

A GOOD DEAN IS HARD TO FIND

SURVIVING - AND THRIVING - WITH
THE ONE YOU'VE GOT

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OVERVIEW

- ▶ My Perspective
- ▶ The Good Old Days
- ▶ CP Training Programs
- ▶ Crisis in U.S. Higher Education
- ▶ What Deans Worry About
- ▶ Vulnerabilities of CP Programs
- ▶ CP Unifying Themes and Strengths
- ▶ Strategies for Maximizing Survival and Success
- ▶ Conclusion

MY PERSPECTIVE

University of Maryland, College Park: Department Chair (Program Director also)

- ▶ Public state land-grant university; multiple campuses
- ▶ CP split between Psych and Educ (CAPS), top-ranked department nationally
- ▶ Approx 20 T/TT faculty, 3 staff, 200 graduate students, UG courses approx 2,000 students/year
- ▶ 6 Master's and Doctoral programs, APA or CACREP accred (MA: Rehab Couns, School Couns, Coll Stud Pers; PhD: Couns Psych, Couns Ed, School Psych, CSP)
- ▶ Budget approx 4.5 million

California State University, Stanislaus: Dean, College of Education

- ▶ Public state university; designated Hispanic-serving institution, serves 6-county region in rural Central Valley
- ▶ Approx 50 T/TT faculty, 18 staff, 1,400 students (15% univ)
- ▶ Half of graduate programs in university
- ▶ 19 Bachelor's, Master's, and Doctoral programs (CCTC/NCATE accredited) (BA: Liberal Studies; MA: TE Multiple Ss, Single Ss; Eng Sec Lang, Reading/Lang Arts, C&I, Ed Admin, Special Ed, Ed Tech, School Couns; EdD: Educ leadership)
- ▶ Budget approx 6.5 million

John F. Kennedy University, Dean, College of Graduate and Professional Studies (Founding)

- ▶ Private, not-for-profit; serves working adults; 3 campuses, 3 community couns centers
- ▶ Approx 45 core contract faculty, 100 adjuncts, 35 staff, 1,150 graduate students (75% univ)
- ▶ Master's and Doctoral programs, various accred (MA: Museum Stud, Couns Psych [2], Sport Psych, Integral Psych, Health Ed, Transf Stud/Ecotherapy, Transf Arts; MBA: Bus Admin; PsyD: Clinical Psych)
- ▶ Budget approx 18 million

THE GOOD OLD DAYS

Ah, the faculty life!

