

**PROGRAM REVIEW IMPLEMENTATION PLAN
PROGRESS REPORT
Family Sciences
2020–2021**

Recommendation 1. The review committee recommends that explicit delineation of roles and authority of the HES School director in terms of the Family Science department is required and needs to be communicated effectively to everyone in the department and school.

Assessment method: n/a

Results: Issue resolved in 2018.

Analysis of results and reflection: Dean Cox clarified “chain of command” such that department chair reports directly to the Dean. A committee established to evaluate the School of HES and its connection to the department completed its assessment and an implementation committee adopted recommendations from the report that clarified the working relationship between FAM and the College. A proposal is currently being considered by the University Senate to formalize this new reporting structure.

Ongoing improvement actions: n/a.

Recommendation 2. The department should work with the college development office to create and implement an aggressive plan for building donor connectedness and support. The underlying message should be that the department is carrying the field of Family and Consumer Sciences (FCS) forward in innovative ways.

Assessment method: update progress in IP report.

Results: Dr. Hans has met and communicated with Pamela Gray, Elizabeth Vaughn, Danielle Jostes, Tressa Neal, and Brent McCauley across multiple meetings/emails to discuss philanthropy efforts. Dr. Hans also contacted Jonathan Furnish, Associate Director of Alumni Engagement, to obtain contact information for alumni of the department. Finally, Dr. Hans built a database of the department’s graduate program alumni from the past ~20 years and started an eNewsletter for the department to re-engage with our alumni.

Analysis of results and reflection: Nothing to note has come to fruition from communicating with philanthropy folks (perhaps in part because the CAFE philanthropy office has been in a period of transition). The contact information obtained from the alumni group was not helpful; the vast majority of contact information was from when those alumni were students (e.g., UK email addresses and Lexington/campus-area mailing addresses).

Ongoing improvement actions: The primary intent for the newsletter is to enhance communication and our broader culture, but it will also serve as a mechanism for soliciting donations after initially rebuilding some rapport with our alumni, many of whom have responded positively to the eNewsletter. Other avenues for engaging potential donors have been discussed, but await follow-through from the philanthropy office (e.g., setting up a discretionary account and online giving platform)

Recommendation 3. Dedicate a faculty member to the new Consumer Economics and Family Financial Counseling undergraduate program (CEF) instead of sharing the person with the Couples and Family Therapy (CFT) program. Investing these resources will give the new program the best chance to succeed.

Assessment method: task completed.

Results: Dr. Bruce Ross was hired as a regular title faculty member and Dr. Nichole Huff was hired as an Extension Title Series faculty member in family finance to contribute to the CEF Program.

Analysis of results and reflection: Following Dr. Heath’s retirement, Dr. Ross is now the CEF program director and we again do not have enough qualified faculty members to teach all of the CEF courses.

Ongoing improvement actions: A position announcement was prepared in the summer of 2021 for a new CEF hire to replace Dr. Heath, but Dean Cox has thus far declined to allow the position announcement to move forward. Drs. Hans and Ross have met with and are in the process of hiring a part-time instructor with the requisite background to serve as instructor of some CEF courses.

Recommendation 4. Some of the current resources now being used to support MS students should be redirected to the new CEF program.

Assessment method: n/a

Results: Aside from the (perhaps temporary) lack of support for hiring a new CEF faculty member to replace Dr. Heath following her retirement, the CEF program has all the resources it needs.

Analysis of results and reflection: n/a

Ongoing improvement actions: Dr. Heath's position aside, the CEF program is consuming more resources than ever because the full curriculum is now being taught (i.e., the first cohort of CEF majors are now taking upper-level courses), so we are in the process of hiring a part-time instructor to cover some of those courses.

Recommendation 5. The CFT program should hire another tenure-track faculty member in the next two to three years as the program grows, which will have the added benefit of a better learning environment. Having limited faculty perspectives diminishes the diversity of learning experiences available to students (e.g., getting the same faculty perspective across a number of different courses, limited research opportunities).

Assessment method: n/a

Results: Resources are not available to recruit a new CFT faculty member (resources are available to hire a new full-time CEF faculty member as a replacement for Dr. Heath—the former program director, who retired—but thus far we have not been allowed to proceed with advertising the position).

Analysis of results and reflection: Resources are not available to hire a third faculty member.

