

ACADEMIC PROGRAM REVIEW

PROCEDURE MANUAL

COLLEGE OF MEDICINE CLINICAL DEPARTMENTS

2018-2019

Office of the Senior Vice President for Academic Affairs and Provost

The University of Arizona

Administration Building, Room 512

P.O Box 210066 | Tucson, AZ 85721

List of COM Academic Program Reviews for Academic Year 2018-2019

Immunobiology (Academic) | Obstetrics & Gynecology (Clinical) | Pharmacology (Academic)

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Website for Academic Program Review

<http://academicaffairs.arizona.edu/academic-program-review>

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Introduction: About the Academic Program Review

What is Academic Program Review?

The Academic Program Review (APR) is a systematic review and evaluation of all academic programs offered on the campuses of the three Arizona state universities. The Arizona Board of Regents (ABOR) [Policy 2-225](#) (Academic Program Review) states that academic departments are the basic unit for review. Both departmentally based programs and programs administered by committees are reviewed at least once every seven years. According to ABOR policy, the standard review consists of a self-study, followed by a review by experts from outside the University. An academic program review is not a review of the unit head.

Purpose

According to ABOR policy, academic program review fulfills several purposes. The process is designed to assess program quality and facilitate program improvement where appropriate and to assist in achieving the best use of institutional resources. The information gathered during the review will assist in University and State planning efforts.

The primary purpose of academic program review is to examine, assess, and strengthen programs. The areas in which department quality is evaluated include, but are not limited to:

- a. The quality of educational and training programs, including an assessment of medical student and resident outcomes;
- b. The quality of research, creative activity, or scholarly work;
- c. The quality of outreach activities and service to the University, the profession, and the community;
- d. The quality of the clinical practice;
- e. The contribution or importance of the department to other campus programs; and
- f. The potential and future expectations for the department.

The review is intended to:

1. Enhance the quality of a department and to assist in determining its ability to respond to future challenges and opportunities,
2. Evaluate strengths and weaknesses, and thus, determine future priorities, and
3. Aid in shaping the strategic plan for the department.

APR Administration at the UA

Given their central role in guiding academic decision-making, academic program reviews are overseen by the Offices of the Senior Vice President and Provost and Senior Vice President for the Health Sciences (Colleges of Medicine, Nursing, Pharmacy, and Public Health). The Senior Vice Provost for Academic Affairs administers the process. The Deputy Dean for Administrative Affairs of the College of Medicine serves as a consultant, particularly as questions arise in the preparation of the self-study or the selection of members of the APR Review Team and provides assistance to the Senior Vice Provost for Academic Affairs in the culminating phases of the review process.

Seven-Year APR Schedule

The seven-year APR schedule is developed in consultation with the deans of the various colleges and conforms to ABOR calendar requirements. Under exceptional circumstances and with permission

from the college dean, the Senior Vice President for Health Sciences, and the Provost, a review may be extended or postponed. When possible, the schedule is coordinated with other review and accreditation obligations of the programs. A review of a residency program cannot replace the APR, but it may be possible to do them together, or during the same semester. Contact the Office of the Senior Vice Provost for Academic Affairs for additional information.

The APR Process

The academic program review process includes the five major parts outlined below. These include: (1) initial planning, (2) self-study report, (3) joint internal/external review, (4) discussion of findings, and (5) the report to the Arizona Board of Regents. The explanation of each part includes guidelines for the review process. While the guidelines are not binding and may be adapted to the needs of the individual program under study, they should be followed as closely as possible.

The timetable required for the review of an academic program should be one academic year. A model timetable for the entire review process is found in [Appendix A](#). While the actual time for each part will vary according to the department, it is critical that the review process be completed before May so that the required reports can be submitted to ABOR by the Office of the Provost.

Part 1: Initial Planning

The academic program review process will be initiated each academic year by the Office of the Senior Vice President for Academic Affairs and Provost. In the spring semester preceding the academic program review year, letters will be sent to the appropriate deans notifying them of the programs under their purview scheduled for review. Later in the same spring semester, unit heads and appropriate staff will be invited to participate in an orientation workshop to launch the academic program review process. This workshop will serve as an introduction to the APR process and its purposes, and it will provide guidelines for successful completion.

As with any review process, there is a need for support, ranging from administrative assistance to payment of expenses for external reviewers. It is expected that such support for the APR will be provided by the program being reviewed, its college, or a combination of the two. Costs should be part of the department head-dean discussion at an early date. Deans' Council has agreed that external, community, and alumni reviewers each receive at least a \$1,000 honorarium; internal reviewers should consider their participation as service to the University. Hotel and travel arrangements for out-of-town APR committee members should be made as early as possible to avoid increased costs and limited availability due to conflicts with other events such as Rodeo Days and the Gem and Mineral Show.

