

**SOCIETY FOR THE TEACHING OF PSYCHOLOGY (APA DIVISION TWO)**  
**AGENDA FOR THE EXECUTIVE COMMITTEE TELECONFERENCE**

**January 13, 2017**

**Agenda**

- 1. Call to order**
- 2. Vote on minutes of Executive Committee Teleconference** (document 01)
- 3. 2017 Budget** (refer to documents 02 and 03 and e-discussion under *Treasurer*)
- 4. GSTA Pedagogy Day Funding Request** (refer to documents 04 and 05 and e-discussion under *VP Programming: Membership*)
- 5. Presidential Task Force Proposal** (refer to document 06)
- 6. Recommendations from the STP Presidential Task Force on International Outreach** (refer to document 07)
- 7. Recommendations from the ad hoc Committee on DCS Consultant Training** (refer to documents 08 and 09 and e-discussion under *Past President*)
- 8. New and Exciting Initiatives/Ideas from EC members**
- 9. Adjourn**

*Note: Some attachments are provided as information items only and were previously discussed on the STP EC listserv.*

Attachments:

1. 2016-12-08 EC Minutes
2. STP Budget 2017 DRAFT Expenses
3. STP Budget 2017 DRAFT Income
4. GSTA Activities Report Dec 2016
5. GSTA Proposed Budget for 2017
6. Presidential Task Force Proposal
7. Report - Task Force on International Outreach
8. Charge – ad hoc Committee on DCS Consultant Training
9. Report –Task Force on DCS Consultant Training

## Summary of substantive electronic discussions prior to the meeting

**Executive Director** (no additional discussion items)

### **President**

*Subject(s):* Proposed Task Force (11 posts)

*Date(s):* December 28, 2016-January 9, 2017

President Keith shared a proposal for a Presidential Task Force on Psychology in American Colleges & Universities: The Nature of the Pipeline to “put together a blueprint, identifying the relevant organizations/agencies that should be involved, and a potential methodology that might lead to an examination of the undergraduate psychology pipeline.” Treasurer Kreiner asked whether the task force would also be charged with recommending whether to develop an ongoing process to collect longitudinal data and whether to include a census of enrollment in high school psychology classes.

*Subject(s):* Two More Things (7 posts)

*Date(s):* December 28, 2016-January 3, 2017

President Keith shared a suggestion from Garth Neufeld to hold a presidential session at the 2017 APA Convention in a town hall format with Neufeld as moderator. Since Past President Wilson will be unable to attend the convention, Keith will provide travel funds to Neufeld as Wilson’s replacement. Keith also requested agenda items for the January EC teleconference.

**Action item #:** Past President Wilson requested that President Keith include discussion of the Report from the Departmental Consulting during an upcoming teleconference.

**President-Elect** (no additional discussion items)

### **Past President**

*Subject(s):* Departmental Consulting report (2 posts)

*Date(s):* January 5, 2017

Past President Wilson shared the original charge and final report from the ad hoc Committee on DCS Consultant Training.

### **Secretary**

*Subject(s):* Happy New Year! And Updates to STP Leadership Page (8 posts); STP Leadership pages are now updated (1 post)

*Date(s):* January 1-3, 2017; January 3, 2017

Secretary Pusateri updated the STP Leadership page (<http://teachpsych.org/page-1862960>) and the list of STP officers (<http://teachpsych.org/page-1537455>) on the STP website.

## **Treasurer**

*Subject(s):* budget draft for 2017 (4 posts)

*Date(s):* December 16, 2016-January 9, 2017

Treasurer Kreiner submitted his first draft of the 2017 budget.

**Vice President for Diversity and International Relations** (no additional discussion items)

## **Vice President for Membership**

*Subject(s):* Re: GSTA requesting additional funds for Proposed Budget (25 posts)

*Date(s):* December 16, 2016-January 4, 2017

Vice President Komarraju shared two documents from Rita Obeid, Chair of the Graduate Student Teachers Association: the 2016 GSTA Activities Report and the 2017 GSTA Proposed Budget. Komarraju noted that the GSTA Chair included a request for additional funds beyond the \$6000 allocated for the annual Pedagogy Day to pay travel expenses for a keynote speaker. Secretary Pusateri asked whether the additional expenses were for the 2017 conference only. Vice President Nolan indicated that GSTA had applied for additional funds in the past through STP's small grants funding program.

Past President Wilson expressed concern that the Pedagogy Day is held in the same location each year and may not attract a geographically diverse audience. President-Elect Frantz suggested that GSTA might consider a live broadcast of some presentations. Pusateri suggested that we discuss pros and cons of our current model of locating GSTA at a host institution and brainstorm alternate models during long-range planning. Executive Director Bosack provided historical context for the selection of GSTA host institutions and indicated that CUNY was the first host institution to sponsor a teaching conference and to develop a mentoring program.

**Vice President for Programming** (no additional discussion items)

**Vice President for Recognition and Awards** (no additional discussion items)

**Vice President for Resources** (no additional discussion items)

**SOCIETY FOR THE TEACHING OF PSYCHOLOGY (APA DIVISION TWO)  
MINUTES OF THE EXECUTIVE COMMITTEE TELECONFERENCE**

**December 8, 2016**

**Draft 1-2 (Updated December 8<sup>13</sup>, 2016)**

<b>Members of the STP Executive Committee</b>		<b>Present</b>
President	Janie Wilson	Yes
President-Elect	Ken Keith	Yes
Past President	Suzie Baker	Yes
Vice President for Diversity and International Relations	Susan Nolan	Yes
Vice President for Membership	Meera Komarraju	Yes
Vice President for Programming	Aaron Richmond	Yes
Vice President for Recognitions and Awards	Amy Fineburg	Yes
Vice President for Resources	Sue Frantz	Yes
Secretary	Tom Pusateri	Yes
Treasurer	Dave Kreiner	Yes
Executive Director	Ted Bosack	Yes
<b>GUEST</b>	Jeffrey Stowell	Yes

**1. Call to order**

President Wilson called the meeting to order at 12:01 PM Eastern Standard Time.

**2. Vote on minutes of Executive Committee and Business Meetings**

President Wilson asked for corrections to the minutes from the October Executive Committee Meeting and Business Meeting distributed by Secretary Pusateri. The Executive Committee approved both sets of minutes as distributed.

**3. Travel stipends for speakers**

*Relevant Electronic Discussion*

*Subject(s):* NITOP Travel (21 posts)

*Date(s):* October 25-26, 2016

Vice President Richmond reported that Bill Altman, Coordinator of STP Programming at NITOP, expressed concerns about the requirement that the STP speaker at NITOP must deliver presentations on two separate days to obtain \$1500 in funding (cf. VOTE 2016-10-20-03) and requested that the Executive Committee consider an alternate proposal:

“I think the proposal I'd have made would be to ask for \$1,500 for an invited workshop or concurrent speaker with the understanding that the speaker would:

1. do an appropriate presentation;
2. stay for the entire conference; and
3. represent STP in mentoring and mingling with the other participants while at the conference.”

Secretary Pusateri expressed concern that we provide equivalent funding for speakers at all conferences and only increase funds to a specific conference if there is a persuasive argument (e.g., the speaker is required to stay an additional day at the conference). Pusateri also suggested that the Executive Committee should review annually whether the funding allocation should be changed. President Wilson requested information on how much it would cost annually to increase funding support from \$1,200 to \$1,500. Treasurer Kreiner indicated that STP currently funds a total of 19 speakers each year (NITOP, GSH/HKW, Regionals, APS, Conference Speaker Grants), which would mean adding \$5,700 to the annual budget.

**\*\* VOTE 2016-12-08-01 \*\***

**Motion:** I move that we increase travel stipends for STP funded speakers to \$1500 for all reasonable travel expenses starting with the 2017 budget.

**Moved:** Aaron Richmond

**Second:** Amy Fineburg

**Outcome:** 9/0/1 (Y/N/A)

#### **4. Travel stipends for liaisons of STP programming at regional conferences**

##### *Relevant Electronic Discussion*

*Subject(s):* EC Meeting (27 posts)

*Date(s):* October 23-31, 2016

President Wilson reported that Bill Altman, Coordinator of STP Programming at NITOP, was under the impression that he does not receive reimbursement from STP for attending NITOP. President Wilson indicated, and Treasurer Kreiner confirmed, that conference coordinators do have budgets to pay for all reasonable travel expenses to attend the conferences they coordinate on behalf of STP. Kreiner also indicated that the Director for Regional Programming has an annual budget of \$3,600, can choose which regional conferences to attend each year (with the expectation that the coordinator would attend three conferences per year), and can request reimbursement for reasonable expenses above \$3,600. Vice President Kommaraju requested that the Executive Committee discuss whether we should also provide funding for those who coordinate programming at the regional conferences to attend the conferences they coordinate.

To follow up on Vice President's Kommaraju's suggestion for providing travel to those who coordinate programming at regional conferences, President Wilson initiated a discussion of their titles and roles. Historically, some of these individuals were appointed by the conference board, others were appointed by STP without defined term limits and sometimes without a call for nominations. Vice President Richmond indicated that these individuals, whom we currently refer to as "liaisons," perceive that they are working on behalf of STP and not the regional conference. Secretary Pusateri indicated that page 13 of the current Policies and Procedures Manual specifies STP's liaisons to other organizations, none of which include the regional conferences and inquired if we should add the regional conferences to the list of organizations.

**Action item #107:** Vice President Richmond requested that President-Elect Keith add a discussion item to the April Executive Committee meeting on the titles and roles of those who facilitate STP programming at the regional conferences.

## 5. SoTL Writing Workshop

*Relevant Electronic Discussion*

*Subject(s):* Updated Action Items (with e-discussion since October) (15 posts)

*Date(s):* November 2-23, 2016

Secretary Pusateri reminded the Executive Committee that we need to schedule a vote on whether to continue funding the SoTL Writing Workshop after 2016.

**\*\* VOTE 2016-12-08-02 \*\***

**Motion:** I move that we continue the current level of funding for the SoTL Writing Workshop from 2017 through 2021.

**Moved:** Amy Fineburg

**Second:** Aaron Richmond

**Outcome:** 9/0/1 (Y/N/A)

Vice President Fineburg indicated that Regan Gurung notified her that he will end his term as Coordinator for the SoTL Writing Workshop effective January 1, 2017.

**Action item #108:** Vice President Fineburg will draft and disseminate a call for nominations for the position of Coordinator for the SoTL Writing Workshop and will encourage current mentors in the program to apply for the position.

**Action item #109:** Vice President Fineburg requested that President-Elect Keith include an agenda item during the April 2017 Executive Committee meeting to discuss the possibility of adding a Director for SoTL Initiatives to the organizational chart.

## 6. Course release for Director for the Annual Conference on Teaching

*Relevant Electronic Discussion*

*Subject(s):* Before we “meet” (5 posts)

*Date(s):* November 21-22, 2016

Vice President Richmond indicated that the Jordan Troisi, the incoming Director for the Annual Conference on Teaching, is investigating locations for the conference in 2018 with the assistance of Executive Director Bosack and the staff at APA.

**\*\* VOTE 2016-12-08-03 \*\***

**Motion:** I move to provide \$5000 annually for a course release during Jordan Troisi’s tenure as Director for the Annual Conference on Teaching.

**Moved:** Aaron Richmond

**Second:** Susan Nolan

**Outcome:** 10/0/0 (Y/N/A)

**Action item #110:** President Keith will revise the Policies and Procedures Manual to include language requesting that candidates for positions that allow for a course release provide information on the dollar amount that their institutions require for obtaining a course release.

## 7. New initiatives from EC members, if any

VP Fineburg reported that the Small Partnerships Grants Committee reviewed nine applications and requested an increase of the budget by \$40 so that the committee could fully fund the top three projects.

**Motion:** I move to provide an additional \$40 to the 2017 budget for the Small Partnerships Grants Committee.

**Moved:** Aaron Richmond

**Second:** Suzie Baker

**Outcome:** 10/0/0 (Y/N/A)

~~President Wilson thanked~~

~~Janie: Thank Suzie for all of her work! Thanks to Dave and Suzie for investment~~

~~Ken thanked Janie for her leadership at STP President.~~

~~Tom will email Ken to set up~~

## 8. Closed session

Prior to initiating a closed session, President Wilson thanked Past President Baker for her service on the Executive Committee and noted in particular her contributions with Treasurer Kreiner on the development of the Investment Policy Statement. President-Elect Keith thanked President Wilson for her leadership during her presidential year.

