

# **ACADEMIC PROGRAM REVIEW**

## **PROCEDURE MANUAL**

**COLLEGE OF MEDICINE CLINICAL DEPARTMENTS**

**2023-2024**



OFFICE OF THE PROVOST  
**Academic Affairs**

## List of COM Academic Program Reviews for Academic Year 2023-2024

### College of Medicine – Phoenix

- Neurology

### College of Medicine – Tucson

- Family & Community Medicine
- Neurology
- Radiation Oncology

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### Website for Academic Program Review

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## Table of Contents

List of COM Academic Program Reviews for Academic Year 2023-2024.....	2
Academic Program Review Management Group .....	2
Introduction: About the Academic Program Review.....	4
The APR Process.....	5
Part 1: Initial Planning.....	5
Part 2: The Self-Study Report .....	6
Part 3: The Joint Internal/External Review Committee.....	9
Part 4: Discussion of the Findings – Conclusions and Recommendations .....	12
Part 5: Report to the Arizona Board of Regents.....	12
Conclusion.....	12
APPENDIX A: APR Task Timeline .....	13
APPENDIX B: APR Self-Study Report Outline for Clinical Departments.....	15
APPENDIX C: Template for Nominee Bio .....	19
APPENDIX D: Invitation Letter to Committee Members .....	20
APPENDIX E: Sample Itinerary .....	21
APPENDIX F: Charge to the Reviewers .....	22

## 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 units for review; though, some programs are reviewed at the college level or at the major level. Nonetheless, each program shall be reviewed at least once every seven years. According to ABOR policy, the standard review consists of a self-study, followed by a review by a committee of experts from inside and 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 program 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 program 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 UArizona

Academic program reviews are overseen by the Senior Vice President for Academic Affairs and Provost. For departments and/or programs in the Health Sciences (Colleges of Medicine, Nursing, Pharmacy and Public Health), the Senior Vice President for Health Sciences will also provide oversight of the review. The Senior Vice Provost for Academic Affairs, Teaching and Learning administers the process. Members of the Office of Academic Affairs serve as consultants to academic units, particularly as questions arise in the preparation of self-study reports and assist the Senior Vice Provost in the culminating phases of the review process. Assessment specialists in the University Center for Assessment, Teaching & Technology (UCATT) provide support for student learning-outcomes assessment. Lastly, experts in University Analytics & Institutional Research (UAIR) are available to support data needs for the self-study, including student, faculty and staff data available

on the UAccess Analytics APR Dashboard as well as faculty scholarly activity through Academic Analytics. Refer to [page 2](#) for contact information.

### **Seven-Year APR Schedule**

The seven-year APR schedule is developed in consultation with the deans of the 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.

## **The APR Process**

The academic program review process includes the five major components 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. While the following 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](#). Although the actual time for each part will vary according to the department, it is critical that the entire review process be completed before May so that the required reports can be submitted to ABOR.

### **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 that precedes the academic program review year, letters will be sent to the appropriate deans notifying them of the programs under their purview scheduled for review. Department Heads receive copies of the notification letters. During the same spring semester, unit heads and appropriate staff will be invited to participate in an orientation to launch the academic program review process. This orientation will serve as an introduction to the APR process and its purposes, and it will provide guidelines for successful completion.

#### **Selection of Possible Dates for the Site Visit**

- By September 1, it is the responsibility of the unit head to have established two sets of possible site visit dates with the dean and then with the Office of Academic Affairs.
- Consult with Kat Francisco in the Office of Academic Affairs to ensure that the potential dates for the site visit work for the Senior Vice President for Academic Affairs and Provost, Senior Vice President for Health Sciences, and Associate Vice Provost for Academic Affairs. No more than two suitable site visit dates can 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.

## Itinerary for the Site Visit

- As early as possible in the fall semester, it is the unit's responsibility to schedule the Joint Internal/External Review Committee's meetings with key administrators.
- The Office of Academic Affairs will assist with scheduling these meetings.
- Three weeks before the visit, a draft site visit itinerary should be prepared and sent to Kat Francisco for review and approval by the Associate Vice Provost of Academic Affairs.
- 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, Banner Health administrators, 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.
- A sample itinerary is provided in in [Appendix E](#).