Part 2: The Self-Study Report

A. Guidelines

A thorough and thoughtful self-study report (SSR) will candidly assess a department's past and present efforts and will outline a realistic course for the program's future. The self-study provides the basis for the entire review process. Therefore, it is critical that the study cover all aspects of the academic program. It is of particular importance that the self-study pays special attention to measures of quality. If a self-study has been undertaken within the previous year for accreditation or other purposes, it is possible, with appropriate modifications and updating, to adapt parts of that study for academic program review purposes.

The areas and issues to be covered by the self-study are reflected in the *Academic Program Review Self-Study Report Outline* ([Appendix B](#)). The self-study should:

- Go beyond the issues and questions raised in the outline, as necessary,
- Disregard questions not pertinent to the program,
- Provide the general framework of the review,
- Be augmented by whatever supplemental information is deemed necessary to create an effective self-assessment, and
- Be succinct, yet thorough.

B. Composition and Appointment of the Self-Study Committee

- Membership of the self-study committee generally is recommended by the department head with final appointments made by the Deputy Dean for Administrative Affairs.
- Membership usually consists of three or more faculty from the unit being reviewed.
- It is recommended that committee members be selected from among those faculty with a good understanding of the department, as well as of the discipline/profession.
- This group should include both junior and senior faculty, staff, and residents/students.

C. Procedures

- The self-study should be started immediately following the orientation workshop so that it can be completed in time for a detailed review by the Office of Curricular Affairs and then sent to the review team at least three weeks before the review.
- The model timetable in [Appendix A](#) allows sufficient time for the completion of a comprehensive report.
- No specific procedures have been established for how the self-study is to be conducted.
- By following the outline provided in [Appendix B](#) and expanding upon those areas of special relevance to a particular review, the report will be responsive to the requirements and intent of the academic program review process.
- It is important that every effort be made to ensure that the process and the resulting report are comprehensive but concise. The text shouldn't be more than about 80 pages, if single-spaced.
- It is also essential that the process and results be open and available to all members (faculty, residents, and staff) of the department or program.

D. Data for the Self-Study

It is recommended that the self-study committee:

- Should make a special effort to gather all relevant data and present the findings clearly in ways that serve as a basis for the review;
- Interview all faculty, residents and fellows, and representative alumni; and
- Gain information from other campus and non-campus resources, as appropriate.

Data for the report should include information about the faculty, residents, fellows, medical students, and staff (see [Appendix B](#)). Data stored in UAccess Analytics should be useful.

E. Review of Self-Study Report

- A working draft of the self-study report should be sent electronically to [Celeste Pardee](#) in the Office of Curricular Affairs, no later than 8 weeks prior to the site visit.
- An initial review will be performed, and feedback will be provided by Celeste. This step gives the Self-Study Committee an opportunity to polish the report before it is submitted to the Deputy Dean for Administrative Affairs.
- A revised draft of the report should then be sent electronically to the Deputy Dean for Administrative Affairs. Once approved by the Deputy Dean, the final version can be distributed.
- Three weeks before the site visit, the final self-study report needs to be distributed:
 - Two hard copies and one electronic copy to the Office of the Senior Vice Provost for Academic Affairs
 - One hard copy to the Senior Vice President for Health Sciences
 - One hard copy and one electronic copy to each: College of Medicine Dean and Deputy Dean for Administrative Affairs.
 - One copy to each member of the Joint Internal/External Review Committee. Consider asking whether they prefer electronic or hard copies.
 - Electronic copies to the departmental faculty.

Part 3: The Joint Internal/External Review Committee

A. Selection of the Joint Internal/External Review Committee

As early as possible, but no later than late August, the Self-Study Committee should suggest possible nominees for the Joint Internal/External Review Committee. The recommendations should be made to the unit head who will convey the recommendations to the Deputy Dean. The recommendations to the Deputy Dean should include at least two possible reviewers for each position described below.

B. Joint Internal/External Review Committee Composition

The review committee should include seven members:

- 3 external committee members (selected from the unit's current and aspirational peers)
- 2 internal committee members
 - one from within the college of the department under review
 - one from a college other than the department's college
- 1 community member
- 1 recent alumnus

Characteristics of the **external members** of review committee:

- Represent the various academic areas covered by the department and be familiar with the various research specializations or scholarly work of the faculty.
- Hold rank of full professor or department head with a national stature.
- Be free of conflicts of interest that would prevent them from conducting an objective review; should not be alumni from the program, have been a previous member of the faculty, or have collaborations with members of the program.
- Should include members of under-represented groups and women.

Characteristics of the **other members** of the Joint Internal/External Review Committee include:

- Community committee members that could be members of advisory groups (college, unit, or University) or professionals in a related field working in the community. They should not have an appointment in the department under review.
- Alumni can be community members working in the area but should not be a current member of the department under review. Recent graduates, within the last five years, are preferred.
- Internal Committee Members that should generally be full professors and should not have a joint appointment in or collaboration with faculty in the unit under review.

