ACADEMIC PROGRAM REVIEW
MANAGEMENT TEAM
FOR CLINICAL DEPARTMENTS IN THE COLLEGE OF MEDICINE

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Academic Year 2012-13 - Academic Program Reviews
Medicine, Ophthalmology & Vision Science, Orthopaedic Surgery,
Psychiatry, Radiology
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APR Manual for Clinical Departments in the College of Medicine

Introduction

What is Academic Program Review?
Academic program review (APR) is a process of regular, systematic review and evaluation of all academic programs and units that contribute to programs offered on the campuses of the three Arizona state universities. Arizona Board of Regents’ (ABOR) policy 2-208 (Academic Program Review) states that academic departments are the basic unit of review. Both departmentally based programs and programs administered by committees are reviewed at least once every seven years. According to Board policy, the standard review consists of a self-study, followed by a review that includes 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 in the course of the review will assist in University and State planning efforts.

The primary purpose of academic program review is to examine, assess, and strengthen academic units and programs. The areas in which unit quality is evaluated include, but are not limited to: (a) the quality of educational and training programs, including an assessment of trainee 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 contribution or importance of the unit to other campus programs; and (e) the potential and future expectations for the unit. The review is intended (1) to enhance the quality of a unit and to assist in determining a unit’s ability to respond to future challenges and opportunities, (2) to evaluate strengths and weaknesses, and thus, determine future priorities, and (3) to aid in shaping the strategic plan for the unit.

APR Administration at the UA
Given their central role in guiding academic decision making, academic program reviews are overseen by the Office of the Senior Vice President and Provost and, for the Health Sciences (Colleges of Medicine, Nursing, Pharmacy, and Public Health) also by the Vice President for Health Affairs. The Vice Provost for Academic Affairs administers the process. Members of the Office of Curricular Affairs and, for the departments in the College of Medicine, the Vice Dean of the College of Medicine, serve as consultants particularly as questions arise in the preparation of self-study or the selection of members of the APR Review Committee, and provide assistance to the 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. When possible, the schedule is coordinated with other review and accreditation obligations of the programs. It is important to note that
accreditation reviews are conducted for other purposes and might not take the place of the academic program review. Elements of and preparation for these reviews, however, may overlap. Many accreditation or other reviews have a self-study that requires many if not most of the items suggested for the APR self-study in Appendix B, and the APR self-study or the accreditation/other review self-study can be tailored to meet the needs of the other. In some instances the review teams have been the same for both reviews.

Under exceptional circumstances, the seven-year schedule may be revised by the Senior Vice President and Provost or the Vice Provost for Academic Affairs in consultation with the appropriate dean. A department head, with the approval of the dean, may request an academic program review at any time. On rare occasion, when circumstances warrant, a review may be extended or postponed.

The Process

The academic program review process includes the five major steps outlined below. These steps are: (1) initial planning, (2) self-study, (3) joint internal/external review, (4) discussion of findings, and (5) the report to the Arizona Board of Regents. The explanation of each step includes guidelines for the review process. While the guidelines 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. Actual time for each step will vary according to the department and the unique needs of each review. Some reviews may be completed in substantially less time. The one-year schedule, however, allows for occasional and often unavoidable interruptions in the process. It is critical that the review process be accomplished within the proposed time frame so as to not overlap with the next cycle.

Initial Planning
The academic program review process will be initiated each academic year by the Office of the Senior Vice President 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.
- Late in the spring semester prior to the APR review year, deans, unit heads, and appropriate staff will be invited to participate in an informational meeting to launch the academic program review process. This meeting 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 secretarial 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. 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, i.e., Rodeo Days, the Gem and Mineral Show, etc.
The Self-Study

A. Guidelines
A thorough and thoughtful self-study 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 issues and 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 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.

B. Composition and Appointment of the Self-Study Committee
- Membership of the self-study committee generally is recommended by the program head with final appointments made by the dean.
- Membership usually consists of three or more faculty from the unit being reviewed, but may include all faculty working through subcommittees.
- 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.

C. Procedures
- The self-study should be started immediately following the orientation workshop so that it can be completed by the beginning of the spring semester (see Appendix A).
- The model timetable 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.
- 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 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;
- 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. The person designated to pull data from UAccess Analytics likely will need “Medium Level” authorization to access this dashboard. Please notify Celeste Pardee in the Office of Curricular Affairs if you need assistance collecting data.

