SBS SUGGESTIONS FOR ACADEMIC PROGRAM REVIEW SELF-STUDY

This document was crafted to pass on suggestions and recommendations for preparing the Self-Study component of Academic Program Reviews. The recommendations in this document were compiled from feedback from leaders of units that recently completed APRs as well as perspectives from the SBS Dean's office.

While some of these recommendations may seem self-evident, others may prove particularly helpful depending on unit culture and APR history.

SETTING THE STAGE

Aim to let your self-study present a **candid** but **strategic** assessment that is forward-looking and that lets reviewers contribute insights and perspectives to help meet your goals.

Among the most important components to assess and then communicate within the document:

- Where your field is going in terms of existing and emerging research domains, technologies, methods, theories, and partnerships.

- Where your unit is in terms of faculty demographics, and where – five to seven years from now – you would like to be.

- Identifying where are you best positioned to make an impact in terms of subfields, methods, and theories – both in your discipline and within the institution, particularly in light of UA strengths and strategic priorities.

GATHERING DATA

- ***Start with an "inventory assessment."*** As early as possible, know what you have, and what might need created or updated:
  - Data and profiles that speak to quality (research productivity, student placement, other measures)
  - Strategic plan/strategic vision (if available)
  - Learning assessment materials, including on the UA's assessment website
  - Graduate handbook
  - Unit website (accuracy, currency)
  - Unit assessment page on the UA assessment site

- ***Know the best sources of data***
  - The APR management team webpage is continually updated through the UA's Office of Academic Affairs: http://academicaffairs.arizona.edu/apr-management-team

GATHERING DATA, con't

- *Assign point persons based on what is missing*

  o **Department head** should typically facilitate strategic plan/vision conversations and materials if those don't already exist in the unit.

  o **APR Committee Chair** is often best for production of the report, delegation of discrete tasks, editing for clarity or length, ensuring font consistency, etc.

  o **Business office/manager** for financials.

  o **DUS and DGS** for data collection (and assessment relative to vision) in their respective areas.

  o **Administrative support person** for logistics associated with the APR process (e.g., booking plane tickets, hotel rooms, restaurant reservations, copies of the self-study, setting up meeting schedules, processing reimbursements). Some units also assign the administrative support person additional work in organizing/preparing the document.

OTHER RECOMMENDATOINS

- **On the APR template:** The APR manual includes instructions for producing the self-study that may not readily accommodate all that you'd like to say about the unit. *Feel free to add information that you feel is particularly relevant as it relates to your vision and the impact you are making or have plans to make in the field or in the University.*

- **On the site visit:** The APR manual includes an "Academic Program Review Sample Itinerary." Consider allotting more time than is on the template for the unit Head/Director to meet with the committee.

- **On process:** It may be helpful to clearly differentiate between assignments that are **task-oriented** (gathering data) and **reflection-oriented** (assessment and commentary relative to unit vision).

A VIEW FROM THE DEAN'S OFFICE

- Ensure that the document reflects the **planning** and **vision** that emerge when faculty come together to consider the future.

- Avoid **repetition**, which can be mitigated by judicious use of data in some areas when more robust data of the same type are expected later in the doc.

- Watch for inadvertent changes in **'voice'** (and font), as might happen if different members of the self-study group complete different sections of the document.

- Utilize members of the SBS Dean's office if/as needed to ensure **data accuracy**

For questions about this document, please contact Associate Dean of Faculty Affairs and Inclusion Monica J. Casper at mjcasper@email.arizona.edu or at 621-1112.