

# Increasing Access to Education

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Chicago School Psy.D. student **Courtney Clark Dunnill** on receiving the Naomi Ruth Cohen Fellowship

“Receiving the Naomi Ruth Cohen award is a genuine honor and an opportunity for me to play a role in fighting the stigma associated with mental illness,” said Chicago School Clinical Psy.D. student Courtney Clark Dunnill. “As I continue my graduate training and start my career upon graduation, I hope to help individuals and families feel supported and live more fulfilling lives through education and awareness.”

Dunnill is one of many students attending The Chicago School with assistance from institutional aid. She is the latest recipient of the Naomi Ruth Cohen Fellowship, which was chartered in 2003 by the Naomi Ruth Cohen Foundation for Chicago School students with an interest in combating mental health stigma.

Dunnill is one of many new students who will soon be the beneficiaries of The Chicago School in-house scholarship and fellowship opportunities. In February 2006, The Chicago School unveiled 44 new scholarship and six new fellowship opportunities representing the largest increase in institutional financial aid funding in school history.

“It’s no secret that as our financial aid offerings increase so will our ability to attract the nation’s best and brightest professional psychology students,” said Ardie Elgersma, director of student finance. “These new scholarships are designed to recognize leadership, underrepresented populations, scholastic achievement, financial need, career changes, and first-generation graduate students.”

Providing more access to its educational offerings through increased student finance is a core component of the school’s comprehensive plan to be the school of choice for professional psychology. The number of new scholarships introduced in a single year testifies to the pace at which The Chicago School is expanding its field of influence and reaching this goal.

# Cultivating a Prestigious Faculty

Fifteen new program faculty members joined The Chicago School during the 2005-2006 academic year, including new academic administrative leaders. Among them is Dr. Ellis Copeland who was hired to develop the new School Psychology program. Meanwhile, the Forensic Psychology and M.A. Clinical Psychology (Counseling) programs welcomed new associate directors, Drs. Michael Fogel and Gail Sargeant respectively.

Together, the new professors further enrich the school’s academic community and bring expanded areas of expertise, ranging from gender issues and race to decision making and the psychology of terrorism.

These new professors joined an already prestigious group of practitioner scholars at The Chicago School, many of whom are actively engaged in research and publication. Examples include Dr. Gary Walls, who co-authored chapters in the book *Psychoanalysis, Class, and Politics: Encounters in the Clinical Setting*; Dr. Paul Larson, whose new book, *Psychological Healing: Historical and Philosophical Foundations of Professional Psychology*, is in the final stage of editing for publication; and Drs. Jennifer Thompson, Michael Horowitz, and Michael Barr, publishing an article in *The Industrial-Organizational Psychologist* titled “The Chicago School I-O Program: Application of the Vail Model to the Graduate I-O Education.”

## The Chicago School Program, Affiliate, and Administrative Faculty

	Total	%
<b>Faculty Characteristics</b>	<b>55</b>	<b>—</b>
<b>Gender</b>		
Male	29	53
Female	26	47
<b>Ethnicity</b>		
African American	6	11
Asian/Pacific Islander	0	—
Hispanic	2	4
White/Caucasian	39	71
International	2	4
Undeclared/Unknown	6	11
<b>Rank</b>		
Professor	7	13
Associate Professor	29	53
Assistant Professor	19	35
<b>Classification</b>		
Program	32	58
Affiliate	8	15
Administrative	15	27
<b>Employment Status</b>		
Full Time	33	60
Part Time	22	40
<b>Education Level</b>		
Master’s	0	0
Doctorate	55	100

The Chicago School is required to report ethnicity to the National Center for Education Statistics. Number of faculty as of spring 2006.