



WORKFORCE DEVELOPMENT: 2020-2025 Strategic Plan

William James College
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Workforce Initiatives & Specialty Training*

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December 30, 2020

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INTRODUCTION & BACKGROUND

While approximately 18.1% of adults (or 43.6 million people) in the U.S. have a mental illness and more than 17 million children and adolescents suffer from a psychiatry disorder (Kamal et al., 2017), the supply of behavioral health practitioners is estimated at 577,000 (U.S. Bureau of Labor Statistics, 2017). According to the American Psychological Association’s Center for Workforce Studies (2018), by 2030, the supply of psychologists is expected to increase by about 13%; however, the demand is projected to rise by 33% due to unmet needs.

In 2007, the Annapolis Coalition published a report on the state of the behavioral health workforce entitled “*An Action Plan on Behavioral Health Workforce Development*”. Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), this 5-year initiative involved close to 5,000 participants across the United States. The Coalition’s report concluded that the behavioral health field is facing an unprecedented crisis due to projected shortages in the supply of providers (e.g., clinical psychologists, marriage and family therapists, mental health counselors, psychiatrists, school psychologists, etc.) that are critically needed to respond to the demand for mental health services across the country (see Table 1).

**Table 1: National Supply & Demand
Behavioral Health Workforce Projections: 2025**

Practitioners	Supply	Demand	Shortage
School Counselors	243,450	321,500	-78,050
Clinical, Counseling & School Psychologists	188,930	246,420	-57,490
Mental Health/Substance Abuse Social Workers	109,220	157,760	-48,540
Mental Health Counselors	145,700	172,630	-26,930
Substance Abuse Counselors	105,970	122,510	-16,540
Psychiatrists	45,210	60,610	-15,400
Marriage & Family Therapists	29,780	40,250	-10,470
TOTAL	868,260	1,121,680	-253,420

Source: U.S. Dept. of Health & Human Services, Health Resources & Services Administration. (2016). *National Projections of Supply and Demand for Selected Behavioral Health Practitioners: 2013-2025*.

The Coalition's report also underscored the lack of training and requisite knowledge and skills that are needed to deliver culturally competent and linguistically appropriate mental health care to an increasingly diverse population in the U.S. These factors have contributed to significant disparities and inequities in access to, and utilization of, mental health services among some of the most vulnerable and marginalized groups in this country, including children and adolescents, ethnic/racial and sexual minority groups, individuals with disabilities, older adults, people with substance use disorders, and individuals who reside in rural communities. For instance, more than 80% of youths who have a mental illness do not receive any care (U.S. Department of Health & Human Services, 2009). Among adults, access to behavioral health care is low at 40-50% and near 10% for those with a substance use or an addiction disorder (Covino, 2019).

The scope of the problem is complex and multifaceted, encompassing challenges in the recruitment and retention of a culturally and linguistically diverse behavioral health workforce, the absence of career ladder opportunities for many behavioral health workers, inadequate compensation and marginal wages and benefits, a

*“Training and education programs largely have ignored the need to alter their curricula to address [the] problem and, thus, the nation continues to prepare new members of the workforce who simply are underprepared from the moment they complete their training.”
(Annapolis Coalition, 2007, p. 1)*

lack of experienced leadership at the organizational level, and the financial burden of obtaining advanced degrees in the field (Annapolis Coalition, 2007). Most importantly, there are serious concerns pertaining to the adequacy, relevancy, and effectiveness of the training that behavioral health providers receive prior to entering the workforce.

To address these needs, William James College (WJC) has been on the forefront of creating a learning culture to diversify the behavioral health field and equip professionals with the proper knowledge and skills. Over the past few years, WJC has taken bold and strategic steps to assess the training needs of the behavioral health workforce by identifying gaps in knowledge and skills; implement best practices for recruitment and retention of students and faculty; develop career ladder programs; create academic concentrations and field training experiences with a focus on unserved and underserved groups; secure funding to provide scholarships and other academic supports to students who are underrepresented in the field; and build sustainable partnerships with local, state, federal, and community-based agencies.

