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 Academic Affairs.

Timing:
Department/Program

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

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.

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

2020-2022   Middle States Accreditation Self-Study

2022-2023   Biology, Biochemistry and Molecular Biology, Chemistry, Computer Science, Earth Sciences, Physics and Astronomy

2023-2024   Classics, Philosophy, Religion, French and Francophone Studies, German, Italian and Italian Studies, Russian, Spanish and Portuguese, Mathematics [*Moved from 2022-23*], Center for Civic Learning & Action *[Moved from 2024-25 as required to close out the Mellon grant process]*

2024-2025   Art & Art History, Theater and Dance, *{Five year interim report from the Center for Global Study and Engagement],* Neuroscience [*Moved from 2022-23*]

2025-2026   Data Analytics, Film Studies, History, Economics and Quantitative Economics, Political Science, Psychology, Writing Program, English [*Moved from 2024-25*], Health Studies [*Moved from 2022-23*], Music [*Moved from 2024-25*]

2026-2027   American Studies, Latin American, Latinx & Caribbean Studies, Anthropology and Archaeology, International Studies, Security Studies, Medieval and Early Modern Studies

2027-2028 East Asian Studies (Chinese and Japanese), Environmental Studies/Science *[Moved from 2022-23]* ,Middle East Studies, International Business and Management, Law & Policy, Sociology, Women's, Gender and Sexuality Studies, Judaic Studies

2028-2029 Africana Studies, Clarke Forum, Center for Sustainability Education (CSE), ALLARM, College Farm, Center for Global Study and Engagement, Creative Writing [*Moved from 2024-25*], Educational Studies

2029-2030 Advising, Internships, Career Center, ADS/SOAR, Library, Trout Gallery

2030-2032 Middle States Accreditation Self-Study

2032-2033 Begin the cycle again

Preparing the Self-Study
(Academic Departments)

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 Weber 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.

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 Weber (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

https://dickinson0.sharepoint.com/sites/APSC-AssociateProvostOffice/Shared Documents/Associate Provost Office/APSC/External Evaluations/Departmental and Program Review - Academic Dept.doc

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 Weber (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.

https://dickinson0.sharepoint.com/sites/APSC-AssociateProvostOffice/Shared Documents/Associate Provost Office/APSC/External Evaluations/Departmental and Program Review - Academic Dept.doc

6. Describe the ways in which your department teaches and assesses students' information research skills (information literacy) relevant to your discipline.