**Guidelines for Department and Program Review** (April 2023)

A department-level review provides an opportunity for shared reflection on a department's mission and how it relates to the mission of Augustana College. Through the process of department review, faculty members will examine the educational effectiveness of all its curricular and co-curricular offerings, evaluate the structure and relevance of the department's curriculum, the availability and efficient use of necessary resources, and the department's engagement in the broader life of the College. In conversation with the Provost and a team of external reviewers, the department will assess its strengths, challenges, and opportunities.

## I. Review schedule

A department review will be carried out on a ten-year cycle. The appropriate Division Dean will notify departments that are on schedule for a review during the academic year preceding the review; departments and programs can check the year of their next review at any time here. Within 4 months of the visit by the external review team, the appropriate Division Dean and Associate Dean of Academic Strategic Priorities will meet with the department chair to go over review guidelines and answer any questions that faculty have.

As soon as possible after the initial meeting, the department will provide a list of potential external reviewers to the appropriate Division Dean and the Associate Dean of Academic Strategic Priorities. The department will provide a self-study document and accompanying supporting information to the appropriate Division Dean, Associate Dean of Academic Strategic Priorities, and the external reviewers no later than one month prior to the date of the on-campus visit by the external reviewers.

A typical review timetable can be found in Appendix #1.

## II. Department review team and external review team composition

In small departments, the Department Chair will head the department's efforts, and the entire faculty of the department will contribute to the process of collecting and analyzing data. In larger departments, it may be advantageous to select a review committee, which may or may not be headed by the Department Chair.

External review teams will typically consist of two people who are tenured faculty in the discipline at other liberal arts colleges; that is to say, our reviewers will be peers who teach at institutions similar to our own, unless the department and the Provost otherwise agree. These individuals will be invited by the Provost's office.

The department will provide a list of people well suited to evaluate the department, and will rank them according to their preference. The list created by the department should include each potential reviewer's contact information, particular interests and strengths, and any association that they have had with Augustana College or department faculty prior to the review. Some disciplines might choose to consult with

their major professional organization during this process, which may have a list of reviewers that could be consulted; in these cases the professional organization might even play a role in making arrangements or referrals.

In the event that the department and the Provost's Office disagree on the composition of the review team, the department will select one member and the Provost will select the other. Particularly large departments may request additional reviewers at their discretion; they will also select these reviewers in conversation with the Provost. In the event that other disciplinary review processes stipulate a different selection process for reviewers (e.g., processes imposed by external accreditation or regulatory bodies), the Provost's Office will work to ensure our own review process is in accordance with those guidelines.

Review teams will typically spend two days on campus, meeting with faculty, students, and administrators in order to assess how the department is performing in comparison to departments at similar institutions in regards to the department's curriculum, faculty, students, and program resources.

The itinerary will be assembled in advance by the Department Chair working with the Provost's Office. For more information on what should be included in a review team's visit, see Appendix #2.

**III. Department self-study**

In preparation for the review team's visit, the department should complete a self-study that evaluates its performance and identifies important issues for discussion. Each department will undoubtedly have its own specific concerns to be addressed in its review, and these will surely be reflected in how the department crafts its report. Nonetheless, we do expect that departments will follow the general guidelines outlined here. If the Provost's Office has particular concerns or questions that it would like the department to address, these will be made clear to the department within the year prior to the review.

The self-study should be submitted to the Provost's Office at least four weeks prior to the external review. Electronic submission is required.

The self-study should comprise:

1. The department's mission statement.

2. For each major, minor, and other academic program housed within the department, a description of the learning outcomes and their relationship to college learning outcomes, and an explanation of how the program is designed to achieve those learning outcomes.

i. Provide a map of your curriculum that shows where program and college-wide learning goals are being developed. In addition to courses, include specific curricular or co-curricular experiences that support the learning outcomes.

ii. Explain how the program has been designed to support those learning outcomes and reflects current or emerging directions of its discipline.

3. Evidence of the degree to which students completing each program are achieving the learning outcomes. Information gleaned from the annual departmental assessments may provide the bulk of this evidence.

i. Provide and interpret evidence of student learning across the program's learning outcomes. Explain how that evidence has helped shape the program. Include any recent or anticipated changes to the program curriculum and the rationale for making those changes.

ii. Provide evidence of the department's awareness of potential demographic differences in student learning and efforts to address any of those differences.

4. A description of the faculty's engagement in discipline-specific or teaching scholarship.

i. Explain how the department supports faculty scholarship in the context of its mission. Include a description of the faculty's strengths, challenges, and goals for its engagement in scholarship.

ii. Summarize the scholarly efforts and professional development efforts of the faculty.

iii. Describe ways that faculty scholarship and professional development has informed curricular or co-curricular experiences run by the department.

