

DEPARTMENT OF PSYCHOLOGY BUDGET NARRATIVE

I. Accomplishments and Productivity for FY22

- A. Goal :1: Hire more TT Faculty due to Growing Enrollments and Decreasing Numbers of TT Faculty**
Strategic Plan Alignment: [Psychology/CAS Strategies 1 and 2 / Educate-Connect-Elevate I.B.2, II.A.2, II.B.2, II.C.2]

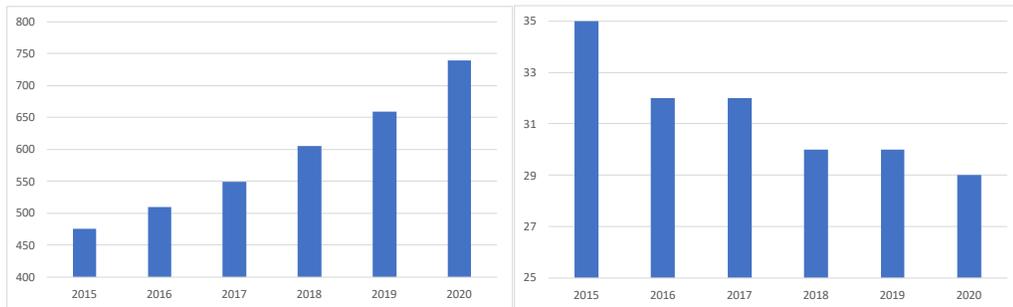


Figure 1. Undergraduate enrollments by year

Figure 2. Tenure-track faculty by year

As can be seen in Figures One and Two, the department's overall undergraduate enrollment grew by 55% between 2015 and 2020. Likewise, the number of tenure-track faculty decreased by 18% during that same time period. In our FY22 budget, we requested two tenure track positions. They are listed below.

Goal 2: Grow our Department's Foundation Account

Strategic Plan Alignment: [Psychology/CAS Strategies 1 and 2 / Educate-Connect-Elevate I.B.2, II.A.2, II.B.2, II.C.2]

(See Goal Accomplishments below.)

Goal 3: Enhance Student Success

Strategic Plan Alignment: [Psychology/CAS Strategies 1 and 2 / Educate-Connect-Elevate I.B.2, II.A.2, II.B.2, II.C.2]

The department goals for student success include the following: (1) building and developing a student success center, (2) change the pre-requisites to our entry-level statistics and methods course PSY 138 Reasoning in Psychology using Statistics, (3) maintaining our off-campus autism treatment center (The Autism Place—TAP), (4) maintain our Canine Behavior and Cognition Lab, (5) maintain the Stanley S. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents, (6) funding student travel to research conferences, and (7) maintain the Illinois State Psychology Internship Consortium (ISPIC). Details regarding the goals are listed below in Section F: Provide specific accomplishments related to Student Success.

B. Accomplishment Goal 1: Hired a Clinical-Counseling Psychologist as a Cluster Hire with the Women’s, Gender, and Sexuality Studies Program

During the 2021-2022 academic year we successfully hire Ms. Caitlin Mercier as a cluster hire between our department’s Clinical-Counseling program and the Women’s, Gender, and Sexuality Studies program. This cluster hire will enhance our ability to serve as a leading-edge psychology program committed to addressing issues of diversity, inclusion, and safe environment.

Accomplishment Goal 1: Hired a Quantitative/Industrial-Organizational/Social Psychologist

Strategic Plan Alignment: [Psychology/CAS Strategies 1 and 2 / Educate-Connect-Elevate I.B.2, II.A.2, II.B.2, II.C.2]

During the 2021-2022 academic year we successfully hired Mr. Burak Ozkum as a joint-hire between our Industrial-Organizational/Social Psychology sequence and our Quantitative sequence, both of which are in our Master’s in Psychology program. The Society for Industrial-Organizational Psychology (SIOP) ranked our program #1 in the nation in the faculty experience/information dimension in their 2018 rankings. Faculty in both sequences frequently teach large, required, major undergraduate courses.

Accomplishment Goal 2: Grow our Foundation Fund

As can be seen in Figure 3, the Department of Psychology Foundation account has increased dramatically since 2012 in all three categories of expendable, endowed, and total. Over the past two years, new student scholarships and awards have been added, including the Alferink Graduate Scholarship in School Psychology and the Pryor-Reeder Social Psychology Fund. Foundation funds are also used to support important endeavors such as student research, invited speakers, student travel, and the School Psychology Institute Day.

