

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 Senior Associate 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, Sociology [*moved to 2016-17 to accommodate sabbatical cycle*], Policy Studies (Policy Management, Law and Policy), Political Science, Psychology, Security Studies, Writing Program [*moved from 2018-19 to expedite review*]

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

2017-2018 East Asian Studies, International Studies, Africana Studies, Middle East Studies, International Business and Management

2018-2019 Clarke Forum, Writing Program [*moved to 2014-15 to expedite review*], Community Studies, Center for Global Study and Engagement, Academic Advising, Center for Sustainability Education (CSE), ALLARM, Educational Studies [*first review of new program*]

2019-2020 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, Senior Associate Provost Brenda Bretz 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 OR anyone from a previous review team); (b) broad representation of critical expertise; (c) peer-quality of both department and institution; (d) cost-effectiveness re: travel expenses; (e) some knowledge/experience with Dickinson (f) experience as an evaluator (someone who evaluated here in the past would be helpful in recognizing changes and advancements (g) current faculty member (not on sabbatical or emeritus); (h) some assessment knowledge/experience; (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 for 2014-2015

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 all-college requirements (DIV I, II, III, QR, WR, CC and/or U.S. Diversity requirements)?
 - e. Do your courses provide support to other departments?
 - f. How does the department provide opportunity for majors to fulfill the writing requirement (both the WR and the senior writing)?
 - g. How does the co-curriculum integrate with the curriculum? What are the current challenges or untapped opportunities with regard to the co-curriculum?
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 and how these have enhanced the student learning experience.
4. Describe the ways in which your program supports the defining characteristics of Active Learning, Interdisciplinarity, Global Perspectives, Independence, and Sustainability.
5. Describe the ways in which the department routinely and deliberately enhances diversity (of Faculty, ideas and students). How might you enhance? What are the challenges?
6. The college is currently developing a more in-depth and inclusive model and program related to information literacy recognizing that the specific approach will be discipline specific. Please share with APSC any approaches to this program your department is currently pursuing or ideas you might have about your department's role in fostering information literacy.