C. Selection of Possible Dates for the Site Visit

- By September 1st, it is the responsibility of the department head to have established two sets of possible site visit dates with the Senior Vice President for Health Sciences, Dean of the College of Medicine, Deputy Dean for Administrative Affairs, and the Office of the Senior Vice Provost for Academic Affairs.
- Consult with Kat Francisco, Executive Associate to the Senior Vice Provost for Academic Affairs (626-4099; ksexton@email.arizona.edu), to ensure that the potential dates for the site visit work for the Senior Vice President for Academic Affairs and Provost (and the Senior Vice President for Health Sciences if appropriate) and for the Senior Vice Provost for Academic Affairs. Two suitable site visit dates will be reserved on their calendars.
- The site visit takes **two full days** and must be completed by late April in order to prepare reports for ABOR.

D. Selection Process for the Reviewers

- The department head should contact the possible external and internal, community and alumni review committee nominees informally **very early in the process** to determine their interest and availability for two sets of possible site visit dates. The nominees should be informed that the site visit is **two full days** and the nominees should be asked to hold these dates on their calendars.
- Every effort should be made to consider diversity when assembling the list of potential reviewers.
- Two nominees for each position on the site visit committee should be submitted to the Deputy Dean for Administrative Affairs for review and approval early in the fall semester.
- Following approval from the Deputy Dean for Administrative Affairs, the list of 14 nominees (two candidates for each position on the site visit committee) is then submitted to the Senior Vice Provost for Academic Affairs.

- The list of nominees must include a **brief** biosketch *with highest degree earned* and complete contact information (mailing address, email address, and phone number). (See [Appendix C](#))
- The review committee and the committee chair will be selected by the Senior Vice Provost for Academic Affairs. The chair will be selected from among the external reviewers.
- When the review team membership and site visit dates are confirmed, the Office of the Senior Vice Provost for Academic Affairs will inform the department, Deputy Dean for Administrative Affairs and the Dean of the College of Medicine.
- The Senior Vice Provost for Academic Affairs will mail formal invitation letters to the chair and review committee members to participate in the review. This mailing will include the website address for the APR Manual and a list of the committee members invited to serve.

E. Communication with the Joint Internal/External Review Committee

- Three weeks prior to the site visit, the department head should mail or email copies of the self-study report, faculty CVs, and other appropriate materials to the reviewers who were selected by the Senior Vice Provost for Academic Affairs.
- Please check with reviewers to see if they prefer to get a hard copy or an electronic copy of the self-study report and other materials.
- The College of Medicine pays a minimum of \$1,000 honorarium to each of reviewers (external reviewers, community members and alumni) as compensation for the work related to the review as long as they are not University of Arizona employees.
- Honoraria should come from the dean rather than the department to eliminate the appearance of a conflict of interest.
- Internal reviewers should consider this to be University service and include this work as such on their annual reviews.
- College of Medicine Executive Assistant, Sharon Lovelace, will communicate instructions for travel arrangements, hotel reservations, expense reimbursements and honoraria to the departments.
- The department head should make arrangements for hotels and transportation with the review committee members from out of town. This information should be communicated as soon as all Joint Internal/External Review Committee members are confirmed. Payment for these expenses is the responsibility of the program being reviewed, its college, or a combination of the two.
- After the site visit, Sharon Lovelace will process payments for travel expenses and honoraria.

F. Itinerary for the Site Visit

- During the summer or as early as possible in the fall semester, it is the department's responsibility to schedule the Joint Internal/External Review Committee's meetings with key administrators. Refer to the sample itinerary in [Appendix E](#).
- The Office of the Senior Vice Provost for Academic Affairs will assist with scheduling these meetings.
- Three weeks before the visit, a draft site visit itinerary should be prepared and sent to the Senior Vice Provost for Academic Affairs and Executive Associate to the Senior Vice Provost for Academic Affairs (ksexton@email.arizona.edu) for review.
- After the draft itinerary has been approved, the final itinerary should be prepared and sent to the reviewers no later than two weeks before the visit.

- The schedule should be sufficiently flexible to allow the inclusion of additional appointments at the committee's request.
- The visit should span **two full days** to allow sufficient time for reviewers to meet with administrators, faculty, students, residents, fellows, staff, and others, to visit facilities, and to prepare a draft of the review report.
- It is appropriate for the unit head to meet with the review committee for one breakfast or one lunch, but generally not more. The committee needs time alone for discussion.
- The committee will review the self-study report in depth, and interview faculty members, staff, students, residents, fellows, and other individuals as appropriate (college and university administrators, faculty and/or department heads of related departments, and public or private groups with whom the department interacts).
- The review committee may request additional information or data that may be deemed necessary and appropriate to do a complete review.