E. Review of Self-Study Report

- A working draft of the self-study report should be sent electronically to Celeste Pardee (cpardee@u.arizona.edu), 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. This step gives the self-study committee an opportunity to polish the report before it is submitted to the college dean.
- A revised draft of the report should then be sent electronically to the Vice Dean of the College of Medicine, the Dean
- Once completed and approved by the Vice Dean, a hard copy and an electronic copy should be sent to the Vice President for Health Affairs and the Dean. Two hard copies and one electronic copy should be sent to the Vice Provost for Academic Affairs at least 3 weeks before the visit.
- A copy of the self-study report should also be sent to each member of the Joint Internal/External Review Committee at least three weeks before the visit. Consider asking whether they would prefer an electronic copy or a hard copy.

Joint Internal/External Review

A. Selection of the Joint Internal/External Review Committee
As early as possible (spring or summer prior to the site visit) and before completing the self-study, 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 Vice Dean for approval. The recommendations to the 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 program and be familiar with the various research specializations or scholarly work of the faculty.
- Be full professors or department heads with a national stature.
- Be free of conflicts of interest that would prevent them from conducting an objective review. They 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:
- Community committee members 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 member of the department under review.
- Internal committee members should be – one from another college and one from another department in the same college, should generally be full professors, and should not have a joint appointment in or collaboration with faculty the unit under review.

**C. Selection of Possible Dates for the Site Visit**
- As soon as possible (August or sooner), the unit head needs to establish two sets of possible site visit dates with the Dean and then with the Office of the Vice Provost for Academic Affairs.
- Consult with Barbara Martinez, Special Assistant to the Vice Provost for Academic Affairs (626-4099; bmarti@email.arizona.edu), to ensure that the potential dates for the site visit work for the Senior Vice President and Provost, the Vice President for Health Affairs, and the 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.
- 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 Vice Dean for review and approval early in the fall semester.
- Following approval from the dean, the list of 14 nominees (two candidates for each position on the site visit committee) is then submitted to the Vice Provost for Academic Affairs.
- The list of nominees must include a brief biosketch and complete contact information (mailing address, email address, and phone number).
- The review committee and the committee chair will be selected by the Office of the Provost. 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 Vice Provost for Academic Affairs will inform the department and Vice Dean and will send letters formally appointing the chair and review committee members. This mailing will include a web-link to the Procedures Manual for Academic Program Reviews and a list of committee members invited to serve.

E. Communication with the Internal/External Review Committee
• The unit head should mail (or email electronic copies) of the self-study, faculty CVs, and other appropriate material to the reviewers following their acceptance of appointment, but at least three weeks prior to the visit. Please check with reviewers to see if they prefer to get a hard copy or an electronic copy of the self study and other materials.
• No specific guidelines have been established for the remuneration of external reviewers. This matter is the responsibility of and at the discretion of unit heads and deans.
• The unit head should make arrangements for hotels and transportation with the review committee members from out of town. Payment for these expenses is the responsibility of the program being reviewed, its college, or a combination of the two.

F. 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 the Senior Vice President and Provost, Vice President for Health Affairs, and the Vice Provost for Academic Affairs (see suggested itinerary Appendix C).
• The Office of the Vice Provost for Academic Affairs will assist with scheduling these meetings.
• Three weeks before the visit, a draft site visit review committee itinerary should be prepared and sent to the Vice Provost for Academic Affairs, Gail Burd (Admin. 501 gburd@email.arizona.edu) and Special Assistant to the Vice Provost for Academic Affairs, Barbara Martinez (Admin 501, bmarti@email.arizona.edu) for review.
• After the draft itinerary has been approved, the final review committee 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.
• Generally, the committee will review the self-study 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.
- 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 unit.

H. Joint Internal/External Review Committee Final Report
- The committee should provide its final report to the Vice Provost for Academic Affairs within four weeks of the conclusion of the site visit.
- The report will be distributed to the Senior Vice President and Provost or the Vice President for Health Affairs, dean and unit head.
- The final report should include: a) Introduction, b) Strengths, c) Weaknesses, and d) Recommendations.
- The 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.

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 with the Senior Vice President and Provost, the Vice President for Health Affairs, the Vice Provost for Academic Affairs, the Dean, and the program head will be scheduled.
- The unit self-study and review committee report will provide a basis for discussion at this meeting. In addition, an evaluation of the self-study section on outcomes assessment of the residency and fellowship programs will be given to the program head. The Assistant Vice Provost for Instruction and Assessment will contact the program head to schedule a discussion on steps that can be taken to improve program assessment.
• The unit head may also provide a short letter (2 pages) responding to review by the Joint/Internal APR Review Committee. This should be sent to the Dean, Senior Vice President and Provost, Vice President for Health Affairs, and the Vice Provost for Academic Affairs prior to the final meeting.
• This meeting will be scheduled by the Office of the Vice Provost for Academic Affairs.
• The purpose of the meeting is to consider the findings and recommendations of the review. It may be preceded by a meeting of the Dean and unit head.
• The decisions reached at the concluding conference are documented in a report that will be submitted to the Arizona Board of Regents. Copies of this report will be sent to the Senior Vice President and Provost, Vice President for Health Affairs, Dean, and Unit Head.