WJC’s Behavioral Health Workforce Initiatives

William James College (WJC) strives to be a preeminent institution of psychology that integrates rigorous academic instruction with extensive field education and close attention to professional development. As a pioneer in the field of behavioral health workforce development, WJC aims to recruit, train, and prepare professionals to address health disparities in unserved and underserved communities. WJC accomplishes this mission by offering an array of career pathways programs at the undergraduate and graduate levels, academic concentrations, field education trainings, immersion experiences, social-cultural events, and professional development activities that are designed to respond to the demand for culturally competent care.

William James College’s Workforce Development Initiatives (WDIs) include the following [academic concentrations](#) and [training programs](#) that focus on unserved groups and underserved communities:

<ul style="list-style-type: none"> • African & Caribbean Mental Health Program • Asian Mental Health Program • Black Mental Health Graduate Academy • Center for Multicultural & Global Mental Health • Children & Families of Adversity and Resilience* • Clinical Health Psychology* • Couples & Family Therapy† • Educational Leadership‡ • Forensic & Correctional Counseling† 	<ul style="list-style-type: none"> • Forensic Psychology* • Geropsychology* • Global Mental Health Program • Health & Behavioral Health Medicine† • Latino Mental Health Program • Leading Non-Profits and NGOs‡ • Military & Veterans Psychology • Substance Use & Addictions†
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*Clinical PsyD Dept.; †Counseling Dept.; ‡Organizational & Leadership Psych. Dept.

Additional Workforce Development Initiatives include the following career ladder and scholarship programs:

- [Bachelor of Science in Psychology & Human Services](#) (BS-PHS)
- [Behavioral Health Service Corps](#) (BHSC)
- [Child & Adolescent Mental Health Initiative](#) (CAMHI)
- [PATHWAYS Program](#)
- [Serving the Underserved Scholarships Program](#)
- [Specialized Training & Academic Retention](#) (STAR) Fellowship Program

Defining the Behavioral Health Workforce

Behavioral health workers are defined along several different dimensions, including the level of education or training (e.g., doctoral degree in counseling psychology, master’s degree in social work), the specific occupation or professional licensure (e.g., addiction counselors, marriage and family therapists, mental health counselors, clinical and school psychologists, psychiatrists, psychiatric nurse practitioners, social workers, etc.), the work setting (e.g., community mental health centers), or the worker’s job tasks or function (e.g., case managers). The behavioral health workforce includes all workers who are involved in the prevention, treatment, and management of mental health and/or substance use disorders (Annapolis Coalition, 2007).



Strategic Planning Process

As part of the Strategic Planning Process, input was sought from WJC students, staff, faculty, leaders, program administrators, and other stakeholders. This document provides the context and planning process for the Strategic Plan; summarizes the findings from a recent needs assessment that was conducted with WJC students, faculty, and staff; offers a SWOT analysis; outlines the mission, vision, core values, and guiding principles of the College’s WDIs; and describes the goals and objectives of WJC’s Behavioral Health Workforce Development Initiatives.

This Strategic Plan is intended to guide the further growth of WJC’s Workforce Development Initiatives over the next five years. It offers a comprehensive roadmap to ensure that WJC’s workforce development activities are aligned with the changing needs of our society and are responsive to the demands of the behavioral health industry.

Needs Assessment: Interviews with WJC Stakeholders

Between August 5, 2020 and September 23, 2020, the AVP for Workforce Initiatives & Specialty Training (Dr. St. Louis) conducted 18 interviews with WJC staff, faculty, concentration directors, and department chairs. The departments that took part in the interviews included the Admissions Office, Alumni Office, Clinical PsyD, Counseling, Dean of Students Office, Diversity, Equity and Inclusion Office, Field Education, Marketing, Organizational & Leadership Psychology, and School Psychology. Selected concentrations included Children and Families of Adversity and Resilience (CFAR), Clinical Health Psychology, Forensic, Geropsychology, and Military & Veterans Psychology.

Data were also gathered from the Center for Multicultural & Global Mental Health, Office of Research, and Registrar's Office. Additionally, six (6) interviews were conducted with WJC student groups, including the Asian Student Group, the Black Mental Health Graduate Academy, First Generation, Gero Volunteer Corps, Military Community, and Rainbow Alliance.

