

Departmental and Program Review

Aims:

- provide information to assess strengths and weaknesses;
- provide information for future planning;
- provide information on learning goals and outcomes;
- place department/program into a larger context
 - within the College,
 - within the liberal arts more generally,
 - and with reference to peer departments at comparable institutions

Oversight:

The review process is the task of the Academic Program and Standards Committee with the guidance of the Assistant Provost for Academic Affairs.

Timing:

Department/Program

Fall semester

Department/program produces a *self-study*, addressing each of the six (6) questions listed at the end of this document.

Spring semester

APSC, led by the committee liaison, discusses the document and prepares questions for the reviewers. Campus visit by a team of (normally) two external reviewers.

Team provides written reports on the self-study in the wider context of peer departments and programs, and on the degree to which the self-study and the team's assessment conform.

APSC discusses the final report and communicates thoughts /questions/recommendations to the department.

At any point in the process, department representatives may meet with APSC if the department chooses to do so.

Ten-Year cycle:

The entire academic program will be reviewed on a ten-year cycle. The following is the tentative schedule.

2012-2013 Biology, Biochemistry and Molecular Biology, Chemistry, Earth Sciences, Health Studies, Mathematics and Computer Science, Physics and Astronomy, Environmental Studies [*moved to 2013-14 to accommodate sabbatical cycle*], Neuroscience

2013-2014 Classics, Philosophy, Religion, Languages: French and Italian, German, Russian, Spanish and Portuguese, Environmental Studies [*moved from 2012-13 to accommodate sabbatical cycle*],

2014-2015 English [*moved to 2015-16 to accommodate sabbatical cycle*], Education [*will not be reviewed since certification has been suspended; see 2018-19*], Dance and Music, Art & Art History, Theater and Dance, Music

2015-2016 English [*moved from 2014-15 to accommodate sabbatical cycle*], Film Studies, Creative Writing, History, Economics, Anthropology [*moved to 2016-17 to accommodate sabbatical cycle*], Sociology [*moved to 2017-18 to accommodate sabbatical cycle*], Policy Studies (Policy Management, Law and Policy) [*moved to 2017-18 to accommodate sabbatical cycle*], Political Science, Psychology, Security Studies [*moved to 2016-17 to coordinate with International Studies review*], Writing Program [*moved from 2018-19 to expedite review*]

2016-2017 American Studies, Latin American, Latino & Caribbean Studies, Archaeology, Anthropology [*moved from 2015-16 to accommodate sabbatical cycle*], International Studies [*moved from 2017-18 to accommodate sabbatical cycle*], Medieval and Early Modern Studies, Women's, Gender and Sexuality Studies [*moved to 2017-18 to accommodate sabbatical cycle*], Judaic Studies [*moved to 2017-*

18 to accommodate sabbatical cycle], Security Studies [moved from 2015-16 to coordinate with International Studies review]

2017-2018 East Asian Studies, International Studies [moved to 2016-17 to accommodate sabbatical cycle], Africana Studies [moved to 2019-20 to accommodate sabbatical cycle], Middle East Studies, International Business and Management, Policy Studies (Policy Management, Law and Policy) [moved from 2015-16 to accommodate sabbatical cycle], Sociology [moved from 2015-16 to accommodate sabbatical cycle], Women's, Gender and Sexuality Studies [moved from 2016-17 to accommodate sabbatical cycle], Judaic Studies [moved from 2016-17 to accommodate sabbatical cycle]

2018-2019 Clarke Forum, Writing Program [moved to 2015-16 to expedite review], Community Studies [moved to 2019-20 to accommodate director's schedule], Center for Global Study and Engagement [moved to 2019-20 to accommodate staffing changes], Academic Advising [moved to 2019-20 due to the merger with Career Center in Fall 2018], Center for Sustainability Education (CSE), ALLARM, Educational Studies [first review of new program; moved to 2019-20 to accommodate retirement and sabbatical cycle], College Farm [first review]

2019-2020 Academic Advising [moved from 2018-19 due to merger with Career Center in Fall 2018], Africana Studies [moved from 2017-18 to accommodate sabbatical cycle], Center for Global Study and Engagement [moved from 2018-19 to accommodate staffing changes], Community Studies [moved from 2018-19 to accommodate director's schedule], Educational Studies [first review of new program; moved from 2018-19 to accommodate retirement and sabbatical cycle], Internships, Library, Trout Gallery

2020-2022 Middle States Accreditation Self-Study

2022-2023 Begin the cycle again

Preparing the Self-Study (Academic Departments)

In the Spring preceding the Fall Self-Study, Assistant Provost Deb Bolen will convene a meeting with representatives of the departments scheduled for external review.

