Goal of Department and Program Reviews
The review is intended to provide an opportunity to reflect on and evaluate the educational goals, practices and achievements of the discipline group or program. By examining the vision, goals, expectations, plans and priorities of the discipline or program within the interdisciplinary fine arts and design mission of the School, faculty and staff identify areas that have been successful as well as areas that need change. External reviewers provide additional insights in assessing the quality of the educational experience and in making recommendations for improvements. Faculty and administrators work together to sustain the excellence in the disciplines while planning for the future. The overall purpose of the reviews is to strengthen students’ education through periodic and broad evaluations of departments and programs.

Process
The process guidelines for program reviews refer to departments and programs interchangeably throughout; reviews of programs such as the Library or IRFM would be modified as needed, but the goals remain the same. Most programs will be reviewed every eight to ten years according to a schedule determined by the Provost and Dean of Faculty. Reviews will generally take a full academic year; some preparation will be necessary during the semester before the review work begins.

All reviews have an internal and external component. Every attempt will be made to include as many members of the community as possible in each review; this will vary depending upon the program reviewed. Ample notice and support will be given to those under review so that the process does not become overly burdensome. It will take time, however, to prepare materials, discuss the programs, and host visitors, so all programs will need to plan adequate time to complete their review. The following outline suggests a reasonable schedule:

Start of spring semester  The Dean and/or the Provost announce the review for the following academic year to the program and provides a letter outlining the process and timeline to each faculty member in the group. One faculty member from another department is assigned to the department/program review.

May  The program faculty receive a set of data on course offerings in the last five years, enrollments in these courses, and information on students who enrolled in discipline courses. Other information may be available as well (alumni information, for example).
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<tr>
<th>Time Period</th>
<th>Activity Description</th>
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<tr>
<td>End of spring semester</td>
<td>The faculty designate one person to coordinate the review for the program and inform the Dean of their choice. (The role of the coordinator is explained below.) The review duties fulfill this person’s full service requirement for the duration of the review.</td>
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<td>Fall semester</td>
<td>The faculty prepare a written evaluation of the program to be completed by the end of the semester. Early in the semester the program hosts an open meeting for students and other interested community members to comment on the program. By the middle of the semester a draft of the self-study is circulated to the program for feedback. (Information on the contents of the evaluation is included later in these guidelines.)</td>
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<td>Spring semester</td>
<td>External reviewers are invited to visit campus (during the Spring semester). The reviewers (at least two but ideally three from different campuses or organizations) ideally should be invited to review the program over the same two-day period. (Additional information on the external team is below.)</td>
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<tr>
<td>Spring semester</td>
<td>The external team visits the campus as early as possible in the Spring semester. When, as is desirable, the reviewers visit campus at the same time, they work together to prepare one combined report.</td>
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<td>Fall semester</td>
<td>Following review of the team reports, the faculty prepare a brief written response to address any concerns or recommendations noted. This response is due within three weeks from the date of receiving the team report(s).</td>
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<td>Fall semester</td>
<td>The Department under review presents the findings to the School community.</td>
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<td>The Dean meets with the program to discuss the review and to begin planning how to address any issues that emerged in the review. The Associate Dean will continue working with the program following the review process to help facilitate discussion and oversee progress. All Handbook and Handbook Supplement provisions regarding financial exigency, retrenchment, and due process will remain in force during and after Department and Program Reviews.</td>
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Role of the Program Review Coordinator

During the review, several tasks need to be accomplished, and the coordinator makes sure that they get done in a timely way. The jobs include scheduling meetings, writing and revising the self-study, hosting the reviewers, writing the response to the external review document, facilitating discussions, and communicating with the Dean’s office. Coordinators do not need to do all of these jobs alone, with the exception of serving as the primary discussion facilitator and point-person for the Dean’s Office. The work of the review is a shared responsibility for the entire program.