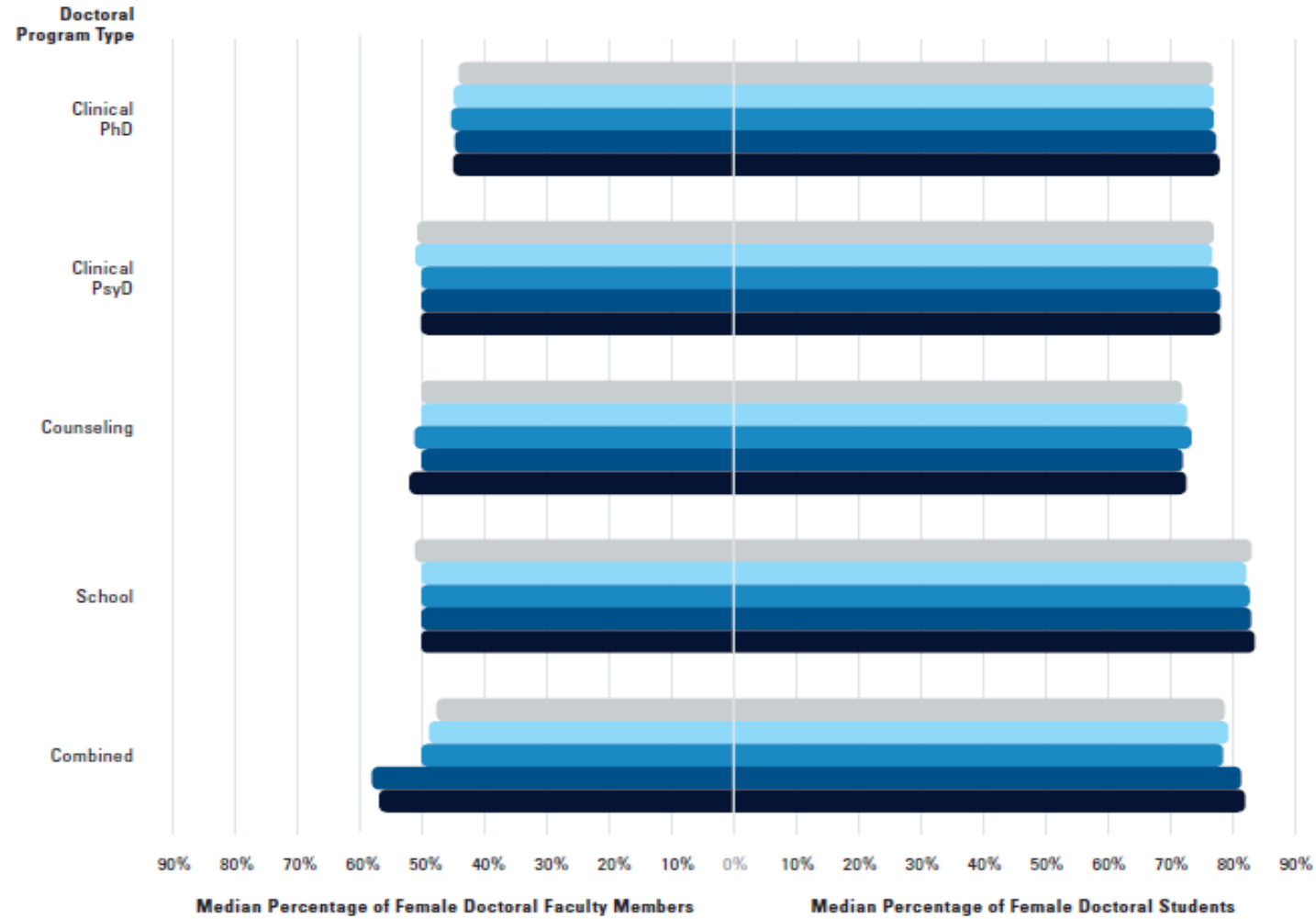
- ▶ Coming to work when you feel like it
- ▶ Cocooning with your students
- ▶ Curling up with a good data set
- ▶ Conveying your sage-on-stage expertise
- ▶ Criticizing your colleagues' work legitimately
- ▶ Coasting on your “research day(s)”
- ▶ Commiserating with your friends at conferences
- ▶ Collecting money by consulting, speaking
- ▶ Clearing your brain of everything that does not affect you directly

CP TRAINING PROGRAMS (APA-ACCREDITED)

- ▶ CPs = 11% of APA members working in HSP subfields
- ▶ 26% new CP grads work in academic settings
- ▶ 454 CPs employed as “core” faculty, 1,476 contribute to a CP program
- ▶ 69 accredited CP training programs and 6 combined programs
 - {comp: 236 clinical}
 - 16 located in psychology, 53 in education
 - 5 PsyD {comp: 58 clinical}
 - 2 CP and 1 combined being phased out
- ▶ Average = 6 core faculty per training program

CP TRAINING PROGRAMS (contd.)