Below are the questions that guided the qualitative interviews:

- What do you see as **areas of strengths** in the programs that are currently offered at WJC, which pertain to workforce development initiatives and/or academically-focused training programs? In general, what are we doing well as an institution?
- What do you see as **current gaps** in the programs offered at WJC that focus on the diversification of the behavioral health workforce? What needs to be improved?
- How can we actively **engage students/faculty/staff** in WJC's workforce development initiatives and academic training programs with a focus on unserved and underserved groups?
- What **concrete steps and strategies would you recommend** to WJC leaders to improve our behavioral health workforce development initiatives and academic training programs with a focus on unserved groups and underserved communities?

Key Findings:

The common themes that arose from the interviews with WJC students, faculty, and other stakeholders are summarized in Appendices A and B. Some of the key recommendations include the following:

1. Foster an inclusive environment across the College for students to be heard and feel visible and welcomed.
2. Facilitate DEI trainings for faculty and field site supervisors.
3. Provide academic programs that incorporate innovative multicultural training and the intersectionality of multiple identities rather than offer “siloed” tracks.
4. Actively engage in recruitment efforts to attract and retain students and faculty from culturally diverse backgrounds.
5. Design strategic marketing and communication efforts to promote greater awareness of WJC’s academically-focused programs and Workforce Development Initiatives both internally and externally.
6. Offer scholarships and other financial incentives to attract and retain students who are underrepresented in the field.
7. Provide more mentorship opportunities to increase student engagement and retention.
8. Create opportunities to gather as a community to engage in meaningful conversations about diversity and multiculturalism.
9. Offer professional development activities and social-cultural events to bring together students and faculty in concentrations.
10. Conduct targeted outreach to external organizations and city, state, and federal agencies to strengthen community-based partnerships and secure more sustainable funding for the College’s Workforce Development Initiatives.

SWOT ANALYSIS (Strengths, Weaknesses, Opportunities, Threats)

In addition to the needs assessment, an internal SWOT analysis was performed to assess the College’s capacity to expand its workforce development initiatives to address the educational and training needs of students and the community.

Table 2 summarizes the key strengths, weaknesses, opportunities, and threats that are associated with WJC’s Workforce Development Initiatives (WDIs).

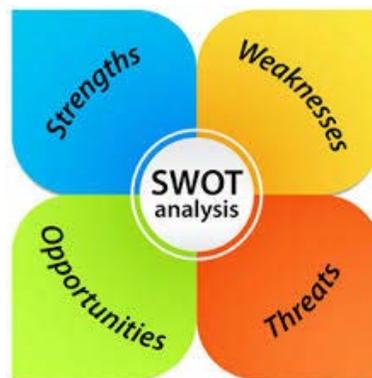


Table 2: Summary of SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Institutional commitment to the expansion of Workforce Development Initiatives (WDIs) • Faculty/staff with a diverse range of skills and expertise • Experience in developing and managing career ladder programs (e.g., B.S. Completion Program, B.H. Service Corps) • Partnerships with CBOs that are responsive and committed (e.g., JRI, BCBS, DMH) to WDIs • Strong track record in securing funding for WDIs (e.g., grants from HRSA, DMH, Children’s Hospital, private foundations) • Financial incentives (e.g., scholarships) to recruit students • Experiential training models • Strong mentorship and affinity groups 	<ul style="list-style-type: none"> • Challenges in recruiting and retaining individuals who are underrepresented in the behavioral health field • Underutilization of existing academic and training programs by target groups • Paucity of diverse partners to provide field education and apprenticeship trainings • Internal “siloeing” of workforce development programs and concentrations • Limited opportunities for playful collaborations among students, faculty, and staff engaged in WDIs • A limited supply of resources to fully implement WDIs • Location of campus – e.g., not easily accessible by public transportation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • High demand for trained, culturally competent behavioral health providers • Opportunity to position WJC as a leading institution in behavioral health workforce development • Strengthen academically-focused and pipeline programs • Partner with agencies committed to increasing employee training and retention programs through financial incentives (e.g., partial funding to seek BA/MA degrees) • Promote intersection of WDIs with an entrepreneurial mindset • Implement and evaluate apprenticeship models and pipeline programs that infuse foundational/educational skills with hands-on experience 	<ul style="list-style-type: none"> • Limited awareness of career pathways or apprenticeship opportunities in the targeted communities • Academic readiness and financial burden on target groups • Cost-benefit analysis and rate of return on students’ educational investments • Lack of diversity at partner agencies to support WDIs • Availability of ongoing financial supports (e.g., scholarships) for recruitment and retention efforts • Competition for career ladder and workforce development funding at local, state, and federal levels

