



2016-2019 Strategic Plan **Extending the Reach of Psychoanalysis**

Introduction: The Role of Planning at BGSP

Why Develop a Strategic Plan?

The Boston Graduate School of Psychoanalysis has engaged in a strategic planning process in order to determine the direction that BGSP will take in order to excel at achieving its mission. Strategic planning helps the institution to remain vibrant and responsive to the needs of the community it serves and ensures organizational stability and growth. The strategic plan allows the School to define its vision for the future and then determine how it will get there; it establishes priorities, understands obstacles, and identifies strategies to move forward.

The strategic plan provides the basis by which BGSP will:

- Continue to develop its program of activities,
- Allocate human and financial resources to accomplish those activities,
- Assess whether objectives are being met, and
- Evaluate programs, staff, and resources.

This strategic plan is not an operational or business plan, nor a complete picture of BGSP's activities, but rather a guide to making decisions on how to allocate resources to achieve the School's fundamental priorities.

How the Plan Was Developed

The process of developing this strategic plan has been both iterative and formative at all levels, with repeated discussion gradually shaping the final product. The emphasis of the process has been, first, on re-examining the School's mission in light of the current economic and cultural climate. Second, the School evaluated its own resources and challenges as well as the environment in which we operate. Third, the School developed a list of priorities and objectives based on the above factors, in order to finalize the strategic plan.

In June 2015, the Board and President convened a Strategic Planning Committee, which consisted of one Board member, the President, the Vice President, the Dean of Graduate Studies, two faculty members, and one student.

Mission Review

The first step was to review the School's mission. The Committee ran four mission-oriented focus groups between October 2015 and January 2016, inviting the faculty, students, staff, and – for the first time – strangers to meet independently with the Committee to talk about psychoanalysis, the School's mission, and the world we live in.

At the end of January, the Committee produced consecutive drafts of a revised mission statement for review by the Administrative Directors and Faculty Council. The next-to-final draft received rave reviews at an "All-Community Meeting." The final draft was approved by the Board of Trustees on March 19, 2016.

SWOT Analysis

Simultaneously, the Strategic Planning Committee conducted a thorough investigation of the internal and environmental realities that must guide BGSP's planning. Internally, the School collected student and financial data as part of its regular institutional reporting. It also engaged in curriculum review and reviewed the results of the student and alumni surveys and other internal qualitative assessments.

Externally, the Strategic Planning Committee was able to rely on a much more extensive network of professional connections (compared to last cycle), yielding a broader assessment of environmental factors affecting the School. The Committee discussed national trends within psychoanalysis, counseling, and higher education in general, with input from national and local groups as well as quantitative data on graduate school enrollment. In addition, the Committee gleaned information from staff at the New York and New Jersey campuses to learn more about the market demographics at those locations. Finally, the marketing department contributed data from the explosion of information available from digital media.

The Committee also reviewed the 2011-2015 Strategic Plan to identify successes and obstacles to achieving goals during the last planning cycle.

In conjunction with the community focus group, all these sources provided data for the Committee's analysis of the School's Strengths, Weaknesses, Opportunities, and Threats (SWOT analysis), which took stock of existing and needed resources and helped evaluate potential directions.

Strategic Goals

The Strategic Planning Committee regularly discussed the results of its analyses with the Board of Trustees, President's Council, Administrative Directors, Faculty Council, and Recruitment Committee (which has a lot of student representation). The Committee then developed a draft of a chart of strategic priorities, representing the goals and objectives of the Strategic Plan. This chart was reviewed, revised, and finalized with input from the Board of Trustees, the Administrative Directors, and the Faculty Council. The Committee worked with the stakeholders of each objective to develop specific "SMART" goals, i.e., measurable action steps to be taken within specific time frames in order to accomplish each objective. The final plan was approved by the Board of Trustees on June 18, 2016.

The Mission of BGSP

The key to developing the strategic plan was the mission review. Why is everyone here? What are they seeking and gaining? In developing the plan, how can we make sure every priority advances this mission? The Committee conducted four focus groups to help answer these questions.

The first focus group asked the faculty to describe, in plain language, their interest and passion for psychoanalysis: why are they here and what do they think psychoanalytic education accomplishes (no jargon allowed)? This group talked extensively about the function of psychoanalysis in promoting self-realization and constructive action. Faculty members articulated how talking in order to understand oneself, recognizing one's inner "horrible things" and accepting all parts of oneself leads to the freedom to make constructive choices in the world.

Following from that, there was a lot of interest in how the world could be changed using what psychoanalysts know. For example, there was considerable concern about a certain politician who has gained popularity by speaking to people's aggressive impulses. The issue was whether helping people talk more constructively and addressing their concerns would help lead to a more constructive political outcome, and decrease political support for destructive action.

The second focus group asked the students the same questions. What is *their* mission in pursuing psychoanalytic education? What are they learning and accomplishing by being here? The students emphasized the role of psychoanalysis in helping people learn to tolerate unacceptable feelings and ideas and gain control over their destructive impulses. They appreciated that this takes place in the presence of a non-judgmental and tolerant analyst. Like the faculty, they valued self-

understanding as a path towards emotional growth and the development of a self-motivated identity.