Ongoing improvement actions: If resources become available and Dean and Provost approve, we will enthusiastically search for a new/third CFT faculty member. In fact, the part-time instructor we are hiring as a stopgap solution for being down to one full-time CEF faculty member is an African American woman, and would be an excellent hire as a lecturer, if the funds were available—but they are not.

Recommendation 6. There is a lack of racial/ethnic diversity among faculty and recruitment of faculty members from underrepresented groups should be a priority.

Assessment method: Faculty demographic profiles.

Results: A budget for a new faculty hire was proposed and approved in the late-spring of 2021. A position announcement was subsequently prepared in the summer of 2021 for a new faculty member with an emphasis on diversity and historically marginalized identities. The intent was/is to target a particular individual with an abbreviated search for a diversity hire, but Dean Cox has thus far been unwilling to allow the position announcement to move forward. We are also in the process of hiring a part-time instructor for the CEF program who is an African American woman (although as a part-time instructor, this won't count toward our faculty diversity). She would be a terrific hire as a lecturer, but we do not have the resources to hire her for more than one or two courses per year.

Analysis of results and reflection: Resources are available to hire racially diverse faculty member, and a position announcement was prepared, but Dean Cox has not supported moving forward with search thus far.

Ongoing improvement actions: We continue awaiting approval to move forward before the target individual is hired elsewhere (another land-grant institution recently announced a very similar diversity position for which our target person is now applying, so we are high risk of missing out on this opportunity).

Recommendation 7. Faculty should teach a balanced slate; both undergraduate and graduate classes. Moreover, the department needs to be planning their approach to replace Donna Smith's leadership among the students with someone who is highly dynamic and student-centered.

Assessment method: Faculty review and provided feedback about the teaching schedule every semester (in conjunction with course scheduling), and about teaching responsibilities every year (in conjunction with DOE negotiations).

Results: All faculty members except three (Drs. Nate Wood, Amy Kostelic, and Alex Elswick) currently teach, or are scheduled to teach, at both the undergraduate and graduate levels. Dr. Wood does not have an opportunity to teach an undergraduate course due to the number of CFT courses he is needed to instruct, and Drs. Kostelic and Elswick only teach one class per year due to their Extension Title Series appointments. Also, Dr. Amy Kostelic was appointed Director of Undergraduate Studies.

Analysis of results and reflection: We are currently in a good place on these issues.

Ongoing improvement actions: n/a

Recommendation 8. Develop and market an identity for the department that everyone can support. For example, link this marketing/identity to employment opportunities for undergraduate students. A task force within the department should be formed with the goal of forming an identity that is not only marketable but can inspire faculty within and across programs to work more collaboratively. This should occur within the next calendar year.

Assessment method: n/a

Results: Family Sciences faculty members voted to change the name of the department so that it would be more inclusive and reflect the diversity of our work, but Dean Cox has not supported the name change thus far. However, we have submitted five courses to become part of the UK Core curriculum, substantial improvements have been made to our department website, 10 career track 4-year plans have been developed to give undergraduate majors an identity and plan of study specific to their career interests, we have developed the requisite courses for a child life emphasis area (once the final course is approved, we will seek to become the only Association of Child Life Professionals Endorsed program in Kentucky), and we are working with UK Online and Distance Education to develop online programs for the CEF major and the CFT emphasis area in our master's program. There have also been discussions of identity and marketing associated with our deliberations concerning a potential move to the College of Social Work.

Analysis of results and reflection: We have made a lot of progress in this area over the past year, as described above.

Ongoing improvement actions: We still can and must do better in terms of solidifying our shared identity and marketing that shared identity. That is and will remain a central part of our College of Social Work deliberations, from which we will benefit whether we end up moving or not.

Recommendation 9. Take advantage of the services offered by the CAFE Director of Career Development and Enrichment. This can occur this academic year. A relationship between this office and Family Sciences faculty and students would benefit the department and send a strong message to students that the department is concerned about their professional development, beyond the degree requirements. Work with the CAFE Director of Career Development and Enrichment to utilize undergraduate data to determine potential career paths and submit a report of the results annually.

Assessment method: n/a

Results: Developed ten 4-year career track plans; created a pre-internship course to better prepare students for their internships, resume building, interviewing, and jobs; renovated our main office to be more inviting to students; engaged with students at the CAFE Roundup Student Opportunity Fair; made efforts to revitalize the FAM student organization; the academic coordinator continued to routinely engage and inform students via Canvas.

