- c. Support for students and the learning community

With an increased number of students of color, the learning environment at William James College will change. Increased diversity has already added an important dimension to academic, clinical and professional discussions in our classrooms and the corridors. Our SIDM students will require mentorship and support from faculty, staff and community professionals as they acquire knowledge and skills in a college, workforce and profession that is decidedly non-Latino Caucasian. The entire learning community will be required to understand and integrate these changes as they occur. The current efforts of our Center for Multicultural and Global Mental Health and other staff at creating specialty classes, extra-curricular academic and social programs, summer immersion experiences and faculty and staff education will be a considerable support to this evolution.

The increasing incidence of deaths from opioids and other drugs has brought important attention to the critical need for behavioral health services in this area. While funding for new treatment programs is an important response, the critical shortage of substance abuse counselors in the US will limit the capacity of programs to recruit and retain staff. Job growth in substance abuse treatment is projected to be 22% in upcoming years, but workforce development in this area is a hydra of a problem. Counselors are the lowest paid workers in mental health at \$40,000 per year and their work is taxing. Surveys find that 20% of this population of professionals leave the field each year. Licensing, reimbursement, credentialing and educational issues are challenging as well. Some

report that available treatment beds have gone unoccupied, due to the shortage of professional staff.

This is an area of prominent and immediate need for a well-trained workforce. Unlike other educational programs at WJC, this program is unlikely to generate revenue for some time. Scholarship support and loan forgiveness program will be required to incentivize students into the field and faculty and staff will be required to become active in policy efforts with insurance companies, legislative and licensing reform and continuing professional education. The opportunity to build a model program in this area that can inform workforce development initiatives across the country is strong.

There is some sentiment that the leadership for this change be placed in one administrative person such as a Director of Diversity Education. Others believe that resources and responsibility are best placed first within the group of academic program heads, Human Services personnel, the Diversity Governance Committee, the Center for Multicultural and Global Mental Health, the Dean of Students and the VP Academic Affairs in order to continue to direct funds for program growth (e.g., Asian and South Asian Mental Health). Time and the investment of those involved in these areas will create the best plan. In all events, the college must access the talent of professionals who work effectively with organizational transformation in racial and ethnic diversity.

The college will advance this initiative with the help of its current faculty and staff. The contributions of the Center for Teaching and Learning described below with regard to diversity training for professors will be essential to this program's success.

4. Create Alternative Sources of Income

Reduce revenue from tuition to 87% of the annual budget.

The college will reduce its dependence on tuition revenue to 87% or \$ 22.3M in FYE 17. Non-tuition revenues were \$1.1M in 2011 and these are \$3.2M this year, which allows the college greater fiscal flexibility. However, fall enrollment still accounts for approximately one-third of operating revenue every year. In a budget that is conservative for expenses, this creates too much pressure on staff and faculty to recruit an incoming class and it puts the operating budget at risk. There is room to improve revenues through increasing admission in under-enrolled programs. The Clinical PsyD program meets enrollment targets every year; OLP is still defining itself and needs additional faculty members to increase its numbers; School Psychology PsyD is under-enrolled, although APA approval might strengthen its appeal; and the CAGS in School and several programs in the Counseling Department merit additional students. Even with appropriate increases in student enrollment, an additional \$1M in revenues from non-tuition activities will broaden the financial base and flexibility of the college.

The following ideas offer opportunities to expand the good work of the institution while increasing financial support for operations and overhead from sources other than student tuition:

a. Department of Professional and Public Education.

The need for behavioral healthcare for children, the elderly and those with complex chronic illnesses cannot be met by increasing the number of mental health professionals alone. The college has successful educational programs and resources (e.g., The WJC Forum, Continuing Education, Blended Degrees, Distance Education and Certificate Training) that could be combined into a division that would educate healthcare professionals, teachers, lawyers, those working in criminal justice and other mental health professionals. Changes in service delivery and compensation that are being driven by the Affordable Care Act will incentivize medical systems to acquire this service. Our well-developed department of Educational Technology has tools and the experience to deliver some of these programs through distance education. Equipping allied professionals with psychological skills while providing consultation as they integrate them into their work with children, elders and the medically ill will do much to reduce the burden of mental illness and its adverse impact on learning, work and health.

The half-life of learning in psychology, according to Professor Donald Hebb, is five years. Facts, theories and skills become obsolete and new problems and issues emerge to be addressed within a decade. The college has a long history of providing continuing professional education at day-long conferences on campus. Skill acquisition for graduate professionals has been largely delivered through campus based certificate programs. Clinicians and other professionals like to engage each other, but conference time is increasingly difficult to find. Moreover, the learning that results from one-day programs is limited. Several of our most successful programs have been delivered online, across several weeks with some intensive campus time. There is an opportunity for increased focus on skill acquisition in certificate programs that are delivered in a “blended” or online only format. Current revenues for this work approximate \$250,000 which can be increased through expanded curricula offerings.

