

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
ACADEMIC PROGRAM REVIEW

**Academic Unit/Department Administrator's Questionnaire
Summer, 2003**

Undergraduate Program Review

Undergraduate Degree Program(s): Psychology Date: September 8, 2003

Who filled out this Questionnaire? Bryce Sullivan, Department Chair

1. *Upon reviewing the completed Program Director's Questionnaire (if you are also the Program Director, so indicate) please respond by commenting on any items that specifically attract your attention.*

I co-wrote the Program Director's Questionnaire. I have no further comments.

2. *Please address specific administrative concerns that you have regarding this program.*

Our department is among the largest in the University. I believe it is also among the best. The intensive research experiences we provide our students, our low undergraduate costs of 77% of the state mean, our large and growing number of majors, our overall student credit hour production, our centrality as measured by the breadth and number of General Education courses scheduled, and the number of student credit hours produced in these courses are all indicators of our success as a department. The Program Director's Questionnaire identifies many other program strengths.

The number of psychology majors and our student credit hour production have grown significantly in recent years. In the past five years we have grown from 292 majors to 394 majors, a growth of 35%. Over the past 3 years, our growth rate is an even larger 12.5% per year. During this same period, with the support of Dean Lessen, our full-time faculty lines have increased 13%. My biggest concern is that we continue to receive enough resources to maintain our tradition of individualized instruction and mentoring of students. An increase in the ratio of students-to-faculty could adversely impact the way we deliver the curriculum to students. The impact would most visibly be seen in our research mentoring. It could also adversely affect faculty research productivity. With between 25% - 35% of our majors actively involved in individualized research each year, a large commitment of faculty effort is required. With our current rate of growth, we will need to find ways either to limit this growth or add new faculty lines. Another alternative is to control the growth in the major to the expected growth in employment opportunities and add new faculty lines to accommodate this growth. Various combinations of controlling growth and adding faculty lines are possible. When the graduate program needs are added to these undergraduate needs, an even stronger case can be made that additional faculty lines are required. Two additional faculty lines would address both

undergraduate and graduate program concerns for the next five years if a corresponding policy of controlled growth or no growth in the undergraduate program were instituted.

Additionally, there is an increasing demand on space to conduct research in the department. This is due to our increased number of faculty active in research, our larger population of undergraduate majors, and the loss of some research lab space. Additionally, 82% of our faculty share lab space; the department has only 9 research labs for 17 faculty members. With faculty sharing labs it is often difficult to schedule research without conflicting with other researchers. Additionally, with an average of over 120 undergraduate students completing the research requirements for senior assignment each year, over 60 students engaged in Independent Research (Psychology 491), and over 30 graduate students completing thesis research and other research studies, our research labs and classrooms used for research are extremely taxed. Students schedule our classrooms for their data collection, and competition for these rooms is fierce. The demand for research space exceeds supply. A long-range solution to this problem must be found.

3. *What happens next with this program? How does it presently operate in balance with other programs in your unit and what is your vision of its future role?*

For the foreseeable future, our program will continue to prosper. We have an outstanding group of undergraduate majors who, although having different abilities and backgrounds, strive to understand psychological science and its application to everyday life. We have a very strong faculty who are dedicated to providing excellent and rigorous training in psychological science that is in harmony with the undergraduate goals of the University. Our department operates based on the principles of shared governance among faculty, students, and administration. We have excellent relationships with our students. We enjoy good relations with other departments in the School of Education and the University. We also have good working relationships with the Dean of the School of Education and his staff. We work in concert with other departments in the School of Education to carry out the School's mission. Our faculty provide excellent service at all levels. As a department, we are all committed to taking Southern Illinois University Edwardsville to the next level. The primary mechanism by which we will help do this by taking the Department of Psychology to the next level.