THE GRADUATE SCHOOL

UNIVERSITY *of* WASHINGTON

ACADEMIC PROGRAM REVIEW GUIDELINES FOR 2017-2018

Introduction

The University of Washington conducts program reviews as stipulated in the *University Handbook* (Section 12-28):

> *Reviews of all academic units including the graduate and undergraduate degree programs offered by these units are required at least every ten years and are conducted jointly by the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs in cooperation with the relevant School or College Dean. Among the outcomes of the above reviews should be a clearer understanding of the academic unit's:*
>   1. *quality of instruction, research, and public service;*
>   2. *value to students' general education and preparation for society;*
>   3. *role within the University and effectiveness in fulfilling that role;*
>   4. *resource requirements;*
>   5. *future objectives and changes necessary to achieve them.*

Academic program review is the joint responsibility of the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs. The University of Washington has designated the Graduate School's ***Office of Academic Affairs and Planning*** to oversee and facilitate the academic program review process. Please keep in mind that academic program reviews focus on <u>both</u> the graduate and undergraduate program offerings of units. Additionally, academic program reviews serve the University's academic assessment process, as required by the University's accrediting body. Program reviews also provide the University with an assessment of the academic quality of undergraduate and graduate programs.

The Academic Program Review Process: What to Expect

The review affords faculty of academic units an opportunity to reflect on their goals and accomplishments, to consider their future direction and goals, and to receive a constructive assessment on their work from their peers. The process unfolds in the following way:

In the Autumn Term of the Year before a Review…

- The purpose of this first step is to allow the unit to identify questions that are unique to its work and foci. The unit to be reviewed will engage in an internal conversation (among its faculty members and—as applies—its chair/director, divisional dean, dean and/or vice chancellor or chancellor, etc.) aimed at:

  - Identifying the core questions the unit wants addressed by the review (Part B of the self-study). The unit may structure these questions in any fashion it wishes, keeping in mind that they are not set in stone. The unit will work with the review committee to determine the extent to which the list of questions should be modified. These questions will then be addressed in the self-study and considered by the review committee.

- Identifying the names of potential internal and external review committee members and possible dates for the site visit (**using the *Review Committee & Site Visit Recommendation Form*** found at the end of this document).

- Send the completed Part B questions and the *Review Committee & Site Visit Recommendation Form* to your primary Office of Academic Affairs and Planning contact, either Wesley Henry (weshenry@uw.edu) or Augustine McCaffery (amccaf@uw.edu) no later than the end of Autumn Quarter 2016.

- The Office of Academic Affairs and Planning will work with academic units to schedule the site visit (to occur the following academic year), establish the review committee, and schedule the charge meeting, ideally, for winter or spring term.

In the Winter and Spring Terms the Year before a Unit's Review...

- The charge meeting will occur.

- Either in person or virtually, participants in the charge meeting may include (with each having the discretion to send a designate) the:
  - Chair/Director, or otherwise faculty lead, of the unit;
  - Primary academic administrator having administrative oversight over the unit (e.g., a Dean for a non-departmentalized unit, a Divisional Dean for an Arts & Sciences unit, or a Vice Chancellor/Chancellor for a unit at UW Bothell or UW Tacoma, etc.);
  - Associate Dean of the Graduate School or their staff representative;
  - Associate or Assistant Dean of Undergraduate Academic Affairs, for units that have undergraduate program offerings;
  - At least one representative from the Graduate School Council;
  - At their discretion, one member from the Faculty Senate's standing; committees on Academic Standards (FCAS) and/or Teaching and Learning (FCTL).
  - For degree offering units (including ones that also offer graduate certificate programs) the review committee shall include, minimally, *two* University of Washington faculty members (one of whom shall serve as Chair of the Review Committee) and *two* external reviewers from peer institutions who are widely recognized experts in the field. Professional programs may include an expert in the field of practice in lieu of one of the external faculty reviewers, as appropriate and with the support of the relevant dean.
  - For reviews of a single degree or graduate certificate program, the review committee shall include, minimally, *one* University of Washington faculty member and *one* external reviewer.

- During the charge meeting participants will review the core questions the unit has submitted and will be addressed by the review, agreeing upon any possible revisions. The review committee will also have the opportunity to ask clarifying questions of the unit's leadership. All participants are considered full and active contributors to the discussion.