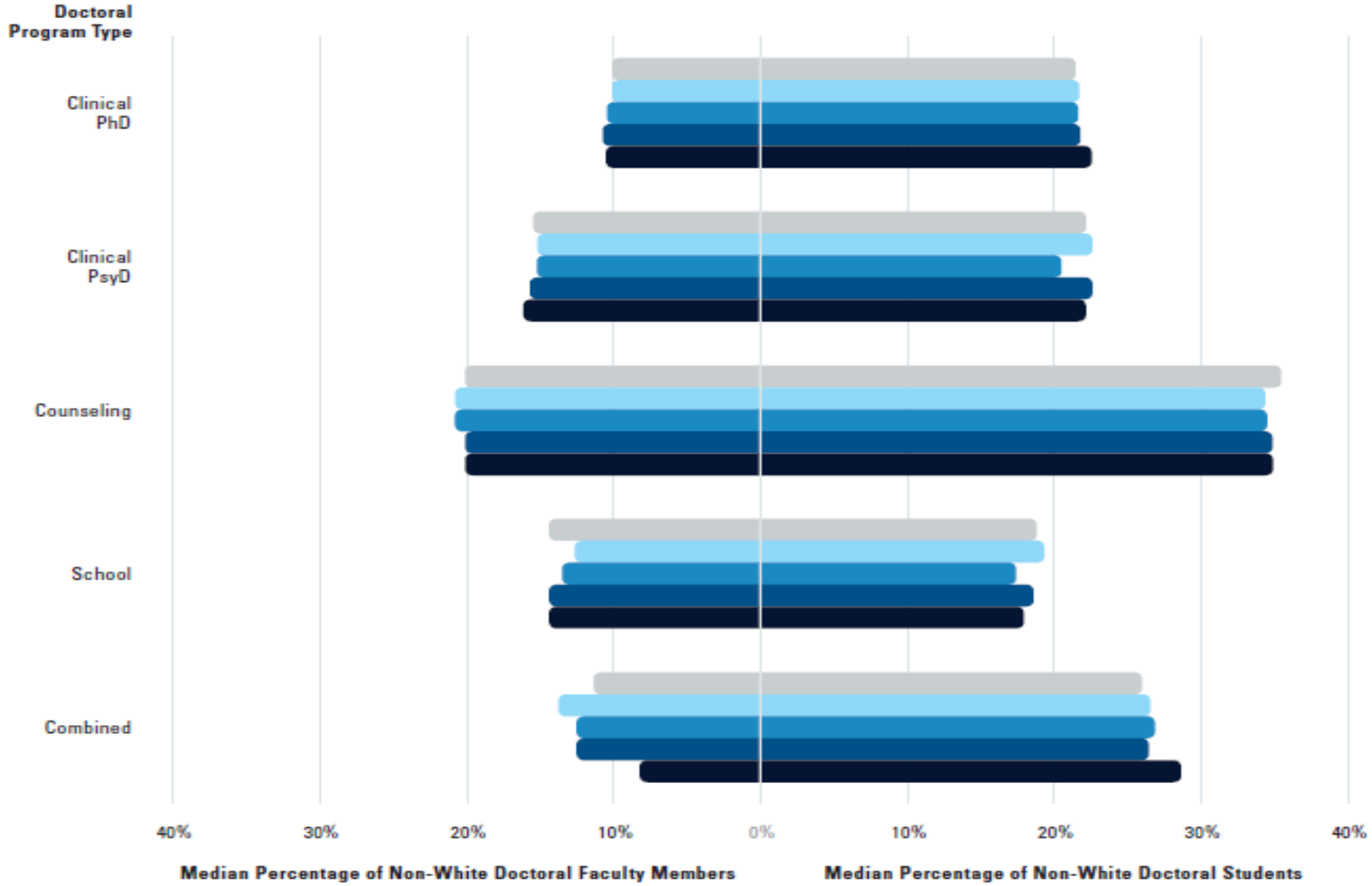
Female Faculty and Students



LEGEND
2006
2007
2008
2009

CP TRAINING PROGRAMS (contd.)

Faculty and Students of Color



LEGEND
 2006 (light gray)
 2007 (light blue)
 2008 (medium blue)
 2009 (dark blue)
 2010 (black)

But CP programs exist in an
institutional context -
and that context is one of crisis.

CRISIS IN U.S. HIGHER EDUCATION

- ▶ Who pays?
- ▶ Who benefits?
- ▶ Who decides?