William James College has begun to be a convener of policy discussions on mental health at a state level. Lecture and panel presentations have given visibility to important issues and to the work of the college. In addition to the increase in image, such programs could be another source of additional revenue.

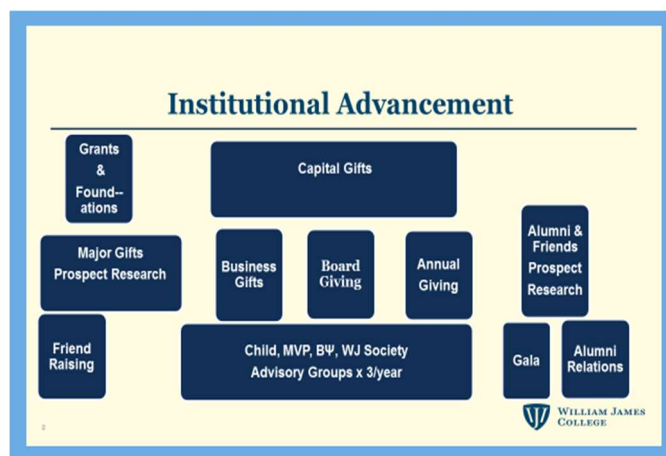
There are several months in the summer and some occasional time during the academic year when the college could function as a conference center. While the space could be rented to others, it would be optimal to develop programs with WJC faculty for HR, Business, Education and Health Care leaders and professionals.

b. Increase Advancement Contributions to a minimum of \$1.25M per year

Although mental health problems impact most families and access to appropriate care is limited, our young institution has less financial support and financial supporters than are desirable to develop a culturally sensitive workforce. For the last three years, there has been a negligible growth in Major Gifts and the Annual Giving, although the total has

risen from 2011. This year, however, revenues from gifts and pledges reached a new high of \$1.1M which becomes the new threshold. The recent HRSA grants have been remarkably helpful to the growth of the APA Consortium Internship, but they do not significantly impact the bottom line. A priority should be placed on securing grants for existing programs to offer some budgetary relief.

In upcoming years, the college needs to expand foundation and personal giving to support student scholarships, diversity programs and faculty development. An aggressive stewardship campaign has begun through the creation of affinity groups and public fora, but it must be developed to build a more engaged group of mental health stakeholders. Increased engagement by Trustees and staff as hosts and advocates for the mission of the organization is essential. The entire institution must make a major investment to increase philanthropic support for the college over the next five years. Academic program development in areas such as Substance Abuse, Geropsychology, Telementalhealth, Child Psychotherapy, School Climate and Behavioral Health can be pedagogically and economically advanced with the help of grants and gifts from foundations and individual benefactors.



c. Pursue contracts for service delivery

There are pockets of excellence within WJC where faculty, staff and students might deliver clinical and assessment services for the Commonwealth or consultation services to businesses. Especially in the areas of forensics and organizational leadership, teams of academic professionals and students could construct service-learning opportunities to provide state-of-the-art services that would, also, generate revenue for overhead and program support. The net revenues from these activities might not be much at first, but they will be a vehicle for increasing scholarship support for students and building relationships with organizations that could result in corporate donations.

There is a major opportunity to evolve online and blended programs into a department of equal size and impact to the college's four academic departments. William James College already has talent and technical support to develop these educational programs. However, the infrastructure needed to both meet the need and to reach the full potential for allied professional education will require philanthropic support. Items b and c can be accomplished with normal budget planning.

VI. Concluding Remarks

William James College has evolved considerably as an institution of higher learning over the past forty years. Its growth has been directed by the critical need in the

community for an experienced, culturally sensitive workforce in applied psychology. The pedagogical model that prioritizes experiential education and attention to personal growth is an ideal method for educating a skilled, reflective, socially responsible professional. Recent initiatives in multicultural education position William James College to make a fundamental change in organizational functioning and access to mental health care for all people.

As William James College further diversifies in race and ethnicity to address the disparity in professional psychology, it will be important for the college to acquire resources to assist staff, students, trustees and faculty with this transformation. WJC has few “frills” to support and a deep concern for the growing cost of higher education; it will continue to maintain tuition costs in the mid-range of those of its peers. Socially responsive, entrepreneurial, program development has been central to the success of the college and it will be the key to achievement in this iteration of strategic planning. A modest ‘endowment’ must be maintained to protect our assets, but William James College will invest, as much as is deemed prudent, in furthering its important social mission. The increase in net assets from each year will be dispersed to support:

- a. Developing socially responsive academic programs;
- b. Faculty and staff professional development;
- c. Scholarships and student support, especially regarding racial and ethnic diversity;
- d. Maintaining a median tuition cost relative to peer institutions;
- e. Capital improvements; and
- f. Convening discussion around critical issues in leadership and behavioral health.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Nicholas A. Covino".

Nicholas A. Covino, President
June 2017

Appendix



**WILLIAM JAMES
COLLEGE**

Organizational Chart, 2017

Version: 4.0 7/5/2017

