

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?

	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?

		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 APA <i>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?

		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?
		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?
		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?
	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?

	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?
		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?
		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
- 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?