Contents of the Program’s Self-study

The self-study should provide a detailed and thoughtful picture of the program as it has evolved over time and exists today. It should also look ahead to the future (the next five years) and provide a plan for curriculum and faculty development. The self-study should describe the program as well as assess the quality of the program in light of how well it is meeting its own discipline student learning goals and within the context of the School’s mission and core values. While consensus is the goal in the program’s written presentation of itself, differences of opinion can certainly be reflected in the written materials. While funding implications may arise as a result of identified concerns or plans, the purpose of the self-study is not to provide a rationale for increasing expenditures. The following questions should be answered in the self-study (not all questions are relevant for all programs):

1. What is the history of the program at SAIC?
2. What is essential to know about this program?
3. What are the student learning goals for the program? What evidence do we have to demonstrate that students are meeting these goals? (The Associate Dean can assist with this portion of the evaluation.)
4. How does the curriculum provide different entryways to the discipline for all SAIC students and how does it provide specific academic experiences of increasing depth for students concentrating in the discipline?
5. How do the goals of the program fit within the mission and core values of the School?
6. Are the faculty adequate in number, expertise, quality of teaching and advising, and diversity to keep the program thriving?
7. Are the staff adequate to the program’s needs?
8. Are the material resources adequate to the program’s needs?
9. Are there any plans to develop the curriculum within the next five years?
10. Are there any plans to develop the faculty within the next five years? (If any retirements are anticipated within this period, the faculty should discuss their intentions for replacement with regard to the curriculum.)
11. Are there any particular concerns that need to be addressed?
12. How will the program continue to reflect on its goals and collaborate to improve as needed?

A possible outline for the self-study is:

- **Overview of program (2-3 pages)**
  [Includes mission of program, history, central issues the program now faces.]

- **Program description (3-4 pages)**
  [Includes central learning goals, description of the curriculum and its link to the learning goals, connection to mission and core values.]

- **Program assessment (3-4 pages)**
  [Includes evidence demonstrating how the program is meeting its learning goals.]

- **Faculty resources and development (1-2 pages)**
  [Includes review of major accomplishments of faculty in recent years, faculty professional development, faculty innovation and collaborations.]

- **Material resources (1 page if necessary)**
  [Includes description and assessment of current material resources.]

- **Staff resources (1 page if necessary)**
  [Includes description and assessment of current staff resources.]

- **Planning for the next five years (1-2 pages)**
  [Includes all planning issues related to developing the curriculum, faculty, and other resources.]

**External review**
The reviewers will be chosen by the Dean in consultation with the faculty. Reviewers will receive the program’s self-study and other information well in advance of the visit. (The Dean will invite the reviewers and arrange stipend payments and expense reimbursements. The Administrative Director will arrange travel, housing, meals, and with the help of the faculty review coordinator, will arrange the on-site visit and hosting details during the visit.)

In addition to the self-study, the external team will also receive the data that was provided to the faculty, course descriptions for the past five years, the current full curriculum, course syllabi, and faculty CVs. If the program would like the reviewers to evaluate anything in particular beyond what the Dean has requested, a letter outlining these issues may be included.
During the two-day visit, reviewers normally meet with the entire program faculty as a group as well as in several individual meetings, they meet early in the visit with the Dean, Provost and President in separate meetings, they meet with students, they visit classes (although the purpose of visiting classes is not to evaluate individual teachers), they tour facilities, and they have an exit interview with the Dean and/or Provost.

The primary purpose of the external review is to assess the quality of the program. In doing so, the reviewers are asked to consider how the program compares with others at similar institutions, how the program’s curriculum meets the learning goals of the program, how the program integrates with the rest of the School and its mission, how well resources match with the program goals, and how clear faculty and students are about the program. Finally, the reviewers comment on concerns and strengths of the program, and make recommendations for improvement.

Faculty Support during the Review Process
Beyond the guidance of the Dean, the two key staff members who will support the review process are the Associate Dean of Academic Affairs and the Associate Dean of Budget and Administration. The Associate Deans are available to meet with members of the program as the self-study is being written and are available to read a draft of the document. The Associate Deans can also meet with the faculty review coordinator and the Administrative Director to help plan the campus visit.