

# Why Quality Matters

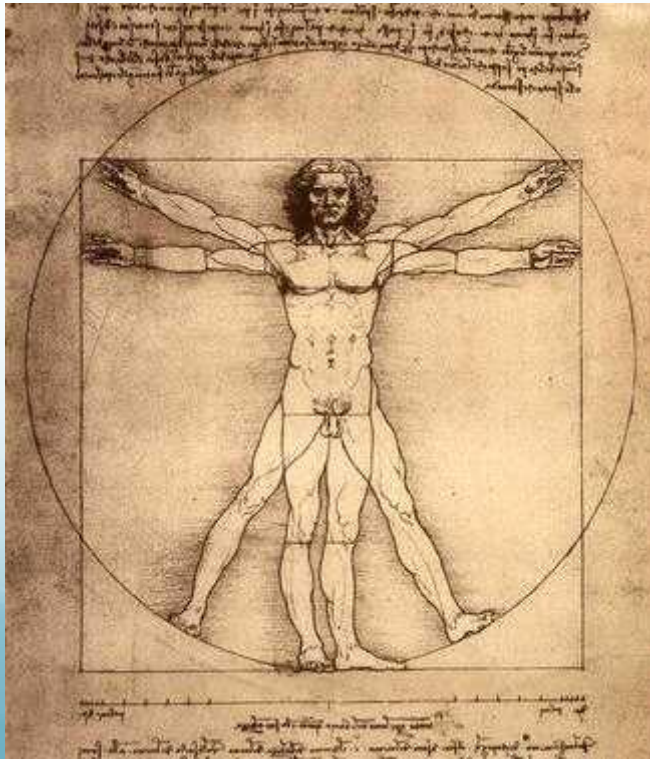
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University of West Florida



Education Leadership Conference  
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# Psychology Pride

- Responsiveness of discipline about quality
- Formal strategies to support quality (usually under stress)→
- High school Psychology Standards
- Standards for High School Teacher Training
- Guidelines for the Undergraduate Major
- Developmentally Coherent Curriculum (Community College)
- Scientifically Minded Practitioner



# The Board of Governors of Florida Calls...

Legislators criticize  
PSYCHOLOGY as being...

- Easy
- Cheap
- Worthless
- Diversionary

Florida State Capitol



# Grouching Graduates

- *Wall Street Journal* (Oct, 2010) pronounced psychology graduates the least happy with their investment:

*One year out, only 26% are happy with major.*



# The White Paper



- Create a serious response to the criticisms
- Offer some suggestions for improvement/collaboration
- Turn it over in one week...

# ...With a **lot** of help from my friends

- Gordon Bauer (New College)
- Mike Brannick (USF)
- Robert Dipboye (UCF)
- Janet Kistner (FSU)
- Laura Koppes Bryan (UWF)
- Huberta Jackson-Lowman (FAMU)
- Jennifer Peluso (FAU)
- Eric Strahorn (FGSU)
- Rob Wellens & Victoria Noriega (University of Miami)
- Martha Boenau & APA





# The Sequel (2011): A Red Hot Radio Interview

- *“The state doesn’t need to fund any more anthropology majors.”*
- The governor’s daughter was an anthropology major.
- The scope of the attack broadens to psychology & political science.



Florida Governor Rick Scott

# The Super Short Executive Summary

- Is it popular? YES
- Is it worthless? NO
- Is it cheap? NOT PARTICULARLY
- Is it easy? NO (if taught properly)
- Is it diversionary?...Not really...  
But it is a *refuge* major.



# How Does Psychology Contribute?

- General Studies
- Support for Human Services Oriented Majors
- Workforce Major
- Graduate School Preparation



# What Workplace Skills Pertain?

- knowing how to predict and understand individual and group behavior;
- understanding the use and interpretation of data;
- evaluating the legitimacy of claims about behavior;
- knowing how learning and memory function;
- having insight into problematic behaviors;

# What Workplace Skills Pertain?

- demonstrating the capacity to adapt to change;
- understanding and operating effectively in informal and formal channels of an organization;
- managing difficult situations and high stress environments;
- starting and executing projects with limited information or experience; and
- exhibiting persistence in challenging circumstances

# Where Are We Vulnerable?

- Unemployment Figures & Legitimacy of Over Supply
- Grade Inflation
- Tiered Student Population
- Mismatched Advocacy



# Is There an Over-Supply?

- Perhaps.
- And what kind of responsibility do **We** have in making a correction?



