

PROGRAM REVIEW PSYCHOLOGY

Response to the Program Review of Psychology, 2006
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The State of the Program

The Psychology program at WSU has an excellent faculty, has a tradition of offering a well-balanced curriculum, and is a highly productive department. Large numbers of students are served in terms of the program major and minor as well as through general education courses. The faculty is intensely involved in the guidance and direction of the program, but many are also involved in campus affairs. The curriculum of the program is under constant scrutiny by the faculty and needed changes are advanced and integrated. The program is marked by a high level of student involvement in research in partnership with their faculty colleagues. Service in the community for service and faculty is highly valued in the program. In some aspects, the program has a concentration of faculty in the tenure track area, and care must and is being taken to be certain to mentor the new faculty along the tenure and promotion tracks. It is apparent that much confidence is placed in the new department chair.

Faculty

The faculty of the Psychology program at WSU is a diverse and productive group of professor-scholars. The faculty have a tradition which they continue to practice of working with students both in and out of the classroom. The Psychology program is the largest in the college in terms of full time faculty. The faculty in the program are particularly collegial and committed to the mission of the program. The program employs a number of adjunct faculty who are screened and supervised by tenure trace and tenured faculty. Many of the faculty are very productive as scholars outside of the classroom, and all seem to work hard to integrate their scholarship into their classroom presentations. There is a substantial effort from most faculty to be involved broadly in campus affairs as well as being represented in a variety of ways in the community.

Recommendations

The program review team recommends looking at ways to bolster the financial and other types of support for the program from the college and university levels. Needs suggested by the team include an analysis and improvement of physical facilities, laboratory equipment, and numbers of faculty. The review team made a number of helpful suggestions for funding and increased support that need the analysis and discussion among the faculty members of the program and of the college. Another recommendation was to look at ways to strengthen the process of academic advising including having the faculty become more proactive in the

advisement process. Another recommendation was for the Psychology faculty to integrate a capstone experience into its final year of two or curriculum for the students. Another suggestion was for faculty who engage in undergraduate research activities to be given more substantive credit in both tenure in promotion than is currently the case. The review team report is well written and is an important starting point for Psychology faculty and others in the college to continue to evaluate and improve this program.