

Academic Program Review Guidelines

The Academic Program Review process will assess, on a regular cycle determined by the appropriate dean and the Provost, each Department's quality and effectiveness, prioritize programs and activities and identify reallocation opportunities, stimulate program planning and improvement, and insure that the Department's development is consistent with University-wide strategic priorities.

The review process will have three parts: Self-Study, external review, and School/University review.

I. Self-Study

A candid internal assessment of the Department, that will include description, analysis of strengths and weaknesses, and recommendations for improvement. It will be the basis for the entire review process.

A. Description

Components will include:

- response/follow-up to each recommendation from the previous review;
- a Departmental mission statement; complete list of undergraduate, graduate, and continuing education programs, courses, and enrollments;
- Departmental resources—faculty, support personnel, annual budget, space, special equipment;
- significant curricular changes since last review;
- studies of teacher effectiveness;
- student learning outcomes for each course, for the major/graduate program;
- Departmental programs aimed at improvement of teaching/research;
- Departmental participation in university and external faculty development programs;
- Department approach to advising, including studies of effectiveness;
- library holdings and services for Department;
- technology services for teaching and research;
- up-to-date curriculum vitae for all Departmental members;
- Departmental summaries of teaching loads (with detail for each faculty member);
- external funding;
- professional activities;
- university and external service;
- survey data from students, alumni;
- complete budget and cost data for Departmental activities (i.e., per undergraduate or graduate student credit hour, faculty resources devoted to research).

B. Analysis

The following questions are intended to guide the Department's reflections on the data in **Part A Description**. Please answer them as completely as possible.

Mission

1. How does the Department define its mission? What is its scholarly focus? Its areas of particular excellence? How does the Department contribute to the mission of the College/School and the mission of the University?
2. What are the current relevant critical issues and approaches in the field, and how has the Department responded to them?

Academic Programs

1. How does the Department's graduate curriculum support the Department's mission? The mission of the College/School and the University? What changes have been made in the graduate curriculum in the past five years? Why did you make these changes—on the basis of what evidence?
2. How does the Department's undergraduate curriculum support the Department's mission? The mission of the College/School and the University? What changes have been made in the undergraduate curriculum in the past five years? Why did you make these changes—on the basis of what evidence?
3. How does the Department participate in interdisciplinary graduate and undergraduate programs? Has this participation changed over time?
4. In light of the data presented on student satisfaction, consider the success of the Department's undergraduate and graduate programs.
5. Which Departments at other institutions are the Department's peers? How are they different from or similar to the Department?
6. Are the Department's rankings an accurate measure of its place among its peers?
7. What does the Department do to increase its visibility? To attract graduate students?

Teaching, Advising and Mentoring

1. How are Department teaching assignments determined? What is the standard teaching load of faculty by rank and status, and how do reductions occur?
2. What studies of teacher effectiveness and student learning, other than University course evaluations, has the Department undertaken? What steps has the Department taken to improve teaching and how effective have these measures been?
3. Discuss the Department's course evaluation data for the past six semesters. How have they been used to improve teaching? Can you cite specific

improvements? Have other studies of teacher effectiveness and student learning occurred?

4. Does the Department undertake programs to improve teaching? Does Department faculty take part in University programs to improve teaching?
5. How does the Department choose, prepare, and support graduate student teachers? Part-time faculty?
6. On what basis does the department estimate needs for adjunct fulltime and part time faculty?
7. What are the goals of the Department's advising of its majors? Master's degree students? Doctoral students? Has the Department done studies of graduate students' satisfaction with Departmental advisement? How are these advising programs organized? How are the advising responsibilities distributed among the faculty? What training of advisors does the Department do? How is advising evaluated and rewarded?
8. Are undergraduate students in the Department being adequately advised? Has the Department done studies of undergraduate students' satisfaction with Departmental advisement? Graduate students?
9. How does the Department understand and assist with the University's goal of student formation?