G. Joint Internal/External Review Committee Should Examine:

- Academic programs offered by the unit, as appropriate,
- Resident education and training and the outcomes assessment,
- Fellow research, teaching and clinical training,
- Research, teaching, clinical practice, and outreach efforts of the faculty,
- Faculty post-tenure review process and outcomes,
- Fiscal and physical resources,
- Recruitment and retention of faculty, staff, residents, and fellows from underrepresented ethnic or minority groups and women,
- Academic and administrative organization, and
- Inter- or cross-disciplinary cooperation with other units.

These suggestions are not exhaustive. The Joint Internal/External Review Committee is encouraged to be responsive to other issues that come to the fore in the course of the review. It is expected that the review committee will make specific recommendations for improvement of the quality of the program, as well as identify those aspects of the program(s) that are exemplary.

- The external reviewers, as experts in the discipline, will be encouraged to evaluate the program in its national context.
- Attention should be given to the depth and breadth of faculty scholarship, the quality of resident and fellow education and clinical training, clinical practice provided by the department, outreach by the unit to the community, state, and nation, and the commitment of individuals to support the department, college, and university vision.
- The reviewers should feel free to respond to the findings of the self-study and comment upon any other issues that bear upon the quality of the academic program and the department.

H. Joint Internal/External Review Committee Final Report

- The committee should provide its final report to the Senior Vice Provost for Academic Affairs within three weeks of the conclusion of the site visit.
- The report will be distributed to the Senior Vice President for Academic Affairs and Provost, Senior Vice President for Health Sciences, Dean of the College of Medicine, Deputy Dean for Administrative Affairs, and Department Head.

- The final report should include: a) Introduction, b) Strengths, c) Weaknesses, and d) Recommendations.
- The final report of the Joint Internal/External Review Committee should make specific suggestions for improvement of the program.
- When the report is forwarded to the University of Arizona, it will be considered a public document that will be shared with faculty, students, staff, and others upon request.

Part 4: Discussion of the Findings – Conclusions and Recommendations

Following the receipt and subsequent distribution of the Joint Internal/External Review Committee’s report, a concluding conference (or final APR meeting) will be scheduled with the following people:

- Senior Vice President for Academic Affairs and Provost
- Senior Vice President for Health Sciences
- Senior Vice Provost for Academic Affairs
- Dean of the College of Medicine
- Deputy Dean for Administrative Affairs and Chief of Staff
- Department Head
- Executive from Banner Administration

The self-study report and Joint Internal/External Review Committee Report will provide a basis for discussion at the final meeting. In addition, the department head should provide a short letter (2 pages) responding to the review by the Joint/Internal APR Review Committee. The head’s response letter should be sent to all the attendees of the final APR meeting (listed above) at least one week prior to the meeting. The purpose of the meeting is to consider the findings and recommendations of the review. The decisions reached at the concluding conference are documented in a summary report that will be submitted to the Arizona Board of Regents.

Part 5: Report to the Arizona Board of Regents

The final step in the Academic Program Review process is preparation of a summary report on the year’s academic program reviews for the Arizona Board of Regents. Upon ABOR request, a three-page narrative summary report will also be prepared for the Board and will include: (a) a description of the program; (b) an outline of the most recent previous review and responses; (c) procedures used in the review process; (d) major findings and conclusions of the review; (e) future plans for the program; and (f) a follow-up monitoring and reporting plan. A data summary will be appended to the narrative. After the ABOR discussion, the summaries will be sent to the units involved in the process.

Conclusion

After attending the APR Orientation, it is time to plan. It may be helpful to contact a unit that has recently completed an academic program review to discuss the process. An excellent example of a self-study report is available on the Academic Affairs website:

<http://www.academicaffairs.arizona.edu/academic-program-review>.

If you have any questions, feel free to contact anyone from the [APR Management Group](#).