President Wilson initiated a closed session at 12:53 PM Eastern Standard Time. Secretary Pusateri recused himself from the meeting.

**\*\* VOTE 2016-08-05 \*\***

I move that we accept the Executive Director Search Committee's recommendation for Tom Pusateri as Executive Director, with the position beginning on January 1, 2018.

**Moved:** Amy Fineburg

**Second:** Ken Keith

**Outcome:** 7/0/0 (Y/N/A)

## 9. Adjourn

President Wilson adjourned the meeting at 1:04 PM Eastern Standard Time.

## Summary of substantive electronic discussions prior to the meeting

### Executive Director

*Subject(s):* Fwd: Ad Trade (2 posts); APS Ad Share (7 posts)

*Date(s):* October 28, 2016; October 29, 2016

Executive Director Bosack spoke to Sarah Schroeder, Marketing and Advertising Manager of the American Psychological Association, about sharing advertisements. Bosack also indicated that SAGE Publications expressed interest in sharing ads within STP's and APS's publications. Bosack invited members of the Executive Committee to participate in future discussions.

**Action item #98:** Executive Director Bosack will coordinate with the following individuals who expressed interest in participating in future conversations about ad sharing with APS and SAGE Publications: Frantz, Keith, Richmond, Wilson.

*Subject(s):* APS/STP Ad Share Summary (8 posts); Ads in TOP (7 posts)

*Date(s):* November 28-29, 2016; December 1-2, 2016

Executive Director Bosack updated the Executive Committee on discussions between representatives from STP and the Association for Psychological Science on trading ad space in their publications; a full-page ad for APS in *Teaching of Psychology* for a quarter-page ad for STP in the *APS Observer*, which the SAGE staff agreed to help prepare. President Wilson suggested advertising STP's international efforts in the ad. Vice President Frantz inquired whether the ad share would be a single share or an ongoing arrangement, and she suggested pursuing a similar arrangement with APA for ads in *Teaching of Psychology* and the *APA Monitor*.

*Subject(s):* Summary of Progress on Listserv Transition (3 posts)

*Date(s):* Nov 21-22, 2016

Executive Director Bosack reported that he and Bill Hill successfully collaborated with APA's technical team to transfer the DIVERSITY-TEACH listserv to APA's servers and submitted requests to transfer STP's remaining listservs to APA. To comply with APA's policies, the names of the listservs will change: TOPEC will become DIV2Leadership, PsychTeacher will become DIV2PsychTeacher, STPModerators will become DIV2STPModerators, and STPECP will become DIV2ECP. Bosack thanked Bill Hill for his work on transferring the listservs.

*Subject(s):* Question from a Member (8 posts); Fwd: Question Regarding User of D2 Logo

*Date(s):* December 7, 2017; December 8, 2017

Executive Director Bosack shared a concern from an STP member that another member was using the STP logo on a website. Bosack consulted with APA's Office of General Counsel, who recommended that individuals "should ask for permission for the use and permission can be granted but always with an eye toward how the logo will be used and in what light will the use cast the division." President Wilson contacted the member who agreed to modify the website.

**Action item #99:** Past President Baker suggested developing a policy about acquiring permissions to use STP's logo(s) and that could be posted on the STP web page (n.b. Bosack, Keith, Pusateri).

## **President**

*Subject(s):* Task Force Report: International Outreach (2 posts); Upcoming phone meeting (7 posts)

*Date(s):* October 31, 2016; November 29, 2017

President Wilson shared the report and recommendations from the STP Presidential Task Force on International Outreach and thanked the advisory members (Vice President Nolan, Director for International Programming Dana Dunn, and Chair of the International Relations Committee Kelley Haynes-Mendez).

**Action item #100:** President Wilson will send notes of thanks to those who served on the STP Presidential Task Force for International Outreach.

**Action item #101:** President Wilson requested that President-elect Keith lead discussion on the implications of the report from the Task Force on International Outreach at a meeting in 2017.

*Subject(s):* Fwd: APA President-elect (2 posts)

*Date(s):* November 7, 2016

President Wilson reported that Jessica Henderson Daniel was elected as APA President-Elect and that the candidate STP endorsed, Kurt Geisinger, finished third among the five candidates.

*Subject(s):* Fwd: Society for the Teaching of Psychology – Letter of Support

*Date(s):* December 5, 2016

President Wilson received a request to support a grant application. In an earlier discussion on a similar request (“Fwd: Letter of Support from STP”; 8 posts; September 30-October 2, 2016), Executive Committee members were reluctant for STP to endorse grant applications outside of its purview; however, any STP officer could choose to accept or decline an invitation to endorse grant applications as an individual rather than on behalf of STP.

**President-Elect** (no additional discussion items)

**Past President** (no additional discussion items)

## **Secretary**

*Subject(s):* Photos from ACT 2016 (13 posts)

*Date(s):* October 24-25, 2016

Secretary Pusateri shared photos that he took during the Annual Conference on Teaching:

<http://tinyurl.com/ACT2016Photos>

*Subject(s):* Updating the STP Leadership page

*Date(s):* December 5-6, 2016

Secretary Pusateri will update the STP Leadership page on January 1, 2017

**Action item #102:** Secretary Pusateri requested that each Vice President review the STP Leadership page and provide updated information prior to January 1, 2017.

## **Treasurer**

*Subject(s):* Updated Action Items (with e-discussion since October) (15 posts)

*Date(s):* November 21-23, 2016

Vice President Richmond inquired about whether it would be permissible to increase the dollar amount for a course release stipend, which is currently set at \$4000, when an institution requests more money for an STP officer to obtain a course release. Treasurer Kreiner indicated that it is the policy of the Executive Committee to consider increased amounts for course buyouts on a case by case basis and is precedented.

## **Vice President for Diversity and International Relations**

*Subject(s):* two international psych teaching organizations (4 posts)

*Date(s):* November 2, 2016

Vice President Nolan shared information about two organizations in other countries that support teachers of psychology:

Association for the Teaching of Psychology: <http://theatp.org/>

European Federation of Psychology Teachers' Associations: <http://www.efpta.org/home>

**Action item #103:** Vice President Richmond will update the STP website to include information about organizations in other countries that support teachers of psychology.

*Subject(s):* International Twitter Poster Conference (9 posts)

*Date(s):* November 17-19, 2016

Vice President Nolan shared information she received from Anna Ropp, Chair of the International Twitter Poster Conference Committee, that summarized the reach of the conference.

## **Vice President for Membership**

*Subject(s):* Division Memberships in APA Directory (10 posts)

*Date(s):* November 2-21, 2016

Executive Director Bosack contacted APA's Office of Division Services to report that the beta version of APA's online membership directory incorrectly lists Division 2 as "Society for General Psychology" in each member's records. Secretary Pusateri indicated that APA has corrected the error.

## **Vice President for Programming**

*Subject(s):* FW: [BEAML] BEA Meeting - Tentative Schedule (7 posts); FW: [BEAML] BEA Meeting Final Schedule (5 posts); FW: [BEAML] BEA Fall 2016 Meeting Highlights (1 post)

*Date(s):* October 24, 2016; November 15-16, 2016; November 29, 2016

Prior to his attendance, Vice President Richmond shared the tentative agenda for the meeting of APA's Board of Education Affairs that he would be attending and requested input on what sessions he should attend. Various Executive Committee members recommended the sessions on the high school summit, recognition of exemplary undergraduate programs, and assessment of

introductory psychology. Upon returning from the meeting, Richmond shared the final agenda, his impressions of the meetings he attended, and a summary of highlights from the BEA meeting prepared by staff at the APA Education Directorate.

*Subject(s):* EC Meeting (27 posts)

*Date(s):* October 23-31, 2016

President Wilson reported that Bill Altman, Coordinator of STP Programming at NITOP, was under the impression that he does not receive reimbursement from STP for attending NITOP. President Wilson indicated, and Treasurer Kreiner confirmed, that conference coordinators do have budgets to pay for all reasonable travel expenses to attend the conferences they coordinate on behalf of STP. Kreiner also indicated that the Director for Regional Programming has an annual budget of \$3,600, can choose which regional conferences to attend each year (with the expectation that the coordinator would attend three conferences per year), and can request reimbursement for reasonable expenses above \$3,600. Vice President Kommaraju requested that the Executive Committee discuss whether we should also provide funding for those who coordinate programming at the regional conferences to attend the conferences they coordinate.

**Action item #104:** Secretary Pusateri requested that Vice President Richmond and Director of Regional Conference Programming Bethany Fleck send revisions for the Policies and Procedures Manual to President-Elect Keith that clarify expectations for the Director's annual travel.

*Subject(s):* FW: ACT Evaluation (37 posts); Inclusivity (8 posts)

*Date(s):* October 28-November 2, 2016; November 19-21, 2016

Vice President Richmond shared the results of a survey that the Director of the Annual Conference on Teaching, Natalie Kerr Lawrence, distributed to those who attended the conference. President Wilson thanked Kerr Lawrence for hosting a wonderful conference. All 105 survey respondents rated the conference as highly satisfactory (77%) or satisfactory (23%) and none rated it as unsatisfactory. Many of those who responded were supportive of the Executive Committee's decision to hold the STP Presidential Address and Business Meeting during ACT. Treasurer Kreiner noted that one participant perceived STP Leadership as clique-y and suggested that the Executive Committee might schedule opportunities for discussion with participants during next year's conference. Several Executive Committee members supported this suggestion but also indicated that we should not be overly concerned about one negative comment that does not reflect much of our own past experience with how welcoming STP is to new members. Some Executive Committee members (Kreiner, Pusateri, Wilson) discussed whether we should identify a limited number of cities where the conference would rotate and that might make it easier for the ACT Director to negotiate hotel contracts.

**Action item #105:** Vice President Richmond will share a summary of the Executive Committee's discussions with next year's Director for the Annual Conference on Teaching, Jordan Troisi.

## **Vice President for Recognition and Awards**

*Subject(s):* Quick question: Awards (9 posts)

*Date(s):* November 21, 2016

President Wilson sought advice on whether it was appropriate for a President to write a letter in support of an applicant for a teaching award. Executive Committee members did not perceive any problem with Presidents supporting applicants in this way.

## **Vice President for Resources**

*Subject(s):* Contact with Wayne Weiten concerning Sage contract (3 posts)

*Date(s):* October 24-25, 2016

President-Elect Keith reported that he contacted Wayne Weiten who agreed to provide advice on negotiating the next contract for publishing *Teaching of Psychology*.

*Subject(s):* Call for a ToP Editor (6 posts)

*Date(s):* November 17-20, 2016

President Wilson shared the Call for Nominations/Applications for *Teaching of Psychology* Editor from the search committee, chaired by Jeffrey Holmes. Wilson contacted Anna Ropp, Chair of the Member Committee, to disseminate the announcement on STP's social media platforms.

**Action item #106:** Executive Director Bosack will disseminate the Call for Nominations/Applications for *Teaching of Psychology* Editor via the STP newsletter, PsychTeacher, and TOPEC.