- The charge meeting will result in a formal charge to the review committee as well as a formal charge to the unit to write a self-study. The general recommendation is that the self-study should be no more than 25 pages. The unit may exercise discretion in writing the self-study, but it must minimally accomplish three tasks:

    o Respond to the required questions common to all reviews conducted at the University. These questions are set forth in the remaining pages of this document (Part A).
    o Respond to the questions the unit, administrators, and review committee have specifically identified (Part B).
    o Provide data in the form of appendices (Part C).

Prior to the Site Visit...

- The Office of Academic Affairs and Planning will create a password protected Catalyst website where all program review material will be located and available to all key constituents prior to the site visit

- The unit collaborates with the Office of Academic Affairs and Planning to plan the agenda for the site visit and to meet the needs of the review.

The Site Visit...

- The purpose of the site visit will be to allow the review committee to visit with all constituents and key stakeholders who can provide information about, and advice to, the unit. Additionally, if there are any other individuals or groups, e.g., an advisory board, the committee wishes to meet, these meetings should be arranged by the unit being reviewed.

- The site visit concludes with a meeting of all individuals who were present at the initial charge meeting and a representative from the Office of the Provost. The first half of this meeting will allow the review committee to share its initial findings and ++recommendations. The second half of the meeting will be an executive session during which academic unit representatives, including the chair/director of the unit, will not be present.

Final Events…

- The review committee will send its report, addressed to the Dean of the Graduate School and copied to the Dean of Undergraduate Academic Affairs when appropriate, to the Office of Academic Affairs and Planning—care of the unit's primary Office contact, either Wesley Henry (weshenry@uw.edu) or Augustine McCaffery (amccaf@uw.edu) <u>no later than four weeks after the site visit</u>. The Office of Academic Affairs and Planning will make the report available to the unit, its Dean/Chancellor/Vice Chancellor, and the Office of the Provost.

- <u>Within four weeks</u>, the unit being reviewed, in collaboration with its Dean/Chancellor/Vice Chancellor, should submit a response to the report—again, addressed to the Dean of the Graduate School and copied to the Dean of Undergraduate Academic Affairs when appropriate. This response should be sent to the Office of Academic Affairs and Planning care of the unit's primary Office contact, either Wesley Henry (weshenry@uw.edu) or Augustine McCaffery (amccaf@uw.edu).

- Within one academic quarter after the unit's response to the review committee's report, the Graduate School Council will review all documents generated during the review process and, if necessary, ask clarifying questions of the unit and/or review committee. The Graduate School Council will make final recommendations on the review to the Vice Provost and Dean of the Graduate School. A summary of the review, along with any recommendations, will be sent to the Dean, Chancellor and Vice Chancellor of the unit that was reviewed (with a courtesy copy to the Provost's Office). The unit's Director or Chair, all members of the review committee, and the Graduate School Council will also receive a copy of this letter.

THE SELF-STUDY STRUCTURE AND FORMAT

Self-Study Structure

The self-study has three parts:

Part A represents a unit's responses to a set of questions that will provide important background information and context for the review committee. These questions have also been crafted to fulfill the expectations for reviews set forth in the University Handbook, and the standards articulated by the University's accrediting body.

Part B represents the unit's core questions it set forth for itself, and negotiated at the charge meeting, as important outcomes for the review. These questions ensure that the review is of unique value to the unit and help guide the review committee's work in best assisting the unit to understand its current strengths and challenges as well as the best path for achieving its future goals. As such, Part B should include any background information the review committee will need to adequately address the core questions.

Part C consists of the required appendices for the self-study. The unit may include supplementary material as additional appendices, but it is recommended that these appendices be kept to a minimum.

Self-Study Format

The self-study, including all appendices, must be provided in a single pdf document. In addition, units must provide one hard copy bound in a 3-ring binder. It is recommended that the text of the self-study, exclusive of appendices, comprise ***no more than 25 single-spaced pages***, using 12-point font and 1 inch margins. Keep in mind that the unit need not provide more information than is relevant for the review committee to conduct a quality review. In our experience, self-studies that exceed the 25-page recommended limit are not necessarily more useful to the review committee.