As with any review process, there is a need for support, ranging from administrative assistance to payment of travel expenses for external reviewers, community members and alumni. 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. However, honorarium should come from the dean's office rather than the department or program to eliminate the appearance of a conflict of interest. Members of the 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 reviewers should be made as early as possible to avoid increased costs and limited availability due to conflicts with other local events such as the Tucson Rodeo, Tucson Gem, Mineral and Fossil Showcase, Phoenix Open, and spring training.

## Part 2: The Self-Study Report

### A. Guidelines

A thorough and thoughtful self-study report will candidly assess a program'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,
- Be succinct, yet thorough,
- Incorporate data and graphical images provided by UAIR and other sources,
- Include only information available since the last APR report, but not more than 7 years, and
- Have narrative text limited to 50-75 pages, single spaced.

#### **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 Associate/Vice Dean for Faculty Affairs in the College of Medicine.
- 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 APR orientation so that it can be completed in time for a detailed review by the APR self-study editor. The editor will edit the draft and provide feedback to the self-study committee so that the self-study can be revised as necessary, and then sent to the Associate/Vice Dean for Faculty Affairs in the College of Medicine for final approval. The review team should receive the final, approved version of the self-study report at least three weeks before the site visit.
- 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 also essential that the process and results be open and available to all members (faculty, residents, students, and staff) of the department or program.

#### **D. Data for the Self-Study**

It is recommended that the self-study report 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 or survey 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. Some of the student, faculty and staff data for the seven-year APR period is available on the **APR dashboard in UAccess Analytics** and may be accessed by a member of the self-study committee or a designated member of the unit under review. The APR Dashboard is designed to provide some of the required data as described in [Appendix B](#).

Most of the data for students, faculty and staff headcount is captured on the fall census date of each year in the seven-year APR reporting period. Some data, such as major completions by year, will not be finalized until that current year has been completed. Please note that the dashboard is intended to serve as a starting point for the data collection process and that many departments will supplement with additional data to help tell their stories.

Included in the APR Dashboard is a **Required Institutional Dataset** encompassing key metrics for students, faculty and staff. To the extent that these measures are relevant for your program or programs under review, they should be included as an appendix in your self-study.

The person designated to pull data from the APR Dashboard will need to be provisioned to access the dashboard in UAccess Analytics. Notify Kat Francisco immediately with the name(s), netID(s), and email address(es) of the APR data contact(s) that need to be provisioned to use the APR Dashboard for the unit. If APR data contacts would like dashboard training, they should enroll for Analytics training or office hours through EDGE Learning. Information for workshops, training, and office hours, can be found on UAIR's training and resources page: <https://uair.arizona.edu/training>.

Another data source available is **Academic Analytics**, which provides peer comparison data on faculty scholarly activity. The UAIR team is available to provide support on both identified data sources. For all questions regarding the data sources, please contact any member of the UAIR team listed on page 2. Any questions about the data requirements outlined in this manual may be directed to the APR self-study editor.

**Note that the Family Educational Rights and Privacy Act of 1974 (FERPA), prohibits releasing any personal data on students, i.e., grade point averages, standardized test scores, etc., without written permission from the student.** However, this information can be presented collectively. Detailed information about FERPA can be viewed on the Office of the Registrar's website at: <https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance>.

## E. Review of Self-Study Report

- A completed draft of the self-study report should be sent electronically to Kat Francisco no later than eight weeks prior to the site visit.
- An initial review will be performed, and feedback will be provided by the APR self-study editor. This step gives the self-study committee an opportunity to polish the report before it is submitted electronically to the dean's office for final approval.
- The college dean (or associate/vice dean as applicable) will need to review and approve the final version of the self-study report before it is distributed.



- Three weeks before the site visit, the final self-study report needs to be distributed:
  - One electronic copy to Kat Francisco in the Office of Academic Affairs.
  - One electronic copy to the Senior Vice President for Health Sciences.
  - One hard copy and one electronic to the College of Medicine Dean.
  - One electronic copy to the Associate/Vice Dean for Faculty 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 Associate/Vice Dean for Faculty Affairs. The recommendations to the Associate/Vice Dean should include **at least two** possible reviewers for each position described below.