Analysis of results and reflection: With new department leadership (chair, DUS, CEF program director) there was renewed energy focused on students' professional development.

Ongoing improvement actions: Numerous curriculum changes intended to strengthen students' professional development within our majors are ongoing, such as creating a child life certificate program, fully online programs, and revamping our core curriculum.

Recommendation 10. Increase the enrollment within the master's CFT programs to 15–20 paying students per cohort. This would increase the number of students in each course, increasing the viability of the courses taught. Students who were self-funded would also free up other resources (12 x ~\$10K = \$120,000 per year) that could be invested into other programs within the department.

Assessment method: n/a

Results: Benchmarking information revealed that the recommendation to increase enrollment is inconsistent with accreditation and enrollment at peer institutions.

Analysis of results and reflection: n/a

Ongoing improvement actions: Although not appropriate to increase enrollment in the traditional CFT program with our current CFT faculty numbers, we are exploring options for creating a fully online CFT option or certification.

Recommendation 11. Have one faculty member serve as both the Director of the CFT program and as the Director of the Kentucky Family Center (with course buyout). This configuration would offer greater coordination of the Family Center with the CFT program. However, if the separation of roles must remain, then the appearance of nepotism needs to be addressed in a more transparent manner and in accordance with UK regulations, including HR Policy 19.0, the UK Management Plan, and the Governing Regulations and Administrative Regulations.

Assessment method: A review of the CFT Program was conducted that included benchmarking information for the program and Family Center. Due to the heavy service responsibilities for each role, they are completed by different individuals at peer institutions.

Results: Faculty voted to continue current administrative structure; responsibilities were clarified. However, the appearance of nepotism was resolved with the recent transition to a new department chair.

Analysis of results and reflection: ongoing

Ongoing improvement actions: n/a

Recommendation 12. The existence of the Family Center should be carefully reviewed in terms of its financial viability and whether it is a true benefit to student learning. The department should consider whether community placement would be equally effective, while conserving resources. The review should include a full self-study report and review committee assessment. The Dean will select the review committee members as is done for periodic program reviews.

Assessment method: Benchmarking study was completed and submitted to the College in November of 2018.

Results: Nothing new this year.

Analysis of results and reflection: Being able to get clinical hours at an on-site clinic (i.e., the Family Center) is a HUGE selling point in our recruitment efforts. Also, programs with externship (i.e., off-site placement) models place the burden of finding approved sites on the student as opposed being able to be automatically guaranteed a clinical spot on-site; applicants to our program are acutely aware of the different models. Historically, there has not been an infrastructure in the greater Lexington area to even consider an off-site placement model (that would meet accreditation standards). Students would likely need to travel to the Louisville metro to find placements. Finally, from a teaching perspective, having faculty serve as the primary supervisors enables us to translate the classroom learning into application to the benefit of the clients and

Ongoing improvement actions: n/a

Recommendation 13. An alternative option is to deliberately grow the clinic with strategic partnerships within the community. Moreover, the Family Center could serve the department in a number of new ways including increasing opportunities for undergraduate students to intern within the community, thereby exposing them to possible careers.

Assessment method: Benchmarking study completed and submitted to College in November of 2018.

Results: Nothing new this year.

Analysis of results and reflection: See response to Recommendation 12.

Ongoing improvement actions: n/a

Recommendation 14. The committee recommends that consideration be given to rewriting the department's Statement of Evidence to be much more specific about the importance of faculty members engaging in the entire research enterprise (i.e., grantsmanship, implementation, and dissemination).

Assessment method: Reviewed the document internally.

Results: Faculty briefly discussed and voted to make some edits to the Department's Statement of Evidence not specific to Recommendation 14. However, some proposed changes were made a few years ago in response to Recommendation 14 that fell off the radar (due to the Covid shutdown in the spring of 2020) before those changes reached a final vote.

Analysis of results and reflection: Approved changes are awaiting approval in the Dean's office.

Ongoing improvement actions: We will revisit the proposed changes from a few years ago in an upcoming faculty meeting.

Recommendation 15. The department should also provide professional development opportunities (e.g., grant writing workshops and grant writing support and consultants) to assist faculty and graduate students in developing and submitting grant proposals.

Assessment method: Encourage faculty to participate in professional development opportunities.

