

State University of New York College at Cortland
Department Questionnaire

Department \_\_\_\_\_

Curriculum Issues (Undergraduate Programs Only)

1. To what extent are the following integrated into the curriculum in your academic programs?

Table with 4 columns: Item, Heavily Used, Modestly Used, Little Used. Rows include Student Use of Computers, SMART Classrooms, Distance Learning, and Other Audio/Visual Aids.

Please give specific examples of each of these uses.

Four horizontal lines for providing examples.

2. Does the department curriculum include the following?

Table with 3 columns: Item, Yes, No. Rows include Student Teaching Experiences, Internships, Service Learning, and Other Field Experiences.

If yes, please describe.

Four horizontal lines for describing items.

3. Describe any innovative or experimental aspects of your curriculum.

Four horizontal lines for describing innovative aspects.

4. Describe any departmental efforts that attempt to improve students' writing skills. Also, describe results of those efforts if they have been evaluated in any way.

Four horizontal lines for describing departmental efforts.

5. Describe any **departmental** efforts that attempt to improve students' technology skills. Also, describe results of those efforts if they have been evaluated in any way.

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6. Describe any **departmental** efforts that attempt to improve students' information literacy skills. Also, describe results of those efforts if they have been evaluated in any way. (For a discussion of information literacy, see <http://www.ala.org/acrl/ilstandardlo.html>).

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7. In what ways do your curricular offerings reflect the College Mission Statement?

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8. Has your department in the last 5 years compared your curriculum programs with those at similar institutions? Yes\_\_\_ No\_\_\_ If yes, describe the results of the comparison(s).

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9. Describe ways that your programs relate to or support other programs in the your own school. In what ways do your programs relate to or support programs in the other school?

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10. Has your department taken into consideration local or regional needs and resources in formulating your curriculum offerings? Yes\_\_\_ No\_\_\_ If yes, please explain.

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11. Is there a regular schedule for reviewing your curriculum? Yes\_\_\_ No\_\_\_ If yes, describe that schedule.

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12. Has your curriculum been reviewed, in whole or in part (concentrations, major and/or minor programs), in the last 5 years? Yes\_\_\_\_\_ No\_\_\_\_\_ If yes, describe any changes that were made in your curriculum as a result of that review.

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13. Describe your **department's** procedures for adopting new courses, changing courses, and eliminating courses from the curriculum. What factors shape these decisions? In particular, what role do enrollment data play in these decisions?

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14. What changes have occurred in your curricular offerings during the last five years related to the College's General Education program?

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15. Describe off-campus curricular offerings as well as procedures for monitoring and reviewing these offerings. Be sure to address how these procedures are similar to and different from the review of on-campus offerings.

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16. Describe the major outcome measures that are incorporated into your departmental assessment plan, being sure to include student learning outcome measures. What are the major conclusions you have reached to this point regarding the impact of your program on these measures? Also, what specific changes have you made in your program as a result of these findings?

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17. How do your programs specifically address the needs of underrepresented students (e.g., racial/ethnic "minority," women, non-traditional, disabled, gay/lesbian)? In particular, describe any attempts to diversify your curriculum with respect to multicultural issues.

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18. Describe opportunities for scholarly activity and independent study for students in your undergraduate program. To what extent do these students participate in research?

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19. Describe and analyze the enrollment changes that have taken place in your course offerings across the last 5 years. (Complete enrollment data for that time period are available in your Dean's office for you to review.)

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20. Describe and analyze the changes that have taken place in your program enrollments and degrees granted from your program(s) across the last 5 years. (Complete program enrollment and degrees granted data for that time period are available in your Dean's office for you to review.)

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**Personnel Issues**

1. Provide in an attachment the following information profile for faculty in your department at present (being sure to distinguish between full- and part-time): distribution by rank, degrees, length of service, percentage tenured, salary, number of women and racial/ethnic "minority."

2. Provide the following information for full-time faculty who left your department during the past 5 years.

Year	Number of Departing Faculty	Reason(s) for Departure
1995-96	_____	_____
1996-97	_____	_____
1997-98	_____	_____
1998-99	_____	_____
1999-00	_____	_____

Of those faculty who left your department, how many were replaced? \_\_\_\_\_

If faculty were not replaced, explain why.

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3. Please fill in the following grid with respect to the number of full-time, part-time, and total faculty in your department for the years indicated.

Faculty Group	Fall 1995	Fall 2000
Full-time faculty		
Part-time faculty		
Total faculty		

4. Compared to five years ago, what percentage of your courses are being offered by part-time faculty? Describe the impact of any changes in this figure on your programs or department.

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5. Describe the process **within your department** that governs recruitment and hiring, attending specifically to the formation and composition of your department search committees. Who exercises overall control of the search process? Also, who has input into this process? (If these processes vary for full-time and part-time faculty or staff, be sure to describe the separate processes.)

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6. What special strategies (i.e., beyond those outlined by the College's Affirmative Action program) have you followed in attempting to **recruit and hire** women, people of color, and persons from other underrepresented groups in your department?

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7. Describe any strategies your department has developed and implemented in an attempt to **retain** faculty, including special efforts directed toward women, people of color, and persons from other underrepresented groups.