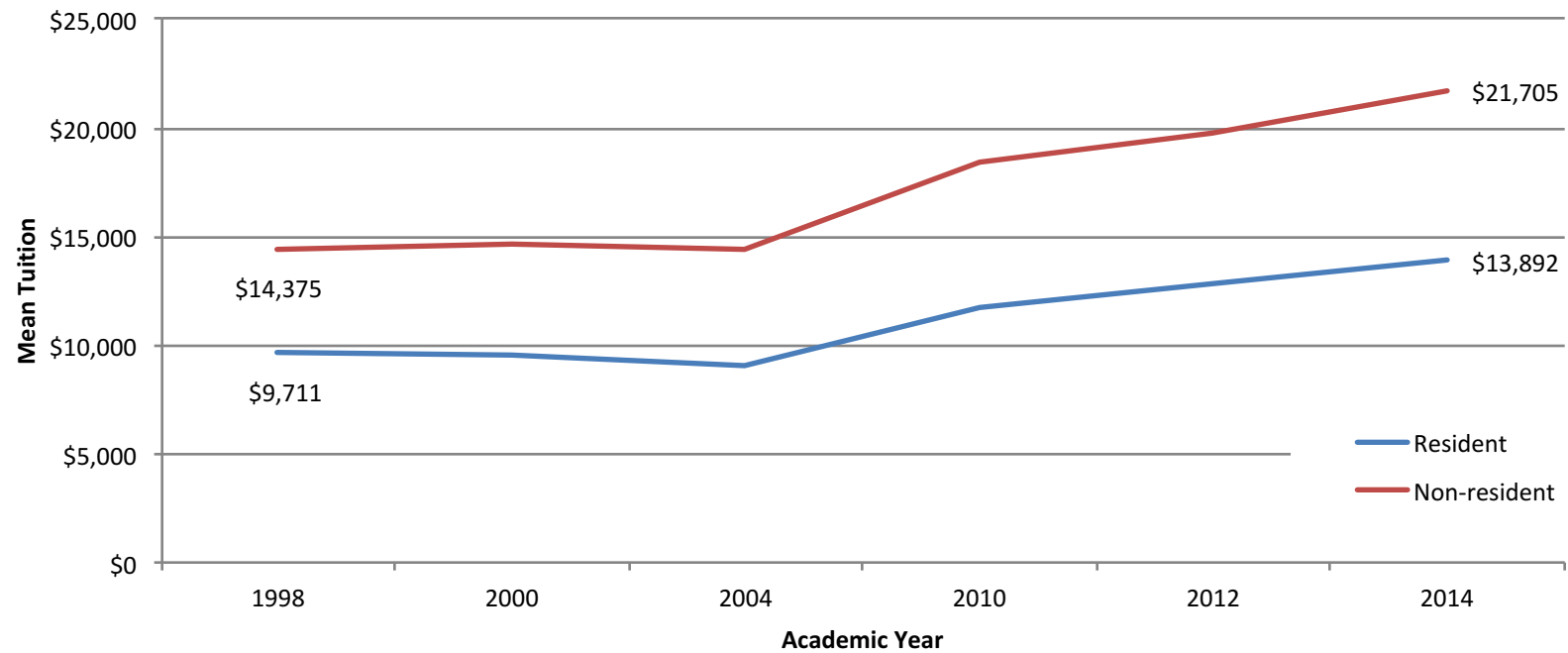
WHO PAYS?

Costs and Competition

- ▶ **Decreasing state support**
 - Forces offsets in tuition, fees
 - 42% increase at public institutions; enroll 75% students
 - Declining value of degree (15% lower BA earnings 2000-2010)
 - Rising costs, lower degree value = ROI questions
- ▶ **Growing privatization, esp for-profit**
 - Grad enrollment inc from 2,232 (1987) to 188,079 in (2007)
 - > 2/3 women, almost 1/3 underrep minorities (esp Af-Am, 23% in 2007)
 - Student debt far higher
- ▶ **Commercialized and politicized research landscape**
- ▶ **Globalization**