#### B. Joint Internal/External Review Committee Composition

The review committee consists of **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/alumna

Characteristics of the **External Members** of the review committee:

- Represent the various academic areas covered by the program and are familiar with the various research specializations or scholarly work of the faculty.
- Hold rank of full professor or department head with 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 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 should generally be full professors and should not have a shared appointment in or collaboration with faculty in the unit under review.

### C. Selection Process for the Reviewers

- The department head should contact the possible external and internal, community and alumni review team 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 Associate/Vice Dean's office for review and endorsement early in the fall semester.
- Following endorsement from the Associate/Vice Dean's office, the list of 14 nominees (two candidates for each position on the site visit committee) is then submitted to the Associate Vice Provost for Academic Affairs.
- The list of nominees must include **brief** biosketches **with highest degrees earned** and complete contact information. (See [Appendix C.](#))
- The review committee and the committee chair will be selected by the Associate Vice Provost for Academic Affairs.
- The Associate Vice Provost for Academic Affairs will send formal invitation letters ([Appendix D](#)) to the chair and review committee members to participate in the review. The invitations will include the website address for the APR Manual and a list of the other committee members.
- Kat Francisco from the Office of Academic Affairs will inform the Department Head, Associate/Vice Dean for Faculty Affairs, Dean of the College of Medicine, and Senior Vice President for Health Sciences when the reviewers accept their invitations.

### D. Communication with the Joint Internal/External Review Committee

- The unit head should provide electronic copies of the final self-study report, faculty CVs, and other appropriate materials to the reviewers at least three weeks prior to the visit. The unit head should also offer hard copies upon request by a member of the review committee.
- The dean's office 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.
- The Special Assistant to the Vice Dean for Faculty Affairs (COM-T) or Director, Faculty Affairs (COM-P) will communicate instructions for travel arrangements, hotel reservations, expense reimbursements, and honoraria to the departments.
- The unit 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.
- For COM-T, after receipt of the APR report, the Special Assistant to the Vice Dean for Faculty Affairs will process payments for travel expenses and honoraria. For COM-P, the director of

operations or senior business manager for the department will process payments for travel and site visit expenses and work with the dean's office for the honoraria.

**E. 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 during 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.

**F. Joint Internal/External Review Committee Final Report**

- The committee should provide its final report to the Associate 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, Associate/Vice Dean for Faculty Affairs in the College of Medicine, 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.

Refer to [Appendix F](#) for the APR charge to reviewers.

## 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
- Associate Vice Provost for Academic Affairs
- Dean of the College of Medicine
- Associate/Vice Dean for Faculty Affairs
- Department Head

The self-study report and Joint Internal/External Review Committee Report will provide a basis for discussion at the final meeting. The unit head should provide a two-page letter of response to the Senior Vice President for Academic Affairs and Provost; the Senior Vice President for Health Sciences; the Associate Vice Provost for Academic Affairs, and the college dean regarding the conclusions and recommendations in the report from the Joint Internal/External Review Committee prior to this final meeting.

This concluding conference will be scheduled by Kat Francisco in the Office of Academic Affairs. The purpose of the meeting is to consider the findings and recommendations of the review. The decisions reached at this meeting are documented in the summary report to ABOR.

## 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, narrative summary reports 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.

## Conclusion

After attending the APR Orientation and reading this manual, 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. Examples of self-study reports are available on the Academic Affairs website:

<http://www.academicaffairs.arizona.edu/apr>.