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8. Describe how the College's criteria for renewal, promotion and tenure are applied in making personnel decisions in your department. In particular, be sure to address the relative weight that is given to teaching, scholarly activity and service. Also, are faculty in your department well-informed of these criteria and weights? Explain.

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9. Describe your procedures for evaluating part-time faculty members.

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10. How does your department encourage faculty to engage in activities that serve the larger College community (e.g., participation in the GE program, long range planning, doing interdisciplinary work). To what extent do your faculty engage in such activities?

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11. To what extent are faculty in your department involved in the community? Please provide examples of this involvement.

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12. What opportunities and incentives for scholarly activity exist in your department?

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13. How regularly are courses and instructors evaluated in your department?

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14. Describe the procedures you follow in evaluating courses and instructors, attending in particular to the role of student input.

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15. How is information yielded by course and instructor evaluations utilized in your department?

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16. Provide a **complete** listing of all measures and materials used in your department to assess teaching effectiveness.

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17. Describe how advisement responsibilities are handled in your department. How have you assessed the effectiveness of your faculty in advising students? Describe the major results and conclusions of your assessment of advisement.

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7. Describe the procedures you follow in evaluating graduate courses and instructors, attending in particular to the weight that is given to student input.

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8. How is information yielded by course and instructor evaluations of your graduate courses utilized in your department?

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9. Provide a **complete** listing of all measures and materials that are used in evaluating your graduate courses and instructors.

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10. Does your department offer off-campus graduate courses? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, describe how those courses are monitored and reviewed.

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11. Describe the extent to which different formats are used in your graduate courses (e.g., lecture, seminar, field placements, distance learning).

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12. Describe any benefits and/or problems that result from the fact that your department offers courses for graduate credit.

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***Questions 13-22 apply only to departments that offer graduate degree programs.***

13. Has your department in the last 5 years compared your graduate programs with those at similar institutions? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, describe the results of the comparison(s).

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14. Is there a regular schedule for reviewing your graduate program? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, describe that schedule.

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15. Has your graduate program been reviewed, in whole or in part, in the last 5 years? Yes\_\_ No \_\_\_\_  
If yes, describe any changes that were made in your graduate program as a result of that review.

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16. Describe **off-campus** graduate programs as well as procedures for monitoring and reviewing those programs. Be sure to address how these procedures resemble and differ from the review of on-campus programs.

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17. How does your graduate program address the needs of underrepresented students (e.g., racial/ethnic “minority,” women, non-traditional, disabled, gay/lesbian)? Describe any attempts to diversify your curriculum with respect to multicultural issues.

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18. Describe opportunities for scholarly activity and independent study for students in your graduate program. To what extent do these students participate in research?

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19. Describe the adequacy of College resources in maintaining a graduate program, with respect to staffing, library holdings, and laboratory space/equipment.

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3. Describe opportunities provided by your department, or by students associated with your department, for less formal interactions between faculty and students.

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4. Explain, from the perspective of your department and/or discipline, how the campus environment has a **positive** influence on learning.

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5. Explain, from the perspective of your department and/or discipline, how the campus environment has a **negative** influence on learning.

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6. Approximately how often does your faculty meet as a department? \_\_\_\_\_  
On the average, what percentage of your faculty attend these meetings? \_\_\_\_\_

7. List the standing or working committees within your department and explain how the committee membership is determined.

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8. What is the average weekly credit-hour teaching load for faculty in your department? (If this figure varies for the two semesters of an academic year, give the average for the two terms.) \_\_\_\_\_

9. If there have been during recent years any variations in weekly credit-hour teaching loads among the faculty of your department, explain the basis for the variations.

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10. What factors determine teaching load within your department?

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11. On the average, what percentage of your faculty have released time for a given semester? For what

purposes is released time given? Who determines which faculty receive released time?

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12. Describe faculty morale, and the major influencing factors, within your department.

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13. Explain if there has been a change in faculty morale across the past 5 years, and reasons for this change.

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14. Are leave policies (sabbatical, sick, disability, other) of the College and the University adequate to serve faculty in both a professional and a personal sense? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please explain.

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15. In general, are there adequate opportunities within the College and the University for faculty professional development (including travel)? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

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16. Is there among faculty of your department general satisfaction with the salary and benefits provided to faculty and professional staff during the last 5 years? Yes \_\_\_\_\_ No \_\_\_\_\_ Please explain.

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17. Describe the adequacy of equipment and facilities and the recent history of provision of equipment needed to carry out the work of your department.

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18. Describe other resource needs your department has experienced in the past five years.

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19. Overall, what contextual factors internal to the institution (e.g., salary, morale, governance structure, college procedures and policies, student characteristics) have had the most impact – positive or negative – on your department or program within the last 5 years?

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20. Overall, what contextual factors external to the institution have had the most impact – positive or negative – on your department or program within the last 5 years?

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21. How would you characterize the intellectual climate of the College? What factors have the most impact – both positive and negative – on this climate?

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22. Describe in some detail how the campus infrastructure is having an impact on your department and programs. What do you see as the biggest area of need for your department and programs with respect to campus infrastructure over the next few years?

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