The third focus group invited members of the public who, for the most part, had never heard of BGSP to a conversation at the School. The group included the Brookline Fire Chief, a social worker from the Brookline Public Schools, a workforce development professional, a member of the Board of Temple Israel, two members of the Big Sister Association, a marketing professional, a couple of business people, and a recent college graduate. As part of the mission review, the goal of the focus group was to understand the major concerns of the community and how BGSP might serve the community's needs through its mission. At the same time, the Strategic Planning Committee was interested in engaging new people in the local community, to see how BGSP might become more relevant to the community and establish new partnerships. The Committee also wanted to gain a first-hand understanding of people's perceptions of "psychoanalysis," in order to help with communications efforts, including the wording of the mission statement.

The community focus group – the first of its kind at BGSP – yielded some unexpected feedback, not about the mission per se, but about the messaging of the School. The participants seemed to have a general sense of what psychoanalysis is and, after a brief tutorial, seemed to readily understand how we use it to make positive change, even though they voiced some commonly cynical views about it (for example, "you spend years on a couch with a silent analyst and nothing changes," or, "Freud was a sexist"). However, from the School's website and descriptions of our programs, they gained the impression that the School is "not just psychoanalysis." Several people found the name of the School off-putting, because our activities (while driven by psychoanalytic process) are much more than "lying on a couch." They felt that with the current name, people just "pass by" and don't consider the School's wider contributions to the community, such as educating counselors as well as psychoanalysts, and sending counselors into public schools and health centers. These contributions have been encompassed in the School's mission for years through its emphasis on "applied psychoanalysis," but they are not reflected in the School's name or its branding. These comments were useful in understanding how better to describe the School and reinforced the Committee's interest in a jargon-free mission statement.

The final focus group was held for the non-faculty employees of the School, and served mainly as education about the School's mission. The staff was eager to hear more about psychoanalysis and how we teach it. The discussion shed some light for them on cultural issues around the School, such as why we use last names instead of talking on a first-name basis, while giving them an opportunity to share their own perceptions of psychoanalysis.

Using input from the focus groups, the Strategic Planning Committee worked with the entire School community to produce a revised mission statement, which was approved by the Board of Trustees on March 19, 2016:

At BGSP, we use our understanding of unconscious dynamics to help solve problems of emotional suffering and destructive action. In this way, we help individuals, groups, and communities free their creative energy to live satisfying lives in cooperation with others.

As a graduate school, we teach students to actualize this personally and professionally by bringing psychoanalysis to bear on individual, social and cultural problems. BGSP's educational programs train psychoanalysts, counselors, interdisciplinary scholars, and social justice advocates. Through our Therapy Center, School Based Counseling internships, and work in the community, students and graduates work to help people directly improve their lives.

BGSP in its Current Environment

Simultaneously, the Strategic Planning Committee conducted a thorough investigation of the internal and environmental realities that must guide BGSP's planning. Internally, the School collected student outcomes, student achievement, admissions, enrollment, and financial data as part of its regular institutional reporting. It also engaged in curriculum review related to its Master of Arts in Mental Health Counseling and Doctor of Psychoanalysis programs and reviewed the results of the 2012 student survey, a 2013 assessment conducted by a branding consultant, a 2013-14 focus group series targeted at the Master's in Mental Health Counseling, a 2014 student focus group regarding the doctoral program, a 2015 student focus group conducted for marketing, and the 2015 alumni survey. The Committee also reviewed the 2011-2015 Strategic Plan and its annual updates in order to evaluate what was accomplished and what was neglected, trying to identify successes and obstacles to achieving goals during the last planning cycle.

The Committee discussed the national trends brought to light by involvement in the American Board for Accreditation in Psychoanalysis (ABAP), the National Association for the Advancement of Psychoanalysis (NAAP), the Massachusetts and Rhode Island Association of Counselor Educators and Supervisors (MARIACES) and related groups, including counselor educators in New Jersey. The

faculty also expanded its attendance at professional conferences such as the International Psychoanalytical Association (IPA) and meetings of educators within Division 39 (Psychoanalysis) of the American Psychological Association (APA). The School grew its network in local academic circles by establishing the Consortium for Psychoanalysis in Higher Education, an outgrowth of the last planning cycle, which brings together university faculty members who are interested in psychoanalysis across New England. Finally, as in the last planning cycle, the School's leaders had extensive contact with state legislators and regulators regarding the regulatory climate in the fields of mental health.

Apart from networking, in order to gauge the external environment, the Committee reviewed data on graduate school enrollment in general and in the behavioral sciences, as well as the Davis Educational Foundation's work on Cost in Higher Education. The Committee also discussed professional articles regarding the state of psychoanalytic education and reviewed anecdotal data regarding enrollment in psychoanalytic programs. The marketing department started working more closely with the marketing staff at the New York and New Jersey campuses to learn more about the market demographics at those locations. There has also been an explosion in digital marketing data, including information on who opens BGSP's promotional emails, on which platforms, whether they click through to BGSP's website, and if so, which parts of it (or which social media) they visit.

Using data from all these sources, the Committee compiled an assessment of the School's Strengths, Weaknesses, Opportunities, and Threats (a SWOT evaluation), described below.

Strengths

BGSP continues to be a paragon for flexibility in and promotion of psychoanalytic education. Ahead of the curve on removing roadblocks to psychoanalytically-oriented training and treatment, the School has a solid reputation within higher education and brings long-term therapy into the community and the Boston Public Schools. As the only accredited, doctoral degree-granting psychoanalytic institution in the country, BGSP is a leader in graduate psychoanalytic education both nationally and internationally. It boasts success in bringing students in at the master's level and then, whether immediately or some years later, helping them understand the value of, and helping them pursue, full psychoanalytic training. The School is a rich, multi-cultural community that is well-positioned to bring psychoanalytic concepts to bear on clinical and social problems.

