Why Quality Matters

Jane S. Halonen
University of West Florida

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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
Grousing 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 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 $\rightarrow$ higher performance.
  - Inflation may be rampant in all disciplines except traditional STEM.

- Florida chairs said "It is a problem."
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 a psychologist—suspend judgment until you examine the evidence.

- More persuasive evidence may be anecdotal.
Mismatched Advocacy Strategies

- The White Paper asks the audience to think like a 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 Stoloff, 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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- 3.1 Demonstrate effective writing in multiple formats
- 3.2 Exhibit effective presentation skills in multiple formats
- 3.3 Interact effectively with others
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.
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.