## Diagnosing Readiness for Education Reform in the Academic Department

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<th>Factor</th>
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| Departmental vision                 | • Does the dept have a shared vision of undergraduate education? If so, what is it?  
• Has the dept developed curricular-level outcomes for its academic programs? What are they? Are they clear? Public? Accepted and valued? | • Initiate a sustained planning process with appropriate resources (e.g., time, facilitator)  
• Develop curricular-level outcomes with a skilled facilitator                                                                                                                                                                                                |
| Pressure for change                 | • Is there some recognized and accepted pressure for change, whether external or within the department? What is it?  
• Is the pressure for change related to the dept vision? | • Use external pressure for change as catalyst for dept change  
• Link dept planning/vision with pressure for change                                                                                                                                                                                                |
| Disciplinary characteristics        | • To what academic discipline does the dept belong?  
• Is there essential agreement on the important content, theory, methods and values in the discipline?  
• Is the dept primarily organized for teaching or research? | • Initiate explicit conversation about the discipline within dept, (e.g., content, theory, methods, values)  
• Identify areas of agreement/disagreement about discipline  
• Introduce dept to literature on disciplinary differences and implications for teaching                                                                                                                                                                                                |
| Academic values                     | • How collegial is the dept?  
• What is the relative strength of autonomy, academic freedom, specialization and collegiality?  
• What aspects of the dept encourage and impede collegiality? | • Use planning process/shared dept vision to promote collegiality  
• Stress common dept goals and communicate their importance often                                                                                                                                                                                                |
| Protected sub-unit/culture          | • Is there a small, cohesive and protected group with the dept already practicing or supportive of the change?  
• Is there a faculty member practicing supportive of the change who teaches a course at a key point in the curriculum? | • Support interests of individuals/subgroups within dept consistent w/change  
• Use these individuals/groups as internal change agents, providing forums to share their experience w/dept                                                                                                                                                                                                 |
| Support of undergraduate education | • How critical is undergraduate education to the mission of the dept?  
• Historically has there been support of undergraduate education in the dept?  
• Are there faculty specifically assigned to teach undergraduate courses? Who is their rank? | • Sustain past support of undergraduate education  
• Assign interested tenured/senior faculty responsibility for undergraduate education  
• Consider designating faculty positions for undergraduate education |
|-----------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|
| Department leadership            | • Is the dept chair supportive of/knowledgeable about undergraduate education?  
• If applicable, is the college of which the dept is a part supportive of it? | • Initiate professional development for dept chairs on organizing dept for teaching/learning  
• Use focus on teaching/learning to promote collegiality |
| Reward structure                 | • Is there financial support for undergraduate education in the dept?  
• Are there university/departmental awards for undergraduate teaching?  
• How seriously is teaching recognized in tenure and promotion decisions in the dept? College? University? | • Align reward. structure w/dept vision  
• Support effort/achievement in teaching/learning with resources and visible rewards (e.g., recognition, monetary)  
• Create awards to recognize teaching in dept/university |
| External support                 | • Is the dept's disciplinary organization supportive of teaching?  
• Are the requirements of professional and regional accrediting bodies consistent with the proposed change?  
• Is the proposed change consistent with broader trends in higher education? | • Support faculty attendance at meetings of disciplinary org  
• Use requirements of professional/regional accrediting bodies to leverage desired change in dept |