Throughout its history, BGSP has profited from the tremendous commitment of its faculty and leaders to the School's mission. A history of volunteerism, a strong clinical faculty, and an excellent

professional staff support the achievement of that mission. As a result, the quality of the School's core pursuit, training psychoanalysts, remains high. BGSP students and graduates are routinely singled out for their clinical acumen in field placement, internship, and employment settings. Graduates frequently report that, because of their strong clinical reputation, they are often referred "problem" cases, that is, cases which have not demonstrated success in previous therapies. This year, as sometimes happens, one graduate's supervisee applied to the program in order to learn to practice more like his supervisor. In addition to their private practices, graduates of both the M.A. in Mental Health Counseling and the Doctor of Psychoanalysis programs have had leadership and staff roles in community agencies, such as Arbor Hospital and Boston Medical Center. In addition, BGSP students engage in research as part of their studies (an atypical requirement in psychoanalytic training) and have won international awards for their papers (most recently a grant from the American Psychoanalytic Association). The master's and doctoral programs in Psychoanalysis, Society, and Culture are distinctive in their mission to integrate psychoanalysis with the cultural issues of today.

In last year's survey of BGSP alumni, 97% of master's graduates responding said they would recommend BGSP to others. Graduates credit their BGSP education for not only their academic gains, clinical training and supervision, and research experience, but also for important personal gains, including personal growth and greater tolerance for feelings. Master's graduates credit BGSP with advancing their careers both by providing a credential and by improving their ability to relate to clients. The latter sentiment was exemplified by this response: "My ability to work with my clients in a therapeutic and diplomatic way has increased as I've gotten psychoanalytic experience, and that's helped my business greatly."

In keeping with the emphasis on clinical training among BGSP's educational programs, BGSP makes a substantial contribution to the community through clinical and educational programs associated with the School. Students in their field placements and internships provide free services in various community agencies and public schools. The BGSP Therapy Center, where advanced candidates begin their psychoanalytic practice, remains one of the only places locally to receive long-term, affordable psychotherapy outside the managed care model. BGSP's School Based Counseling Internship allows students in the Boston Public Schools, who likely would not otherwise receive treatment, to receive high quality, long-term psychodynamic psychotherapy.

In addition to its programs, BGSP is fortunate to have a strong balance sheet to support its mission-related activities. With a stable quasi-endowment, ownership of its well-located physical plant, and low debt, the School can manage regular fluctuations in enrollment.

In addition to its advantageous location in Brookline, MA, BGSP operates two other instructional locations in partnership with the Center for Modern Psychoanalytic Studies in New York, New York and the Academy of Clinical and Applied Psychoanalysis in Livingston, New Jersey. Besides providing a more diverse income stream, the relationships with our partners provide greater name recognition for the School and valuable opportunities for peer support and evaluation of all aspects of running a psychoanalytic training program.

Likewise, BGSP has increased its relationship with peers within higher education. Through the establishment of the Consortium for Psychoanalysis in Higher Education, the School developed a semi-annual forum for academics who share common interests and concerns to come together and address the challenges of teaching psychoanalysis in an increasingly hostile environment. The Consortium has yielded, so far, some partnerships for career panels for undergraduates interested in psychoanalysis, a call for proposals for a book on pedagogy in psychoanalysis, and many other ideas for collaboration yet to come. More importantly, it has provided a great amount of publicity and networking for the School among some of the most important influencers of our target market.

Weaknesses

Despite all that it offers to students and the community, BGSP faces several challenges. Like many small colleges, difficulties with funding predominate. The School earns its money from nearly a single revenue stream – tuition. Student revenue accounts for over 90% of BGSP's income. This means the School is financially vulnerable to variations in enrollment, which, since 2012, has been trending downward. While BGSP is fortunate to have a \$1.95 million Board-designated endowment to provide stability, the endowment is not large enough to permit student scholarship funding. In this economy, the paucity of institutional aid contributes to the decreasing enrollment. Cuts to expenses have helped mitigate the drop in revenue, but the administration is admittedly stretched thin. The addition of the New Jersey campus has helped diversify revenue, but admissions there and at the New York campus are not as robust as they might be.

Historically, the School has seen a limited stream of donor funding to help offset the costs of running the organization. (Highlights include several major gifts, the bulk of which constitute the endowment.) Until recently, the Board of Trustees has been only very modestly engaged in

developing philanthropy at the School, and there have been no significant efforts to engage alumni apart from the Annual Fund letter.

Both of these areas are happily witnessing significant shifts. The Board, which is currently very small with a majority of Trustees related to the School, is under new leadership. The new Chair and Trustees are now focusing intently on increasing the independent membership of the Board, actively engaging in Board recruitment. Likewise, the Chair is vigorously promoting Trustee engagement in philanthropy and other committees. Recent changes, including the very active participation of a Trustee on the Development Committee, should result in meaningful change.

Likewise, a recent graduate has been given staff support to start to engage alumni on all sorts of levels – networking, mentoring, annual giving, but most importantly, identification with the School after they graduate. The Alumni office has been surveying the alumni and scheduling events for new alumni, to solidify their connection to the School upon graduation.

Increased efforts towards fund raising will hopefully support not only scholarship, but faculty funding opportunities. The faculty is the School's greatest strength; it has provided the backbone of BGSP in every aspect of the School, from teaching to training analysis, clinical supervision, academic advisement, research, outreach, and administration. While the faculty has historically donated a tremendous amount of time and effort to the School, generally taking little or no pay for committee participation, advising, or even program direction, more fully developed faculty resources will be necessary as the current senior faculty leaves the workforce. In particular, the School will need faculty-administrators who, like the current administration, can provide quality leadership of departmental functions. In addition, faculty members from a broad array of academic backgrounds and with greater racial and ethnic diversity will be necessary to teach a new, more diverse generation of students with more diverse interests than private practice.