APPENDIX A: APR Task Timeline

Who/What	When (Deadline)
Unit Head	
Attends APR Orientation	Spring
Submits nominations for Self-Study Committee to Deputy Dean	Early June
Gives charge to Self-Study Committee & ensures progress on Self-Study Report	Late June
Identify 2 sets of possible site-visit dates; Reserve the dates on the calendars of the Provost, SVP for Health Sciences, Senior Vice Provost, Dean, & Deputy Dean	July – August
Evaluates 14 nominees for Joint Internal/External Review Committee submitted by Self-Study Committee	July – August
Contacts Joint Internal/External Review Committee nominees to confirm their availability on the two sets of site-visit dates identified	July – August
Submits nominees' names, brief bios & contact information to deputy dean for approval (See Appendix D)	July – August
Confirms final site visit dates with the Offices of the Dean, Deputy Dean, Senior Vice Provost, and Senior Vice President for Health Sciences.	August – September
Upon notification of Joint Internal/External Review Committee members, communicate to committee travel & lodging arrangements for site visit	August – September
Forwards draft copy of Self-Study Report (SSR) to Office of Curricular Affairs	8 weeks before the site visit
Submits final draft of SSR to Deputy Dean for approval	5 weeks before the site visit
Sends 2 hard copies & 1 electronic copy of approved SSR to Senior Vice Provost, Copy to SVP for Health Sciences, College of Medicine Dean, and Deputy Dean for Administrative Affairs	3 weeks before the site visit
Sends SSR, CVs and other relevant materials to Joint Internal/External Review Committee members	3 weeks before the site visit
Sends draft site visit itinerary to Senior Vice Provost for review & approval	3 weeks before the site visit
Sends final site visit itinerary to Senior Vice Provost, SVP for Health Sciences, Dean, Deputy Dean, and Joint Internal/External Review Committee members	2 weeks before the site visit
SITE VISIT	Before April 30
Writes response to the Joint Internal/External Review Committee Report and submits to Senior Vice Provost	1 week before Final APR Mtg (Concluding Conference)
Attends Final APR Meeting (Concluding Conference) with Provost, SVP for Health Sciences, Senior Vice Provost, Dean, Deputy Dean, & Banner Administration.	Shortly after receipt of Joint Int/Ext Review Committee Report
Unit Self-Study Committee	
Chair of Self-Study Committee attends APR Orientation with Unit Head	Spring
Completes Self-Study Report (SSR) with support from Office of Curricular Affairs	July – 9 wks before the visit
Submits 14 Nominees for Internal/External Committee to Department Head	July – August
Submits Draft SSR to Department Head	9 weeks before the site visit
Office of Curricular Affairs	
Provides consulting to units in the preparation of Self-Study Report (SSR)	Beginning July
Provides coordination & guidance in obtaining institutional data for SSR	July – September
Reviews and forwards feedback on draft SSR to the unit	8 weeks prior to site visit
Prepares SSR Summary for Provost and Senior Vice Provost	1 week before the site visit
Prepares APR summary for ABOR following site visit	May – July

Who/What	When (Deadline)
Deputy Dean for Administrative Affairs	
Evaluates nominations submitted by department head and appoints Self-Study Committee	Early June
Approves 14 Joint Internal/External Review Committee nominees and forwards list to Senior Vice Provost	July – August
Ensures progress on Self-Study Report	July – August
Approves final Self-Study Report	4 weeks prior to site visit
Attends Site Visit Day 1 & Day 2 meetings with Joint Int/Ext Review Committee	Dates of Site Visit
Attends Final APR Meeting (Concluding Conference) with Provost, SVP for Health Sciences, Senior Vice Provost, Dean, Head & Banner Administration	Shortly after receipt of Joint Int/Ext Review Committee Report
Dean of the College of Medicine	
Attends Site Visit Day 1 & Day 2 meetings with Joint Int/Ext Review Committee	Dates of Site Visit
Attends Final APR Meeting (Concluding Conference) with Provost, SVP for Health Sciences, Senior Vice Provost, Deputy Dean, Head, & Banner Administration	Shortly after receipt of Joint Int/Ext Review Committee Report
Senior Vice President for Health Sciences	
Attends Site Visit Day 2 Exit Meeting with Joint Int/Ext Review Committee	Site Visit - Day 2
Attends Final APR Meeting (Concluding Conference) with Provost, Senior Vice Provost, Dean, Deputy Dean, Head, & Banner Administration	Shortly after receipt of Joint Int/Ext Review Committee Report
Senior Vice Provost for Academic Affairs	
Initiates APR process by contacting colleges & departments about Orientation	Spring
Meets with unit for initial planning as needed when requested by unit	July – August
Reviews list of Joint Internal/External Review Committee nominees—selects seven members and notifies department head and deputy dean	July – August
Sends invitation letters to Joint Int/Ext Review Committee	July – August
Forwards feedback on draft itinerary to the unit	3 weeks before the site visit
Meets with Joint Internal/External Review Committee for Orientation at the beginning of the site visit	Site Visit – Day 1
Meets with Joint Internal/External Review Committee and Provost for Exit Meeting the last day of site visit	Site Visit – Day 2
Distributes Joint Internal/External Review Committee report to unit head, dean, SVP for Health Sciences, and Provost	Upon receipt of report
Attends Final APR Meeting (Concluding Conference) with Provost, SVP for Health Sciences, Dean, Deputy Dean, Head, & Banner Administration	Shortly after receipt of Joint Internal/External Review Committee Report
Completes final report for ABOR	August
Senior Vice President for Academic Affairs and Provost	
Meets with Joint Internal/External Review Committee for Exit Meeting on last day of site visit	Site Visit – Day 2
Holds Final APR Meeting (Concluding Conference) with Unit Head, Deputy Dean, Dean, Senior Vice Provost, SVP for Health Sciences, & Banner Administration	Shortly after receipt of Joint Int/Ext Review Committee Report
Attends ABOR Meeting to Present Summary Reports	September

APPENDIX B: APR Self-Study Report Outline for Clinical Departments

Note: Include tables and graphs to represent data.