WORKFORCE DEVELOPMENT STRATEGIC PLAN: 2020 – 2025

Primary Goals & Objectives:

William James College is dedicated to addressing systemic challenges that are inherent in the recruitment, training, mentoring, and retention of a culturally and linguistically diverse behavioral health workforce. The overall goals of the College's Behavioral Health Workforce Development Initiatives are to:

- Promote greater awareness of the behavioral health workforce shortage and its impacts on increased disparities and inequities in mental health care.
- Partner with community-based agencies to create behavioral health career ladder and pipeline programs to attract, train, and retain students from historically marginalized communities (e.g., first generation, low-income, ethnic/racial/ sexual minorities) and individuals who are underrepresented in the fields of human services, clinical psychology, mental health counseling, organizational and leadership psychology, and school psychology.
- Alleviate the financial burden of pursuing undergraduate and advanced degrees in the behavioral health field by providing scholarship and other financial supports to students who have a demonstrated commitment to working in medically underserved and underserved communities.
- Provide culturally-focused academic, field education experiences, and trainings that are respectful and inclusive of the health beliefs and attitudes, healing practices, and cultural and linguistic needs of diverse groups.
- Build and sustain coalitions at the community, city, state, and federal levels to implement effective strategies for strengthening the behavioral health workforce capacity.
- Address social determinants of behavioral health through research and training; and advocate for access to quality mental health care for all populations, regardless of ability, age, ethnicity, gender, race, socioeconomic status, sexual orientation or geographical location.

- Raise awareness of need and present models of excellence, best practices and innovative approaches in workforce development by hosting forums and other professional development activities for educators, researchers, providers, policymakers, funders, program administrators, and other key stakeholders and leaders in the behavioral health field.
- Evaluate the programs' impacts on improving service delivery for unserved and underserved communities, and building and sustaining a diversified behavioral health workforce.

Mission Statement

WJC's Workforce Development Initiatives (WDIs) aim to bridge the needs of organizations, the profession, and the community by providing high quality education and training programs that prepare students to meet the demand for culturally competent behavioral health care across the nation.

Vision Statement

To establish WJC as a leader in building and sustaining an innovative, diverse and culturally competent behavioral health workforce that is equipped with the knowledge, skills, and expertise to succeed in the workplace and in an ever-changing global economy.

Guiding Principles & Core Values

WJC's Workforce Development Initiatives are based on the following guiding principles and core values:

1. **Equity:** We strive to ensure that all students have equitable access and opportunities to benefit from the educational and training programs offered at WJC.
2. **Intentionality:** We aspire to diversify the behavioral health workforce by recruiting, training, and retaining students who are from historically marginalized backgrounds and/or are under-represented in the behavioral health field.
3. **Accountability:** We are accountable to our students, staff, faculty, funding agencies, and the communities that we serve. We conduct ongoing reviews, revisions, and evaluations of our WDIs to ensure continuous learning, growth, and improvement.

4. **Transparency:** We engage in ethical behaviors and conduct our activities with utmost transparency by proactively ensuring that all stakeholders have access to the data, information, services, and resources that they need.
5. **Commitment to Community:** We embrace a culture of inclusiveness, community involvement, and community service.
6. **Accessibility & Integration:** We integrate mentoring, student support services, and career readiness trainings that are easily accessed and utilized by students throughout our workforce development activities, programs, and services.
7. **Innovation & Best Practices:** We apply innovative and best practice standards to all our workforce development programs, curricula, and activities; and utilize relevant research to inform our decision-making process.
8. **Collaboration & Open Communication:** We foster a collaborative approach to designing, implementing, and evaluating our WDIs, which maximizes stakeholder active participation and ongoing engagement.

Workforce Development Action Plan

WJC's workforce development initiatives will be carried out through the **establishment of a Center for Workforce Development** whose primary role will be to ensure that all workforce development programs and activities are aligned with two of the College's strategic goals: (1) Become the experts at educating a multicultural mental health workforce, and (2) own the New England market for professional psychology education.