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Respectfully submitted,

Thomas P. Pusateri

DRAFT STP 2017 BUDGET (JANUARY 9, 2017): EXPENSES						
		Budget Code	Budgeted	Spent	Remaining	Notes
<i>Officers and Related Committees</i>						
President	Keith	a220	\$ 500.00	\$ -	\$ 500.00	Covers expenses
Release time	Keith	b220	\$ 8,000.00	\$ -	\$ 8,000.00	Includes 2 course buy-out (at \$4000) or stipend
Presidential Support of Organizations	Keith	c220	\$ 500.00	\$ -	\$ 500.00	
Presidential Travel	Keith	295	\$ 3,000.00	\$ -	\$ 3,000.00	Typically covers president during presidential year
Presidential Citations	Keith	225	\$ 2,000.00	\$ -	\$ 2,000.00	Covers travel for Presidential Citation recipients
President-Elect	Frantz	a221	\$ 200.00	\$ -	\$ 200.00	Covers expenses
Release time	Frantz	b221	\$ 4,000.00	\$ -	\$ 4,000.00	Includes 1 course buy-out or stipend
Division Leadership Conference	Frantz	c221	\$ 500.00	\$ -	\$ 500.00	
Education Leadership Conference	Frantz	906	\$ 500.00	\$ -	\$ 500.00	Typically covers president-elect. If two go then amount shared.
Past-President	Wilson	222	\$ 200.00	\$ -	\$ 200.00	
Secretary	Pusateri	223	\$ 200.00	\$ -	\$ 200.00	
Treasurer	Kreiner	a224	\$ 200.00	\$ -	\$ 200.00	
Release time	Kreiner	b224	\$ 4,000.00	\$ -	\$ 4,000.00	Includes 1 course buy-out or stipend
Executive Director	Bosack	721	\$ 8,000.00	\$ -	\$ 8,000.00	Includes all ED expenses including \$500 to attend DLC
Executive Director Stipend	Bosack	722	\$ 25,000.00	\$ -	\$ 25,000.00	Covers ED stipend; split into two payments
VP for Resources	Stowell		\$ -	\$ -	\$ -	
Professional Development Program		262	\$ 4,000.00	\$ -	\$ 4,000.00	One-course buyout or stipend
OTRP, Wiki space	Houska	264	\$ 500.00	\$ -	\$ 500.00	Annual fee
ToP Editor Release Time	Christopher	274	\$ 8,000.00	\$ -	\$ 8,000.00	Includes 2 course buy-out or stipend
ToP Stipend	Christopher	273	\$ 10,000.00	\$ -	\$ 10,000.00	We get this from publisher (See income)
ToP Administrative Support	Christopher	271	\$ 5,000.00	\$ -	\$ 5,000.00	\$1,000 stipend for section editors, \$1,000 for administrative support updated Jan. 2012
Internet expenses	Westfall	901	\$ 2,510.00	\$ -	\$ 2,510.00	Includes trademark logo, security fees, \$2160 for web hosting service
VP for Programming	Richmond	811	\$ 2,000.00	\$ -	\$ 2,000.00	One time cost for banners etc. for conferences.
GSH/HKW Speakers	Bates	a811	\$ 7,600.00	\$ -	\$ 7,600.00	Funds four GSH speakers to go to regionals as STP sponsorship with APA at \$1500 cap for each speaker. Also reimburse for APA registration for these speakers (EC vote 2/27/2015)
Regional Speakers	Fleck	b811	\$ 4,500.00	\$ -	\$ 4,500.00	Additional speakers so all regionals have a speaker; rename line to Regional Speakers (EC vote 2/9/2013); \$1500 cap for each speaker.
Director of Annual Conference on Teaching	Troisi	812	\$ 5,000.00	\$ -	\$ 5,000.00	Includes 1 course buy-out or stipend; buy-out approved at \$5000 for Jordan Troisi's tenure (EC vote 12/9/2016).
Annual Conference on Teaching Expenses	Troisi	810	\$ 40,000.00	\$ -	\$ 40,000.00	Amended by EC vote 5/23/2016 to account for revised registration fees; adjusted based on 2016 expenses
SPSP Preconference	Brewer	910	\$ 4,000.00	\$ -	\$ 4,000.00	SPSP handles costs and registration income, so the income line has been removed from our budget. This amount indicates how much we are budgeting to go over expenses based on previous year's expenses.
APS Meeting Program	Holmes	297	\$ 10,500.00	\$ -	\$ 10,500.00	Funds six speakers up to \$1200 each. \$1200 cap for each speaker unless international or special accommodations brought to EC (EC vote 1/17/2014) <b>Increased to \$8400 for minimum 7 speakers with \$1200 cap per speaker beginning 2017 (EC vote 10/22/2016). Revised to \$1500 per speaker.</b>
APA Program Director	McMinn	236	\$ 1,500.00	\$ -	\$ 1,500.00	Pays for Program Chair's travel, estimated at \$1,500
APA Social	McMinn	240	\$ 6,500.00	\$ -	\$ 6,500.00	Covers all social at APA including presidential reception; revised to \$6500 beginning 2015 (EC vote 7/22/2015)
Director of International Programming	Dunn	917	\$ 5,000.00	\$ -	\$ 5,000.00	For 2016-2018, increased \$5,000 (3500 for travel to one conference and sponsorship, 1500 for support).
NIToP Liaison Travel	Altman	b244	\$ 1,500.00	\$ -	\$ 1,500.00	Pays for liaison NIToP travel, estimated at \$1500
NIToP Speaker	Altman	c244	\$ 2,000.00	\$ -	\$ 2,000.00	Speaker travel unless international or special accommodations brought to EC (EC vote 1/17/2014); also includes \$500 for speaker A/V costs; <b>increased to \$2000 up to \$1500 for speaker travel when presenting on two separate days (EC vote 10/20/2016).</b>
Director of Regional Program	Fleck	304	\$ 4,500.00	\$ -	\$ 4,500.00	Travel funding for estimated 3 conferences per year. <b>\$1,500 per conference</b> budgeted
VP for Membership	Komarraju	841	\$ 500.00	\$ -	\$ 500.00	Costs for PR materials
Council Reps	Kite/Beins	652	\$ 3,000.00	\$ -	\$ 3,000.00	Covers council rep travel to APA (budgeted at \$1500 each)
Grad Students Teaching Assoc	Brooks	805	\$ 6,000.00	\$ -	\$ 6,000.00	Requesting additional \$1,000 for \$7,000 total to include travel funding for Pedagogy Day keynote
ECP Council	Legg	912	\$ 5,000.00	\$ -	\$ 5,000.00	Increased to \$5,000 by EC vote (1/18/2014)
VP for Recognition & Awards	Fineburg		\$ -	\$ -	\$ -	
Teaching Excellence Awards	Amsel	914	\$ 15,000.00	\$ -	\$ 15,000.00	Budget line for FFE funded awards; FFE will reimburse as possible from FFE endowment interest
Teaching Awards	Amsel	237	\$ 700.00	\$ -	\$ 700.00	Includes expenses (plaques). Remove travel funding beginning 2015 (EC Vote, 1/17/2014)
Promoting Partnerships Grant Program	Braitman	298	\$ 6,040.00	\$ -	\$ 6,040.00	Amounts vary; 2016 only increased by \$1500 (EC Vote 12/10/2015); <b>increased \$40 for 2017 to fully fund nine proposals (EC Vote 12/9/2016)</b>
Early Career Travel Grant	Hackney	302	\$ 10,000.00	\$ -	\$ 10,000.00	Amounts vary (limited to \$500 per grant)
OTRP Inst. Resource Grants	Mazur	261	\$ 7,500.00	\$ -	\$ 7,500.00	\$1500 per award
Conference Speaker Grant Program	Rochelleau	913	\$ 9,000.00	\$ -	\$ 9,000.00	Six speakers at \$1500 cap for each speaker unless international or special accommodations brought to EC (EC vote 1/17/2014).
SoTL Writing Workshop	Gurung	911	\$ 7,000.00	\$ -	\$ 7,000.00	Approved through 2021 EC vote 12/8/2016
SoTL Research Grants	Howell-Carter	915	\$ 10,000.00	\$ -	\$ 10,000.00	Approved as ongoing budget item (EC vote 1/17/2015)
VP for Diversity & International	Nolan		\$ -	\$ -	\$ -	
Diversity Committee	Keeffe-Cooperman	250	\$ 500.00	\$ -	\$ 500.00	
International Committee	Haynes-Mendez	249	\$ 500.00	\$ -	\$ 500.00	
<i>Other</i>						
Executive Summer/Fall Meeting Travel	Kreiner	230	\$ 22,500.00	\$ -	\$ 22,500.00	Travel of EC members to ACT (budgeted at average of \$1,500) plus President and three representatives to APA (average \$1500 each).
Executive Mid-Winter Meeting Travel	Kreiner	252	\$ 8,800.00	\$ -	\$ 8,800.00	Travel of EC members (budgeted at average of \$800 each)
Executive Mid-Winter Meeting Expenses	Kreiner	b252	\$ 9,000.00	\$ -	\$ 9,000.00	Includes hotel and catering costs
AHAP Contribution	Hill	305	\$ 3,000.00	\$ -	\$ 3,000.00	Contribution to AHAP to support archives
Archivist/Historian	Hill	201	\$ 4,500.00	\$ -	\$ 4,500.00	One course buyout or stipend per year plus \$500 expenses, approved by EC 12/10/2015
Contrib - Womens Cauc	Kite/Beins	281	\$ 50.00	\$ -	\$ 50.00	
Contrib - CASAP	Kite/Beins	282	\$ 50.00	\$ -	\$ 50.00	
Contrib - COUNT	Kite/Beins	283	\$ 20.00	\$ -	\$ 20.00	
Miscellaneous	Kreiner	293	\$ 1,000.00	\$ -	\$ 1,000.00	Includes paypal charges and other bank charges
APS Affiliate Fee	Kreiner	918	\$ 100.00	\$ -	\$ 100.00	
Release fund	Kreiner	sf	\$ 12,000.00	\$ -	\$ 12,000.00	For individual learning a major position (e.g., Director of Regional Programming) <b>needed for new OTRP director 2017</b>
<b>TOTAL</b>			<b>\$ 323,170.00</b>	<b>\$ -</b>	<b>\$ 323,170.00</b>	
Budgeted Gain/(Loss)			<b>\$ (36,670.00)</b>			
				<b>Percent Spent</b>	<b>\$ -</b>	

<b>DRAFT STP 2017 BUDGET (JANUARY 9, 2017): INCOME</b>			
<b>INCOME</b>	<b>Budget</b>	<b>2016 amount</b>	<b>Notes</b>
APA Member Dues	\$ 28,000.00	\$ 28,466.00	As of 3rd quarter statement
Dues from Other Sources	\$ 55,000.00	\$ 55,095.00	As of 3rd quarter statement
ToP - Profit Share	\$ 145,000.00	\$ 162,081.76	
ToP - Honorarium for Editor	\$ 15,000.00	\$ 15,000.00	To pay Editor stipend, section editor stipends, administrative support
Handbook Royalties	\$ 1,500.00	\$ 1,891.59	Taylor & Francis (\$1425.22), Cengage (32.06), APA (434.31)
FFE for Awards	\$ 7,000.00		Contribution from Fund for Excellence toward Teaching Award expenses
Interest/Dividends	\$ 5,000.00	\$ 3,742.04	As of 3rd quarter statement
Annual Conference on Teaching	\$ 30,000.00	\$ 29,479.76	(personal checks, 460, 195, 220, 205); contribution from Macmillian (1398); registration (27,001.76)
<b>TOTAL</b>	<b>\$ 286,500.00</b>	<b>\$ 295,756.15</b>	

## **GSTA Progress Report: December 2016**

The following is a May 2016 – December 2016 report of the activities of the Graduate Student Teaching Association (GSTA) of Division 2: The Society for the Teaching of Psychology.

### **Representation at Conferences and on University Campuses**

The GSTA organized and hosted the **7<sup>th</sup> Annual Pedagogy Day** at The Graduate Center on October 28<sup>th</sup>, 2016. This conference aims to increase graduate student thinking about evidence-based pedagogical techniques pedagogy and to attract interest to SoTL as a domain of psychological inquiry and as an essential part of their doctoral training. In addition, Pedagogy Day strongly emphasizes evidence-based teaching and graduate student involvement in the Scholarship of Teaching and Learning (SoTL). This annual conference was organized by GSTA members and attended by 78 graduate student and faculty attendees from different campuses across the City University of New York. It provided us with numerous opportunities to collaborate and share new ideas about pedagogy. Throughout the day, we were able to further the mission of the GSTA to educate psychology instructors about the work of the STP as well as to recruit new members to the organization. STP President Janie Wilson came and gave a fantastic keynote speech, and as the day progressed, themes emerged around the central topic – student-centered teaching – to address places in our collective pedagogical practice that are in need of strengthening, especially engagement with skills-training such as writing, research design and statistical analysis. Pedagogy Day was a great success this year and was made possible by many sources of funding including grants from the Society for the Teaching of Psychology, the APA Board of Education (BEA), and the Doctoral Student Council at the Graduate Center, CUNY.