## APPENDIX A: APR Task Timeline

<b>Who/What</b>	<b>When (Deadline)</b>
<b>Unit Head</b>	
Attends APR Orientation	Spring
Submits nominations for Self-Study Committee to Associate/Vice 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, Associate Vice Provost, Dean, & Associate/Vice 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 Associate/Vice Dean for endorsement (See Appendix C)	July – August
Confirms final site visit dates with the Offices of the Dean, Associate/Vice Dean, Provost, Associate 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 the Provost	8 weeks before the site visit
Submits final draft of SSR to Associate/Vice Dean for approval	5 weeks before the site visit
Sends 1 electronic copy of approved SSR to Associate Vice Provost, Copy to SVP for Health Sciences, College of Medicine Dean, and Associate/Vice Dean for Faculty 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 Associate Vice Provost for review & approval	3 weeks before the site visit
Sends final site visit itinerary to Associate Vice Provost, SVP for Health Sciences, Dean, Associate/Vice Dean, and Joint Internal/External Review Committee members	2 weeks before the site visit
<b>SITE VISIT</b>	<b>Before April 30</b>
Writes response to the Joint Internal/External Review Committee Report and submits to Associate Vice Provost	1 week before Final APR Mtg (Concluding Conference)
Attends Final APR Meeting (Concluding Conference) with Provost, SVP for Health Sciences, Associate Vice Provost, Dean, and Associate/Vice Dean	Shortly after receipt of Review Report
<b>Unit Self-Study Committee</b>	
Chair of Self-Study Committee attends APR Orientation with Unit Head	Spring
Submits 14 Nominees for Internal/External Committee to Department Head	July – August
Submits Final Draft SSR to Department Head	9 weeks before the site visit
<b>APR Self-Study Report Editor in the Office of Academic Affairs</b>	
Provides consulting to units in the preparation of Self-Study Report (SSR)	After APR Orientation
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 APR summary for ABOR following site visit	May – July

<b>Who/What</b>	<b>When (Deadline)</b>
<b>Data Analysts from University Analytics &amp; Institutional Research (UAIR)</b>	
Updates the APR dashboard with seven years of data for units under review	Beginning May
Grants access to APR dashboard	Beginning May
Provides aspirational peer comparison data on faculty scholarly activity	Beginning May
<b>Associate/Vice Dean for Faculty Affairs</b>	
Evaluates nominations submitted by department head and appoints Self-Study Committee	Early June
Endorses 14 Joint Internal/External Review Committee nominees and forwards list to Associate 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, Associate Vice Provost, Dean, and Department Head	Shortly after receipt of Review Report
<b>Dean of the College of Medicine</b>	
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, Associate Vice Provost, Associate/Vice Dean, and Department Head	Shortly after receipt of Joint Int/Ext Review Committee Report
<b>Senior Vice President for Health Sciences</b>	
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, Associate Vice Provost, Dean, Associate/Vice Dean, and Department Head	Shortly after receipt of Review Report
<b>Associate Vice Provost for Academic Affairs</b>	
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, dean and associate/vice 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 Department Head, Dean, Associate/Vice Dean, SVP for Health Sciences, and Provost	Upon receipt of report
Attends Final APR Meeting (Concluding Conference) with Provost, SVP for Health Sciences, Dean, Associate/Vice Dean, and Department Head	Shortly after receipt of Review Report
Completes final report for ABOR	August
<b>Senior Vice President for Academic Affairs and Provost</b>	
Meets with Joint Internal/External Review Committee for Exit Meeting on last day of site visit	Site Visit – Day 2
Hosts Final APR Meeting (Concluding Conference) with Unit Head, Associate/Vice Dean, Dean, Associate Vice Provost, and SVP for Health Sciences,	Shortly after receipt of Review Report
Attends ABOR Meeting to Present Summary Reports	Fall Semester

## 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 NIH-style biographical sketches (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.

When reporting student data, please follow FERPA guidelines, available on the Office of the Registrar's website: <https://registrar.arizona.edu/privacy-ferpa/ferpa-compliance>.

## **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?

#### 5. 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](mailto: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 CVs**

## APPENDIX D: Invitation Letter to Committee Members

The Associate Vice Provost for Academic Affairs will send 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 Associate 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](mailto:ksexton@email.arizona.edu) or (520) 626-4099, or you may contact me directly at [gburd@email.arizona.edu](mailto: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
7:XX am	Explain how reviewers will travel from the hotel to the first meeting.	
8:00-8:30 am	APR Charge with Associate Vice Provost for Academic Affairs	
8:30-9:00 am	Meet with College of Medicine Dean & Associate/Vice Dean for Faculty 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/Chair	
1:00-2:00 pm	Meet with Career Track Faculty or Tour facilities	
2:00-3:00 pm	*Meet with Tenured Faculty Members	
3:00-4:00 pm	Meet with Other Department Heads/Chairs in the College of Medicine	
4:00-5:00 pm	Meet with Clinical Faculty	
6:00 pm	Dinner Off-Campus for Reviewers Only   [Explain how the reviewers will get to the restaurant. State reservation information.]	