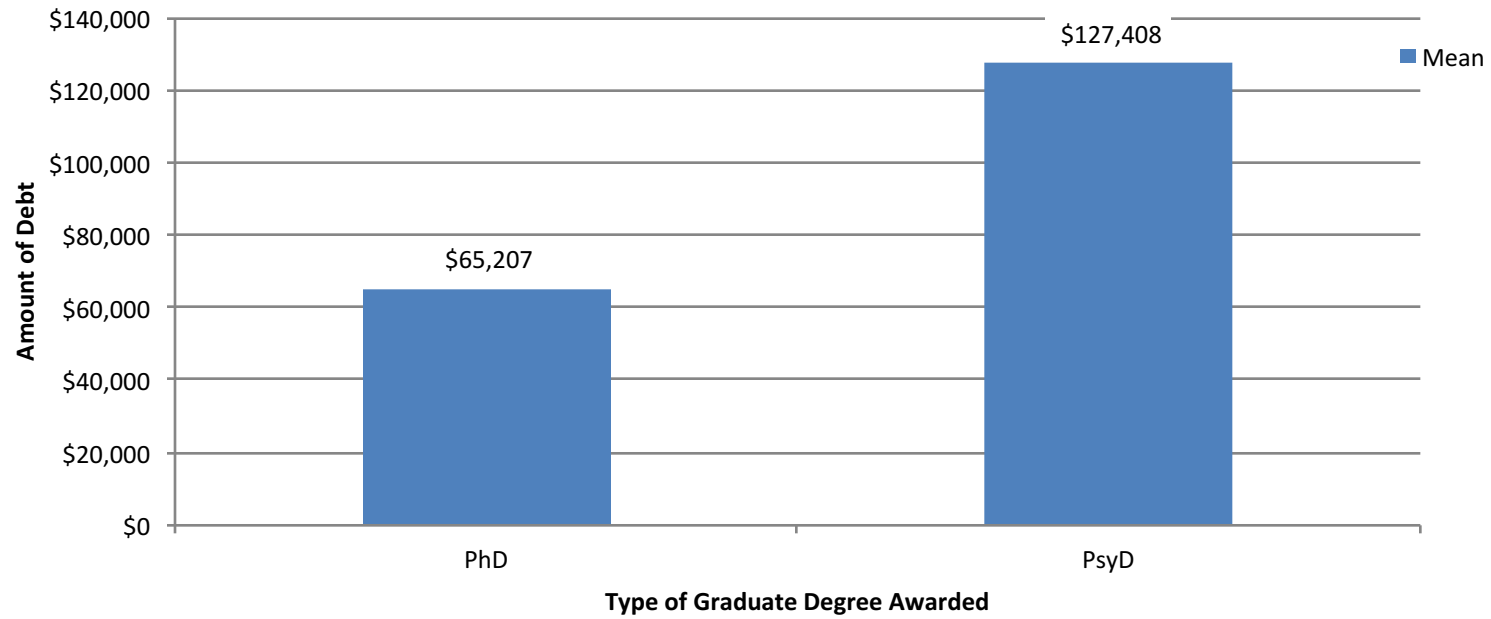
TUITION COSTS (Masters and Doctoral)

Annual Tuition in Graduate Departments of Psychology (Inflation-adjusted Dollars)



STUDENT DEBT (Doctoral)

Mean Level of Graduate School Debt for PhD and PsyD Graduates (inflation-adjusted dollars)



WHO BENEFITS?

Student Demographics and Access

▶ Increased diversity

- <20% of 20 million currently enrolled students are traditional 18-24-year-old, FT, studying on college campus
- Majority older, PT, commuter or distance learners
- Many underrepresented and international students
- Enrollment and degree attainment for low-income and students of color outpaced by white peers

▶ Need for student services

▶ Uncertain job market for doctorates

WHO DECIDES?