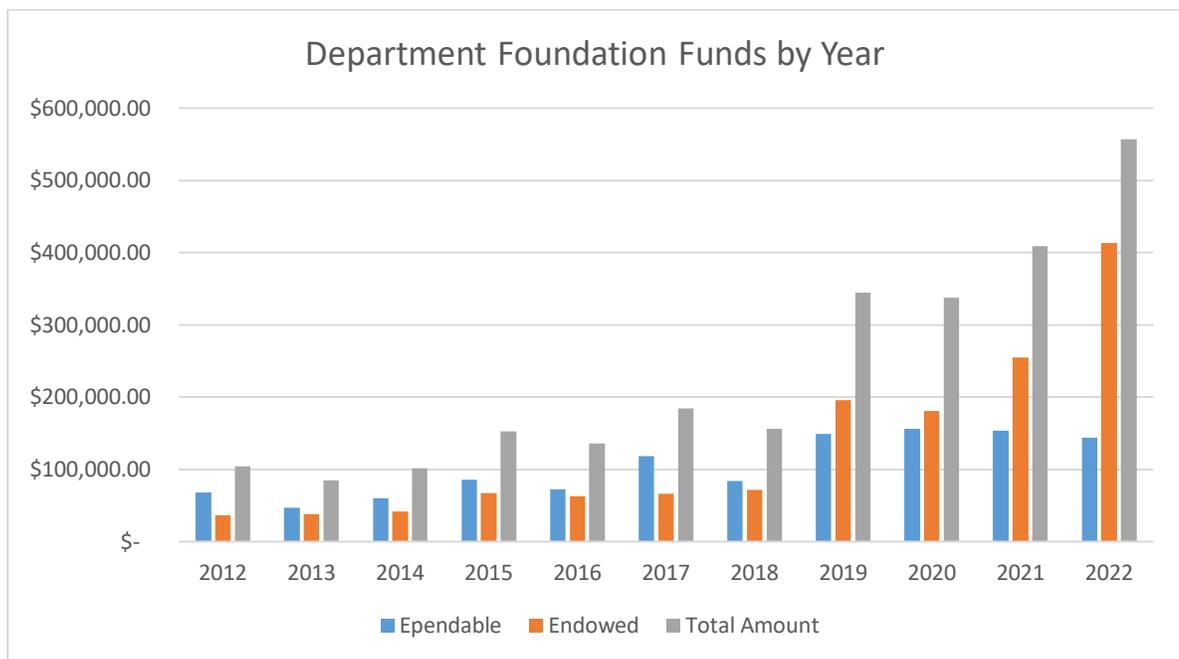


Figure 3. Department of Psychology Foundation Account since 2012

**C. Specific Accomplishments related to Academic program development
Off-Campus Full Cost Recovery Master's Level School Psychology Sequence**

During FY19, I worked with Drs. Mark Swerdlik and Gary Cates of the School Psychology Program to develop a full cost recovery program for a Masters in School Psychology. The program has been IBHE approved and is currently undergoing university-level consideration. This program was enthusiastically requested and supported by local K-12 school districts. The program will be open to teachers currently working in the K-12 system who desire to work to become a school psychologist. The program would not be NASP accredited, as is our in-house Specialist in School Psychology masters-level program.

Once this program makes its way through the university curriculum approval process, we will initiate recruitment of the first cohort. Courses in the program will probably begin to be offered in Fall 2023.

D. Specific accomplishments related to Equity, Diversity, and Inclusion

New Courses for Peer Mentors

During this past year, the department proposed two new courses: PSY 282 (Peer Mentoring Preparation) and PSY 292 (Special Projects: Peer Mentoring). PSY 282 will be a training course for undergraduate students interested in becoming for-credit, peer-mentors. PSY 292 will provide students the opportunity to receive course credit for serving as peer-mentors. PSY 292 can be used to fulfill the capstone requirement for majors. The development of these courses is part of our on-going efforts directed toward developing a Student Success Center.

E. Specific accomplishments related to Faculty Success

- Dr. Dan Lannin was promoted to the rank of associate professor with tenure.
- Dr. Kimberly Schneider was promoted to the rank of full professor.
- Dr. Eric Wesselmann received the Outstanding College Researcher Award
- Dr. Brea Banks received the University Research Initiative Award.
- Our Clinical-Counseling Program and our Industrial-Organizational/Social sequence in our Master's in Psychology program were ranked 21st and 15th in the nation, respectively, by *Online Psychology Degrees*.
- Two of our graduate students, Ms. Elizabeth Marsh and Mr. Jake Solka competed in the University Three-Minute Thesis competition. Mr. Solka received first runner up and was mentored by Dr. Laura Finan. Ms. Marsh was mentored by Dr. Jef Kahn.
- Dr. Kimberly Schneider was on sabbatical during Spring 2021.
- Dr. Suejung Han is on sabbatical during Spring 2022.
- Dr. Dawn McBride and Dr. Dan Lannin have been granted a one-semester sabbatical during the 2022-2023 academic year.
- During fall of 2021, we began spending a Strategic Budget Carryover from FY21 to begin converting DeGarmo 404 into our Student Success Center. In spring of 2022 we began spending an SBC of \$32,000 that had been authorized to be geared toward professional development. Each faculty member and AP were granted \$1,000 to spend on expenses

related to their roles at ISU. These funds were comprised of travel funds that had been part of successive SBCs from FY20 and FY21,

F. Specific accomplishments related to Student Success

- Student Success Center:** During Fall 2021, we initiated renovations necessary to convert DeGarmo 404 into a Student Success Center. These renovations were funded by a \$25,640 Strategic Budget Carryover from FY21. In addition, the department's Student Success Committee is currently determining how the center will be administered. We will be dedicating a number of Graduate Assistantships to a Student Tutoring Program that will be available to our majors. Provided service will be both academic and administrative, as these GAs will be trained in the non-academic services available to students across campus. In addition, the department will develop a cadre of undergraduate peer-mentors who will be supervised by our department advisor and assist in undergraduate student advising.
- Changes to PSY 138 Requirements:** *PSY 138: Reasoning in Psychology Using Statistics* is a pre-requisite for our advanced research methods course (PSY 231) as well as our advanced statistics course (PSY 340). Until recently, students were required to obtain a "C" or better in Math 120 as a prerequisite for PSY 138. During this academic year, we changed this pre-requisite to Math 113 in order to allow students to move through the Psychology curriculum more quickly. Math 120 had become a bottleneck course for many students, preventing them from being able to register for PSY 138 until late in their academic career.
- The Autism Place:** During FY22, The Autism Place remained an active training, service, and research site. ISU TAP received an award of \$520,000 to continue providing training, direct service, and research opportunities related to autism. During this fiscal year, 19 half-time GA's were funded for Summer 2021, and 10 were funded for Fall 2021 and Spring 2022. Funding also allowed for the hiring of a full-time post-doctoral fellow and ¼ time salary for a Psychology Department faculty member to supervise these trainings and programs.
- External Contracts for Student Practicums:** Drs. Karen Mark, Adena Meyers, and Paula Allee-Smith continued to procure contracts with local schools and social-service agencies for graduate students to fill professional-level positions. During the current year, these contracts totaled over \$165,000, bringing the department's external funding total close to \$700,000.
- Canine Behavior and Cognition Laboratory:** Dr. Valeri Farmer-Dougan teaches multiple sections of our Laboratory for Research Methods in Psychology (PSY 331) with canines. Since its inception, this program has grown in terms of student numbers and university stature. During academic year 2021-2022, the Canine Behavior and Cognition Lab continued in its offsite location in Pet Central Helps! located in the outlet mall on the West side of Bloomington. During FY22, roughly 70 students have enrolled in PSY 331.
- Stanley S. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents:** The Psychological Services Center (PSC), formally the Stanley S. Marzolf Center for Psychological Assessment and Treatment of Children and Adolescents, provided supervised training experiences in assessment, intervention, and/or consultation through its five services this year. In total, 34 school psychology graduate students participated. Eleven graduate students and one intern were funded through external contracts (Heartland Head Start, The Baby Fold, Peoria District 150, Tri-County Special Educational Association, Livingston County Special Services Unit, and Carle BroMenn). One additional graduate assistant was partially funded through College

Learning Assessment Service (CLAS) fees and monies from Illinois State University's Student Access and Accommodation Services. A total of 91 children, adolescents and adult clients were served.

- Student Travel:** Supporting student presentations at professional conferences is pivotal to supporting faculty scholarly activity. To date during FY22, the department has provided four students \$200 apiece in travel support. This number is expected to triple by the end of the fiscal year. These funds were paid out of the department's foundation account.
- Illinois School Psychology Internship Consortium (ISPIC):** Our other important community partnership continues to be the Illinois School Psychology Internship Consortium (ISPIC). Since its inception in 2002, the consortium has included four co-sponsors, which includes ISU, Loyola University of Chicago, Northern Illinois University, and the Chicago School of Professional Psychology. The consortium is centered and housed at ISU, and Dr. Paula Allee-Smith is its director. ISPIC, the only accredited internship opportunity for school psychology doctoral students in Illinois, recruits, and trains approximately 20 interns per year in settings across southern, central, and northern Illinois. The program, which celebrated the launch of a cumulative 316 doctoral-level school psychologists this summer, is supported by contribution from all four institutions of higher education, approximately 16 partnering sites, donations from alumni, and a continuing professional development series for school-based practitioners and families.

II. Internal Reallocations and Reorganizations in FY22

A. Describe reallocations and reorganizations

In FY22 we experienced \$72,548 in variance in our CS personnel line due to vacant civil service positions. (Mr. Millman resigned on August 6, 2021, and was replaced on November 1, 2021, by Mrs. Davis. Ms. Weddle resigned on November 5, 2021, and we have not yet replaced her position. Ms. Nepomuceno's position has not yet been filled.) \$2052.09 was paid out for vacation upon termination. \$576.00 for extra help. \$3508.38 has been used as overtime and we anticipate another \$1500 will be used by the end of the year. \$7000 was moved into the GA line and \$5000 was moved into the student worker line to help cover the office. We are holding \$10,000 for hiring someone into the PSC Office Support Specialist Position and \$12,000 for the Graduate Secretary Position. The remaining \$31,000 has been moved to holding to use for Summer Program Coordinator Salaries.

B. Describe additional funds from the Provost Office

- Summer Session Funding:** The department will receive \$100,000 in funding to teach 16 summer classes. We plan to offer summer sections of PSY 110, 138, 213, 215, 223, 233, 253, 302, 320, 340, 350, 421, 473, 436, 466, and 457.
- RERIP Money:** The department received \$39,000 in RERIP money this year. We used the money to replace all the computers in our DeGarmo 13 computer lab (\$29,731.95), 14 computer monitors (\$2,338.00), 4 department laptops (\$6,722.80) and purchase SPSS Amos Campus Edition Software (\$342.00).

C. Describe additional funds from other sources

-External Funding: During FY22, The Autism Place remained an active training, service, and research site. ISU TAP received an award of \$520,000 to continue providing training, direct service, and research opportunities related to autism. During this fiscal year, 19 half-time GA's were funded for Summer 2021, and 10 were funded for Fall 2021 and Spring 2022. Funding also allowed for the hiring of a full-time post-doctoral fellow and ¼ time salary for a Psychology Department faculty member to supervise these trainings and programs. In addition, Drs. Karen Mark, Adena Meyers, and Paula Allee-Smith continued to procure contracts with local schools and social-service agencies for graduate students to fill professional-level positions. During the current year, these contracts totaled over \$165,000, bringing the department's external funding total close to \$700,000.

-Foundation Funds: As can be seen in Figure 3, our department Foundation Accounting has grown dramatically since 2012. During the past year, we used these funds to pay for external speakers, all of whom bring diverse expertise to our department. We have also funded student travel to conferences. We funded the School Psychology Institute Day. We used Foundation Funds to pay stipends to two faculty for developing an Anti-Racism series of four colloquia for our students. We usually use Foundation Funds to supplement our annual Alumni Day Dinner as well as our annual Spring Awards Ceremony Dinner. Unfortunately, due to the pandemic, we had to cancel these events; however, we are looking forward to once again holding both this coming year.

-Variance Dollars: Item II.A. describes our use of variance dollars this past year.

III. Major Objectives for FY23

To address our growing enrollment issues, I will request two tenure-track positions again this year: one in School Psychology and one in Cognitive Psychology with an emphasis in Psycholinguistics. As can be seen in Figures One and Two, the department's overall undergraduate enrollment increased by 55% between 2015 and 2020. Likewise, the number of tenure-track faculty decreased by 18% during that same time period. I have met with administrators at both the college and provost level in order to address this extreme growth. All parties have been extremely collaborative and open throughout the process. At present, I am working with the department Undergraduate Advisor and the Undergraduate Coordinator to create a three-year funding request that will allow us to address this growth in a productive, efficient manner.

As part of the 2022-2023 Department Report and Budget, we plan to SBC \$130,000 to pay for restorations to DeGarmo 435. We will also SBC \$30,000 to refurbish the computers in DeGarmo 13.

In FY23 we will continue to enhance the department's external relations with alumni, emeritus faculty, and colleagues from other institutions. These goals will be attained via events such as the Alumni Day Dinner, the Spring Award Ceremony Dinner, the School Psychology Institute Day, inviting guest speakers to the department, expanding The *Extending Empathy* Project, and launching the Off-Campus FCR School Psychology Sequence in our Master's in Psychology program.

As regards our on-going efforts in equity, diversity, and inclusion, we will fully implement our student success center. This launch will include both the training and assignment of our first class of peer mentors. We will also ensure that tenure-track search ads continue to emphasize our department's commitment to EDI. We will also continue to contribute to the college and universities efforts in these domains.

In conclusion, the department is on the right track. This optimism is due to the exceptional efforts of our faculty, students, and staff. My contribution to this process is to clearly understand any situation that arises, and then find the expertise within the department that is best qualified to address it. We will also continue to enhance our reputation at the local, regional, national, and international levels. We will continue working collectively to ensure that faculty, students, and staff work in a stimulating, intellectually challenging environment, and that we, as a group, become leaders in the areas of equity, diversity, and inclusion at local, regional, national, and international levels.

These stated objective will support Department of Psychology Strategies 1, 2, and 5, College of Arts and Sciences Strategies 1 and 4, and Educate-Connect-Elevate Core Values of Learning and Scholarship, Diversity and Inclusion, Respect, and Collaboration.