Special Note for Units that Undergo National Accreditation Reviews

These units may exercise discretion in using any elements from their accreditation self-study to fulfill the requirements of the University of Washington's self-study—so long as that external accreditation occurred within the past two years. If there are questions in the University of Washington's guidelines that are verbatim, or similar, to what was asked as part of the unit's external accreditation then the unit can elect to simply cut and paste from their external accreditation self-study. The unit may also wish to use Part B of the self-study to articulate questions that are useful in preparing for an upcoming accreditation.

Self-Study Submission Deadlines

To ensure that the review committee has adequate time to read the unit's materials, the self-study, including all appendices, must be submitted to the Office of Academic Affairs and Planning by the date included in the program review charge letter. The following dates provide a general timeline for planning purposes:

September 1 for Autumn Quarter site visits

November 1 for Winter Quarter site visits

February 1 for Spring Quarter site visits.

The Office of Academic Affairs and Planning will make all review materials available (via a password protected Catalyst website) to the review committee and other individuals outside the unit who will be involved in the review.

Submission Checklist

❑　　The cover page listing:
　　　Name of unit, including name of school/college/campus
　　　Official title(s) of degrees/certificates offered by the unit
　　　Year of last review
　　　Name of Chair/Director/Lead of Unit
　　　Name of Self-study coordinator/author (if different from above)
　　　Date submitted

❑　　Table of Contents

❑　　Part A: Required Background Information

❑　　Part B: Supplemental questions generated by unit under review

❑　　Part C: Appendices

❑　　Submit a complete pdf version of the self-study, including all appendices, and a hard copy in a 3-ring binder to the unit's primary Office of Academic Affairs and Planning contact, either Wesley Henry (weshenry@uw.edu) or Augustine McCaffery (amccaf@uw.edu).

SELF-STUDY GUIDELINES

PART A

REQUIRED BACKGROUND INFORMATION FOR REVIEW COMMITTEE

Table of Contents

Mission & Organizational Structure

- Describe the overall mission of the unit. What does the unit believe in and what are its goals?

- List: (1) undergraduate and graduate degrees offered in the unit, including program options, or majors/minors, and fee-based programs within these degrees; and (2) certificate programs offered, if any. In addition, provide detailed information on enrollment and graduation patterns for each degree program (these data should appear in aggregate form, i.e. no student names).

- How is academic and non-academic staffing within the unit distributed? (Please refer to the organizational chart in Appendix A)

- Describe the manner in which shared governance works in the unit, along with how the unit solicits the advice of external constituents.

Budget & Resources

- Provide an outline of the unit's budget (Please refer to the budget summary in Appendix B).

- Indicate how the unit evaluates whether it is making the best use of its current funding and human resources?

- Describe any fund raising/development plan, or grant/contract-getting strategies used to seek additional funding

Academic Unit Diversity

- Does the academic unit have a diversity plan?

- Does the unit have a diversity committee and, if so, what is the representation on the committee?

- What is the diversity of the unit's faculty, administrative support services and technical staff?

- Describe how the unit utilizes institutional resources or partners with organizations such as the Graduate Opportunities and Minority Achievement Program (GO-MAP) in the Graduate School to conduct outreach and to recruit and retain underrepresented minority undergraduate and graduate students.

- Describe outreach strategies the unit employs with underrepresented minority students, women, student with disabilities, and LGBTQ students to diversify its student body.

- Describe initiatives the unit has employed to create an environment that supports the academic success of underrepresented minority students, women, students with disabilities, and LGBTQ students.

- Describe how the unit utilizes institutional resources such as the Office of the Associate Vice Provost for Faculty Advancement to recruit and retain faculty from underrepresented minority groups.

- What specific strategy has the unit employed to support the career success of faculty members from underrepresented groups, and where applicable, women faculty? To what extent has the unit been successful in diversifying its faculty ranks?

Section II: Teaching & Learning (+/- 6 pages)

Student Learning Goals and Outcomes
Answer the following questions for <u>each</u> undergraduate and graduate major/degree program/certificate program. There are reports provided by various university offices that may be useful in answering this section, and the Office of Educational Assessment can provide guidance regarding assessment.

- What are the student learning goals and outcomes (i.e., what are the students are expected to learn;? What are the students expected to be able to do as a result of the education provided?)

