

DESCRIPTION OF THE DEPARTMENT AND PROGRAM REVIEW & PLANNING PACKET

Introduction to the Review and Planning Process

This round of program reviews emphasizes a multi-disciplinary approach that examines both individual departments and broader questions such as general education, scientific research, and interdisciplinary topics. The reviews are part of a university-wide approach to evidence-based planning and decision-making. The reviews also address requirements of the Southern Association of Colleges and Schools (SACS) and the State Council of Higher Education for Virginia (SCHEV). Although both require academic program reviews, each allows considerable latitude in how institutions conduct reviews. William and Mary has a long tradition of program reviews and the process is linked closely with the Process of Institutional Effectiveness adopted by the College to comply with SACS' *The Principles of Accreditation*. The reviews also include measures outlined in SCHEV's 2003 *Program Productivity/Viability at Public Institutions: Policies and Procedures for Review of Academic Programs*. General specifications for the 2006-2013 round of reviews are described below.

- **Multi-disciplinary review clusters:** Departments and programs have been grouped into clusters in order to emphasize complementary roles in general education, in broad areas of the liberal arts such as the sciences, the arts, and international studies, and in graduate research.
- **Department or program's internal review:** Each department and program conducts an internal review to examine the following and address the Dean's questions:
 - Expectations for student learning as part of the department or program's Profile of Institutional Effectiveness
 - Quality of teaching in the context of the department or program mission
 - The department or program's contributions to general education
 - The department or program's contributions to university priorities as specified by the Dean and Provost
 - The department or program's place in the discipline or field
 - Current department/program plans including new initiatives in research or teaching
- **External review teams.** In an on-campus visit to the College, a team of external consultants review the academic cluster.
 - Teams are selected by the Dean based on recommendations from each department and program in the cluster.
 - Review teams will include members representing each discipline and field in the cluster; some disciplines or fields may be represented by two team members(e.g., those that are larger, offer multiple degrees)
 - Team members review respective departments and programs and consider broader issues of general education, SACS accreditation and SCHEV requirements, and inter- and multi-disciplinary areas or institutional mission.
 - Team members meet with their respective departments and programs separately during the on-campus visit. The team as a whole also reviews the cluster, looking at department and program strengths in their disciplines/fields and contributions to the university's broader goals.

- The team’s final report reviews individual departments and programs as well as department and program roles in broader areas of the university (e.g., general education, science, the arts, international studies, graduate research).
- **Department and program planning.** Each department and program uses results of the internal and external reviews to inform short- and long-term planning. During the review, each department and program examines its current plan and updates it based on the review. The Dean uses the review and subsequent department and program plans to inform College-wide planning and decision-making

The completed review packet for each department and program will include four major sections. The first section constitutes the internal review. The internal review sections are sent to members of the external review team prior to the on-campus visit. The second section is the report submitted by the external review team following the on-campus visit. The third section is the department or program’s response to the review and subsequent plans. The final section of the review packet is the Dean’s response to the review and the department or program plans. The packet should be treated as a public document.

The following is an outline of the review packet.

1. University Mission
2. Information for the Internal Review
 - a. Enrollment and Graduation Data: Undergraduate, Graduate
Provided by Institutional Research/Dean’s office
 - Number of degrees granted: five-year average
 - FTE students served: five-year average
 - FTE enrollments for upper and lower division courses: five-year average
 - b. Department or Program Profile of Institutional Effectiveness (PIE): Curriculum for Degree(s)
Available in department/program PIE: for each degree offered and for the undergraduate minor
 - Expectations for Student Learning in the degree program
 - Internal evaluation of how well expectations are being met
 - Plans based on evaluation results
 - c. Evaluation of the Quality of Teaching in Context of the Department/Program Purpose
Provided by the department or program
 - Description of evaluation process and results
 - d. Contribution to the University Mission: General Education
Provided by Institutional Research/Dean’s office and Planning & Assessment
 - FTE enrollments for GER/FRSM courses: five-year average
 - Summary from GER/FRSM reviews
 - e. Scholarship
Provided by the department or program
 - List of especially noteworthy scholarly publications by faculty
 - Awards, editorial positions, prizes, other
 - Schedule of semester and other research leaves

f. Priorities Specified by the University, Dean, and Provost

Provided by the Dean

For example:

- Undergraduate advising and research, including publications and presentations
- Undergraduate research and other opportunities for individual or collaborative scholarship during the junior or senior year
- Graduate advising and research, including publications and presentations
- Service learning or civic engagement: Describe opportunities in the department or program for students to engage in service learning or civic engagement. Include curricular and co-curricular experiences and the number of students who participate in them
- Contributions of the department or program to other departments and programs in the College (e.g., research, teaching)
- Contributions, both formal and informal, to interdisciplinary programs and initiatives and multi-disciplinary clusters (e.g., scientific education, the arts, international studies, graduate research)
- Openness to diversity

3. Report of the External Review Team and Response to Dean's Questions

Report outline:

- Review of each department and program:
 - How does the department or program compare within the discipline/field
 - How does the department or program contribute to matters of concern for this cluster
 - Other questions from the Dean
- Review of the cluster
 - If no further financial resources are available, what recommendations do you have for improving the departments and programs in the cluster?
 - If some additional financial resources are available:
 - Where should they be focused to maximize benefits?
 - How can departments or programs be improved with these resources?
 - Are new faculty positions needed, and if so, in what fields?
 - Other questions from the Dean

4. Department/program Response and Plans

- The department/program provides general and specific comments about the review
- The department/program updates short- and long-term plans based on findings
- If additional resources will be requested to implement initiatives in the plan, indicate:
 - the type and amount of resources needed (e.g., positions, space, equipment, funds)
 - duration (e.g., one-time, continuous)
 - methods that will be used to determine progress of initiative (*Evaluation results of funded requests must be reported to the dean annually*)

5. Dean's Response to Internal and External Review and Department/Program Plans

Cluster 1 Review Schedule: 2006-2007

February 2006	<ul style="list-style-type: none">• Dean notifies departments of review schedule, describes process, and outlines priorities of the Cluster review• Departments and programs update their Profiles of Institutional Effectiveness (in consultation with David Aday, Director of the SACS Review)
March 2006	<ul style="list-style-type: none">• Dean collects support material for internal reviews
April 2006	<ul style="list-style-type: none">• Dean provides packet of material to each department and program in the Cluster
Fall 2006	<ul style="list-style-type: none">• Each department and program conducts an internal review• Dean organizes external reviews and plans visit
Spring 2007	<ul style="list-style-type: none">• External review team visits
Fall 2007	<ul style="list-style-type: none">• Departments and programs submits final review and plans to the Dean
Spring 2008	<ul style="list-style-type: none">• Dean responds to review and plans

Clusters of Reviews: 7-year schedule 2006/2007 – 2012/2013

2006-2007:	CLUSTER 1:	Classical Studies, Philosophy, Religious Studies
2007-2008:	CLUSTER 2:	Modern Languages/Literatures (French, German, Hispanic Studies), International Studies
2008-2009:	CLUSTER 3:	Applied Science, Computer Science, Mathematics, Physics
2009-2010:	CLUSTER 4:	Biology, Chemistry, Environmental Science/Policy, Geology
	CLUSTER 5:	Kinesiology, Neuroscience, Psychology
2010-2011:	CLUSTER 6:	Black Studies, English, Film Studies, Linguistics, Lit/Cultural Studies, Medieval/Renaissance Studies, Women's Studies
2011-2012:	CLUSTER 7:	Art/Art History, Music, Theatre/Speech/Dance
	CLUSTER 8:	American Studies, Anthropology, History
2012-2013:	CLUSTER 9:	Economics, Government, Internat'l Relations, Public Policy, Sociology