The Five Pillars of WJC's Workforce Development Initiatives

The Strategic Plan is comprised of the following five pillars, which are described in greater details in Table 3:

- **Pillar 1:** Systematic Recruitment & Retention Strategies
- **Pillar 2:** Culturally-Focused Education & Training
- **Pillar 3:** Leadership & Innovation
- **Pillar 4:** Community Engagement & Partnerships
- **Pillar 5:** Sustainable Commitment to Workforce Development Efforts

William James College Center for Workforce Development

Table 3: Five Pillars of WJC’s Workforce Development Initiatives (WDIs)

Pillar 1: Systematic Recruitment & Retention Strategies					
Goal: Develop and implement a comprehensive recruitment and retention plan to increase the number of students and faculty who are underrepresented in the behavioral health field and/or are from historically marginalized backgrounds.					
Objectives	Strategies	Responsible Party(ies)	Timeline	Resources Required	Evaluation Plan/Outcomes
1.1: Devote resources to recruit students and faculty who are under-represented in the field	Coordinate outreach efforts to colleges and universities, associations, sororities, fraternities, etc.	Office of the AVP for Workforce Initiatives Marketing, Admissions, DEI & HR Depts.	On-going	Funds and staffing to design targeted marketing materials and conduct outreach	Increase by 15% the number of students and faculty from culturally diverse backgrounds at WJC on an annual basis
1.2: Raise WJC’s brand awareness and WDIs both internally and externally	Create targeted marketing campaigns to underserved communities	Marketing Dept.	On-going	Funds and staffing to create culturally-focused advertising	Increased awareness of WJC’s WDIs among individuals and community-based agencies
1.3: Implement and evaluate retention efforts, informed by best practice	Foster an inclusive learning environment and a supportive culture at WJC	All WJC departments and programs	On-going	Organizational leadership, DEI trainings	Annual evaluations (e.g., retention data over two years) and school climate reports
1.4: Seek grants and other funding to offer scholarships	Submit 1-2 grant applications per year; engage in active fundraising	Office of the AVP for Workforce Initiatives, Grants & Development	On-going	Staffing	Secure funding to provide scholarship supports to students

Pillar 2: Culturally-Focused Education & Training

Goal: Foster greater cohesion and collaborations among academic and training programs with a focus on unserved groups and underserved communities.

Objectives	Strategies	Responsible Party(ies)	Timeline	Resources Required	Evaluation Plan/Outcomes
2.1: Increase opportunities for training the behavioral health workforce (BH)	Select 2-3 partner agencies annually to expand BH and WD training programs	Office of the AVP for Workforce Initiatives, Field Education & Academic Depts.	On-going	Funds, staffing, and institutional support	Number of BH partner agencies and programs that are created and sustained on an annual basis
2.2: Develop a unified and institution-wide approach for academically-focused programs on underserved groups	Design a training model to maintain existing academic programs and incorporate multiple foci (e.g., ethnicity, race, gender identity, sexuality, SES)	Office of the AVP for Workforce Initiatives Concentration Directors, Dept. Chairs, ICC	Summer 2021	Staffing and institutional support	A new model, informed by best practice, that is adopted across the College
2.3: Reduce “siloeing” of concentrations and programs focused on underserved populations	Co-host 2-3 events that bring students, staff and faculty together (e.g., webinars, social-cultural events)	Office of the AVP for Workforce Initiatives Concentration Directors	On-going	Funds, adequate staffing, and institutional support	Number of events that are co-sponsored by programs and concentrations annually
2.4: Engage students in WJC’s workforce development (WD) programs	Offer educational opportunities to promote students’ leadership skills	Office of the AVP for Workforce Initiatives, WJC Academic Depts., Dean of Students Office	Summer 2021	Internal outreach efforts, faculty mentorship	Increase by 20% annually the number of students who participate in WDIs and leadership development efforts

Pillar 3: Leadership & Innovation

Goal: Position WJC as a leader and an innovator in behavioral health workforce development.