- In what ways does the unit evaluate student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.)?

- What methods are used to assess student satisfaction? What efforts are made to gauge the satisfaction of students from under-represented groups?

- How has the unit used these findings to bring about improvements in the programs, effect curricular changes, and/or make decisions about resource allocation?

- If applicable, note the courses typically taken by undergraduates who will <u>not</u> be majors in any of the unit's programs. Are there specific learning goals in those courses designed to accommodate such "non-major" students? If so, how is student achievement in reaching these goals assessed?

Instructional Effectiveness

- Including the use of standardized teaching evaluation forms, describe and discuss the method(s) used within the unit to evaluate quality of instruction.

- Please note all opportunities for training in teaching that are made available to any individuals teaching within the unit (including graduate students). These may be opportunities that support teaching improvement, innovation, and/or best practices, for example.

- Describe specific instructional changes you have seen made by instructors in response to evaluation of teaching within the unit.

Teaching and Mentoring Outside the Classroom

- Describe and discuss how faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching (i.e., informal learning, independent studies, research involvement, specialized seminars or workshops, etc.).

- Describe how the unit works with undergraduate and graduate students to ensure steady academic progress and overall success in the program, and any additional efforts to support students from under-represented groups.

- Describe how the unit works with undergraduate and graduate students to prepare them for the next phases of their academic or professional lives.

Section III: Scholarly Impact (+/- 5 pages)

- Describe the broad impact of faculty members' research and/or creative work. Feel free to note specific individuals and how their work embodies the unit's mission, or distinguishes the unit from those at peer institutions.

- For undergraduate and graduate students, describe significant awards, noteworthy presentations, or activities that have had an impact on the field while in the program.

- For units in which postdoctoral fellows are appointed, describe their participation in the research and teaching activities of the unit.

- Describe how program graduates have had an impact on the field either academically or professionally.

- In what ways have advances in the field or discipline, changing paradigms, changing funding patterns, new technologies and trends, or other changes influenced research, scholarship, or creative activity in the unit?

- List any collaborative and/or interdisciplinary efforts between the unit and other units at the University or at other institutions, and the positive impacts of these efforts.

- How does the unit work with junior faculty to maximize their success?

Section IV: Future Directions (+/- 5 pages)

Rather than simply addressing this section by reiterating previous sections of the self-study thus far, address this in a way that is constructive for the unit as it thinks about its future.

- Where is the unit headed?

- What opportunities does the unit wish to pursue and what goals does it wish to reach?

- How does the unit intend to seize these opportunities and reach these goals?

- Describe the unit's current benefit and impact regionally, statewide, nationally, and internationally. Given the unit's envisioned future, describe how reaching this future will augment that benefit and impact.

PART B
UNIT-DEFINED QUESTIONS (+/- 5 PAGES)

Part B contains the unit's core questions it set forth for itself, and negotiated at the charge meeting, as important outcomes for the review. These questions ensure that the review is of unique value to the unit and help guide the review committee's work in best assisting the unit to understand its current strengths and challenges as well as the best path for achieving its future goals. As such, Part B should include any background information the review committee will need to adequately address the core questions.

PART C
APPENDICES
(*Reminder: please include all appendices in the single pdf file for submission*)

Appendix A: Organization Chart

Provide a list (or develop a chart) that depicts the unit's organizational structure, including titles of those in leadership positions, names of departments/centers/units, and so on.

Appendix B: Budget Summary

Provide a summary of the unit's three most recent biennia. Feel free to prepare this summary in any way that makes most sense for your unit, providing a comprehensive overview for the review committee.

Appendix C: Information about Faculty

Please provide a list (reflective of the past academic year, autumn to summer) of all faculty members' names, ranks, appointment types, and affiliations with other units. If they are available online, provide a link to faculty CVs. If these are not available online, you may choose to include them digitally as part of this appendix.

NOTE: THE UNIT MAY CHOOSE TO INCLUDE ADDITIONAL APPENDICES THAT WOULD BE HELPFUL TO THE REVIEW COMMITTEE

REVIEW COMMITTEE & SITE VISIT RECOMMENDATION FORM

Please complete <u>this form</u> and send electronically to the Office of Academic Affairs and Planning representative overseeing your review, either:

Wesley Henry (weshenry@uw.edu)
or
Augustine McCaffery (amccaf@uw.edu)

Please provide the following contact information for your unit:

Unit name:	
Chair:	
Email:	
Phone:	

Please check to confirm the following:

☐ The names of potential review committee members have been actively shared with all faculty within your unit to check for conflicts of interest.