Research

1. In light of the data presented on faculty research productivity, what is the relationship between the quality and quantity of the Department's scholarship, and its teaching, advising, and service workloads?
2. What are the appropriate levels of faculty research productivity in the Department at the present, by faculty rank?
3. What are the research strengths of the Department?
4. Do members of the Department engage in interdisciplinary research projects with faculty in other Departments?

Service

1. In light of the data presented on faculty service, are the Department faculty sufficiently engaged in the work of the Department? Is the work evenly spread among faculty?
2. Are the Department faculty sufficiently represented on College and University committees and task forces?
3. Do the Department faculty demonstrate a commitment to the community outside the University?
4. Do the Department faculty adequately serve, and lead, their professional organizations?

Faculty

1. In light of the faculty demographic data presented, how does the current age, gender, ethnicity, and rank distribution of the faculty compare to the optimum, as you would define it?
2. What are the Department's current hiring plans for the next five years?
3. Describe the Department's hiring and retention efforts in the past five years. How many applicants were there for open positions? How many offers were made before a candidate accepted? Which institutions hired candidates who did not accept the Department's offer? How many faculty, with offers from other institutions, were retained in the past five years? How many were lost, and to whom? (Lost would include those who departed for reasons other than a better offer/institution.)
4. Describe the Department's efforts to diversify its faculty.
5. How would you characterize the intellectual life of the Department, and what is being done to improve or maintain it?
6. Describe governance and decision-making in the Department.
7. Describe the promotion and tenure process in the Department.
8. How does the Department support, counsel, and mentor junior faculty? How is the review of junior faculty conducted?
9. How does the Department evaluate senior faculty members?

Students

1. In light of the student data presented, describe programming for undergraduate majors: events intended to attract and inform majors; programs on research; assistance with job placement; anything else.
2. How does the Department assist in the professional development of graduate students? How does it assist its graduate students in obtaining employment?

Department Administration

1. Describe the role, function, responsibilities, and compensation (stipend and/or course reduction) of faculty administrative positions in the Department.
2. Describe Department committees and their responsibilities.
3. Describe the role, function, responsibilities and reporting lines of Department staff.
4. Describe the Department's efforts to diversify its staff.
5. Analyze the work and working relationships of Department administrators, faculty and staff, within the Department and with the College of Arts and Sciences and the University.

Resources

1. List equipment available to the Department. Is it adequate for the current state of the Department? Is there sufficient operating support (maintenance contracts, technical staff) for the Department's equipment?

2. In light of the data presented on library holdings, are library resources available to the Department adequate?
3. In light of the data presented on Department space, is the space currently available to the Department adequate?
4. Is the staff support (administrative, clerical, technical, etc.) now available to the Department adequate?
5. How are Department resources (equipment, space, staff support) allocated?

C. Recommendations

In this section of the Self-Study the Department should think strategically about your goals and how you can reach them.

Based on the Descriptive and Analytic sections of this Self-Study, and the subsections within them, what recommendations would the Department make to strengthen itself in the short (one-year), intermediate (5 years), and long-term (10 years):

The Department's recommendations for the future should include:

- The goals and priorities for the Department for the next five years, and their associated costs;
- Ways in which the Department will respond, in research plans, curriculum changes, and/or re-examination of mission, to possible national and international developments and/or challenges/opportunities in the fields of the Department;
- Benchmarks that can be used to gauge Departmental performance, effectiveness, and efficiency;
- Possible sources of funding that the Department could pursue in the future;
- Foreseeable faculty retirements and plans for any new faculty hires in light of the prospective market for the scholars in the fields of the Department.

The recommendations should be made in three possible scenarios:

- with existing resources, including the possibility of reallocating resources within the Department;
- with resources increased by 10%;
- with resources decreased by 10%.

II: External Review

A small group of distinguished visitors selected by the Provost's Office, after consultation with the dean and Department, to review the Self-Study, to visit the campus for three days, and to provide the dean/the Provost with a candid evaluation of the accuracy and validity of the three parts of the Self-Study, concluding with the visitors' own recommendations for strengthening the Department.

III: School/University Review

The dean/the Provost reviews with the Department, the results of the Self-Study and external visit, and reach specific agreements on recommendations that will be implemented, and on key indicators to measure success.