Objectives	Strategies	Responsible Party(ies)	Timeline	Resources Required	Evaluation Plan/Outcomes
3.1: Provide leadership in the development and implementation of culturally competent behavioral health (BH) education and training	Host 1-2 WD Forums annually to convene thought leaders, gather data and disseminate best practices on BH workforce development	Office of the President, Office of the AVP for Workforce Initiatives, and WJC Leadership	On-going	Staffing, partnerships	Number of Forums hosted annually; external recognition of the College as a leader in the behavioral health field
3.2: Serve as a behavioral health workforce “think-tank”	Create a team of experts to provide consultation services to organizations on BH workforce	Office of the AVP for Workforce Initiatives, Academic Depts.	Fall 2021	Faculty with expertise and interest in workforce development in underserved communities	Development of a consultation team at WJC
	Launch a Fellowship Program for WJC alumni	Office of the President, Office of the AVP for Workforce Initiatives, Alumni Office, and WJC Leadership	Summer 2022	Alumni with expertise and interest in workforce development in underserved communities	Creation of a Fellowship Program for alumni
3.3: Actively engage in WD-related advocacy and social policy efforts	Create opportunities for students and faculty to engage with policymakers and public officials	Office of the President, Office of the AVP for Workforce Initiatives	On-going	Students, staff and faculty with an interest in behavioral health workforce development and public policy	Number of activities offered annually

Pillar 4: Community Engagement & Partnerships

Goal: Build partnerships with internal departments and programs, and expand collaborations with city, state, federal, and community-based agencies committed to diversify the behavioral health workforce.

Objectives	Strategies	Responsible Party(ies)	Timeline	Resources Required	Evaluation Plan/Outcomes
4.1: Seek input from various internal and external stakeholders to strengthen BH partnerships	Establish a Workforce Development Advisory Team, and meet 2-3 times annually	Office of the President and Office of the AVP for Workforce Initiatives	Fall 2021	Outreach efforts and staffing	Creation of an advisory group comprised of CBOs, funders, insurers, and policymakers; number of meetings held annually
4.2: Expand behavioral health workforce development partnerships with community-based agencies to promote pipeline and career ladder programs	Select 2-3 agencies for recruitment and career readiness programs	Office of the AVP for Workforce Initiatives, Academic Depts.	On-going	Outreach efforts and staffing	Number of BH service organizations that are selected as partners on an annual basis
	Identify 2-3 agencies annually to serve as training sites	Office of the AVP for Workforce Initiatives, Field Education Depts.	On-going	Outreach efforts and staffing	Number of community-based agencies that partner with WJC annually
	Identify 2-3 agencies annually to offer volunteer/ community service hours for WD efforts	Office of the AVP for Workforce Initiatives, Academic Depts.	On-going	Outreach efforts and staffing	Number of community-based agencies that partner with WJC annually
4.3: Build a broader network of partners to secure funding for WDIs	Collaborate with 3-4 CBOs in unserved communities to seek funding	Office of the AVP for Workforce Initiatives, and Development Office	On-going	Outreach efforts, staffing	Secure 1-2 grants to support WD efforts; increase outreach to private donors as well as local foundations

Pillar 5: Sustainable Commitment to Workforce Development Efforts

Goal: Develop a sustainable plan for WDIs, increase awareness of the College’s workforce development programs, and conduct on-going program monitoring and evaluation.

Objectives	Strategies	Responsible Party(ies)	Timeline	Resources Required	Evaluation Plan/Outcomes
5.1: Ensure on-going focus and commitment for program growth and development	Secure adequate resources to support college-wide workforce development efforts	Office of the President, WJC Board Members and Leaders	On-going	Staffing and institutional support	Availability of human and financial resources needed to sustain and expand WDIs at WJC
5.2: Develop a sustainable plan for implementing and supporting WDIs	Recruit faculty and staff to implement workforce development programs at WJC	Office of the President, Office of the AVP for Workforce Initiatives, and WJC Leadership	On-going	Staffing and institutional support	Number of staff and faculty devoted to WD efforts at the College
5.3: Create a platform for disseminating information about WJC’s Workforce Development Initiatives (WDIs)	Launch a Newsletter on Workforce Development; and design a website, brochures, and other marketing tools for WDIs	Office of the AVP for Workforce Initiatives and the Marketing Dept.	Spring 2021	Staffing and institutional support	Marketing materials on workforce development
5.4: Engage in on-going program monitoring and evaluation to measure progress	Gather data on student and faculty outcomes, and all WD-related efforts	Office of the AVP for Workforce Initiatives, and the Research Dept.	On-going	Staffing and institutional support	Annual reviews and reports measuring program outcomes, successes, challenges, and recommendations

CONCLUSION

This Strategic Plan represents the continued growth and evolution of WJC's workforce development initiatives. The plan is intended to guide the College's workforce-related efforts over the next five years, as it strives to serve students, staff, and faculty as well as community-based partners and local, state, and federal agencies. Equity and accessibility are critical elements that must be infused throughout the Strategic Plan to ensure that disparities are identified and addressed as early as is feasible, and that all students have access to high quality workforce development programs and services to meet their educational and training needs.

The Strategic Plan also demands ongoing program monitoring and evaluation as well as organizational leadership and institutional supports to move toward an increased level of collaboration, data-driven decision making, and goal alignment with industry needs and continued demand for culturally competent behavioral health services. Additionally, organizational systems and processes are critically needed to effectively utilize data and research in a way that ensures programs and curricula are responsive and incorporate best practices; promote continuous learning with partners, faculty, and staff; and allow for outcome-driven accountability and evaluation.

Contact Information:

To learn more about the College's behavioral health workforce development initiatives and academically-focused programs for unserved and underserved communities, please contact:

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**APPENDIX A:
Needs Assessment Interviews with Student Groups**

STRENGTHS	AREAS IN NEED OF IMPROVEMENT
<ul style="list-style-type: none"> • Active efforts on the part of WJC administrators to solicit feedback from students (e.g., being invited to contribute in decision-making process) • Representation of students in leadership roles at WJC • Efforts to hire more culturally diverse faculty and recruit students from diverse backgrounds • Opportunities to promote leadership skills among WJC students • Revised syllabi reflect language that is more inclusive and enriching • HRSA scholarships and other awards (i.e., given to students based on merit) • Having access to faculty mentors who are “allies” • Opportunities to receive peer mentorships • Portfolio activities with underserved communities • Having access to a variety of concentrations and professional development activities • Support from the Dean of Students Office for community engagement activities • Student groups that provide safe spaces to gather and connect with one another 	<ul style="list-style-type: none"> • A more diverse student body (e.g., members of the military; ethnic, racial, and sexual minority groups) • More faculty from culturally diverse backgrounds • Better procedures to manage experiences of microaggression, marginalization, and social isolation (affect student retention) • More diversity-related topics in the <i>general</i> curriculum (beyond a course on diversity); more courses on other marginalized and underrepresented groups (e.g., older adults, military, LGBTQ) • More financial aid/support for immigrant and international students; and scholarships for students enrolled in programs such as Geropsychology and MVP • Targeted marketing and outreach efforts to undergraduate colleges with culturally diverse students • More opportunities to interact and collaborate with students from other departments, programs or concentrations • Greater awareness/knowledge of concentrations (e.g., Geropsych.) • Stipends or financial support for student/affinity groups • More awareness of financial pressures on students (e.g., housing, food insecurity, limited income, impacts of the pandemic on students of color)

RECOMMENDATIONS FROM STUDENT GROUPS

- Actively engage in recruitment of students and faculty from culturally diverse backgrounds
- Conduct targeted marketing and outreach efforts to communities that are underrepresented for recruitment purposes
- Promote greater awareness of concentrations (i.e., during Admissions, Interview Day, Orientation)
- Provide more inclusive spaces at WJC for students to be heard and feel visible and welcomed (e.g., use of preferred pronouns when introducing oneself)
- Create mechanisms for holding the faculty/staff accountable for violating students' rights (e.g., incidents of racism, discrimination, and microaggression)
- Provide DEI-focused training for faculty and field site supervisors
- Offer training to increase faculty's understanding of the needs of veterans and military students
- Develop more mentoring opportunities for students from culturally diverse backgrounds (e.g., immigrant/international students)
- Build more connections among student groups at WJC and between WJC student groups and intercultural affairs departments at undergraduate colleges and universities
- Create opportunities for students to connect with faculty with shared values, interests, and backgrounds
- Ensure that faculty job talks are open to all students
- Advertise program-related events to the broader WJC community (e.g., via What's Up Monday)
- Provide financial support to students in leadership positions (e.g., student group leaders)
- Seek financial supports/grants for international and immigrant students and those who are in other concentrations or programs
- Ensure that students can readily access services and resources (e.g., housing, food, toiletries, etc.)

Note: In the fall of 2020, six (6) interviews were conducted with WJC student groups, including the Asian Student Group, the Black Mental Health Graduate Academy, First Generation, Gero Volunteer Corps, Military Community, and Rainbow Alliance. The qualitative data summarized above are based on the findings from the interviews.

**APPENDIX B:
Needs Assessment Interviews with WJC Staff, Faculty &
Program Administrators**

STRENGTHS	AREAS IN NEED OF IMPROVEMENT
<ul style="list-style-type: none"> • Online platform to deliver educational programs and increase access to students • Faculty as “active practitioners” • Faculty with a diverse range of expertise and areas of interest • A strong network of field education training sites • Workforce development programs that promote leadership skills • A greater variety of academic programs and concentrations offered over the past 5-10 years • Focus on social justice and training students to serve underserved communities in a culturally competent manner • The work of the DEI Office • Intentional efforts to bring diversity to the campus • A variety of affinity/student groups (to provide support) • Community engagement events from different cultures • An array of academic support, career advising, and student services and resources • A wide range of community building activities (e.g., brown bag series, yoga, etc.) • HRSA grants and other scholarship programs • Marketing of WJC’s programs • Partnerships with community-based organizations, colleges, and universities to support workforce development initiatives 	<ul style="list-style-type: none"> • More culturally-focused training for faculty on topics germane to students’ needs (e.g., MVP, Geropsych.) • Greater focus on DEI-related issues in the <i>general</i> curriculum (e.g., only one mandatory course on diversity) • More opportunities to engage in “meaningful dialogue” around topics of interest to the faculty • More diverse field training sites for some concentrations (e.g., MVP, Forensic, Geropsych.) • Increased partnerships with community-based organizations that offer training opportunities for WJC’s workforce development initiatives • Additional financial incentives to support some students (high cost of attendance can be a deterrent) • Minimize the “siloeing” effect that exists across departments and in different programs and concentrations • Manage institutional efforts to expand and create new programs rather than focus on strengthening existing ones (e.g., too many concentrations) • Design a more efficient system to share information with students in a timely manner • Improve infrastructure for tracking and remaining in communication with alumni

RECOMMENDATIONS FROM FACULTY & PROGRAM ADMINISTRATORS

- Conduct more outreach to external organizations and state agencies to build stronger partnerships for WJC’s workforce development initiatives
- Offer academic programs that focus on innovative multicultural training and the intersectionality of multiple identities rather than “siloed” tracks
- Offer more mentorship opportunities to increase student retention
- Provide scholarships to attract and retain students
- Create opportunities to gather as a community to engage in meaningful conversations about diversity and multiculturalism
- Offer social-cultural events to bring together students and faculty who are in WJC concentrations
- Offer experiential opportunities (e.g., community service, volunteer)
- Design more co-curricular and professional development activities across the institution (e.g., shorter webinars rather than day-long conferences), invite dynamic speakers, and create an archive of trainings and webinars that can be accessed online
- Provide opportunities for students to showcase their talents and highlight their strengths (e.g., encourage students to lead brown bag discussions)
- Organize a half-day retreat to bring key stakeholders together (e.g., faculty, concentration directors, Dean of Students, DEI, etc.) to discuss student engagement activities across the institution
- Create more opportunities for active alumni engagement (e.g., admissions, interview day, etc.)
- Engage in targeted marketing efforts (i.e., for specific concentrations or groups)
- Market behavioral health career ladder programs to other groups such as support staff in school settings, teachers, etc.
- Seek partnerships with other behavioral health workforce development fields (e.g., social work)

Note: In the fall of 2020, 18 interviews were conducted with WJC staff, faculty, concentration directors, and department chairs. The departments that took part in the interviews included the Admissions Office, Alumni Affairs, Clinical PsyD, Counseling, Dean of Students Office, Diversity, Equity and Inclusion Office, Field Education, Marketing, Organizational & Leadership Psychology, and School Psychology. Concentration directors included Children and Families of Adversity and Resilience (CFAR), Clinical Health Psychology, Forensic, Geropsychology, and Military & Veterans Psychology. The qualitative data summarized above are based on the findings from the interviews.