

**PROGRAM REVIEW IMPLEMENTATION
PLAN PROGRESS REPORT
Family Sciences
2021–2022**

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.

Analysis of results and reflection: The Department now officially reports directly to the College; the School is no longer an intermediary.

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.

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: Dr. Hans recently solicited a donation large enough for the specific purpose of establishing a discretionary account for the Department. That's still in the process of being setup, but once established then Dr. Hans will work on getting an online donation platform added to the Department website.

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 and Dr. Huff's transfer, 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, and another proposal was prepared and submitted in 2022 to hire replacements for Drs. Heath and Huff, but none of the positions were approved by College administration. A part-time instructor with the requisite background (Dr. Ivey) was hired to serve as instructor for some CEF courses, another part-time instructor (Mr. Machiz) was hired to teach CEF 251 in DL format.

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: MS students no longer receive assistantship funding, but assistantship funds are not going to help with hiring CEF faculty, and assistantship support cannot be allocated to the CEF program at this time due to the lack of CEF faculty for graduate assistants to assist.

Analysis of results and reflection: n/a

Ongoing improvement actions: Marketing co-directors were hired to promote the department and its academic programs, including (perhaps even especially) the CEF major.

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: Since this recommendation was made, we have lost Drs. Health and Huff. Yet, multiple proposals to hire CEF faculty have been submitted just to get us back to where we were at this time this recommendation was made, and they have all been rejected by College administration.

Analysis of results and reflection: n/a

Ongoing improvement actions: If resources become available and Dean and Provost approve, we will enthusiastically search for a new CFT faculty members.

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 was unwilling to allow the position announcement to move forward, and that individual is no longer interested in coming to UK. A part-time instructor was hired for the CEF program who is an African American woman (although as a part-time instructor, this won't count toward our faculty diversity).

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

Ongoing improvement actions: We have not been allowed to hire anyone, let alone someone who will add to our diversity, despite multiple requests and proposals to do so.

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 currently teach, or are scheduled to teach, at both the undergraduate and graduate levels.

Analysis of results and reflection: n/a

Ongoing improvement actions: Although Dr. Nate Wood has not taught at the undergraduate level for many years due to a shortage of CFT faculty members, he will be teaching an undergraduate course during the Winter 2022/23 term. Although Dr. Bruce Ross has not taught at the graduate level for a few years due to a shortage of CEF faculty members, he is scheduled to teach a new graduate-level course (FAM 746) in Spring 2024.

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: Department mission and vision statements were created. The Child Life coursework and undergraduate certificate was added, we are in the process of adding the Family Financial Therapy and Play Therapy graduate certificates, the CEF major is being renamed, a Family Financial Counseling undergraduate certificate is being proposed, and the Family Center has been rebranded. Also, substantial improvements have been made to the 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, and we have begun marketing around career possibilities with a degree in family science.

Analysis of results and reflection: n/a

Ongoing improvement actions: We're continuing to firmly establish and market around our academic programs and career possibilities.

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; added prominent banners in our corridor marketing career paths with a degree in family science, renovated our main office to be more inviting to students; and our academic coordinator regularly engages and informs students via Canvas.

Analysis of results and reflection: n/a

Ongoing improvement actions: Numerous curriculum changes intended to strengthen students' professional development within our majors are ongoing, as are parallel efforts to enhance awareness of career possibilities with a degree in family science.

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 have proposed two graduate certificates—Family Financial Therapy and Play Therapy—that will be available for both in-person and fully-online students in mental health fields and licensed clinicians seeking to expand their credentials.

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: Although faculty previously voted to continue current administrative structure, with the resignation of the previous clinic director, Dr. Nate Wood is now in both roles (i.e., clinic director and CFT program director).

Analysis of results and reflection: Taking on both roles required Dr. Wood to go to 0% research DOE, but he has reported satisfaction—and made great progress—in both roles.

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: 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 students alike.

Analysis of results and reflection: n/a

Ongoing improvement actions: Dr. Wood has rebranded the Family Center as the Individual, Relational, and Financial Therapy (I-RAFT) Clinic, and has changed the approach to collecting billed hours with great success (a major issue in the past was clients not paying their bills).

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: A partnership was formed with Fayette County Public Schools that will provide CFT students opportunities to gain some clinical experiences in the public schools.

Analysis of results and reflection: n/a

Ongoing improvement actions: Other potential partnerships are being explored by Dr. Wood.

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 discussed and voted to make some edits to the Department's Statement of Evidence not specific to the fact that we value work at all levels along the translational spectrum.

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

Ongoing improvement actions: n/a

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 2022, but one (now former) faculty member received a major grant in 2021 from the Department of Defense.

Analysis of results and reflection: At our current staffing level (one third of our usual number of faculty members), all faculty members have had their research DOE reduced or eliminated, substantially curtailing the likelihood of research grant proposals being written.

Ongoing improvement actions: The Department chair routinely sends research grant opportunities to relevant faculty members. Faculty members were offered additional assistantship support in exchange for committing to submit a grant proposal, but there were no takers.

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—and the tuition waiver and health insurance that accompanies teaching assistantship positions are funded by undergraduate tuition—so graduate assistants are prioritized in proportion to faculty members' undergraduate teaching loads.

Analysis of results and reflection: n/a

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. However, in FY23 faculty members were offered additional assistantship support in exchange for committing to submit a grant proposal, but there were no takers—but this will be the basis for \$10k in annual funding from the Buster Fellowship in FY25 and beyond.

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: n/a

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: With a new department chair, the transfer of Extension Title Series faculty, the establishment of Department mission and vision statements, physical renovations to our common areas, the inclusion of all faculty and staff in department meetings, and extensive discussion about who we are and what we want to become, there are no longer any issues or concerns specific to having a fragmented culture.

Analysis of results and reflection: n/a

Ongoing improvement actions: n/a

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

Assessment method: n/a

Results: With a new department chair, the transfer of Extension Title Series faculty, the establishment of Department mission and vision statements, physical renovations to our common areas, the inclusion of all faculty and staff in department meetings, and extensive discussion about who we are and what we want to become, there are no longer any issues or concerns specific to a lack of cohesion.

Analysis of results and reflection: n/a

Ongoing improvement actions: n/a

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