By August 1, Bonnie Lehman will:

1. Provide to the academic department coordinator copies of faculty-approved proposals for major departmental and interdepartmental curricular initiatives since the previous self-study will be provided to the academic department coordinator, along with copies of the previous self-study and external review if one has been completed.
2. Request that the Advancement Office provide to the academic department coordinator an Excel spreadsheet containing post-Dickinson information on department majors (name, class year, job title, employer name, advanced degree information - institution, degree, type.)

By September 30, the department chair/coordinator will submit electronically to Bonnie Lehman (lehman@dickinson.edu):

1. A list of at least ten potential external reviewers. The list should include brief biographical information (educational background, research interests, teaching focus), as well as contact information (phone, email, institutional mailing address). This information should be available on the institution's website. Reviewers should be selected using the following criteria: (a) no actual or perceived conflicts of interest (do not include dissertation adviser for any departmental faculty); (b) broad representation of critical expertise; (c) peer-quality of both department and institution; (d) some knowledge/experience with Dickinson (e) experience as an evaluator (someone who evaluated here in the past would be helpful in recognizing changes and advancements (f) current faculty member (not on sabbatical or emeritus); (g) some assessment knowledge/experience; (h) cost-effectiveness re: travel expenses; (i) from an institution in the Middle States region.

2. Indicate what, if any, interactions any department members have with potential reviewers (served on a review team together, served on a panel at a conference together, etc.)
3. Indicate both good and bad dates for the on-campus visit.

By December 1, the academic department coordinator will submit electronically to Bonnie Lehman (lehman@dickinson.edu):

1. The most recent curriculum vitae for each current faculty member
2. Course enrollment data for the past 5 years, using reports at: http://www.dickinson.edu/info/20061/academic_program_and_standards_committee/719/course_enrollment_reports
3. The syllabi for each course taught during the past 5 years
4. Recent grads report compiled from data received from Advancement Office

By December 1, the department chair/coordinator will submit electronically to Bonnie Lehman (lehman@dickinson.edu):

1. The self-study narrative which should address each of the six (6) questions listed at the end of this document.
2. Most recent assessment plan and assessment reports (if not included as part of the self-study document).
3. List of department's questions/concerns to be addressed by the reviewers during the on-campus visit and in their report.

Questions to be Addressed in Self-study Document

1. Describe the current shape of your program/curriculum and place it in the context of the current state of the discipline. Please pay special attention to any changes made since your last evaluation, and what you now consider most essential to the program. May include comments on faculty development or staffing needs in the face of changes proposed by developments in the field of study. Be sure to address each of the following:
 - a. Describe special strengths in your program and/or areas in which your department is an example of innovation in your field.
 - b. Describe areas of weakness or areas that need further development to bring you up to current standards in your field.
 - c. Describe the pedagogical innovations used by faculty in your department, including practices that you are interested in pursuing.
 - d. How does your department contribute to the all-college graduation requirements?
 - e. Please comment on your department's approach to writing in the major. Include an explanation of how your WiD course builds on the FYS and how the WiD prepares students for senior-level writing.
 - f. How does your curriculum depend upon or support other academic programs? What challenges and opportunities does this present?
 - g. If you have a minor, what role does it play in the overall program? What are your curricular goals for the minor?
2. Describe the specific learning goals (including both knowledge and skills) that your department has established for students in your program. Describe the department's practices in assessing the progress of students toward achieving these goals. (Attach assessment plan and at least the most recent report.)

3. What does the department do to build community within the department, within the division, more broadly within the college and beyond? Include specific examples of projects undertaken both in the classroom and beyond and how these have enhanced the student learning experience.
4. Describe the ways in which your program demonstrates Active Learning, Interdisciplinarity, Global Perspectives, Independence, Sustainability, and, if appropriate, Civic Engagement.
5. Describe how you routinely and deliberately support diversity and inclusivity in course content, pedagogy, activities for majors/students, invited speakers, hiring (tenure-track or VAPs), etc.
6. Describe the ways in which your department teaches and assesses students' information research skills (information literacy) relevant to your discipline.