Assessment, Competency-based Credentialing, and Accreditation Reform

- ▶ Learning outcomes assessment = new norm
- ▶ Lack of consensus regarding tools, methods, what “competency” looks like
- ▶ Assessing quality and outcomes of non-institutional learning
 - Externships, internships, study abroad, MOOCs, service- learning, life experience credit
- ▶ Goals of accreditation
 - Regulatory enforcement body or quality assurance system?

ADDITIONAL COMPLICATIONS

Looming Leadership Crisis

- ▶ Aging of higher ed leaders
 - Presidents inc 52 to 61 over two decades
- ▶ No attention to leadership pipeline or prep

Evolving Technologies

- ▶ Ubiquitous content
- ▶ Rapid, global communication
- ▶ Accessible devices, platforms

Interdisciplinarity

National K-12 Education Reform

WHAT DEANS WORRY ABOUT

Cost management

- ▶ Shrinking budgets
- ▶ Deferred maintenance

Enrollments

- ▶ Competition
- ▶ Diversity
- ▶ Recruitment

Growth

- ▶ Lack of faculty to support student growth
- ▶ Global markets
- ▶ Innovation
- ▶ Technology support
- ▶ Space

Quality (assurance)

- ▶ Compliance
- ▶ ROI
- ▶ Faculty development

Branding

- ▶ Uniqueness
- ▶ Marketing

Community (local, state, national, federal)

- ▶ Regulatory constraints and compliance
- ▶ Workforce readiness
- ▶ Funding/development
- ▶ Image

IT'S HARD TO BE DEAN

Structural challenges in academic leadership:

- ▶ Transitory nature of assignment
- ▶ Reliance on collegiality and voluntary participation
- ▶ Dispersed nature of academic leadership
- ▶ Responsibility for the “student experience”

So what does all this have to do
with my program?

VULNERABILITIES OF CP PROGRAMS

CPs located in units with suboptimal fit

- ▶ In Psychology:
 - Seen as more counseling than psychology/psychological science
 - Faculty seldom have funding common to other psych specialties
- ▶ In Education:
 - Seen as peripheral to core mission of training K-12 teachers
 - Confused with school counseling, counselor education
 - APA accreditation not consistent with other education accrediting bodies

Professional training is personnel-heavy and expensive

- ▶ Core faculty, administrative layers (e.g., Training Directors), adjuncts, clinical supervisors
- ▶ Mentoring in both research and practice
- ▶ Inflexible pedagogy

VULNERABILITIES OF CP PROGRAMS (contd.)

Outcomes (licensure, jobs) not proximal to graduation

- ▶ Difficult to track
- ▶ Difficult to tie outcomes to training

CP programs must respond to accreditation demands

- ▶ Expensive
- ▶ Constraining for institution
- ▶ Distracting

CP programs often most diverse in unit

- ▶ Diverse students require support
- ▶ Administration often ambivalent about diversity

CP faculty typically not funded in research or other initiatives


CP UNIFYING THEMES AND STRENGTHS

Five Unifying Themes:

- ▶ Focus on healthy, intact personalities
- ▶ Focus on assets and strengths
- ▶ Emphasis on relatively brief interventions
- ▶ Emphasis on person-environment interactions
- ▶ Emphasis on educational and career development

Additional Strengths:

- ▶ Formal and informal assessment
- ▶ Serve individuals, groups, families, communities
- ▶ Emphasis on diversity, social justice
- ▶ Valuing of science and practice, translation of research to real world
- ▶ Life-span perspective

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect.

How can we capitalize
on our strengths
to mitigate our vulnerabilities?

STRATEGIES FOR SUCCESS:

Questions You Should Be Able to Answer

About your program:

What is unique about your CP program? (Can you name at least 1 unique feature?)

What is the job market for CPs in your geographic area? (Do your students stay in area to work?)

What is the demand? (Are there competitor programs? Where are they?)

In what settings do your students end up working? (FT? PT? Do you track them adequately?)

How much does it cost to train EACH student?

What financial support do students receive? Who provides it? (Does your program contribute funds?)

What is your student debt level? (How does it compare to national averages?)

