



## PREAMBLE

This strategic plan articulates the 5-year aspirations of Radford University's Department of Psychology. The plan emphasizes the value that the Department places on undergraduate and graduate education, scholarship, and partnerships, each of which is a major way through which the department supports the college, university, and community. Building on existing strengths in these areas, we are optimistic about future achievements. These goals can only come to fruition with appropriate support from the college and university, however, so the

acceptance into high quality graduate programs, and (b) obtaining desirable positions in the workplace.

- Increase the number of students participating in non-classroom opportunities (e.g., faculty-student research collaborations, internships, volunteer and service-learning opportunities, and when available, international studies).
- Identify one or more mechanisms to assess a student's knowledge base at the time of graduation.
- Support the Core



Goal 2. *Maintain and Enhance the scholarship of undergraduate and graduate students*

- Finds ways to provide travel stipends for graduate students who present scholarship at regional or national conferences.
- Increase the number of graduate research assistantships. Evaluate the distribution of this resource to maximize the benefit for both faculty and student.
- Provide incentives for faculty who mentor student research, including, but not limited to, independent studies, theses, and dissertations.
- Evaluate the effectiveness of our undergraduate research courses (PSYC 301, 302, and 400-level labs) and that of our graduate courses (PSYC 600-series) in training students to conduct and analyze research. Recommend changes as necessary.

#### **IV. LOCAL, REGIONAL, AND INTERNATIONAL PARTNERSHIPS**

##### **1. DEPARTMENTAL PHILOSOPHY AND APPROACH**

Educating and training students for learning, service, and research in the local, regional, or international communities is a priority for the Psychology Department, as is providing the larger community with the benefits of this training. The Psychology Department contributes to the College by providing faculty and students opportunities to learn and work in a variety of local, regional, and international community-based partnerships, which benefits both our students and the communities in which we are embedded.

##### **2. FIVE-YEAR ASPIRATIONS**

Goal 1. *Ensure that our partnerships and community outreach programs are distinctive, effective, and known*

- Increase the number of local and regional community-based initiatives that expand student learning opportunities through exposure to rural perspectives and appreciation for cultural differences at undergraduate and graduate levels.
- Increase our partnerships across local and regional settings serving as practicum and/or internship placements in delivery of psychological services through our applied graduate programs.
- Increase the number of local and regional collaborations that include a research component documenting our impact on community mental health and well-being, while enhancing student learning and faculty scholarship.

Goal 2. *Establish high expectations regarding undergraduate and graduate student learning opportunities in local, regional, and international communities*

- Increase the number of opportunities offered through our Psychology courses throughout the year to reflect our investment in students receiving learning and scholarly opportunities related to community partnerships.
- Increase the number of partnerships across disciplines at RU and other regional campuses as appropriate to enhance student engagement and learning.

- Develop courses to meet the changing needs of students, including collaborative teaching across regional universities and/or abroad where appropriate to do so.

## V. Resource Requirements

The resources needed by the Department to meet our goals are sufficient high quality faculty, students, technological support, support staff, and facilities. The extent to which these resources are available will have a direct impact on our ability to achieve our Departmental goals over the next five years.

### Faculty

- It is critical that each faculty member has adequate time necessary to provide a quality education to both undergraduate and graduate students. While teaching load is certainly a vital aspect of reaching this goal faculty also need adequate time and resources to a) remain current in the content of their discipline, b) engage in scholarly work and grant writing in their discipline, c) supervise student research and activities (e.g., independent study, practica, theses, dissertations), d) keep abreast of technological advances that may aid their teaching, and e) attend conferences to enhance their professional development as teachers and researchers.
- These goals may be met by assuring adequate teaching loads, as well as monies set aside to enable faculty to engage in scholarship, attend professional conferences, pursue professional leave, and to revise ongoing courses and develop new courses.

### Students

- Undergraduates need funding beyond what is currently available for conducting research and traveling to conferences.
- Graduate students need funding beyond what is currently available for conducting research and traveling to conferences.
- There must be sufficient funding to allow graduate students to receive assistantships and fellowships that are competitive with other peer institutions.

### Facilities/Technological Support/Support Staff

- Resources such as space and equipment must be available to support lab courses.
- It also must be recognized that our programs need sufficient staff support that cannot be met solely by student office workers (e.g., processing graduation applications; assigning advisors; distributing withdrawal forms to appropriate instructors; updating files; maintaining waiting lists for courses; and tracking new majors, transfer students and new first year students).
- Professional, dedicated, technological support must be available within the college to support faculty and students' technology needs. All too often, these needs fall to faculty to meet, taking valuable time away from what should be higher priority activities.

- On-campus and off-campus space, facilities, and opportunities must be available to provide quality training and oversight.
-