SECTION A: SELF STUDY SUMMARY

Provide a short summary that includes:

1. Short statement explaining the role of the department within the College of Medicine.
2. Number of faculty (tenure-track and career-track) at all ranks.
3. Number of fellows and residents.
4. List the accredited residency and fellowship programs.

SECTION B: UNIT DESCRIPTION AND GOALS

Briefly describe the department under review, including research centers sponsored by the department, with statements on:

1. Mission, role, and scope
2. Major goals or strategic directions for the next 5 years (may append a strategic plan)
3. Relationship of goals to the University Strategic Plan and ideation as communicated on the Strategic Plan website: <https://strategicplan.arizona.edu/>.

SECTION C: UNIT HISTORY

1. Describe the unit's history since the last review or within the past 5 years, emphasizing major changes that have occurred.
2. Provide a summary of the recommendations of the previous academic program review and the changes made in response to those recommendations.

SECTION D: OVERVIEW OF THE DEPARTMENT'S QUALITY

1. Outline the reputational and outcome indicators and sources of information by which the department is judged including national or international ranking, or other judgments of the program and the program's faculty, residents and fellows, resources, and productivity; list major faculty honors and awards.
2. Identify five aspirational peer programs among public research universities. Describe how this unit compares and the sources of information used for the comparison.

SECTION E: FACULTY

1. List the faculty in the department along with their titles, administrative roles, and whether they are full-time or part-time in the department.
2. Describe the overall nature and breadth of the faculty's research and clinical contributions in the generation of knowledge or exemplary practice with an appraisal of the most significant contributions to advancing the field or discipline. Provide a table of current and pending grants and contracts, list faculty and principal investigator names, funding source and amount,

and funding period. What is the balance of scholarly work with clinical practice, teaching and mentoring residents and fellows?

3. Describe the faculty's participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, and advisory groups.
4. Describe the teaching load and activities of the faculty. Provide documentation (may be placed in the appendix) about the quality of the teaching activities by faculty and lecturers in this unit. Use Teacher-Course Evaluations, Peer Review of Teaching, and other sources of data that address teaching quality.
5. Describe recent faculty recruiting and planned directions for future faculty hires. Provide a table for the last seven years outlining the number of faculty at all ranks who were hired, retired or resigned, and reviewed for promotion and tenure (including results).
6. Provide a table showing faculty compensation range and average comparisons by rank with relevant aspirational peer programs named in Section D, Part 2.
7. Provide a table with the number or percentage of faculty by gender and race/ethnicity. Describe efforts to recruit and retain faculty from underrepresented groups.
8. Provide short biographical sketches or CVs (include in an appendix) of each faculty member that include recent publications or listing of scholarly work, current grant funding, recent invited lectures, honors, major service or committee assignments, etc.

SECTION F: UNIT ADMINISTRATION

1. Provide an organizational chart for the unit and describe the governance structure and involvement of faculty (tenure-track and career-track) in governance.
2. Provide a table of classified staff and professional staff by appointment type. Comment on any unusual annual turnover rates in the years since the last APR.
3. Provide a table with the number or percentage of staff by gender and race/ethnicity. Describe efforts to recruit and retain staff from underrepresented groups.
4. Comment on the adequacy of staff support and any plans for reconfiguration to improve efficiency.
5. Discuss the working relationship with Banner.

SECTION G: UNIT RESOURCES

1. Describe and appraise support services for the unit: (a) teaching programs(s), (b) research and clinical activities, (c) outreach, including professional and community service, and (d) administration.
2. Describe any specific resource needs, e.g., library, laboratory, offices, technology support, classrooms, classroom support, office personnel, research assistants, clinical space and equipment. Describe the unit's efforts to find external donors who could help support these resource needs.
3. Comment on projected changes in departmental activities and quality outcomes if additional resources were available.

For Sections H & I, when reporting student and residency data, please follow FERPA guidelines, available on the Office of the Registrar's website: <http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa>.

SECTION H: MEDICAL STUDENT, UNDERGRADUATE, AND GRADUATE TEACHING

If the unit has no medical students, undergraduates, or graduate teaching program, indicate so.

1. Describe, in general terms, the teaching activities performed by this clinical unit.
2. Describe your department's role in the College and University in offering courses and one-on-one education for medical students, undergraduates, and graduate students.

Who teaches these courses or students, and what is the evidence of instructional quality? How (with particular emphasis on "outcomes") is the quality of these courses and/or instruction assessed? Describe the process for planning and updating these courses.