5. A description of how the department contributes to other college programs (e.g. interdisciplinary programs, general education programs) and evidence-based explanations of the department's effectiveness in supporting the learning outcomes of those programs. Information gleaned from the annual departmental assessments may provide the bulk of this evidence.

i. Summarize the department or program's formal contributions to other college programs and demonstrate an awareness of how those contributions foster the learning outcomes of those programs.

ii. Provide evidence for the effectiveness of those contributions in supporting the learning outcomes.

6. A description of the faculty's engagement in college governance and service.

i. Explain how the department supports faculty service to the college. Include a description of the department's strengths, challenges, and goals for its role in college service.

ii. Summarize the service efforts of the faculty.

7. An examination of the human, financial, and infrastructural resources available to the department in support of its mission.

i. Summarize the available human, financial, and infrastructural resources. Include an explanation of how the department uses college-wide resources (e.g. CORE, Learning Commons).

ii. Use evidence to explain how the available resources match up, or fail to match up, with the goals of the program.

iii. Provide evidence of the faculty's preparation and capacity to meet the needs of a diverse student population.

8. A summary of findings from this self-study including areas of strength, current and anticipated challenges, and goals to improve the department's effectiveness.

i. Clarify for the external review team the major challenges or questions facing the department.

ii. Identify specific topics on which the department would like focused feedback from the external review team.

Supporting evidence to be appended:

1. A summary of the department's curriculum and staffing for the past five years.

2. A list of current faculty, including dates of employment at Augustana, degree institutions and dates, and principal research and teaching interests.

3. An abridged curriculum vita for each member of the department.

4. The department's current requirements for the major and minor.

5. Annual numbers of majors and minors for the past five years.

6. A list of courses offered in the last five years and their enrollments.

7. Credit hours generated for majors/minors/non-majors.

8. Copies of syllabi for all courses offered in the last five years.

9. A summary of the current department budget.

10. A brief description of the department's spaces, facilities, and equipment (exclusive of standard office equipment).

11. The department's statement of expectations for professional activity.

## IV. After the review team visit

Within six months after the external review team submits its report, the department will craft a response to the report. The Provost will then meet with the department chair, the appropriate Division Dean, and the Associate Dean of Academic Strategic Priorities to address the reviewers' report, the department's response, and a plan for implementing changes suggested in the self-study or by the review team.

In those cases where there is clear disagreement between the department and the Provost's Office about the need for and/or scope of change, Faculty Council will form a committee of six faculty from outside the department in question to facilitate conversation between the department and the administration, and to provide both the department and the administration with recommendations.

**Appendix #1: Review Timetable**

| | Provost's Office | Department |
|---|---|---|
| **Academic Year Prior to Review** | • Division Dean notifies chairs of departments due for a review in the following year.<br><br>• Discuss issues of importance with Department<br><br>• Discuss list of suggested reviewers with department | • Meet to discuss review preparation to identify which issues are most important to focus on during the review.<br><br>• Generate list of potential external reviewers<br><br>• Develop the self-study dossier |
| **At least four months prior to review visit** | • Finalize list of external reviewers | • Suggest possible dates for external reviewers<br><br>• Finalize self-study dossier<br><br>• Write department summary of self-study<br><br>• Arrange for external reviewers' visits, including lodging and travel accommodations (Provost's Office will assist with accommodations) |
| **1 month prior to review visit** | • Provide any additional institutional information needed by external reviewers | • Provide Provost's Office with dossier and summary<br>• Send copies of self-study dossier, summary, and Augustana College materials (catalog, etc.) to external reviewers.<br><br>• Develop a detailed itinerary of the external reviewers' visit |
| **After the review visit (within 6 months)** | • Meet with the department to discuss the reviewers' report, the department's response, and a plan for implementing changes | • Answer any remaining or follow-up questions that the reviewers may have<br>[a]• Prepare a department response to the reviewers' report and a plan for implementation<br>• Meet with the Provost to discuss the reviewers' report |

**Appendix #2: External review team itinerary**

The Provost's Office and the department should plan for a two-day visit from the external review team, with the review team arriving the evening before the first day. The schedule of meetings should include:

• At the beginning of the visit, an initial 1-hour visit with the Provost and their designee

• A meeting with the department's Division Dean

• Individual meetings with all department members, including tenured, tenure-track, and non-tenure track faculty members

• Meetings with members of departments with whom there is regular interaction with the department being reviewed (e.g., shared majors, interdisciplinary programs, etc.)
• Meeting with students (e.g. majors and minors)

• At the end of the visit, time for the review team to meet alone to discuss the visit and begin work on the review report

• A concluding 1-hour meeting with the Provost and their designee as well as the appropriate Division Dean.

Expenses for the external review team visit are paid for by an account administered by the Provost's office. Please submit all bills, invoices, and receipts for food and lodging to the Provost's Office.