*\*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 <sup>rd</sup> /4 <sup>th</sup> year	
10:00-10:15 am	Break	
10:15-10:45 am	Meet with Banner Administration	
10:45-11:45 Am	Meet with Directors of Departmental Divisions, Residency Programs, Research Fellows, or Other Campus Individuals	
11:45-1:00 pm	Working Lunch for Reviewers Only	
1:00-1:30 pm	Meet with Deputy Dean, Finance & Business Affairs [COM-T Only]	
1:30-2:30 pm	Meet with College of Medicine Dean & Vice Dean for Faculty Affairs	
2:30-3:00 pm	**Travel to Administration Building [COM-T Only]	
3:00-4:00 pm	Exit Meeting with Sr. Vice President for Academic Affairs and Provost, Associate Vice Provost for Academic Affairs, & Sr. Vice President for Health Sciences	
4:00-End of Day	**Travel back to Health Sciences & Work on Draft Report [COM-T Only]	
6:00 pm	Working Dinner for Reviewers Only	

*Include meetings with community members and alumni, as appropriate.*

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

Final APR Report should be submitted within 3 weeks of the visit. Email to Meg Lota Brown, [mlbrown@arizona.edu](mailto:mlbrown@arizona.edu), and cc [kats@arizona.edu](mailto:kats@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.*

## APPENDIX F: Charge to the Reviewers

The APR Reviewers are expected to read the APR Self-Study from the unit under review prior to the two-day site visit. The site visit may be in-person or virtual via zoom, as decided by the unit under review and the Dean. The site visit includes a series of meetings with different stakeholders to enable the APR Reviewers to gather answers to questions they may have about the unit.

The APR Reviewers are expected to submit a report (five to seven pages) in about three weeks after the site visit to the Associate Vice Provost. The report will be a public document. Because the Banner Hospital is a separate private, nonprofit organization from the University of Arizona Health Sciences, they request that a separate report from the UArizona clinical department under review be written for any activities that relate to Banner operations. This will not be a public document. This can be discussed during the orientation meeting with the Associate Vice Provost.

The report(s) will be distributed to the Provost, Dean, department head, and Senior Vice President for Health Sciences (as appropriate). The department head/director will distribute the UArizona report to the faculty, staff, and students in the unit. The department head is invited to write a two-page response to the report, and the report and department head response are discussed with the Provost, Senior Vice President for Health Affairs, Associate Vice Provost, Dean, Associate/Vice Dean, and department head a few weeks after the site visit to establish an improvement plan.

The APR Reviewers are asked to provide a report that covers the strengths and weaknesses/challenges of the unit and to list their recommendations. Under the strengths, weaknesses/challenges and recommendations, the APR Reviewers are asked to address appropriate topics under the following:

- **Faculty** (scholarship, productivity, funding and clinical practice (as appropriate), diversity, teaching, service/outreach, turnover, composition of tenured/tenure track to career track and lecturers, clinical faculty, and other relevant topics)
- **Academic programs** (medical school rotations and residency curriculum, assessment of student learning outcomes if available, enrollment numbers, and number of residents and fellows)
- **Medical Students, Residents, and Fellows**
  - Diversity
  - Placement and post-program outcomes
  - Board pass numbers or percentages
- **Staff** (diversity, turnover, appropriateness for unit needs)
- **Unit collaboration and outreach** to the community (campus, Phoenix or Tucson, state, and nation)
- **Unit planning for the future** (to increase quality, scholarship, rankings, improve teaching, increase efficiency, etc.)

As much as possible and appropriate, the report should have short paragraphs to provide context, but the strengths, weaknesses/challenges, and recommendations should be listed as bullet points. This is especially true for the recommendations since bullet points are easier for the unit to address than long paragraphs.