# Grade Inflation Validity

- Difficult to tease out inflation
  - Greater intrinsic interest → higher performance.
  - Inflation may be rampant in all disciplines except traditional STEM.
- Florida chairs said a problem.”



*“It is*



# The Tiered Student Culture

- A slight exaggeration~

*The  
Worthies*

**vs.**

*The Great  
Unwashed*



# Mismatched Advocacy Strategies

- The White Paper asks the audience to think like psychologist→  
*suspend judgment until you examine the evidence*
- More persuasive evidence may be anecdotal



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- The White Paper asks the audience to think like psychologist→

*suspend judgment until you examine the evidence*

- More persuasive evidence may be anecdotal...damn!



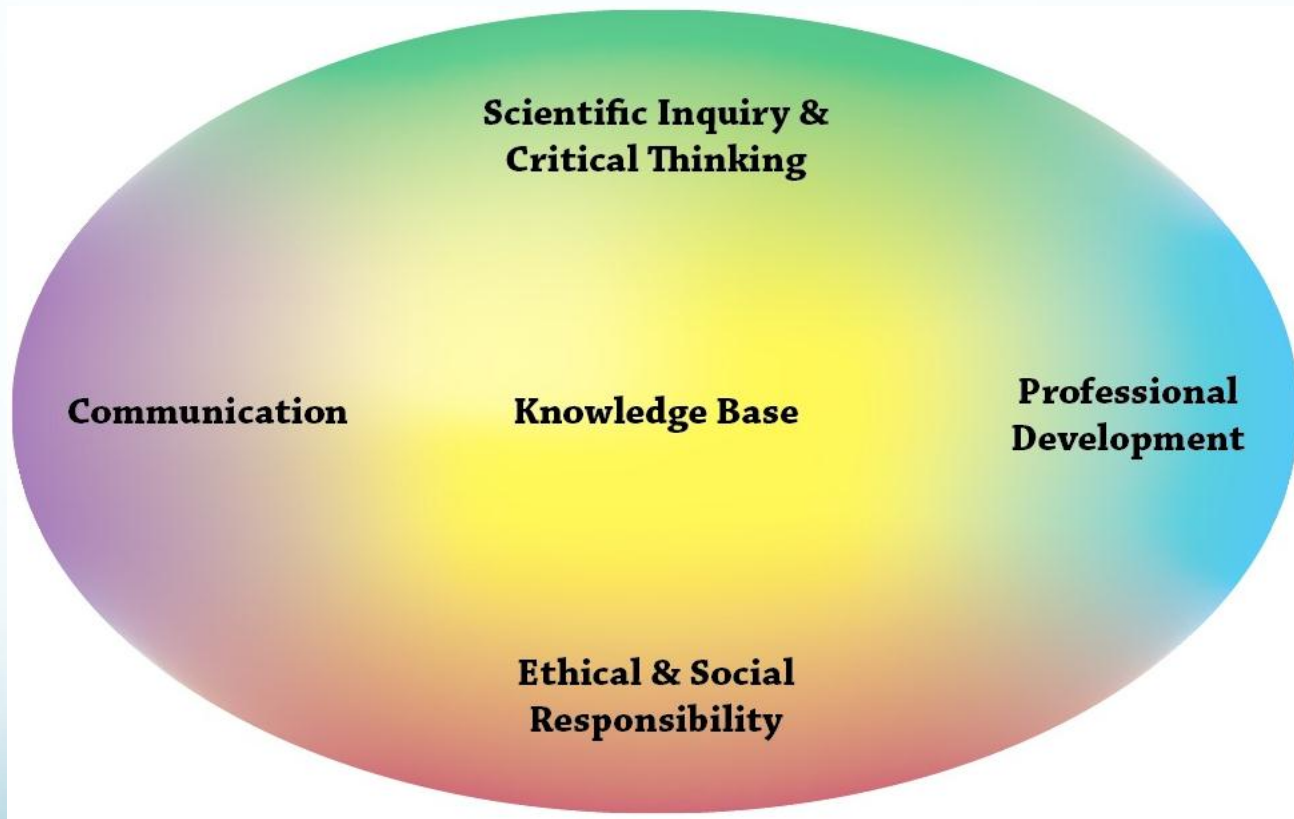
***Transition to the APA Guidelines  
for the Undergraduate  
Major...***

# ***Task Force for Guidelines 2.0***

- Bill Buskist, Auburn University
- Dana Dunn, Moravian College
- Carolyn Enns, Cornell College & Board of Ed Affairs
- Jim Freeman, University of Virginia
- Bill Hill & Maureen McCarthy, Kennesaw State University
- Nadine Kaslow, Emory University & Board of Directors
- Eric Landrum, Boise State University
- Jerry Rudmann, Irvine Valley College
- **Michael Stolloff, James Madison University**

# Changes in *Undergraduate Guidelines 2.0*

- Collapse ten goals or domains down to 5





# 1.0 Scientific Inquiry & Critical Thinking

- 1.1 Use reasoning to interpret behavior
- 1.2 Demonstrate psychology information literacy
- 1.3 Engage in creative thinking and problem solving
- 1.4 Interpret, design, and conduct basic psychological research
- 1.5 Incorporate sociocultural influences in scientific inquiry

# 2.0 Ethical and Social Responsibility

- 2.1 Apply ethical standards to evaluate psychological science and practice
- 2.2 Promote values that build trust and enhance interpersonal relationships
- 2.3 Adopt values that build the local and global community

# 3.0 Communication

- 3.1 Demonstrate effective writing in multiple formats
- 3.2 Exhibit effective presentation skills in multiple formats
- 3.3 Interact effectively with others

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# 4.0 Professional Development

- 4.1 Apply psychological content and skills to professional work
- 4.2 Exhibit self-efficacy and self-regulation
- 4.3 Refine project management skills
- 4.4 Enhance teamwork capacity
- 4.5 Develop meaningful professional direction for life after graduation

# 5.0 Knowledge Base

- 5.1 Describe key concepts, principles, and overarching themes in psychology
- 5.2 Develop a working knowledge of psychology's content domains
- 5.3 Describe applications that employ discipline-based problem solving



# Changes in *Undergraduate Guidelines 2.0*

- Enhance workforce component
- Reduce jargon to enhance audience friendliness
- Create developmental outcome indicators
  - ***Foundation***: first four courses
  - ***Baccalaureate***: completion of degree

# **Example: Interpret, design and conduct basic psychological research**

## **Foundation**

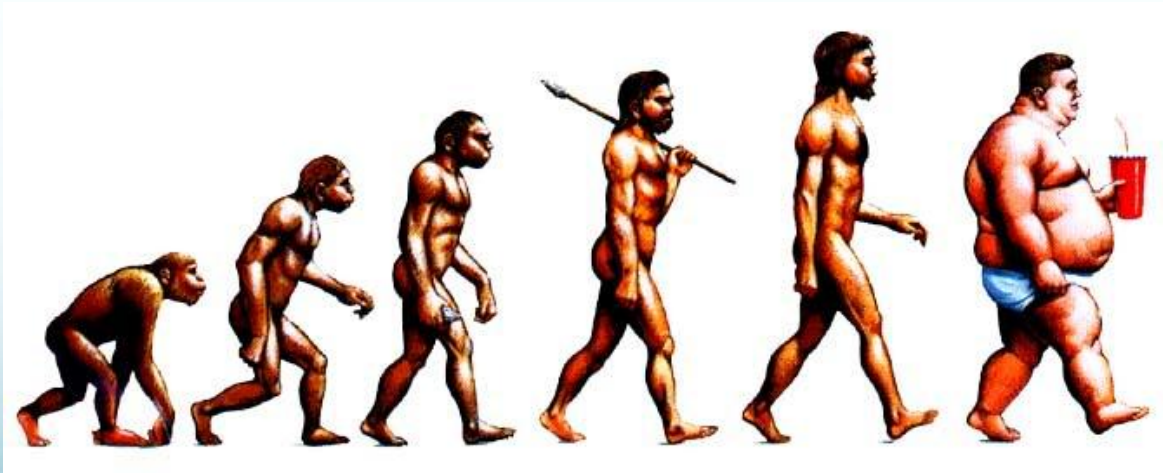
- Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)

## **Baccalaureate**

- Accurately identify key research concepts in existing and proposed research projects

# Why is it important to get this right?

- We are not at the bottom of our economic woes.
- What we are facing is just plain Darwinian— “red in tooth and claw”
- QUALITY will establish which disciplines will survive.





Thanks!  
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*Google "too many psychology majors" to get both sides of the argument and view the original white paper.*

*Go to this website to see the full draft of Undergraduate Major Guidelines 2.0*  
<http://uwf.edu/casdean/MasterAPA2083012.pdf>  
*and give us your feedback.*