SECTION I: RESIDENCY PROGRAMS

1. Overview:
 - a. Describe, in general terms, the residency program(s) offered by this unit. How does (do) the program(s) reflect the basic goals (Section B) of the academic and clinical programs? What changes have occurred in recent years, and what changes are contemplated for the future?
 - b. What evidence (resources, reputation, outcomes, or other criteria) is available concerning the quality of this unit's residency program(s)? How is this information used to strengthen the program(s)?
2. Curriculum, courses, clinical training and research activities:
 - a. What evidence is there of sufficient course offerings and balance among the various specialties? Are there opportunities for residents to do research? Is the clinical training broad enough and at the same time with sufficient depth to provide adequate clinical education? What plans are underway to modify the program(s) in the light of available information?
 - b. Do residents have adequate resources to carry out their training, e.g., office and lab space, travel, etc.? Is the workload appropriate and comparable to our peer institutions? What additional resources would be required to improve the quality of the program substantially?
3. Residents:
 - a. What mechanisms are used to recruit quality residents? Is the program competing well for top candidates? How does (do) the quality of residents in this (these) program(s) compare with quality in other similar programs? Has the quality changed over the last 7 years? Explain.
 - b. What is the current gender and race/ethnicity composition of the department's residents? Describe the unit's plan for recruitment and retention of residents from underrepresented ethnic groups and the degree to which this plan has been realized. Describe steps taken to create a welcoming and supporting climate inclusive of diversity in the department.
 - c. Discuss the placements in academic institutions and private practice. How does this compare with seven years ago? How do they compare to other programs in this field? How do alumni

of your program view their experience, and how are their views solicited? What program modifications do these views suggest?

4. Fellows or Post-Doctoral Trainees

Describe your training program for fellows, if applicable. How many positions are offered? In what ways do your fellows contribute to the department?

a. Medical Student and Resident Learning Outcomes Assessment

- a. PROGRAM LEARNING OUTCOMES: List *and number* the measurable learning outcomes for each program offered in the unit. We recommend a total of 4-5 learning outcomes.
- b. ASSESSMENT PLAN (Activities or measures): List and briefly discuss the activities used to measure the expected learning outcomes. Activities should include direct and indirect measures of outcomes. Include copies of the tools (e.g. rubrics) that you use to collect assessment data. These can be included in an appendix of your Self-Study Report. Describe how faculty, staff, students and/or residents are involved in the development and implementation of the activities.
- c. ASSESSMENT FINDINGS: Report and discuss the actual findings from program assessment activities. Examples of findings may include summaries of rubric scores, board scores, survey responses to targeted questions or narrative responses.
- d. CHANGES MADE IN RESPONSE TO FINDINGS: Indicate how the assessment findings are used to: 1) improve learning, teaching and clinical training, 2) assist in strategic program planning, and 3) review, evaluate, and modify the curriculum in your programs.

SECTION J: OUTREACH

Outreach refers to educational efforts, leadership, and sharing of knowledge off-campus, for example in the local community, throughout the State and professional organizations.

1. Describe the nature of outreach activities in this department.
2. Comment on how these activities reflect the goal(s) of the unit and the particular needs of Arizona.

SECTION K: COLLABORATION WITH OTHER UNITS

1. What are the other departments, schools and/or colleges to which your unit contributes and/or with which it collaborates most frequently? Describe the nature of those efforts and an assessment of successes and disappointments.
2. What changes are contemplated in these collaborative efforts? How will these changes be implemented?

SECTION L: FACULTY PLANNING

1. Describe the faculty's collective view of the department's future, its desired directions, and its means for reaching these objectives.
2. How do planning and incentives direct the program to these ends?

APPENDIX C: Template for Nominee Bio

Nominee Category [External, Internal, Community, or Alumni]

Linda C. Doe, MD, PhD

Professor of Molecular and Integrative Physiology

University of Michigan Medical School

123 E. Main Street

Ann Arbor, Michigan 48109

Email: doe@umich.edu

Phone (XXX) XXX-XXXX

Admin Name: [if applicable]

Admin Email: [if applicable]

Dr. Doe is an internationally recognized physiologist. She teaches medical and graduate students, mentors undergraduate students in research, and is very active in research. Dr. Doe is the John A. Smith Collegiate Professor of Gastrointestinal Physiology. Professor Doe received a B.S. from Michigan State University (1972) and a Ph.D. from the University of Chicago (1984) and later completed a postdoctoral fellowship in molecular genetics at the University of Michigan. She has been a faculty member at the University of Michigan since 1988 and attained the rank of Professor in 2003. The Department of Molecular and Integrative Physiology at the University of Michigan, one of the oldest Physiology departments in the United States, teaches medical and graduate students and has a strong commitment to SURF and STEP summer programs in undergraduate research. Research in the Doe lab is focused on the development and physiology of gastrointestinal tissues. Specific topics include mechanisms regulating gastric acid secretion, cellular differentiation of cells in the stomach and intestine, function of the gastrointestinal hormones gastrin and CCK, gut endocrine cell development, and parietal cell biology.