Developing the faculty is always a challenge because of the independent nature of the graduate school and the clinical focus of the faculty. Without a university endowment to support a full-time, publishing faculty, the School will not generate the kind and quantity of research that would boost the field significantly in academia. However, it can continue to attract well-qualified, part-time faculty members who are intrigued by the psychoanalytic focus of the institution.

The community focus group in January brought to the surface a latent question of whether the name and branding of the School is a weakness. The School does have a narrow focus, seeking to apply psychoanalytic principles to help individuals and groups. This places natural, sensible

limitations on enrollment. (After all, we do not enroll people who are not interested in exploring unconscious dynamics.)

However, BGSP has a broader focus than most psychoanalytic institutes. Its counseling program brings a greater psychoanalytic orientation into community work, and the programs in psychoanalysis, society, and culture raise broader questions of social understanding. The School has more ways currently, and would like to develop additional ways, of “solving problems of emotional suffering and destructive action” than training psychoanalysts for the treatment room. So, the question is whether, in a time when “psychoanalysis” is so widely and negatively misunderstood, continuing to emphasize it so heavily in the School’s communications is beneficial. The Strategic Planning Committee feels that the School could be strengthened by exploring other ways of communicating its mission and purposes – for instance, by emphasizing the strengths of each program rather than applying the brand of “psychoanalysis” across the board.

Threats

As recently as fifteen years ago, BGSP’s biggest threat was from classically-oriented psychoanalysts, who maintained an elitist position regarding psychoanalytic training, insisting that psychoanalysis could not be learned except at the post-graduate level. BGSP broke that mold by establishing psychoanalysis as a graduate level discipline. As post-graduate enrollments started to decline, BGSP was well positioned to educate people at the graduate level.

Five to ten years ago, during the development of the last strategic plan, psychoanalysts of every stripe were bemoaning the rise of managed care and the rapid cultural shift towards short-term behavioral and psychopharmacological interventions in mental health. Enrollment in psychoanalytic institutes declined sharply. Nevertheless, psychoanalytic institutes continued to operate in their own rigid silos, with just a few outliers suggesting that the field was approaching a crisis, and we should all begin to work more flexibly together. As late as 2011, having introduced the higher education model to psychoanalysis, BGSP was outshining its post-graduate competitors, which were admitting as few as zero new candidates in any given year.

Much of the predicament can be attributed to the field’s insularity, including its very weak history of outcomes research in the field. Because Cognitive-Behavioral Therapy and other short-term treatments have been dedicated to producing studies about the outcomes of those therapies, such treatments have come to be seen as “evidence based” and therefore desirable. Psychoanalysis has not followed suit until very recently. Likewise, the field of psychoanalysis has been riddled with jargon and poor at explaining what it is and why someone would choose it, focusing more on

internal squabbles than on what the world cares about. Combined with the fact that psychoanalysis was traditionally seen as a post-graduate discipline, third party payments have never been popular for psychoanalytic treatment, and psychoanalysis itself is not a licensed discipline in most states. This history poses a threat not only to BGSP, but to the entire field.

Today, psychoanalytic training is in full-fledged crisis. One local psychoanalytic training institute has dropped its full training program, and another has cut its enrollment in half. Kernberg's (2012) article entitled "Suicide Prevention for Psychoanalytic Institutes and Societies" reflected the extent of the problem and, incidentally, recommended many actions that BGSP took years ago. Even that article, however, did not recognize the extent to which psychoanalysis has all but disappeared not only from popular clinical settings, but from academic psychology departments. Both our anecdotal data and our email response data reflect this dramatic shift. Anecdotally, when establishing the Consortium for Psychoanalysis in Higher Education (cf. page 3), we noticed that the large majority of participants are from humanities departments. Of the few psychologists who are there, one noted that as psychoanalytically-oriented psychologists, like herself, are retiring from undergraduate departments, they are being replaced with research-oriented, grant-funded psychologists who do not have a psychoanalytic orientation. This corresponds with our email data. BGSP regularly sends introductory emails to students taking the GRE exam for admission to graduate school, who indicate their intended graduate major. Those interested in psychology and mental health disciplines open BGSP's emails at about half the rate of those who are interested in related fields in the humanities or other social sciences, such as literature or anthropology.

While Kernberg's article did not recognize this shift, it did presage an era of increasing flexibility among the most traditional institutes, which previously had extremely rigid admissions and training requirements. While healthy for the field (if the pool is fuller, we all float a little higher), this means that some students who previously might have been driven to BGSP by the rigidity of competing institutes might now be able to attend elsewhere. Therefore, the School needs to consider how to make its training more amenable to students who already have graduate-level clinical training.

In addition to declines in psychoanalytic training, graduate enrollment in the behavioral sciences overall has been decreasing since 2010. According to the Council of Graduate Schools' publication, *Graduate Enrollment and Degrees 2004-2014* (http://cgsnet.org/ckfinder/userfiles/files/E_and_D_2014_report_final.pdf), BGSP's enrollment has essentially mirrored graduate enrollment in the behavioral sciences, which saw a sharp decline

from 2010 through 2014. (BGSP's drop curve began slightly later, with lowest new admissions in Fall 2012.)