This Fall semester, the GSTA sent its members to several regional and national psychology and pedagogy conferences, where members presented SoTL research and assessment projects, provided information and distributed promotional materials about the GSTA, and networked with APAGS leaders. These conferences were critical venues for GSTA members to inform other graduate students about the benefits of membership and participation in the GSTA:

- Former GSTA Chair and current GSTA member-at-large, Christina Shane-Simpson and GSTA faculty adviser, Professor Patricia Brooks, gave a Wikipedia workshop at the Association for Psychological Science conference this past May 2016 in Chicago, IL.
- Four GSTA leaders presented on behalf of the GSTA at the upcoming American Psychological Association convention between August 4, 2016 and August 7 2016, which will take place in Denver, CO (see: <http://www.psychologicalscience.org/observer/the-dos-and-donts-of-wikipedia-editing-in-the-undergraduate-psychology-classroom#.WEhFNX3DGR4>).

- GSTA Chair, Rita Obeid introduced Dr. Janie Wilson and Dr. Shauna Joye, GSTA Keynote speakers at the American Psychological Association convention this past August.
- Four GSTA leaders attended the STP SoTL Writing Workshop in October 2016.

### **Planning for Spring 2017**

After the success of our previous workshops, the GSTA hosted two pedagogy workshops in the Fall 2016 semester. The workshops focused on incorporating methods of universal design into the classrooms (Titled: **Introduction to Universal Design for Learning**) and using technology in the classroom (Titled: **Digitally Enhanced Learning for Every Student**). The success of these workshops and previous Pedagogy Days has encouraged the GSTA team to coordinate one more workshops in the upcoming Spring semester. In the Spring of 2017 the GSTA will hold at least one workshop that will focus on incorporating writing into classrooms.

**Promotional materials.** To ensure appropriate representation and expansion of the GSTA mission, we have added business cards to the promotional materials for the GSTA. The GSTA business cards have been readily distributed at conferences, serving as an opportunity for GSTA members to discuss the on-going projects of the organization and recruit new graduate student members. These business cards have links to our webpage, Facebook page, Resources Website and Twitter account.

### **GSTA Online Presence**

**Wikipedia Initiative: PSYCH+Feminism.** Christina Shane-Simpson, former GSTA chair and current GSTA member, and Professor Patricia J. Brooks, GSTA Faculty adviser have been involved in the PSYCH+Feminism initiative, part of Wikipedia's Year of Science. The project aims to improve the number and quality of Wikipedia articles about prominent women in psychological science, in addition to outlining effective ways of introducing Wikipedia editing into the classroom.

In collaboration with other GSTA members, Christina Shane-Simpson and Professor Patricia J. Brooks edited the STP's Wikipedia page to include more up-to-date information and relevant history about the development of the STP (see: [https://en.wikipedia.org/wiki/Society\\_for\\_the\\_Teaching\\_of\\_Psychology](https://en.wikipedia.org/wiki/Society_for_the_Teaching_of_Psychology)).

**Blog.** In February of 2014 the GSTA launched the Blog with the idea of creating a virtual "hub" where graduate student teachers could share their 'tips & tricks' regarding teaching. We are trying to maintain the schedule of publishing new posts, and up to this date we have had over 30 posts where the GSTA members shared tips on effective ways of engaging students, course management, using technology in the classroom, using writing to enhance learning, and many other diverse topics. This blog presence has continued throughout the year and continues to extend the reach of the GSTA.

**Twitter.** The GSTA has a Twitter account and GSTA members have been tweeting about GSTA events and GSTA presence at regional and national conferences.

**Facebook.** The GSTA has been active on Facebook through our own Facebook page (<https://www.facebook.com/groups/theGSTA/>) where the GSTA has also been posting about its events and presence at various conferences.

**Website.** The GSTA has set up a website where we have been uploading all the materials and resources that we provide at all GSTA led workshops and conferences. The goal of this website is to make our material accessible to interested individuals who may not have been able to attend our events. See link here: <https://psychology.common.gc.cuny.edu/>

**GSTA Corner.** The GSTA now has a column, titled *GSTA Corner*, in the STP's monthly newsletter. This column is aimed at spreading news about the GSTA's achievements and resources in order to gain increased recognition at the national level.

## **E-book**

As leaders of the GSTA, it is our mission to support new instructors in becoming effective teachers. The GSTA leadership, past and present, are currently working on an e-book that we will submit to the STP. This e-book is critical to our mission of promoting student-centered teaching methods for today's diverse classrooms and will bring together the active pedagogical work by current GSTA graduate students, GSTA alumni, and prominent members of the STP and SoTL community. In highlighting student-centered teaching and how to cultivate inclusive classroom environments, the volume will serve as an important resource for graduate students and their faculty mentors as they strive to develop teaching skills for the modern classroom and modern students. The authors of the proposed chapters will include faculty members in the SoTL field, in addition to GSTA members (graduate students and early career professionals) who have hosted workshops or presented at teaching conferences, as well as faculty who have presented at our annual Pedagogy Day.

## **Survey**

The GSTA has also developed a needs assessment and teaching evaluation online survey targeted at graduate student teachers across the United States. The survey was inspired by the situation at CUNY, our current host institution, which is one of the largest urban public university systems in the country. Over 7,000 of CUNY's doctoral students are employed as part-time adjuncts and serve over 200,000 students. Approximately 80% of classes are taught by a graduate student or adjunct, and this is becoming increasingly common across the nation. However, unlike K-12 teachers, adjuncts and graduate students do not have to train in pedagogical techniques, only to be experts in the material. The purpose of this project is to gather information about the teaching experiences and behaviors of graduate student instructors so that we may better understand what teaching strategies they use, think are important, and find

challenging in order to inform the creation of programs that directly address their needs as novice and developing teachers. The survey is finishing collecting data currently and will move into the analysis phase in January.

### **Mentorship Program**

Using a grass-roots, peer-collaboration model, the GSTA has been organizing and running a mentorship program to support Graduate Students in Psychology who are novice teachers. This program began in 2014 and has been running ever since.

### **GSTA Participation in APA Committees**

**GSTA Participation in STP Committees.** Rita Obeid, the GSTA chair remains on the **STP Membership Committee.**

**Connections with APAGS.** Anna Schwartz, GSTA co-chairs, is currently serving as the New York State Advocacy Coordinator, Advocacy Coordinating Team (ACT) American Psychological Association of Graduate Students (APAGS) and has been connecting with leaders of APAGS to begin organizing resources and ideas collaboratively through the two organizations. Based on these conversations, GSTA and APAGS leaders hope to draw upon the social networks of each organization to improve communication, and have plans for meeting in person at upcoming conferences.

**Connections with other APA Divisions.** Kasey Powers, GSTA member, remains the **Student Representative on the Executive Committee**, Division 1, General Psychology, APA

### **GSTA Member receive honors from other organizations for the teaching of psychology**

Anna Schwartz, GSTA Deputy chair, and GSTA member Kasey Powers served as Advanced Placement readers, employed by The College Board.

GSTA secretary Jeremy Sawyer and GSTA member Kasey Powers worked with Professor Regan Gurung to prepare instructor materials for the NOBA textbook in Introductory Psychology <http://nobaproject.com/modules/why-science/resources>.

GSTA Co-chair Anna Schwartz has received the SAGE Teaching Innovations & Professional Development Award to attend the upcoming the STP (Division 2) programming at the American Psychological Association Convention.

## 2017 GSTA Leadership Team

The GSTA elected the following leaders to serve in 2017, in which the following core leaders are serving as the leadership team for the GSTA. The chairs of the GSTA will remain the same as 2016 until the Spring semester of 2017:

- Chair: Rita Obeid, [robeid@gradcenter.cuny.edu](mailto:robeid@gradcenter.cuny.edu)
- Deputy Chair: Anna Schwartz, [aschwartz2@gradcenter.cuny.edu](mailto:aschwartz2@gradcenter.cuny.edu)
- Secretary: Jeremy Sawyer, [jsawyer@gc.cuny.edu](mailto:jsawyer@gc.cuny.edu)
- Treasurer: Olga Parshina, [oparshina@gradcenter.cuny.edu](mailto:oparshina@gradcenter.cuny.edu)

## Goals for the 2017-2018 Academic Year

1. Strengthen the relationship between the GSTA and APAGS organization to identify areas of collaboration and opportunities for resource-sharing via conferences and online;
2. Continue to expand the representation and participation of the GSTA at national conferences, e.g., APA Annual Conference;
3. Recruit new members through both regional and national conferences and identify regional liaisons represented throughout the U.S;
4. Identify and connect with other institutions across the U.S. (beyond the Graduate Center, CUNY and New York City regional universities) that have graduate student teachers and emphasize the training of these educators;
5. Continue to build Pedagogy Day and other GSTA events through each of the current GSTA social media platforms, and continue to make the material covered at these workshops and conferences available online to whoever is interested;
6. Continue to encourage GSTA members to engage in SoTL research through participation in the STP Mentorship program.
7. Publish the e-book that can serve as a resource for student-centered teaching methods and activities for graduate students teaching for the first time and early career psychologists
8. Increase our outreach to the national level through our monthly GSTA corner in the STP newsletter;
9. Identifying the needs of graduate student instructors through our online survey, in order to provide them with support and resources.

## **GSTA 2017 Proposed Budget**

The following budget is submitted in anticipation of GSTA expenditures for 2017. This budget accords with our strategic plan of increasing GSTA visibility and membership in 2016 on local, regional, and national levels.

### **Travel Expenses**

The GSTA leadership team requests monies to support the professional development of the 2017 GSTA leadership team through conference travel.

Our GSTA members are already planning on attending a series of conferences where GSTA members will present SoTL research and assessment projects, provide information and distribute promotional materials about the GSTA, and network with APAGS leaders. These conferences are critical venues for GSTA members to inform graduate students about the benefits of membership and participation in the GSTA. Rita Obeid (GSTA chair) and Anna Schwartz (GSTA deputy chair) will be representing the GSTA at the Midwestern Psychological Association in Chicago. Rita Obeid (GSTA chair) and Jeremy Sawyer (a member of the GSTA and former chair) will be attending the Society for the Research in Child Development's Teaching Convention to share their research and represent the GSTA. Furthermore, several GSTA members are planning on attending the Association for Psychological Sciences (APS) conference in Boston. For example, Elizabeth Che (GSTA leader) and Professor Patricia Brooks (the GSTA's faculty mentor) will be sharing their research on the Wikipedia initiative.

In October 2017, we plan to send four GSTA members to the STP's Annual Conference on Teaching. Due to the positive experiences of the GSTA members who were part of previous workshop cohorts, we plan to encourage these GSTA leaders to participate in the SoTL Writing Workshop to develop their SoTL research and assessment projects.

### **Local Outreach**

In 2017 the GSTA will again host Pedagogy Day at the Graduate Center. In 2016, the Annual Pedagogy Day Conference with the theme "Student-Centered Teaching" was planned, organized, and staffed by GSTA members and the leadership team. The conference was a huge success in raising the profile of the GSTA, STP, and SoTL among graduate students teaching at over 10 different CUNY campuses, including a Keynote address from the President of STP, Dr. Janie Wilson.

We request funds to pay for refreshments at Pedagogy Day, a GSTA-hosted conference. Such local conferences are critical for student networking, and serve our mission to increase the local, regional, and national prominence of the GSTA within the STP by creating a space to exchange teaching related ideas that energizes GSTA activity.

As per the recommendation of Dr. Ted Bosack, STP Executive Director, we have added a line to our budget requesting funds to cover our Keynote speaker at Pedagogy Day. This has been done so we are not in competition with other institutions applying for money for the STP Conference

Speaker Grant. We request funds to cover our Keynote speaker's travel and hotel expenses in New York City. Dr. Cynthia E. Winston-Proctor will be Pedagogy Day's 2017 keynote speaker. She will give a talk titled: *Qualitative Inquiry and Curriculum Design: Approaches to Mastery in the Era of "Big Data", STEM Education, and the Changing Constellation of Global Problems* (see attached abstract).

### **Professional Development Workshops**

In 2017 the GSTA will schedule several workshops designed to promote diversity and student-centered teaching through bringing together graduate students to generate pedagogical implements together around specific themes. GSTA members under the supervision of the GSTA faculty adviser will develop these workshops. These workshops are central for the development of graduate students in psychology who will become future academics and are critical to both student networking and idea generation. We request funds to pay for refreshments at these professional development conferences in 2017.