DO NOT SEND FULL CV's

APPENDIX D: Invitation Letter to Committee Members

The Senior Vice Provost for Academic Affairs will mail the following letter to each of the 7 committee members selected from the list of nominees provided by the unit head. One member will be selected by the Senior Vice Provost to chair the committee.



ACADEMIC AFFAIRS
Administration Building 501
Po Box 210066
Tucson, Arizona 85721-0066

October 1, 2017

Ofc: 520-626-4099
Fax: 520-621-9118

John Doe, Ph.D.
Professor, Department of Geosciences
University of California
552 University Road
Santa Barbara, California 93106

Re: University of Arizona Department of Geosciences Academic Program Review

Dear Dr. Doe:

Under Arizona Board of Regents policy, all academic programs at the University of Arizona receive a thorough review every seven years. I am writing to invite you to participate on the Academic Program Review (APR) committee for the Department of Geosciences. I understand that arrangements are being made for the site visit to occur February 27-28, 2018.

The comprehensive academic program review is an essential part of the University of Arizona's effort to enhance the institution, as well as to ensure and improve the quality of its programs. The APR process involves a self-study by the unit and evaluation by a committee consisting of experts from outside the institution, two University of Arizona faculty members from related units, an alumnus, and a community member.

Your role, in collaboration with your fellow team members, will be to evaluate thoroughly all aspects of the unit, including as appropriate, faculty, students, academic programs, research, outreach efforts, diversity, and administration/governance. We will look to your team for a candid report on the unit, assessing the quality of these efforts and for recommendations for their improvement. Time will be allotted in the itinerary for report preparation. The enclosed list shows the team composition.

The APR procedure manual is available on the Provost's web site at <http://www.academicaffairs.arizona.edu/>. The Dean's office will send you other background documents in preparation for your work. This includes the unit's self-study report, the itinerary, and any additional information that would be helpful to you. If you need further information, feel free to contact my associate, Kat Francisco, at ksexton@email.arizona.edu or (520) 626-4099, or you may contact me directly at gburd@email.arizona.edu or via the same phone number.

I appreciate your willingness to assist us in this important evaluation effort.

Gail D. Burd, Ph.D.
Senior Vice Provost for Academic Affairs

cc: Joaquin Ruiz, Dean, College of Science
Peter Reiners, Department Head, Department of Geosciences

APPENDIX E: Sample Itinerary

Date of Day 1

Time	Activity	Location
8:00-8:30 am	Orientation with Senior Vice Provost for Academic Affairs	
8:30-9:00 am	Meet with Dean & Deputy Dean for Administrative Affairs	
9:00-9:30 am	Meet with Self-Study Committee	
9:30-9:45 am	Break	
9:45-10:45 am	*Meet with Tenure-Eligible Assistant Professors	
10:45-11:45 am	Open Meeting with Residents	
11:45-1:00 pm	Lunch with Department Head	
1:00-2:00 pm	Tour Facilities or Additional Meetings	
2:00-3:00 pm	*Meet with Tenured Faculty Members	
3:00-4:00 pm	Meet with Other Department Heads in the College of Medicine	
4:00-5:00 pm	Meet with Clinical Faculty	
6:00 pm	Dinner Off-Campus (Review Team Only)	

**Tenure-Eligible Assistant Professors & Tenured Faculty cannot have the same meeting time.*

Date of Day 2

Time	Activity	Location
8:00-9:00 am	Meet with Staff	
9:00-10:00 am	Meet with Medical Students in 3 rd /4 th year	
10:00-10:15 am	Break	
10:15-10:45 am	Meet with Banner Administration	
10:45-12:00 pm	Meet with Directors of Departmental Divisions, Residency Programs, Research Fellows, or Other Campus Individual	
12:00-1:30 pm	Working Lunch	
1:30-2:30 pm	Meet with Dean & Deputy Dean for Administrative Affairs	
2:30-3:00 pm	**Travel to Administration Building	
3:00-4:00 pm	Exit Meeting with Senior Vice President for Academic Affairs and Provost, Senior Vice Provost for Academic Affairs, and Senior Vice President for Health Sciences	
4:00-End of Day	**Travel back to Health Sciences & Work on Draft Report	
6:00 pm	Working Dinner (Review Team Only)	

Include meetings with community members and alumni, as appropriate.

***Travel time must be included when changing locations. Identify who will escort the committee.*

The Final APR Report should be submitted within three weeks of the site visit. Email the report to Gail Burd, gburd@email.arizona.edu, with copy to Kat Francisco ksexton@email.arizona.edu

Contact Name(s), Office Number & Cell Number(s)

This should be a person, such as the head and/or admin, who has knowledge of the itinerary and committee members, and who is available throughout the two-day site-visit for a phone call in case of unexpected delays, questions or additional requests from the Committee.