Such declines are not surprising in today's economic environment. With student debt overwhelming many graduate applicants, few are willing to take on more loans, and the cost of living in Boston can be prohibitive. Prospective students recognize that wages are higher in the medical fields, such as psychiatric nursing, than in the behavioral fields, such as mental health counseling, in which BGSP offers a licensable master's degree. The U.S. Department of Labor cites the median pay for Mental Health Counselors and Marriage and Family Therapists at \$43,190, whereas the median pay for Registered Nurses is \$67,490 per year.

(<http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm> and <http://www.bls.gov/ooh/Healthcare/Registered-nurses.htm>, accessed 5/4/16).

Another challenge comes from the ever strengthening professional identity of related fields, to the exclusion of psychoanalysis. The most prominent example at the moment is the rapid ascendance of CACREP (the Council for Accreditation of Counseling and Related Educational Programs). CACREP has lobbied very successfully to make graduation from a CACREP-accredited program a requirement for counseling licensure in multiple states and for various other credentials, such as reimbursement as a counseling provider for federal insurance programs. Only two programs in Massachusetts are CACREP-accredited, primarily because of the organization's requirement that faculty members have degrees in counselor education as opposed to psychology or related fields. Lobbying is underway to fight these restrictions on trade, but the group poses a real threat, because prospective students are asking for CACREP accreditation.

Likewise, peer institutions indicate that their psychoanalytically-oriented psychology programs are having a harder time becoming accredited by the American Psychological Association. The field must do more to promote psychoanalysis and psychoanalytic research in order to recapture its place in mental health.

Finally, the environment for small colleges in New England has become precarious. BGSP is currently the second-smallest accredited college in Massachusetts, with many of its small peers, such as Andover-Newton Theological Seminary, succumbing to financial pressures to merge with larger institutions or close. The School might consider various models for achieving economies of scale that would preserve its current mission and programs.

Opportunities

With the increasing flexibility in the field of psychoanalysis and the widespread recognition that psychoanalysis will need to assert itself broadly to survive, BGSP has many more opportunities for building productive relationships. During the last planning cycle, members of the faculty and administration increased their participation in events of the International Psychoanalytic Association and took leadership roles in professional associations such as the National Association for the Advancement of Psychoanalysis and the American Board for Accreditation in Psychoanalysis. As these organizations themselves become more well-connected within the field, BGSP needs to maintain a high level of involvement in order to promote its interest in high quality, independent psychoanalytic training.

Likewise, faculty members are building constructive relationships with members of the American Psychological Association's Division of Psychoanalysis (Division 39). President Jane Snyder was recently asked to write a book chapter by the President of Division 39, and faculty member Stephen Soldz, who spent a decade battling APA ethics policies that protected government psychologists involved in abusive interrogations from scrutiny, has solidified relations with the Division and is well supported in his run for the APA Council of Representatives. He and other faculty members now have strong relationships with leaders of Sections IX and V, related to social responsibility and applied clinical work, respectively. Since these two areas are strong interests of the School, BGSP can build on those relationships to make sure BGSP plays a part in the cooperative re-establishment of psychoanalytic values within psychology. Specific APA initiatives, such as *pro bono* consultation to mental health clinics, can foster more local connections with those people who influence our target markets.

The School also needs to take advantage of its recent connections made through the Consortium for Psychoanalysis in Higher Education. This spring, BGSP participated on a "career panel," organized by the Consortium, which drew 35 undergraduate students to Mount Holyoke College to hear how panelists have made a future using psychoanalytic thought and practice. Events such as these are important to bring greater recognition and credibility to the School's programs, are an outstanding way of introducing BGSP to its target audience, and should be continued.

Participation in the Consortium has highlighted the dramatic extent to which psychoanalytic thought has moved out of the clinical world but into the humanities. While the School's programs in Psychoanalysis, Society, and Culture reflect this shift, more could be done to attract students interested in fields such as literature and the arts.

In addition, there has been a shift in mental health training in general to be more focused on social justice, that is, on decreasing inequalities in access to those resources, rights, and privileges that promote mental health and social well-being. This has been highlighted by the current social upheaval related to the use of force by police, which underscores recent publicity on the importance of “unconscious bias.” Similarly, there is a heightened emphasis on social-emotional learning within public education. (See, for instance, the Massachusetts Department of Early and Secondary Education’s *Guidelines for the Approval of Educator Preparation Programs*, 2012.) In many respects, the lines between mental health, social welfare, and social justice are rightly becoming blurred. Within psychoanalysis, this is reflected in the nascent conversations regarding race and culture within the field. With award-winning films such as *Black Psychoanalysts Speak* and *Psychoanalysis in el Barrio* prompting difficult but critical conversations on the intersections between race, ethnicity, and psychoanalysis, BGSP has not only an opportunity but an obligation to bring psychoanalysis to the table to contribute to the discussion of social injustices and human rights.

The School’s programs in Psychoanalysis, Society, and Culture successfully address many of these questions by stimulating intellectual discussion and research (for example, in a recent doctoral dissertation on masculinity), but the programs lack a practical emphasis, internships, and career opportunities and are under-enrolled. In order to both maintain the academic and develop the practical aspects of addressing socio-cultural issues, the School can add programming specifically related to the interface between psychoanalysis and social justice, highlighting how the understanding of unconscious dynamics can contribute to advocacy efforts. Now is an especially opportune time to launch such a program, because faculty member Stephen Soldz has earned great respect and name recognition within social justice and human rights circles, and could lead a program in social justice and human rights.

In keeping with its emphasis on “applied psychoanalysis,” the School can also build on its success in bringing a psychodynamic perspective into mental health counseling in the community. It needs to devote resources to effectuate the inclusion of psychoanalysts as counselor educators, by some combination of lobbying against CACREP, lobbying for broader standards for counseling faculty members by that organization, and/or strengthening alternative accreditors.

Meanwhile, the field of counseling itself is undergoing rapid transformation with the ascension of integration of behavioral health into primary medical care and the proliferation of “wraparound” services in the community. BGSP needs to stay ahead of this curve in terms of training both faculty and students to understand and appropriately participate in the new models of care. At the same

time, the School has the opportunity to train clinicians on how to maintain an analytic approach in their community work. In conjunction with promoting BGSP's addictions programming, this will help psychodynamic work to have a place in community mental health.

Changes in technology are also playing an immense role in today's education environment. While most of BGSP's programming relies on face to face interaction, the faculty agrees that technologically-mediated instruction could play a big role in the accelerated track of the clinical Psya.D. program, in which all students are already certified psychoanalysts. There has been a lot of demand from prospective students for that track to be available via distance learning, since many prospective students are in other metropolitan areas, and their caseload schedule, as practicing analysts, does not allow relocation or a lot of time for commuting. Increasing enrollment in this track would provide not only revenue dollars, but also greater recognition of BGSP among influential psychoanalytic communities.

The ever-morphing role of digital social media also provides opportunities to reach new people in new ways. The School is changing its direct marketing strategies to incorporate digital media. However, BGSP also needs to evaluate how many resources it can afford to devote to marketing and education efforts aimed to people who are not pursuing graduate education in psychoanalysis and related fields, but who might be influenced to think differently about the field and influence others. Clear layperson's messaging and "mythbusting" about psychoanalysis is needed to better communicate with the general public, local community members, potential Trustees, potential donors, potential internship providers, and legislators or other members of the community.

Communicating more with the greater Brookline community, in particular, has the potential to increase local participation. The area is well educated and generally well off. Greater awareness of the School's contributions could make a positive impact on community relations, Board development, and philanthropy.

Strategic Direction

BGSP is situated in a rapidly changing landscape. A crisis within the field of psychoanalysis is prompting a re-evaluation by major psychoanalytic organizations of previously rigid constraints on training. This opening, in concert with BGSP's inroads in higher education and recent collaborative efforts, provides a greater opportunity to be more of a "player" in the advancement of psychoanalytic education. At the same time, the obstacles are very real. The extreme decline of

psychoanalysis within the mental health establishment, the sharp drops in enrollment in behavioral health graduate programs and the indifference to psychoanalysis within much of the public imagination suggest that the odds are not in our favor.

Yet, the mission prevails. The need for an understanding of unconscious dynamics to help solve problems of emotional suffering and destructive action has not diminished. BGSP remains committed to teaching students to bring psychoanalysis to bear on individual, social and cultural concerns.

In the current environment, the School needs to pursue its mission very skillfully in order to ensure its survival. Most critical is the need to nourish our roots while strengthening our branches. Ensuring that BGSP's core psychoanalytic training program continues to reflect the depth, openness, and inventiveness of its founders – their rich history, their commitment to student development, their passion for innovation, and their abiding respect for the unconscious – is imperative in order to sustain the radical intellectual fervor and emotional insights that constitute psychoanalysis.

Thus rooted, in order to endure, BGSP needs to vigorously reintroduce analytic listening to those areas that are suffering from its loss and help psychoanalytic understanding flourish where it is struggling. The School already has platforms from which to do this, including the “counseling” program and the “culture” program. Additional programs related to social justice and the humanities could significantly boost this effort. Equally importantly, BGSP needs to promote these programs in a way that (1) people will see them and consider them, and (2) people can understand the benefits that psychoanalysis provides to these related fields.

It is disturbing for psychoanalysts to witness the radical changes in BGSP's external environment. Adapting to those changes is painful. At the same time, the faculty can provide (and has provided) transformational experiences for students engaging in all kinds of work outside the treatment room. Such transformation can only enrich the field of psychoanalysis as it becomes its future self.

Strategic Goals

BGSP's overarching goal is to increase its financial health while excelling at its mission. Looking forward, the School recognizes that each goal it pursues needs to accomplish one or more of four objectives:

- Improve the School, in order to support quality, retention and new programming.

- Increase enrollment, in order to drive tuition.
- Increase donations, in order to supplement tuition.
- Promote psychoanalysis in the world. While the effects of such promotion may be indirect, there is a clear need to shift attitudes towards psychoanalysis in order to increase both enrollment and donations.

The Strategic Plan identifies the following goals towards these ends:

1. **Improve the School** to support quality, retention and new programming.

In addition to regular assessment and improvement efforts, the School will focus on the following:

- a. **Faculty development.** The School will develop “junior” faculty and faculty-administrators to replace retiring faculty over the long term. It will recruit faculty members from a broad array of academic backgrounds for new programs, focusing also on expanding racial and ethnic diversity. It will increase the use of visiting scholars to bring a wider range of voices into the classroom.

Who: Jane Snyder

What and When:

- Accelerated doctoral faculty: Pair junior/senior faculty for training opportunities (Fall 2017 or earlier)
 - Social justice faculty: Hire two regular adjuncts in social justice (Fall 2017 or earlier participation in Advisory Board)
 - Visiting scholars: Continue the Comparative Case Seminar; one Distinguished Scholar lecture per semester (starting Fall 2016)
- b. **Focus on internships.** BGSP will enhance its internship offerings for existing students and develop vibrant placements for students in a new social justice program.

Who: Tina Woolbert (clinical internships); Stephen Soldz (social justice internships); Sherry Ceridan (addictions internships)

What and When:

Clinical

- Attend MARIACES meetings starting November 2016 to network with other internship coordinators
- Evaluate the need for new internships by Spring 2017

Addictions

- Secure two prospective internship sites by Spring 2017

Social Justice

- Add three prospective internship site leaders to the Advisory Board by Fall 2016

N.b. The actual number of internships added needs to correspond to the number of students requiring internships.

- c. **Governance.** The School will consider changes to governance structures to (a) ensure that its core program is not neglected as other programs require attention and/or (b) provide economies of scale.

Who: Jane Snyder, Board of Trustees

What and When:

This is an ongoing discussion at the President's Council and Board level.

Considerations include:

- Establishing "divisions" within the School such that each cluster of related programs (a) receives the specific attention it requires and (b) can be independently marketed to its target audiences.
- Investigating the possibility of joining or establishes an "education system" to consolidate resources among multiple institutions.
- Investigating the possibility of merging with a larger institution.

2. **Increase enrollment** to drive tuition.

Above and beyond its regular marketing initiatives, the School will pursue the following:

- a. **Social Justice.** The School will develop a master’s program in Social Justice and Human Rights.

Who: Stephen Soldz & Committee

<u>What:</u>	<u>When Completed:</u>
Develop Curriculum Outline Draft	May 2016
Complete Program Description	June 2016
Add Electives to Culture Program	
Meeting of Advisory Board (contact UU Brookline, Vicki Semel)	June 2016
Recruitment of First Wave Faculty	August 2016
Finalize Curriculum Outline	August 2016
Draft of Syllabi or Course Descriptions	August 2016
Application to State	September 15, 2016
Marketing plan: Draft web site, GRE emails, slider, brochure/flyer, advertising (WBUR?)	October-December, 2017
State Approval	January 2017
Recruit Students – Launch marketing	January 2017
Secure at least 5 placement sites	February 2017
Determine 2017-18 Schedule and Faculty	March 2017
Social Justice Fundraising Event	March/April 2017
2017-18 Admissions Deadline	June 1, 2017
Finalize Schedule and Syllabi	June 2017
Register Students	July 2017

Launch Program	September 2017
Program Evaluation and Development of New Goals	June 2018

- b. **Blended intensive/online learning.** In order to capture the interest of those certified analysts who do not want to commute for the doctorate, BGSP will offer the accelerated track of the Psya.D. program in a blended format, reducing the travel time for candidates.

Who: Jill Solomon & Committee

<u>What:</u>	<u>When Completed:</u>
Survey accelerated alumni and faculty members	May 2016
Outline various formats	June 2016
Research distance learning regulations – Allison Williams	August 2016
Recruit faculty members	September 2016
Establish high quality videoconferencing capability -- beta	September 2016
Select a format	August 2016
Complete any state approvals	October 2016
Recruit students - Launch marketing	October 2016
Recruit admissions evaluators	November 2016
Finalize faculty assignments	February 2017
Tentative schedule of classes	February 2017

Finalize Schedule and Syllabi	April 2017
2017-18 Admissions Deadline	May 1, 2017
Register Students	May 2017
Launch Program	July 2017 – summer intensive

- c. **New York.** The School will continue to pursue the possibility of offering the accelerated track of the Psya.D. program in New York, where there is large demand.

Who: Carol Panetta and Mimi Crowell

What and When: Pursue New York State for the absolute charter and doctoral-degree-granting status. Because the New York State Office of College and University Evaluation adheres to its own special timeline, there is no predicted time when this can be achieved, but BGSP will apply constant pressure.

- d. **Post-master’s audience.** The School does not currently attract many post-master’s clinical candidates. BGSP will evaluate the structure, requirements, and timing of its doctoral program to see if changes can be made to interest this market.

Who: See below.

What:

When Completed:

Map out potential changes to doctoral program – Carol Panetta

September 2016

Revise or reject potential changes to doctoral program in conjunction with faculty – Lynn Perlman and Jane Snyder

October 2016

Change web site and admissions materials as needed – Carol Panetta and Paula Berman

November 2016

Launch marketing to post-master’s

December 2016

clinicians as appropriate – Carol Panetta

- e. **Psychoanalytic Studies.** In order to ensure that humanities majors are finding a degree that suits them, the School will offer a flexible M.A. in Psychoanalytic Studies that allows students to custom design a psychoanalytic program.

Who: Carol Panetta and Jane Snyder

What and When: Submit a name change proposal to the Mass. Board of Higher Education in September 2016. Begin marketing immediately after approval.

- f. **Messaging.** The School will formally evaluate its communications strategies to attract the best balance of (a) people who know they are interested in psychoanalysis, (b) people who are interested in related disciplines, such as counseling, and are open to applying psychoanalysis to those disciplines, and (c) members of the public who are interested in supporting BGSP’s work.

Who: See below.

<u>What:</u>	<u>When Completed:</u>
Develop a call for proposals for a branding project – Carol Panetta	August 2016
Hire a communications consultant – Jane Snyder	September 2016
Review consultant’s findings – President’s Council and Board of Trustees	December 2016
Develop a new communications plan – President’s Council and Board of Trustees	January 2017
Implement new communications strategy	March 2017

3. **Increase donations** to supplement tuition.

- a. **Board development:** The Board will recruit new, independent, active Board members to help with philanthropy and other functions.

Who: President and Board of Trustees

What:

When Completed:

Add two new independent Trustees
(Lucas, Grubbsich)

Spring/Summer 2016

Add three additional new independent
Trustees

2016-17 academic year

Achieve 2/3 Board independence

June 2017

Elect independent Chair

June 2017

- b. **Board leadership:** The Board will appoint a Trustee to Co-Chair the Development Committee with an administrator. The School will increase support staff to the Committee.

Who: Chris Bierbrier and Jane Snyder

What and When: Chris Bierbrier will attend the Development Committee through Fall 2016. She will then recruit a new Trustee to Co-Chair the committee starting in Spring 2017. Jane Snyder will find a new administrative leader for the committee by that time. Wendy Forrester will be assigned to staff the committee starting immediately.

- c. **Alumni engagement:** The School will increase both student engagement and alumni engagement in order to turn current students into active alumni and increase alumni participation in all aspects of the School.

Who: See below.

What:

When Completed:

Re-evaluate Student Association
mentorship – Jane Snyder to work with
faculty

Early September, 2016

Establish annual alumni event combining
alumni affairs, marketing, and admissions
– Leslie Barnard, Carol Panetta, Paula
Berman, Stephanie Woolbert

First annual event in September/October,
2016

Highlight alumni achievements on the
website – Carol Panetta

Launch in October, 2016

Establish an electronic newsletter – Leslie
Barnard, Carol Panetta

Launch January, 2017

- d. **Social Justice funding:** The School will run a special campaign for start-up funding for the new program in Social Justice and Human Rights.

Who: Chris Bierbrier and Paula Berman

What and When:

Chris Bierbrier and Paula Berman will establish a Leadership Council to raise between 50 thousand dollars over a 3-5 year period using a two-phased approach.

Phase 1 - A quiet fund raising period focused on recruiting founding members to the Council

During this phase, we would identify 3-5 donors who have a passion for social justice, can afford to make a \$5,000 commitment for 3-5 years and are interested in

being members of the Council. To assess interest and commitment levels, individual meetings will be set up between the potential donor, Stephen Soldz, and Jane Snyder. It is hoped that board members and/or Stephen's contacts in the field would be able to introduce us to those individuals who meet our criteria. All members of the Council will be invited to a special event, to be held yearly. At this event Stephen and his Advisory Board would update members on key social justice issues and the progress being made in our Social Justice and Human Rights Program. Other activities might be planned in the interim to keep the Council apprised/ involved.

Phase one can begin once we have the following program elements in hand:

- Compelling program description
- Names of the members of Stephen's Advisory Board
- Objectives and outcomes
- Description of target market and key benefits of the program for that market
- Internships
- Job market outlook and placement opportunities
- List of faculty
- Budget
- Identification of donation priorities (e.g, faculty development, recruitment, internships, research, fellowships, scholarships, whatever)

Phase 2 - A broader scale fund raising campaign

Once the Social Justice and Human Rights Council has a commitment from a minimum of 5 donors, there will be a general fund raising initiative. This initiative will be launched at a cocktail party to be held at the Bierbriers' home in Cambridge. A wide range of friends and associates will be invited to hear Dr. Soldz speak about the importance of the program. All guests will be asked to make a donation. Recruitment for Council members will continue throughout this phase.

4. **Promote psychoanalysis in the world** to shift attitudes towards enrollment and donations.
 - a. **Outreach:** Increase the visibility of faculty members in the academic and wider communities (outreach, publications, presentations, conferences).
 - Host a Spring, 2017 conference on Social Justice (Jane Snyder to assign conference coordinator in June, 2016).

- Develop new page on website for “news and events” to broadcast faculty publications and presentations (Carol Panetta, October 2017).
 - See the Recruitment Committee’s outreach plan (Jane Snyder, ongoing).
- b. **Digital content:** Promote and drive the creation of digital content supporting psychoanalysis.

Who: Carol Panetta and Social Media Committee

What and When:

- Continue social media push: update blog, update YouTube page, maintain Facebook page, initiate Instagram in January, 2017.
- Produce BGSP’s next video by September, 2016.
- Update Wikipedia by October, 2016.
- Develop an outreach strategy for existing bloggers, YouTubers, and podcasters. Layout the strategy by September, 2016 and have a “product placement” by June, 2017.

- c. **Outcomes research:** Promote outcomes research on the BGSP web site, blog, and social media.

Who: Carol Panetta and Stephen Soldz (with Jessica Baker and Michael Fraley)

What and When:

- Dr. Panetta will ensure the website outcomes research page will be fixed by September, 2017. Dr. Soldz will send updates to Mr. Fraley regularly.
- Dr. Soldz will also send updates to Ms. Baker regularly to post on social media.

- d. **CACREP:** Effectuate inclusion of psychoanalysts by recognized counseling accreditors and/or strengthen alternative accreditors.

Who: Stephen Soldz and Carol Panetta

What and When: Dr. Soldz is participating in ongoing conference calls with related parties. Dr. Panetta is attending MARIACES meetings to stay informed. Both will work to apply to MCAC (alternative accreditor) in Spring, 2017.

- e. **Collaboration and networking:** Collaborate with partners who are promoting psychoanalysis (such as the Consortium for Psychoanalysis in Higher Education, APA's Division 39, NAAP, social media). This is an ongoing group effort!
- f. **Legislation:** Promote legislative recognition of psychoanalysts.

Who: Jane Snyder and Carol Panetta

What and When: File a licensing bill in January, 2017 and lobby for passage by July, 2018.