Results: No new grant proposals have been submitted by regular faculty in 2021 (although several have been submitted by Extension Title Series faculty), but one faculty member received a major grant in 2021 from the Department of Defense.

Analysis of results and reflection: n/a

Ongoing improvement actions: Department chair routinely sends research grant opportunities to relevant faculty members. Conversations with the College of Social Work have included discussions about pursuing grants. Their College leadership recognizes that there are not many research grant opportunities written specifically for family science, as is the case with social work, but they have experience reframing and carving out rationales for obtaining grants not necessarily directed toward those in their field; we hope to learn from their experience.

Recommendation 16. The committee strongly recommends linking graduate student assistantship lines to faculty efforts to seek extramural funds as an incentive to pursue granting opportunities. Develop and submit annually a report of departmental extramural funding. Review departmental process for assigning assistantships (i.e., process for deciding who receives the assistantships and how the department will implement the planned reduction in university supported teaching assistantships over the next two years).

Assessment method: Track graduate assistantships

Results: As noted in the approved IP, tuition scholarships are based on student credit hours, so we prioritize providing graduate assistants to faculty members in proportion to their teaching loads.

Analysis of results and reflection: There has been a reduction in graduate student enrollment and the number of assistantships provided, which has harmed our student recruitment efforts.

Ongoing improvement actions: When available, additional graduate assistantship hours are provided to assistant professors pursuing tenure and to the most productive senior researchers. In both cases, this supports research productivity, which is a precursor to being competitive for research grants.

Recommendation 17. Move forward with department name change to Family, Consumer, and Developmental Sciences (FCDS). Submit rationale for name change, including department names at benchmark institutions.

Assessment method: n/a

Results: Faculty reaffirmed commitment to name change in 2019, and data were submitted to College describing names at peer institutions, but the Dean and Associate Deans recommended delaying the name change until other implementation items were addressed.

Analysis of results and reflection: All of the implementation items have been addressed, yet in 2020 College administration endorsed a proposal for another educational unit within the College to have the name we have been seeking requesting since 2016 (i.e., "School of Family and Consumer Sciences" whereas our desired name is Department of Family, Consumer, and Developmental Sciences").

Ongoing improvement actions: We are vigorously protesting the 2020 proposal that seeks to give our name to another educational unit.

Recommendation 18. The environment that promotes the department's fragmented culture and "lack of connectedness and commitment to the common good" must be recognized and addressed.

Assessment method: n/a

Results: Three key things have occurred in 2021 that have each provided unifying opportunities for department personal to connect, communicate, and (re)commit to the department's well-being: a new department chair pursuing ambitious plans on multiple fronts for the betterment of the department, the existential threat posed by the College's 2020 proposal and subsequent plans for the School of HES, and the opportunities and challenges posed by our potential move to the College of Social Work. Also, an eNewsletter was started to provide more connectedness across faculty, staff. Students, alumni, and

other stakeholders; and the business officer and academic coordinator (both staff positions) are now invited to regularly scheduled faculty meetings to both hear and give monthly reports.

Analysis of results and reflection: Conversations are ongoing.

Ongoing improvement actions: Conversation are ongoing, plus renovations of our physical space are being pursued that will enhance the social and professional environment and cohesiveness of the unit.

Recommendation 19. There is a “lack of cohesion within the department” that must be addressed.

Assessment method: n/a

Results: Three key things have occurred in 2021 that have each provided unifying opportunities for department personal to connect, communicate, and (re)commit to the department’s well-being: a new department chair pursuing ambitious plans on multiple fronts for the betterment of the department, the existential threat posed by the College’s 2020 proposal and subsequent plans for the School of HES, and the opportunities and challenges posed by our potential move to the College of Social Work. Also, an eNewsletter was started to provide more connectedness across faculty, staff. Students, alumni, and other stakeholders; and the business officer and academic coordinator (both staff positions) are now invited to regularly scheduled faculty meetings to both hear and give monthly reports.

Analysis of results and reflection: Conversations are ongoing.

Ongoing improvement actions: Conversation are ongoing, plus renovations of our physical space are being pursued that will enhance the social and professional environment and cohesiveness of the unit.

Recommendation 20. Conduct a benchmark study assessing the Couples and Family Therapy Program as compared to similar programs at other institutions.

Assessment method: Benchmark data were submitted to College in November of 2018.

Results: Nothing new to report.

Analysis of results and reflection: n/a

Ongoing improvement actions: n/a