What is the age, gender, racial/ethnic, SOGD, disability, etc. distribution of your faculty? (Retirements?)

What is the status of your accreditation? Cost? (Not just visits but all aspects)

What are the infrastructural vulnerabilities of your program (Internally? In the unit? In the institution?)

How is your program perceived in the unit? Institution? Community? (How does it fit?)

What are most critical needs of your program? (Can you name 2 critical needs?)

STRATEGIES FOR SUCCESS:

More Questions You Should Be Able to Answer

About your dean:

What does dean most talk about? Priorities? Pet projects? (Comp to yours?)

What is dean's style of communication? (Comp to yours?)

How open and trustworthy is dean? (Comp to you?)

How does dean deal with conflict? (Comp to you?)

How does dean address diversity issues? (Comp to you?)

How data-driven is dean? (Comp to you?)

How strong is dean in college/university/community? (Comp to you?)

How much is dean: Controlling? Competitive? Considerate? Concrete?
Creative? Confidential? Calm? Collaborative? Constrained? Crazy?

STRATEGIES FOR SUCCESS: Ideas to Consider

Communication

- ▶ Share good news widely and promptly
- ▶ Warn of bad news in advance; prepare supervisors to hear requests, complaints
- ▶ Keep information confidential
- ▶ Be careful about email!

Crafting Requests

- ▶ Think strategically
- ▶ Tie requests to unit/institutional strategic plans, priorities
- ▶ Offer solutions, not just problems
- ▶ Use data to support arguments
- ▶ Anticipate barriers and be ready to respond

STRATEGIES FOR SUCCESS: More Ideas

Collaboration and Consultation

- ▶ Collaborate with others outside your unit (e.g., interdisciplinary, interunit, interinstitutional; make sure “counting metrics” include you)
- ▶ Work to obtain external funding, esp. training grants (collaborate with others initially)
- ▶ Become a deliberate, not “accidental,” leader in your institution - make yourself indispensable
- ▶ Offer expertise to student services units, or in learning outcomes assessment
- ▶ Collaborate with others to build an institute or center

Conflict and Compromise

- ▶ Keep an institutional perspective; put yourself in shoes of your dean
- ▶ Face conflict squarely
- ▶ Look for common ground, novel solutions
- ▶ Deal with your difficult students and colleagues so problems don't move above you (make sure your assessment of students is impeccable and documented)
- ▶ Encourage people in your unit to be proactive, respectful

STRATEGIES FOR SUCCESS: More Ideas

Connecting and Community

- ▶ Form ties with powerful groups in local community (don't conflict with development)
- ▶ Pay attention to university populations you may miss (e.g., UGs, masters students)
- ▶ Look for ways to offer innovative solutions to problems

Competence and Courage

- ▶ Ask for “360” feedback - and use it
- ▶ Reach out for help, obtain mentors
- ▶ Become a yay-sayer, not a nay-sayer, in your institution
- ▶ Convey a spirit of optimism, forward progress
- ▶ Infuse fun into your leadership - you will be hard to resist!

CONCLUSION: Learning “Admin-speak”

- ▶ ROI (return on investment)
- ▶ Low-hanging fruit
- ▶ Operational efficiencies
- ▶ Data-driven
- ▶ Paradigm shift
- ▶ Win-win
- ▶ Right-size
- ▶ Manage the optics
- ▶ Synergy/synergize
- ▶ Monetize
- ▶ Incentivize
- ▶ On board (noun and verb)
- ▶ Scalable
- ▶ Value added
- ▶ Change agent
- ▶ Best practices
- ▶ Deliverables
- ▶ Leverage (verb)
- ▶ Take the 30,000 foot view
- ▶ Tear down silos
- ▶ Buy-in
- ▶ Vertical vs. horizontal (e.g., cuts)
- ▶ Drill down
- ▶ Take it to the next level
- ▶ Social capital
- ▶ Branding
- ▶ Let’s square the circle
- ▶ Net it out
- ▶ Outreach
- ▶ Due diligence

THANK YOU FOR ALL YOU DO!