<b>Budget Item</b>		
Travel Expenses		
	STP Annual meeting: Including SoTL Writing Workshop for five GSTA leaders	\$1500
	Travel allowance to support GSTA networking at regional and national conferences (SRCD, MPA, APA, APS-STP Teaching Institute)	\$3500
Pedagogy Day Expenses		
	Expenses for Keynote speaker (Travel and Hotel)	\$800
	Refreshments for Pedagogy Day	\$750
Refreshments for GSTA Professional Development Workshops		
	Three Professional Development Workshop	\$450
	Total Budget	\$7,000

Pedagogy Day 2017  
Abstract for Keynote Speaker

Qualitative Inquiry and Curriculum Design: Approaches to Mastery in the Era of “Big Data”,  
STEM Education, and the Changing Constellation of Global Problems

Cynthia E. Winston-Proctor, Ph.D.

Professor, Howard University Department of Psychology

At the same time there is increased accountability for student learning outcomes in higher education, the landscape of the workforce is shifting and the federal government is advocating for more emphasis on STEM teaching and learning across the educational trajectory. The purpose of this presentation is to explore the following two questions: (1) How does incorporating qualitative inquiry into higher education curricula enrich the quality of students' interdisciplinary education and contribute to addressing a national crisis in the workplace?; (2) What is the nature of the broader landscape in which student centered curricular design and assessment in higher education is occurring? The presentation will raise key theoretical, conceptual, methodological, and practical questions about qualitative inquiry teaching and learning within higher education, while considering the broader emphases on science, “big data”, accountability, and the need for solutions to the changing constellation of global problems (e.g. cybersecurity, economic growth, public health, violence, educational equity, poverty, mass incarceration, climate change). To meet the demands of 21<sup>st</sup> century life, high quality undergraduate and graduate education must introduce students to the diversity of assumptions, theoretical perspectives, methodology, strategies of inquiry, and analytic techniques available for promoting students' critical thinking and discovery of solutions to complex global problems. Ensuring that qualitative inquiry is integrated into curriculum design and an inclusive learning environment is imperative.

## **Society for the Teaching of Psychology Task Force**

### **Psychology in American Colleges & Universities: The Nature of the Pipeline**

Various studies have shown that undergraduate psychological science is an important contributor to scientific literacy and the liberal arts, in addition to its obvious role in the preparation of psychologists and psychological scientists. And, although virtually every American college or university offers one or more psychology courses, surprisingly little information is available about the students who take them. Unanswered questions about undergraduate students who enroll in psychology courses include these:

--How many psychology majors and minors (not just graduates) are there in American colleges and universities?

--How many students annually enroll in an introductory/general psychology course in the U.S.?

--When students change majors—into or out of psychology—where do they come from, where do they go, and why?

--What careers are pursued by psychology students who do not go to graduate or professional schools?

--What graduate and professional fields (other than psychology) do psychology students pursue after earning the bachelor's degree?

The charge to this Task Force, building on previous work (e.g., Landrum & Keith), is to develop and propose a procedure by which the various interested stakeholders (e.g., STP, APS, APA Education Directorate, CABE, BEA, Psi Chi, Psi Beta, TOPSS) might undertake a census of sorts, with an eye toward developing answers

to these questions. This is not something STP alone can accomplish, but we can attempt to serve as a catalyst to bring together a coalition capable of addressing the issue.

Finally, I ask the Task Force to consider two additional methodological issues: (1) If such a census is viable, should it be a one-time or an ongoing activity? And (2) Should the census include high school psychology students?

**Timeline:** I would like to appoint the members of this Task Force in January, 2017, with the aim of having a proposed plan available for the STP Executive Committee to review at the October, 2017 meeting.

## STP Presidential Task Force: International Outreach

Submitted: October 30, 2016

### Task Force Members:

Dana Dunn (STP Director of Programming at International Conferences), Advisory  
Joanna Salapska-Gelleri (Florida Gulf Coast University)  
Kelley Haynes-Mendez (Chair of the International Relations Committee; The Chicago School),  
Advisory  
Abdulrazaq A. Imam (John Carroll University, OH)  
Garth Neufeld (Cascadia College, WA) (Chair)  
Susan Nolan (Seton Hall University, NJ; VP for Diversity and International Relations), Advisory

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### Presidential Charge

Consider how the Society for the Teaching of Psychology (STP; Division 2 of the American Psychological Association) can collaborate with and support psychology teachers outside of the US as well as how STP might attract and retain more international members.

### Four Goals for International Outreach

1. Increase **collaboration** with psychology teachers outside of the US
2. Provide better **support** for psychology faculty outside of the US
3. **Attract** more STP members outside of the US
4. Increase **retention** of STP members outside of the US

### Recommendations

- 1) Increase **collaboration** with psychology teachers outside of the US
    - Continue to create and foster relationships by sponsoring international conferences.
      - As Director of Programming at International Conferences, Dana Dunn has traveled to various international conferences to represent STP.
      - We suggest that members of STP who are attending international conferences on their own set up an STP informational table. We could recruit these STP members through the Get Involved web site, various social media outlets, and ToPNews online. This may be a good fit with the role of the Director for International Programming (DIP).
    - Reach out to the following international teaching psychology organizations to provide information about STP. This work could be done by the DIP or through the establishment of an international programming committee.
      - International Congress of Psychology (even years – Japan this year).
      - International Association of Cross-Cultural Psychology meets in the same region as ICP (Japan this year).
-

- Vancouver International Conference for the Teaching of Psychology (odd years).
- British Psychological Society.
- ICPS (Vienna – 2017) - odd years; Dana Dunn at STP table in 2017; STP also sponsored in 2015.
- International Conference on Psychology Education (ICOPE, runs intermittently) STP sponsored in 2014.

## 2) Provide better **support** for psychology faculty outside of the US

- Webinars relevant to the international teaching of psychology.
  - Hold a specific session identified as a Webinar at each STP conference or sponsored conference. The topic could be one that is internationally relevant. It could even be a talk that is given as a Webinar outside of the U.S. and broadcast at the conference as an official talk.
- Continue rotating the location of the Annual Conference on the Teaching of Psych (ACT).
  - This will make it easier for international psychology teachers to plan to attend, depending on their geographic location.
- Host an international members' virtual writing workshop for publication of teaching research in journals such as the *Teaching of Psychology*. Ask Regan Gurung if he would be interested in taking this on.
- Increase resources that would be valuable to international colleagues.
  - The STP Diversity and International Relations Committees are working on an international resources page. The current webpage contains resources related to both diversity and international support. The committee is planning to pull all of the international resources to a dedicated webpage.
  - Offer a grant aimed at translating some of STP's best and most-utilized resources to major regional languages.
  - Send invitations to particular international members of STP to submit to *This is How I Teach*.
- Provide Grants
  - A travel subsidy grant for international members of STP to attend ACT and present their work.
  - An "International Projects" grant (should not be overly prescriptive, but might include inviting speakers to present in another country, translating STP documents or articles into other languages, co-sponsorships of teaching conferences in the U.S. or elsewhere that have an international focus, travel award to students doing research abroad and a stipend for the faculty who might accompany them, etc.).
- Begin an international mentorship program where we provide a structure for scholars to share research or expertise in areas of interest.

### 3) **Attract** more STP members outside of the US

- Membership Data:
  - Currently 337 international members (approximately 10% of STP)
    - Largely Western/English-speaking: 50 Australia; 100 Canada; 40 UK
  - 2013 – 281 International Members; 2014 – 275 International Members
  - This is a good trajectory and should continue to increase with a Director of International Programs.
  - STP will co-sponsor the ICPS teaching pre-conference in Vienna (Spring 17).
  - STP will co-sponsor VICToP in 2017 and should identify members to staff a table throughout the conference (see recommendations above).
- Locate the list of national psychological associations from around the world from the APA Office of International Affairs. Then, develop an STP letter that introduces who we are and what we offer. These organizations could send our letter to their members. STP should not be seen as competitors for membership, but as a resource.
- Continue to provide free one-year memberships at international conferences that we sponsor.
- Change language on STP website to be more internationally-friendly (i.e., interdependent: utilizing we, our, together, collaboratively, etc.).
- Have a group of STP members (with international representation) construct an internationally friendly (i.e., using interdependent language) introductory letter to new members of STP.
- Continue the STP International twitter poster conference.
- Consider a name change: “International Society for the Teaching of Psychology”.

### 4) Increase **retention** of STP members outside of the US

- We have 7 renewing, paying STP members from 61 free memberships given out at one international conference.
  - Locate long-term data on how well these free memberships work in terms of increasing paying members.
  - VP of Membership, VP of Diversity and International Relations, and Director of International Programs should continue to trace these statistics over time.
  - Follow up with the International Congress of Psychology, where APA offered new international affiliates the opportunity to join a limited number of APA divisions free of charge for one year. STP participated in this initiative, although we have not yet heard the results.
- Provide membership scholarships to new or renewing international teachers who, in lieu of the \$25 fee, would be asked to complete a question about ‘the personal/professional benefit of STP’.

### **Ad hoc Committee: Departmental Consultant Retreat**

After discussion in the EC February meeting, we recognize the need for training of our consultants in the Departmental Consulting Service. We received a donation from Council of Undergraduate Programs in Psychology that allows us to fund a retreat for experts to create a consultant training program. (We need to keep this group small enough to make scheduling an in-person meeting possible. I think 4-5 people would work, but we might also include invited experts to add to the discussion/materials.)

**Charge:** Meet in person to design a consultant training program, including the creation of a manual (perhaps links to training resources). Consider how we might assess our service after providing feedback to a department.

**Timeline:** Committee meet in person by June 28<sup>th</sup>, and submit report (including manual and assessment) by September 13<sup>th</sup>. (*Note:* The timeline is aimed toward having time to review the report prior to our October Executive Committee meeting.)

**STP Presidential Task Force**

**Departmental Consulting Service – Development of Consultant Training Program**

**Initial Report - 2016-12-06**

Charge: Design a training program for the STP Departmental Consulting Service (DCS), including the creation of a manual, and a post-consultation assessment to be completed by departments using the STP DCS.

Target audience: Departments and individuals involved in internal and external program reviews, and individuals that want to serve as DCS consultants or external reviewers.

2016 Members

Noland White, Georgia College & State University (Chair), [noland.white@gcsu.edu](mailto:noland.white@gcsu.edu)

Suzanne Baker, James Madison University, [bakerse@jmu.edu](mailto:bakerse@jmu.edu)

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Ten of the eleven members met October 21 – 22, 2016 during the STP Annual Conference on Teaching in Decatur, GA; Dana Dunn was unable to attend. This meeting culminated with the initial planning, identification of existing resources, and drafting of new training procedures for applicants to the STP Departmental Consulting Service. Initial revisions for the post-consultation/review evaluation instrument and procedures were also begun.

Upon completion of a comprehensive review of the current DCS program, structure, and associated processes, the committee identified those areas of the external review process that were amenable to the development of resource documents. These resources will be made available to both applicants and current consultants via the DCS web page. In addition to those resources, the committee also identified areas of desired training and aspects of the external review process where interactive didactic approaches would be more beneficial.

### **Materials and Resources**

DCS Workshop: Training for potential DCS consultants will be available in the form of a workshop, offered during STP's Annual Conference on Teaching (ACT). The planned workshop will be divided into two complementary sessions. The first portion will be intended for departmental chairs and faculty preparing for program reviews. Individuals interested in becoming a DCS consultant will also be strongly encouraged to attend this portion. The second portion of the workshop will be required for individuals interested in becoming a DCS consultant. Current DCS reviewers and individuals from departments that are preparing for an external review may also want to attend this portion.

The initial offering of this workshop will take place at the 2017 ACT in San Antonio. The structure and agenda for the workshop are still being developed but preliminary components of the workshop have already been presented at NITOP (S. Baker) and ADHP (J. Halonen) with very favorable results (see Appendices A and B).

The task force would like to request funding for three facilitators to travel to San Antonio to conduct this initial training. The workshop could be hosted in the same fashion as the current SoTL workshop that is offered co-currently with ACT, with attendees paying a registration fee. The registration fee would be used to offset travel costs for facilitators.

**Apprenticeship/Mentorship Program:** A second proposed component of training for new DCS consultants will be provided through implementation of an apprenticeship/mentorship model. The tentative model and sequence of training for new DCS applicants will be: 1) attend workshop at ACT, 2) complete DCS application, 3) complete apprenticeship/shadow a DCS mentor during two program reviews, 4) post-review evaluation of applicant by DCS mentor, 5) acceptance or denial of the applicant to the DCS.

If this type of training model is supported by the Executive Committee, a sub-committee will be identified to draft guidelines for the program for further evaluation by the Executive Committee and plans made for implementation.

Post-consultation Assessment: After an initial review, the committee unanimously agreed the current DCS post-consultation assessment could be improved and required revision. The document has undergone additional review and revisions have been completed. (E. Landrum, B. Hill, B. Beins, and R. Miller: see Appendix C).

Other materials: A sub-committee has compiled a list of articles and book chapters relevant to external reviews. This list can be used by departments planning for an external review and individuals performing those reviews (S. Baker and M. McCarthy: see Appendix D). This resource will also be used as a list of recommended readings for new applicants to the DCS, and included as a new resource on the DCS web page. Another sub-committee has identified a list of common issues encountered by consultants in departmental reviews (S. Chew: see Appendix E). Lastly, a document has been prepared that outlines various institutional perspectives on academic program reviews (K. Brakke and J. Halonen: see Appendix F).

### **Additional Areas**

The committee completed an initial review of the process for assessing reviewers, and following up with departments using the DCS. It was suggested that strategies be pursued to provide systematic improvement in the data collection process, specifically for areas that may be automatized such as reminders and follow-up requests for consultant evaluations (N. White and K. Brakke: due March 2017).

Also under consideration are possible structural changes in coordination of the DCS. The potential implementation of new training procedures and assessments may require additional

support in the form of technology (e.g., project planning software with automatic task and email reminders) and/or the creation of new roles (e.g., DCS Co-Director of Training, DCS Co-Director of Assessment). These possibilities will be evaluated as the other training and evaluation components are further developed and assembled (N. White: status ongoing).

### **Future Actions**

A new template for consultant bios is under development. This will lead to systematic improvement in the information recorded in the DCS consultant database and consistency in the information that is sent to departments. The template and information is also being evaluated in context of new and expanded data fields that will be added to the DCS consultant database. This information will facilitate departmental requests for reviewers with specific experiences (e.g., experience with I/O programs, experience with external accreditation) and improve reporting capabilities (N. White and entire committee: due March 2017). The format of the current application for consulting services is also under revision and will be changed from its current format of a RTF file. It will be available as a PDF form, or available online as a Qualtrics survey or Google Docs form (N. White: due March 2017).

## Dream Team or Department from Hell: An Insider's View of the Academic Program Review

Jane S. Halonen  
University of West Florida

Association of Heads  
of Departments of Psychology  
Atlanta, GA  
November 11, 2016



## Credentials

- About 3 reviews as a member of a department
- About 30 psychology reviews as an solo or team member external site visitor in academic program review
- About 40+ reviews as the "customer"—the dean getting the good or bad news

## Workshop Goals

- Explore the what, how, when, and why of becoming an external program reviewer
- Along the way develop insights about what separates great programs from merely good ones

## Start with the “dream team”

**Operational Definition:**  
I could envision uprooting from my home environs and joining in because

- commitment to students' best interest
- mutual respect
- rigorous curriculum
- passion



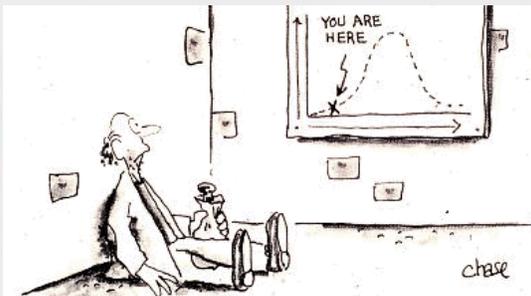
## Now the “department from hell”

**Operational Definition:**  
I could see running to the plane and home to my comparatively functional colleagues and away from

- disconnection
- apathy
- neglect
- mean spiritedness



## How Do They Distribute?



## Who Should Be Reviewers?

- The nationally attentive
  - *Guidelines 2.0* (Assessment)
  - *Puget Sound Blueprint* (Curriculum)
  - Knowledge of high impact practices and metrics
  - Dunn, D. S., McCarthy, M. A., Baker, S.C, Halonen, J. S., & Hill, G. W. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist*, 62, 650-670.

### Who Should Be Reviewers?

- The nationally attentive
- The physically, mentally, and emotionally sturdy
- The patient
- The efficient
- Those comfortable with conflict

### What are the Pathways?

- Chair the *APA Guidelines for Undergraduate Psychology*
- Develop expertise in areas that are keenly sought (e.g., assessment, lab design, faculty development, curriculum)
- STP's Departmental Consulting Service
- AHDP web site?

### What are the Forms?

- On Site (With or without internal team)
- Solo
  - Paired
- Off Site
- In absentia

### What are the Functions?

- Full academic program review
- Curriculum review
- Retreat facilitation
- First aid for department in crisis

## Why Serve?

- Not the money
- Intellectual challenge
- Steal the best ideas and take them home

## What is Negotiable?

- Traditional dinner after a long day
- Timing of visit
  - (if the campus shuts down on Friday on visit, your impression may not be typical)
- Where you stay
  - internet needed?
  - bed and breakfast preference?
- Salary (maybe)
  - Range of \$250 to \$2000

## What Do You Need to Glean from Self-Study?

- How seriously are they taking this?
- Where in accreditation cycle?
- Who got the writing duty?
- Retention, graduation, WDF rates, budget?
- Is the institutional mission reflected?
- Spread of faculty specialties?
- Annual reports?
- Reflection of actions taken since last report ....and last report?

## Whom Should You See?

- Dean/Provost
- Librarian
- Adjuncts
- Random selection of students (e.g., easiest to visit a class)
- All faculty
  - (individual or meaningful subunits)
- Allied departments

## What are Good Dean Questions?

- Department reputation (standing)?
  - “Are they a ‘go to’ group or a constant headache?”
- Overall budget picture and areas of emphasis? (there is always \$ for priorities)?
- What do you wish they would either start doing or stop doing?
- Do you have resources to reward functional programs?
- Will the department retain lines if and when people depart?

Table 62.1 Suggested Timeline for Conducting an Academic Program Review

*Self-study (months 1 to 4)*

**Month 1** —Planning and Organizing the Self-study

- Receive administrative charge
- Appoint self-study committee and chair
- Review previous self-study and external review documents
- Identify changes since last program review
- Plan activities for the next 5 – 6 months

**Month 2** —Collect Self-study Materials and Identify External Reviewer

- Gather data for self-study document
- Create subcommittees and assign writing responsibilities
- Chair collects and collates material for appendices (see Table 62.2)
- Recruit and invite external reviewer

**Month 3**—Perform Benchmarking Process and Write Sections Drafts of Self-study

- Subcommittees draft designated sections of the report
- Drafts are shared for review and commentary
- Chair or another committee member edits all sections so the self-study is a consistent, coherent document that flows well

**Month 4**—Review and Finalize the Self-study

- Self-study drafts is read and commented on by all department colleagues
- Final version is written and shared with administration

**Month 5**—Self-study Is Sent to External Reviewer(s)

- Reviewer(s) has one month to read and reflect on self-study
- Reviewer may ask questions in advance based on the document
- Reviewer may begin to outline external review document

**Month 6**—External Reviewer Visits Campus and Writes Review

- One to two day visit occurs
- Reviewer completes external review document within 2 weeks (but no later than one month) after campus visit

Table 62.2 Table of Contents for a Program Self-study Using Quality Benchmarks for Psychology

<i>Section One – Narrative</i>	<i>Page Length</i>
Overview/statement of purpose	51
Department history, mission statement, and program goals	1 to 5
Student/faculty ratio	
Quality Benchmarks Analysis	10–15
Curriculum	
Assessment	
Student learning outcomes	
Program resources	
Student development	
Faculty characteristics	
Program climate	
Administrative support	
Concerns, Questions for External Reviewer, and Future Directions	1–3

<i>Section Two – Data Tables and Figures (Examples)</i>	<i>Page length will vary</i>
List of departmental committees	
Faculty Evaluation summaries	
Course enrollment figures (including service courses)	
Majors by year and gender	
Student-Faculty conference presentations and publications	
List of graduate programs where alumni enroll	

<i>Section Three – Appendices (Examples)</i>	<i>Page length Will vary</i>
Undergraduate course numbers and descriptions	
Departmental curriculum requirements	
Course evaluation form	
Recent sample syllabi	
Colleague curriculum vitas	
Budget report	
Most recent self-study and external review	
University or college mission statement	

<b>How Should You Focus?</b>
Eight domains:
• Curriculum
• Assessment
• Student learning outcomes
• Program resources
• Student development
• Faculty characteristics
• Program climate
• Administrative support

<b>What Are Some Important “Do’s?”</b>
• Request self-study in advance
• Assess intentions about change
• Manage expectations
• Clarify report specifications
• Ensure scheduling creates safe places for quiet or suppressed voices (leave email on blackboards)
• Fact check before formal submission

### What Are Some Important “Do’s?”

- Evaluate how department serves the “majority consumer” (i.e., workforce bound graduate)
- Look for activities that can and should be sunsetted? (e.g., minor?, specialty tracks?)
- Identify protected low enrollment, special interest, boutique classes that harm “the metrics”

### What Are Some Important “Do’s?”

- Determine whether mission drift has increased research/grant expectations
- Examine traffic in leadership changes and try to figure out depth of the bench
- Ask for access to a random selection of students (not just Psi Chi members)

### Observations on the More Subtle Side

- How do faculty treat admin and student helpers?
- Is the environment vibrant or dishwasher dull and outdated?
- Are doors closed and window openings covered?
- Is there any indication of student contribution to climate (e.g., Psi Chi or student association)?

### Observations on the More Subtle Side

#### SPECIAL CONSIDERATIONS

- Majors vs. non-majors
- Grad school bound vs. workforce
- Psychology minors
- Graduate programs
- Interdisciplinary programs

### What Are Some Important “Don’ts?”

- Don’t screw around by making expensive late travel arrangements
- Don’t offer repetitive comments about “what we do back at my home institution”
- Don’t assume “you got this” from the self study

### What Are Some Important “Don’ts?”

- Don’t get caught up in faculty politics
- Don’t align with your generation
- Don’t ask for faculty lines unless you can make a clear and compelling case

### What Should Be in the Report?

- Executive Summary, including the most prominent things you need overlords to know
- Reflection on their goals
- Kudos on their strengths
- Suggestions for improving on weaknesses
- Appendix with resources

### What are Typical Recommendations?

- FACULTY LINES
- Retreat support
- Space reallocation (play the “science” card)
- Support for improving relations with nonacademic units (e.g., Alumni Office)
- Assessment planning
- Reduce service obligations

### What are Typical Recommendations?

- Attention to quality of life measures
- Protective practices toward pre-tenured
- Celebration strategies to improve shared mission and group identity
- Effective and tailored senior assignments to reduce/prevent burnout
- Creation of appropriate release time or stipend to address assignments

### What Writing Strategies Work?

- Draft ideas that will drive exit interview at the end of the first day; be sure the report is consistent with exit interview
- Run rough draft past department chair for fact-checking
- Typical turn-around expectation is 1 month but negotiate explicit date

### Time for Some Practice

## **FACTION UNIVERSITY**

The APR self-study arrives from a regional comprehensive university and it is clear the department is quite divided, but across several fault lines.

First of all, there are clear generational differences with more senior or seasoned faculty feeling underappreciated at best and disrespected at worse. They complain that younger faculty haven't earned the right to be as vocal in demanding change as they have been doing. Younger faculty are distressed by how stodgy and unwilling to change the older members of the faculty are. They report having isolated good relationships with some of the seasoned members, but on the whole find them unwelcoming and resistant to change.

To complicate matters, there are also tensions between faculty who teach in graduate offerings versus those who teach at the undergrad levels. The graduate faculty believe they should have lighter loads, claiming more intensive mentoring that transpires to help students become good researchers and counselors in the graduate program. The undergraduate faculty point out that the bulk of the income generated by the department tends to be "on the backs of" the undergraduate faculty who may see 2-3 times the number of students than those instructing grad classes in any given semester.

Because the counseling program is the largest, the strongest voting block related to department matters is counseling, which is decidedly humanistic. They often tend to vote on department matters as a block, which makes other discipline specialties feel like second class citizens.

### *Focus for Discussion:*

- 1. How would you prepare for your onsite visit?*
- 2. How would you evaluate whether these problems are crucial to solve or just nice to solve?*
- 3. What might be some recommendations that could come out of your visit?*

### LAKE WOEBEGONE UNIVERSITY

From the beginning, you have been impressed by the enthusiasm of the person who contacted you and arranged for your appointment as an academic reviewer to a psychology department in a regional university. All has been pleasant in the negotiations and the arrangements made. The arranger promises you a stimulating visit with a high quality faculty and an enthused student body.

However, when the self-study arrives, you begin to see a different picture. There is no indication that the group has any particular goals for the review. The department has never had a self-study, shows no apparent linkage of department effort to the institutional mission, and presents no budget or SCH information.

The curriculum vitae of the faculty are abbreviated, hitting the highlights of their careers in a bulleted fashion, but mostly emphasizing the names of assigned courses. No significant research is underway from the materials you have been given. When you turn to the website for further insight, you find that the website hasn't been updated; new hires are not listed and events listed under "coming soon" have "come and gone."

#### *Focus for Discussion:*

- 1. How would you prepare for your onsite visit?*
- 2. How would you evaluate whether these problems are crucial to solve or just nice to solve?*
- 3. What might be some recommendations that could come out of your visit?*

## **BURNOUT UNIVERSITY**

Your advanced materials for this psychology department in a liberal arts college setting can't help but impress. The faculty seem to be meaningfully engaged in their required research, but what is even more impressive is that the small group of faculty in the department appear to be lending expertise to all manner of service obligations both on and off campus. Major positions of campus leadership appear in nearly every overstuffed faculty vita. Their members are highly involved in leadership roles in professional organizations and also appear to contribute magnificently to community efforts. By all rights, the department should be appropriately proud of psychology's accomplishments.

However, quality of life issues appear to be mounting. The department regularly deals with members who fall ill or need to take respite, creating even more pressures on an already overworked department. The chair's past efforts to try to negotiate new lines or release time have fallen on deaf ears.

### *Focus for Discussion:*

- 1. How would you prepare for your onsite visit?*
- 2. How would you evaluate whether these problems are crucial to solve or just nice to solve?*
- 3. What might be some recommendations that could come out of your visit?*

## **BLINDSPOT UNIVERSITY**

This psych department is in a liberal arts university that is both moderate-sized and nonselective in the outskirts of a mid-sized city. The program depends on transfer populations coming from community college feeder schools to keep their numbers at acceptable levels. The major is a popular one. They are the 4<sup>th</sup> highest major on campus.

When you review the curriculum, you are impressed by the high level of rigor apparent, but note that there are quite a few boutique courses that seem to reflect faculty's esoteric research interests.

Student advising is done out of a centralized professional advising office, an arrangement that developed a few years ago at the request of faculty. The faculty prefer to emphasize their role as research mentors and are pleased to have had the advising burden lifted from them. Their self-study documents include quite a few advising handouts on effective management of the grad school application process.

You also note that faculty get course release time for supervision of research teams. However, the faculty rarely publish any findings from student driven research. In addition, only about 5% of their students actually head to graduate schools; fully 95% enter the job market on graduation and many of those students feel place-bound to the local area.

### *Focus for Discussion:*

- 1. How would you prepare for your onsite visit?*
- 2. How would you evaluate whether these problems are crucial to solve or just nice to solve?*
- 3. What might be some recommendations that could come out of your visit?*

## ASSHAT UNIVERSITY

This psych department is a mid-sized unit in a regional comprehensive setting that features both graduate and undergraduate programming. By nearly every measure, the faculty appear to be productive both in terms of student credit hour production and faculty research, but the chair alludes in the self-study to morale being a little bit on the low side and would be looking for creative solutions to help get the department to have a more coherent and energized feel to it.

On close examination of the faculty teaching records, it appears that one individual in the department has atypical obligations compared to others. She has been on the job for 30 years and teaches four courses per year for the department without other obligations outside the department. The normal faculty load is 4:4.

As luck would have it, you have a prior impressions regarding this individual's reputation through the professional association to which you both belong. You remember hearing a story that the professor had sued the university for "conduct unbecoming" but you weren't informed or aware of how that story turned out.

When you inquire about the contractual nature of the professor's obligation, the chair indicates that the professor in question is known as a constant and loud complainer, despite the fact that she has had clear preferential treatment throughout the majority of her career. He laughs and describes the individual as a perfect example of the "squeaky wheel principle." The chair also indicates that the professor in question plays bridge regularly with the provost and feels somewhat constrained to challenge the equity of the decisions at this point because of their relationship.

Focus for Discussion:

1. How would you prepare for your onsite visit?
2. How would you evaluate whether these problems are crucial to solve or just nice to solve?
3. What might be some recommendations that could come out of your visit?

## **MONARCHY UNIVERSITY**

In this psychology program, the current chair has been in place for 16 years. In a phone conversation transpiring before the visit, the chair reports that he has done a solid administrative job over the years and is in no hurry to make any changes in his routine. He loves having release time and appears to spend much of the workweek in his rat lab where he supervises graduate students. He has freed up time by working efficiently over the years and by learning to delegate work to members of the department, when that strategy is reasonable. He believes his job is to keep the administration off the backs of the department members and will often try to resolve large-scale issues privately without bringing issues before the department. He justifies his efforts by claiming that the faculty have shown little interest in department meetings or campus leadership opportunities so he minimizes them as best he can. Consequently, the chair works long hours and reports being disappointed in how little the rest of the department cares about the common good or show appreciation for what he has accomplished.

Unfortunately, you get a call from a faculty member a few days before you arrive on campus, giving you another view. The program faculty profoundly disapprove of the chair's lackluster leadership. They resent being kept in the dark and believe they are stuck until the chair decides that it is time to give it up. However, it is not at all clear that anyone in the department would be willing to step up should a vacancy come to pass. They also fear retribution if their dissatisfactions get aired in the APR. The complaining faculty member confirmed that no one else seems interested in the job.

Focus for Discussion:

1. How would you prepare for your onsite visit?
2. How would you evaluate whether these problems are crucial to solve or just nice to solve?
3. What might be some recommendations that could come out of your visit?

## **HUMBERT HUMBERT UNIVERSITY**

By all outward appearances, the psychology department at Humbert Humbert U functions well to meet its objectives. However, the department has hit some rocky terrain with the arrival of a new chair with good credentials who was hired to manage the department when no existing members wanted to step up.

During a phone call, the chair mentions that there have been some concerns associated with faculty boundaries in relation to their students. Shortly after taking the job, the chair discovered that faculty regularly invite their current students to provide services (e.g., picking up dry cleaning, babysitting, car washing). Although the faculty offer fair compensation, the chair believes such practices give the appearance of conflict of interest and believe it should be prohibited but recognizes that she will be contradicting some longstanding traditions.

More egregious is the behavior of one particular faculty member who is rumored to date his students. Although married to his third wife (who was a former student), the suspect faculty member regularly holds court in the campus coffee shop, where he is usually surrounded by attractive female undergraduates. Although no formal complaints have ever surfaced about the faculty member's dating choices, the campus nickname is Dr. Love'Em and Leave'Em. The chair is especially reluctant to rock the boat since the dean married one of his students.

Focus for Discussion:

1. How would you prepare for your onsite visit?
2. How would you evaluate whether these problems are crucial to solve or just nice to solve?
3. What might be some recommendations that could come out of your visit?

## **DISRUPTOR UNIVERSITY**

At this liberal arts college, the psychology faculty have been battered by change. The overlords seem enamored of continually changing the organizational structure until they get it right. Consequently, the psych department has witnessed redefinition of the delivery of student advising, as well as changes and toughening of tenure and promotion guidelines.

More disturbing is the fact that the department hasn't been able to find a chair who can get along with the dean. One chair quit in frustration. Another chair was asked to step down for being insubordinate. The current chair feels tenuous in the position and reports that meeting with the dean are tense and scary. The chair states that the dean describes the psych department as "a bunch of babies" and suspects the dean will have to retire or die before the psychology department will be able to garner new resources.

Focus for Discussion:

1. How would you prepare for your onsite visit?
2. How would you evaluate whether these problems are crucial to solve or just nice to solve?
3. What might be some recommendations that could come out of your visit?

## Appendix C

### Evaluation of Department Consultant Visit

Today's date:

First and last name of the institutional contact person:

Email address for institutional contact:

Department name:

Institution name:

General areas/topics for which consultation was requested:

Consultant's first and last name:

Dates of department consultant visit:

Please select the response that best represents your perceptions:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Preliminary planning for the consultation visit was satisfactory.	<input type="radio"/>				
The consultant's expertise was well matched to our departmental request.	<input type="radio"/>				
The consultant arrived clearly prepared for the visit.	<input type="radio"/>				
Interactions between the consultant and the faculty were productive.	<input type="radio"/>				
Interactions between the consultant and the administration were productive.	<input type="radio"/>				
The consultant provided meaningful feedback.	<input type="radio"/>				
The consultant provided written feedback in a timely manner.	<input type="radio"/>				
Overall, this consultation was beneficial to the department.	<input type="radio"/>				

	Yes	No
I would work with this consultant again.	<input type="radio"/>	<input type="radio"/>
I would recommend this consultant to other colleagues.	<input type="radio"/>	<input type="radio"/>

Any comments about the consultant or the consulting service? Please type those comments here:

### Resources – Preparing for and Conducting Program Reviews

American Psychological Association. (2011). *Principles for quality undergraduate education in psychology*. Washington, DC: Author. Retrieved from

<http://www.apa.org/education/undergrad/principles.aspx>

American Psychological Association. (2013). *APA Guidelines for the Undergraduate Psychology Major: Version 2.0*. Retrieved from

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

Association of American Colleges & Universities. *High Impact Practices*:

<https://www.aacu.org/resources/high-impact-practices>

Association of American Colleges & Universities. *The LEAP Challenge*:

<https://www.aacu.org/leap>

Barak, R. J., & Breier, B. E. (1990). *Successful program review: A practical guide to evaluating programs in academic settings*. San Francisco, CA: Jossey-Bass.

Berquist, W. H., & Armstrong, J. L. (1986). *Planning effectively for educational quality: An outcomes-based approach for colleges committed to excellence*. San Francisco, CA: Jossey-Bass.

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College Board AP Central, AP Psychology Course Home Page:

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2265.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html)

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McCarthy, M.A., Dunn, D.S., Halonen, J.S., & Baker, S.C. (2015). Academic program reviews in psychology: Challenges and opportunities. In D.S. Dunn (Ed.), *Oxford Handbook of Undergraduate Psychology Education*, (pp. 833-842). Oxford: Oxford University Press.

McMinn, J.G., & Dunn, D.S. (2015). Structuring the psychology curriculum: Balancing breadth, depth, and currency. In D.S. Dunn (Ed.), *Oxford Handbook of Undergraduate Psychology Education*, (pp. 783-794). Oxford: Oxford University Press.

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Society for the Teaching of Psychology, Departmental Consulting Service:

<http://www.teachpsych.org/page-1603015>

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## Appendix E

### Common Areas of Concern for Departmental Reviews Departmental Consulting Service Society for the Teaching of Psychology

<u>Category</u>	<u>Issues</u>	<u>Questions</u>
PERSONNEL	Current Number of FTE and Staffing	Is there sufficient number of FTE to support the major, service load, and to fulfill other roles? Are there too many or is there justification for adding an FTE?
		How well do the areas of expertise mesh or fit together? Is there sufficient breadth of different areas of expertise to offer a rigorous psychology major? Are there gaps in important areas of training?
		Is there a faculty outlier who is affecting the functioning department, such as someone who is not teaching effectively, or active in scholarship, or much more active in scholarship than the rest of the department?
		Does the department have reassurance about being able to replace vacated lines from resignations or retirements?
	Tenure and Promotion	Are the criteria for tenure and promotion clear?
		Do faculty have sufficient time, feedback, development opportunities, and resources to meet those criteria?
		Is there faith in the integrity and fairness of the system?
	Adjunct Faculty	Is the department overly reliant on adjunct faculty?
		Are the adjunct faculty paid and treated fairly?
		Are adjunct faculty active in department decisions or service activities?

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	Professional Development	Are faculty involved in the life of the college?
		Are faculty involved in professional activities outside the college?
INTERPERSONAL	Degree of Cohesiveness and Harmony	Is the department cohesive and harmonious or divided into factions? How are conflicts managed within the department?
		If factionalized, what is the basis of the division (generational, by teaching assignments, by specialization, by departmental vision) or is it a personality conflict?
		What are the consequences of the division? How does it affect department effectiveness? Are students aware of the conflict and do they feel they have to take sides?
SPACE AND OTHER RESOURCES	Classrooms Adequacy	Is there sufficient and adequate office space for faculty and staff?
		Are classrooms adequate to support learning and instruction? Are they equipped with appropriate teaching technology?
	Lab/Research Space	Are there sufficient facilities for faculty and student research?
	Social Space	Are there spaces for students to study or socialize?
	Communication Vehicles	Is the information posted in the hallways current and helpful?
		Is the website up to date and easy to navigate?

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		Does the department use social media effectively?
ADMINISTRATIVE RELATIONS	Departmental leadership	Is there effective departmental leadership?
		Is there a clear succession plan for department chair?
	Relationship to Higher Administration	Is there agreement between the higher administration and the department about the department's role in the college and its mission?
		Is there good communication between the higher administration and the department? Is the dean aware of the activities and achievements of the department?
		Is the higher administration supportive of the priorities of the department for growth and development?
		Does the department feel appropriately recognized for high quality work?
BUDGET MATTERS		Is the budget adequate for the needs of the department (staffing, scholarship, travel, etc.)?
		Has the budget been adjusted appropriately to reflect upturns or downturns in enrollments?
		Does the department have well developed budget priorities with rationale?
		Does the department initiate fundraising activities or strategies to augment the budget (e.g., grant generation, alumni outreach)?
CURRICULUM	Major Requirements	Can the current department staff the current curriculum and fulfill all roles effectively?
		Is the curriculum in line with the <i>APA Guidelines for the Undergraduate Psychology Major, 2.0</i> , both in breadth and depth? If not, what needs to be changed, removed, or added?
		Is the curriculum cohesive with a logical sequence for prereqs and requirements?

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		Are there sufficient sections and times for classes to meet student demand and allow them to enroll in the classes they need?
		Does the program include high impact practices, such as a capstone course, service learning, early careers class, undergraduate research opportunities?
		Do students have an opportunity to showcase their high-achieving work?
		Does the department strive to provide attention and learning experiences for workforce oriented and graduate/professional school oriented students in an equivalent manner?
EXTERNAL CONSTITUENCIES	College-wide/ Interdepartmental	How is psychology viewed by other departments in terms of rigor, curriculum, leadership, contributions to college?
		If the department participates in general education, do the courses that count for general education meet the desired learning goals?
		If the department teaches service classes for other majors, are the other departments satisfied with the training provided by those courses?
	Community	Has the department nourished relationships with area businesses to produce career mentors, service learning sites, external assessors?
		How active are alumni in staying connected? Serving as mentors? Volunteering in other capacities? Contributing financially?
STUDENT EXPERIENCE	Student Perceptions	How do psychology majors view the quality and rigor of the major?
		Are students satisfied with their overall undergraduate experience?

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		Do they take pride in being a psychology major, identify strongly with the major, and feel camaraderie with their fellow psychology majors?
		Are there resources and opportunities for students to present their research?

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		Do students have reasonable aspirations for themselves? Do they strive for high goals? Are they realistic or unrealistic in the paths they have chosen?
		Do students see the psychology program holding high expectations for psychology majors?
		Do students and faculty have a good rapport? Do students see the faculty as accessible? Fair?
		Do faculty members practice appropriate boundaries in their relations with students?
	Graduate Programs	Do graduate students have a good mentoring relationship with advisors?
		Do students have the support they need to finish their advanced degrees? Do they finish their degrees in a timely fashion?
		Are graduate students receiving adequate training and advising for their career goals?
	Advising/Career Preparation	Are students receiving timely and adequate academic advising? What specific role do faculty members place in advising?
		Are students being given career preparation and planning information?
		Are students being advised about how graduate study options and how to prepare for and apply to graduate programs? Do students understand reasonable options for going into the workforce with an undergraduate degree in psychology?
		Are there internship or volunteer opportunities?
		Are there research opportunities?
		Are there summer research or internship opportunities?
		Are students encouraged to look into summer REU programs?

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	Student support	Are there programs and policies in place for students struggling with academic, adjustment, or personal problems?
SUPPORT STAFF	Secretarial Assistance	Is there adequate secretarial assistance for the faculty to be productive
	Other Support Staff	Are their sufficient numbers of TA's to support the curriculum? Do they have sufficient training to assume their responsibilities?
		Are there sufficient number of RA's to support faculty productivity? Is the salary sufficient for TAs and RAs?
		Is there effective coordination of lab assistants and subject pools to support faculty research and student learning opportunities?
PLANNING	Strategic and Long-range Planning	Does the department meet with sufficient regularity to manage the business of the department?
		Does the department have shared, realistic goals for the next 5 years?
		Does the department have a well-articulated mission and vision?
PEDAGOGY	Teaching Practices	Are the teaching practices effective? Do they reflect best practices?
	Learning Goals	Are the learning goals for classes adequate? Are they aligned with practice and assessment?
	Technology	Do faculty have sufficient technology to support pedagogy and student learning effectively (e.g. LMS, video casting)?
		Do faculty have sufficient training to use the technology?

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	Professional Development	Are there opportunities for developing and improving teaching practice?
	Assessment and Evaluation	How is teaching effectiveness assessed, and is it adequate?
		Are there multiple measures of teaching effectiveness and learning?

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		Are there opportunities for peer evaluation?
	Faculty Support	Is there help for faculty who are struggling with their teaching?
RESEARCH & SCHOLARSHIP	Grants and external funding	Are expectations clear for departmental goals for external funding?
		Is there help in identifying, applying for, and administering grants?
		Are there sufficient startup funds for new faculty?
		Are there adequate resources for faculty scholarship and travel?
		Is there a mentoring strategy or developmental feedback process to assist new faculty in preparing for tenure and promotion process?
		Is there faculty collaboration, both internal and external?
DEPARTMENTAL POLICIES	Promotion & Tenure Guidelines	Are expectations for faculty teaching, scholarship, and service clearly articulated in policies?
		Are the policies covering tenure criteria clear and well-articulated?
		Are the tenure and promotion policies fair and clear?
ASSESSMENT AND QUALITY INDICATORS	Assessment Strategies	Does the department have clearly defined learning objectives that are consistent with <i>Guidelines 2.0</i> ?
		Is there an assessment plan for departmental learning objectives?
		Does the department use assessment results to fine tune their program?
	Scholarship	How productive are the faculty in terms of research and scholarship?

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		To what extent do faculty use their research agenda to incorporate student research opportunities?
		Are there some faculty who are not currently productive in terms of scholarship or teaching?
	Teaching	What are the overarching academic goals for the department and how are they assessed?
		What patterns are apparent in teaching characteristics of the overall department from teaching evaluations?
		How does excellence in teaching receive encouragement and recognition?
		What are alumni perceptions of the quality of their training?
	Service	How professionally active are faculty?
		Do faculty render professional service such as leadership in external organizations, peer reviews, or consulting?
		What forms of service do faculty render to the department, college, community and profession?
		To what degree if the department engaged with the community?

- Curriculum
- Personnel/Staffing (gaps in expertise, sufficient staffing, need for more FTE)
- Interpersonal relations
- Department leadership
- Office and lab Facilities
- Relationship with higher administration and communication
- Assessment issues

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- Pedagogical practices
- Department goals
- Professional development of faculty
- Travel/research funds
- Sufficient budget
- Travel funds for faculty and/or students
- Student research and resources
- Departmental communication and respect
- Harassment and exploitation
- Relations to other departments
- Quality standards of department
- Student advising
- Graduate vs. undergraduate teaching
- Faculty productivity
- Future planning and directions
- Student faculty relationships
- Student expectations and aspirations, why do people become psych majors?

## Appendix F

### The Institutional Perspective on Academic Program Reviews

Here we outline A) the role and interests of the institution's administration as a potential stakeholder in the outcomes of a program review, B) some institutional dynamics that may compromise the administration's engagement in or response to the program review, and C) suggestions for anticipating and incorporating the administrative perspective on the review.

#### A: Administration's Role and Interest in Program Reviews

Ideally, an institutional administrator, such as the dean or provost, will be in contact with the program under review and will be at least broadly familiar with the program's self-study report. Such an administrator may wish to meet with the reviewer at the beginning and/or end of the site visit, both in order to provide input about administrative concerns and to hear the consultant's feedback on the program's strengths and needs for change. Going into any program review, the consultant should keep the following information in mind:

- Administrators vary in their enthusiasm for the task. For some, this is a logical outgrowth of the way they think about program quality, but for others this is a headache that requires an investment of time that they would rather redirect.
- Good assessment data and outcomes should be tools to help departments negotiate for badly needed resources--if there are resources to be had. Sometimes although very good departments are deserving of more funding and attention, the context of the university and its budget may not allow any meaningful follow-up on academic program review (APR) recommendations.
- Administrators tend to prefer to hire APR consultants who are functioning in the same kind of environments: community college wants community college APR visitors; liberal arts wants liberal arts, etc. There is a sound rationale for this preference in that visitors do not have to sort out what is different about the environment they are and can safely make some assumptions that the complexities of their own environment will help them figure out what is going on in the new one.
- On the other hand, some areas of expertise by APR consultants may trump the similar context criterion. If a department badly needs help in learning how to play the STEM card, then the contexts that arguably do a better job (R1) will provide the most astute consultants who can identify possible resources that will be helpful.

#### B: Institutional Dynamics that may Compromise the Administration's Response to the Review

Administrators can provide useful information and perspective on institutional context and program dynamics. In some cases, however, problematic relationships, hidden agendas, or institutional culture can undermine the effectiveness of a program review or the administration's response to it. Sometimes the self-study report can provide hints of these issues; however, often it is not until the site visit that it becomes clear that something is amiss. The consultant should try to identify such problems so that they can be more successfully navigated. Examples of problematic contextual issues include the following:

- Some administrators may be at cross purposes with a department for historic or personal reasons that may render their attitude about the program review less than hospitable. Although we should assume objectivity, we may quickly discover in the fact-finding that there are grudges and slights

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that have built scar tissue and these may interfere with department recommendations, no matter how deserving the department is.

- Some administrators have "pet" agenda items. If a dean or provost has launched a new initiative in the review year, it behooves the consultant to identify that initiative and also assist the department to develop some ideas that might capitalize on that interest.
- Regional accrediting visits often cause assessment activities to ramp up in suspicious ways just a bit before the visit and then assessment goes underground until the next checkpoint. Consultants should be aware of this pattern and try to get a long-term view of assessment practices and progress within the program. Care should be taken to determine the degree to which the administration's intention is to foster a culture of assessment or merely respond to external demands.
- In addition, accreditors disavow having in mind a specific set of answers to satisfy their questions. Some accreditors see themselves as helpful collaborators; some see themselves as playing a big game of "gotcha." Consultants should be aware of relevant accreditation standards and the approach that the institution's and program's accreditors take to their responsibilities.

### C: Suggestions for Anticipating and Incorporating the Administrative Perspective during a Review

Consultants can take steps to make sure that they are informed of and address administrative concerns during the program review. It is important to listen to all stakeholders during a review, but care should be taken not to get caught in the middle of a dispute between program and administrative personnel.

Navigating relationships with administrators can be facilitated through steps such as the following:

- Some institutions arrange program review visits through the provost's or dean's office. In these cases, the consultant can ask before the review for input on any particular areas that the administration would like addressed. If the arrangements are made directly by the department, the consultant can ask that a brief meeting with the appropriate administrator(s) occur near the beginning of the site visit, or a phone interview if no site visit is to occur. An exit meeting with the administrator(s) and the department chair should be included on the schedule as well.
- Administrators differ philosophically about their resource obligations. Some believe any extra cash should go to the most productive departments to reward their work; others believe extra cash should go to remediating weaknesses in the worst departments to give them a chance to become functional. It helps to ask questions about how administrators like to parcel out rewards.
- All administrators are used to hearing "the faculty need new lines." In fact, they are somewhat jaded by it. Rather than using that focus as the ultimate recommendation, it is useful to explore other resource generation strategies that might help the department work with the existing lines.
- Take pains to verify that the administration fully intends to read the consultant's report and find out the timeline by which any actions might transpire. Some institutions require a formal response from the administrator to ensure that the reading takes place. The basis of that response is to rule out requests that are unlikely and to try to specify priorities or timelines for the requests that seem reasonable.