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. A copy of the report will be sent to all those involved in the process.
## APPENDIX A
### ACADEMIC PROGRAM REVIEW TASK GUIDELINE

<table>
<thead>
<tr>
<th>Who/What</th>
<th>When (Deadline)</th>
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<tr>
<td><strong>Unit Head</strong></td>
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<tr>
<td>Attends APR Orientation</td>
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<tr>
<td>Submits recommendations for self-study committee members to Vice Dean</td>
<td>Late Spring, early Fall</td>
</tr>
<tr>
<td>Ensures progress on self-study report (SSR)</td>
<td>Late August</td>
</tr>
<tr>
<td>Reserves two sets of site visit dates on Vice Provost, Provost &amp; Dean’s calendars</td>
<td>September - November</td>
</tr>
<tr>
<td>Identifies and contacts 14 Joint Internal/External Review Committee nominees and reserves dates for 2-day site visit</td>
<td>Early fall (late August)</td>
</tr>
<tr>
<td>Forwards list of 14 willing and available review committee nominees to Vice Dean</td>
<td>Mid-September</td>
</tr>
<tr>
<td>Confirms dates for site visit with Vice Provost, Provost’s Office &amp; Dean’s office</td>
<td>late October</td>
</tr>
<tr>
<td>Forwards draft copy of SSR to Celeste Pardee in the Office of Curricular Affairs</td>
<td>8 weeks before the site visit</td>
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<tr>
<td>Sends Self-Study Report to Dean for approval</td>
<td>4 weeks before the site visit</td>
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<tr>
<td>Sends 2 hard copies &amp; 1 electronic copy of approved Self-Study Report to Vice Provost</td>
<td>3 weeks before the site visit</td>
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<tr>
<td>Sends self-study report to all Joint Internal/External Review Committee members</td>
<td>3 weeks before the site visit</td>
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<tr>
<td>Sends draft site visit itinerary to Vice Provost for review</td>
<td>3 weeks before the site visit</td>
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<tr>
<td>Sends final itinerary for site visit to Vice Provost and review committee members</td>
<td>2 weeks before the site visit</td>
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<tr>
<td>SITE VISIT</td>
<td>No later than April 30</td>
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<tr>
<td>Attends final meeting with Dean, Vice Provost, Provost, and VP Health Affairs</td>
<td>Shortly after receipt of rev cmte report</td>
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<tr>
<td><strong>Dean and Vice Dean</strong></td>
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<tr>
<td>Approves 14 Joint internal/External Review Committee nominees and forwards list to Vice Provost</td>
<td>Summer-August</td>
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<tr>
<td>Ensures progress on self-study report (SSR)</td>
<td>Mid-September</td>
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<tr>
<td>Attends final meeting with Dean, Vice Provost, Provost, VP Health Affairs</td>
<td>3 weeks before the site visit</td>
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<tr>
<td><strong>Assistant Vice Provost</strong></td>
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<tr>
<td>Evaluates self-study report on resident program outcomes assessment, meets with unit head or program directors to discuss an assessment plan for unit after final meeting</td>
<td>Shortly after receipt of rev cmte report</td>
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<tr>
<td>Reviews list of Joint Internal/External Review Committee nominees</td>
<td>October</td>
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<tr>
<td>Selects the 7 members of the Joint Internal/External Review Committee</td>
<td>late October</td>
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<tr>
<td>Notifies department of the selection of review committee members</td>
<td>November</td>
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<tr>
<td>Sends invitation letter to the review committee members</td>
<td>November-December</td>
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<tr>
<td>Sends self-study to Assistant Vice Provost for evaluation (outcomes assessment)</td>
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<tr>
<td>Forwards feedback on draft itinerary to the unit</td>
<td>Shortly after receipt of itinerary</td>
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<tr>
<td>Distributes review committee report to unit head, Dean, and Provost</td>
<td>Shortly after receipt of rev cmte report</td>
</tr>
<tr>
<td>Attends final meeting with unit head, Dean, Provost, and VP Health Affairs</td>
<td>Shortly after receipt of rev cmte report</td>
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<tr>
<td>Completes final report for ABOR</td>
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<tr>
<td><strong>Vice Provost for Academic Affairs</strong></td>
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<tr>
<td>Meets with unit for initial planning when requested by unit</td>
<td>as needed</td>
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<tr>
<td>Reviews list of Joint Internal/External Review Committee nominees</td>
<td>October</td>
</tr>
<tr>
<td>Selects the 7 members of the Joint Internal/External Review Committee</td>
<td>late October</td>
</tr>
<tr>
<td>Notifies department of the selection of review committee members</td>
<td>November</td>
</tr>
<tr>
<td>Sends invitation letter to the review committee members</td>
<td>November-December</td>
</tr>
<tr>
<td>Sends self-study to Assistant Vice Provost for evaluation (outcomes assessment)</td>
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<tr>
<td>Forwards feedback on draft itinerary to the unit</td>
<td>Shortly after receipt of itinerary</td>
</tr>
<tr>
<td>Distributes review committee report to unit head, Dean, and Provost</td>
<td>Shortly after receipt of rev cmte report</td>
</tr>
<tr>
<td>Attends final meeting with unit head, Dean, Provost, and VP Health Affairs</td>
<td>Shortly after receipt of rev cmte report</td>
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<tr>
<td>Completes final report for ABOR</td>
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<tr>
<td><strong>Senior Vice President and Provost</strong></td>
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<td>Meets with APR Review Committee on last day of site visit</td>
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<tr>
<td>Holds final meeting with unit head, Dean, Vice Provost, and VP Health Affairs</td>
<td>Shortly after receipt of rev cmte report</td>
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<tr>
<td><strong>Office of Curricular Affairs</strong></td>
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<tr>
<td>Provides consulting to units in the preparation of self-study</td>
<td>Fall term</td>
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<tr>
<td>Provides some institutional data for self-study</td>
<td>Fall term</td>
</tr>
<tr>
<td>Reviews and forwards feedback on draft SSR to the unit</td>
<td>Shortly after receiving report</td>
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<tr>
<td>Prepares summary for final meeting with Provost</td>
<td>One week prior to the site visit</td>
</tr>
<tr>
<td>Prepares summary for ABOR following site visit</td>
<td>Late Spring following review</td>
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APPENDIX B
CLINICAL DEPARTMENTS IN THE COLLEGE OF MEDICINE
ACADEMIC PROGRAM REVIEW SELF-STUDY OUTLINE

