

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 28th, and submit report (including manual and assessment) by September 13th. (*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

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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

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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



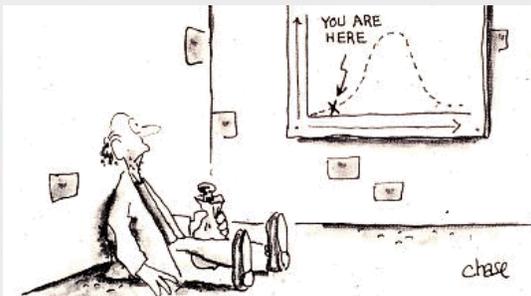
Now the “department from hell”

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 reportand 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

Section One – Narrative	Page Length
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	

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

What Are Some Important “Do’s?”
• 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 4th 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.

Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Sterling, VA: Stylus Publishing.

College Board AP Central, AP Psychology Course Home Page:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html

Dunn, D. S., McCarthy, M. A., Baker, S., & Halonen, J. S. (2011). *Using quality benchmarks for assessing and developing undergraduate programs*. San Francisco, CA: Jossey-Bass.

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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.