☐ The list of potential committee members has been shared with your dean or vice chancellor.

Dates of Site Visit
Please indicate your preferred quarter for the program review site visit.
☐ Autumn Quarter 20___
☐ Winter Quarter 20___
☐ Spring Quarter 20___
One-day site visits (for graduate certificate programs only) can be scheduled on any day of the week.
Two-day site visits (for degree offering units or units that have degrees and certificates) are generally scheduled for a Monday/Tuesday or Thursday/Friday between the second week of the quarter and the last week of classes.

Please list <u>three</u> sets of dates your unit would prefer for the site visit, taking into account the availability of faculty, students, and key staff.

Preferred site visit dates for the site visit:
1.
2.
3.

The Review Committee

One important step in the program review process is to identify potential committee members from both the UW and peer institutions. The relationship between the unit and its review committee should be cordial, but an appropriate distance should be maintained from the time the committee is constituted until the review has been completed in order to preserve the integrity of the review process and avoid the appearance of a conflict of interest.

In considering your preferences for internal and external candidates for your unit's review committee, strive to identify individuals for whom, to the best of your knowledge, there exist no conflicts of interest, including those outlined below. Please circulate the names under consideration to your faculty to ensure that they have no conflicts of interest. In addition, please circulate these names to your dean for the opportunity to provide additional recommendations or requests. If you have a question regarding a potential conflict of interest with a committee candidate, feel free to contact the Office of Academic Affairs and Planning. We are happy to provide advice and assistance.

The following are examples of common conflicts of interest:
- ✓ Candidate has a joint, adjunct, or affiliate position with the unit
- ✓ Candidate was a mentor for or mentee of a faculty member in your unit
- ✓ Candidate is an alumnus/alumna of your unit
- ✓ Candidate was considered for a position in the unit within the last five years
- ✓ Candidate has previously chaired a review committee in the unit
- ✓ Candidate has served on a visiting committee in the unit
- ✓ Candidate has engaged in collaborative research with a member of the unit
- ✓ Candidate has been involved in a publication venture with unit faculty
- ✓ Candidate has a significant personal or professional relationship with a unit member

UW review committee members must have graduate faculty status. Please verify that each recommended UW committee member has graduate faculty status by using the Graduate Faculty Locator (https://grad.uw.edu/for-faculty-and-staff/faculty-locator/). Contact gsacad@uw.edu for questions about graduate faculty status

Review committee-members are typically tenure-track associate or full professors. If you think a representative from your industry or clinical faculty (for example) will make important contributions as an external member of the review committee, please attach verification from your dean indicating support for the individual.

The Graduate School provides transportation and accommodations for external committee members only. Do not include suggestions for faculty living abroad.

Names of Potential Internal Review Committee Members

Please identify ***eight members of the graduate faculty*** at the University of Washington who might serve as internal members of the review committee. They must be from outside the unit under review, free from conflicts of interest, and able to appreciate the unit's scholarship. Please provide a ranked list in order of preference, using the following format:

Choice #1

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #2

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #3

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #4

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #5

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #6

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #7

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone:

	Email: Additional information: ☐ Check box to verify graduate faculty status

Choice #8

Check box to indicate potential committee chair: ☐ Chair	Name: Rank and title: Academic unit: UW box number: Office address: Phone: Email: Additional information: ☐ Check box to verify graduate faculty status

Names of Potential External Review Committee Members

Please identify ***eight individuals who might serve as external members*** of the review committee. External candidates should be experts in the unit's own field; currently engaged in research, scholarship, creative work, or other activity relevant to the field; and free from conflicts of interest. Please provide a ranked list in order of preference, using the following format:

Choice #1

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

Choice #2

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

Choice #3

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

Choice #4

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

Choice #5

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

Choice #6

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

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Choice #7

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information:

Choice #8

Name: Rank and title: Institution and Academic unit: Mailing address: Phone: Email: Faculty URL: Area of research: Additional information: