

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 Associate Provost for Curriculum & Registrar.

Review Cycle:

APSC approved an adjusted cycle for academic department reviews on April 28, 2025, as follows:

REMAINING IN THIS CYCLE

(broken down over 5 years to start new 10-year cycle in 2030-2031)

2025-2026

Data Analytics (5-year)
Economics and Quantitative Economics
Film & Media Studies
History

2026-2027

Creative Writing
International Studies
Medieval and Early Modern Studies
Political Science
Security Studies

2027-2028

East Asian Studies (Chinese and Japanese)
Environmental Studies/Science
Judaic Studies
Middle East Studies
Music
Psychology

2028-2029

Africana Studies
American Studies
Educational Studies
Food Studies
Latin American, Latinx & Caribbean Studies
Law, Justice & Society

2029-2030

Anthropology and Archaeology
English
International Business and Management
Sociology
Women's, Gender and Sexuality Studies

Next Cycle:

The following is the full cycle of reviews including all departments:

2030-2031

Biology ('22-'23)
Chemistry ('22-'23)
Finance (4-year)
Geosciences ('22-'23)
Physics and Astronomy ('22-'23)

2031-2032

Biochemistry and Molecular Biology ('22-'23)
Health Studies ('12-'13)
Mathematics ('23-'24)
Neuroscience ('24-'25)

2032-2033

Computer Science ('22-'23)
Environmental Studies/Science ('27-28)
Philosophy/ETHC ('23-'24)
Religion ('23-'24)

2033-2034

Data Analytics ('25-'26)
French and Francophone Studies ('23-'24)
Italian and Italian Studies ('23-'24)
Latin American, Latinx & Caribbean Studies ('26-'27)
Spanish and Portuguese Studies/PBST ('23-'24)

2034-2035

East Asian Studies/CHIN/JPNS ('27-'28)
German ('23-'24)
Middle East Studies ('27-'28)
Russian ('23-'24)

2035-2036

Africana Studies 28-29
Classics ('23-'24)
Judaic Studies ('27-'28)
English/Creative Writing ('29-'30)
Medieval and Early Modern Studies ('26-'27)

2036-2037

Art & Art History ('24-'25)
Film & Media Studies ('25-'26)
Music ('25-'26)
Theater and Dance/DCMU/DANC/CPYB ('24-'25)

2037-2038

Economics and Quantitative Economics ('25-'26)
International Business and Management ('29-'30)
International Studies/SEST ('26-'27)
History ('25-'26)

2038-2039

Food Studies ('28-'29)
Law, Justice & Society ('28-'29)
Political Science ('26-'27)
Psychology ('27-'28)
Sociology ('29-'30)

2039-2040

Anthropology and Archaeology ('29-'30)
American Studies ('28-'29)
Educational Studies ('28-'29)

Preparing the Self-Study

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

By August 1, Laura Barstow will:

1. Provide to the department chair and academic department coordinator copies of faculty-approved proposals for major departmental and interdepartmental curricular initiatives since the previous self-study, along with copies of the previous self-study and external review if one has been completed.

By August 1, the department chair/coordinator will:

1. 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 Laura Barstow** (weberla@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. Respond to the campus visit scheduling survey to schedule external reviewer campus visit

By December 1, the **academic department coordinator** will submit **electronically to Laura via provided link**:

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
2. The syllabi for each course taught during the past 5 years
3. Recent grads report compiled from data received from Advancement Office

By December 1, the **department chair/coordinator** will submit **electronically to Laura Barstow** (weberla@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, 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.