A. SELF STUDY SUMMARY
1. Explain the role of the unit within the College of Medicine.
2. Provide the number of teaching, clinical and research faculty at all ranks.
3. Provide the number of fellows and residents.
4. Briefly summarize the strengths and challenges of the unit—those that will be discussed in more detail in other sections.

B. UNIT DESCRIPTION AND GOALS
1. Briefly describe the unit under review, including centers sponsored by the unit. This should include a statement of the unit’s mission, role and scope.
2. What are the major goals or strategic directions of this unit for the next 5 years? If these have changed over the past 5 to 7 years, provide a summary of the changes. (Append the unit’s strategic plan.)
3. How do these goals relate to the College of Medicine’s strategic plan and the University’s strategic plan and mission as expressed in the University of Arizona’s Five-Year Strategic Plan? (http://plan.web.arizona.edu/strategic-plan.pdf ).

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 unit’s responses to those recommendations.

D. OVERVIEW OF THE UNIT’S QUALITY
1. Outline the indicators and sources of information by which the unit is judged, including:
   a. Resource indicators, e.g., selectivity of the residency and fellow pools; faculty prestige and training; grants and contracts; library; equipment; and support staff.
   b. Reputational indicators, e.g., national or international ranking, or other judgments of the program’s research and/or clinical practice; quality of residents; faculty honors, awards, and reputation.
   c. Outcome indicators, e.g., faculty scholarly productivity, research contributions, teaching and clinical performance, service to state and nation; medical student and resident gains in knowledge, medical students’ and residents’ professional achievements, placement, personal/or career development; and program alumni opinion. Assessment of learning outcomes by the residents.
2. In what areas has the unit improved or deteriorated within the last 5 to 7 years? Describe the evidence used to support these conclusions.

3. Describe new directions in curriculum and training programs, resources, research, reorganization, staffing, or residents planned for the next few years and aimed at strengthening the program.

4. Identify the top five units in this field among public research universities. How does this unit compare and what evidence suggests this conclusion?

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 unit.

2. Describe the overall nature and breadth of the faculty’s research and clinical contributions made through active participation in the generation of knowledge and exemplary practice. If there is a means for doing so, provide an appraisal of the significance of these contributions in this field. What is the balance of scholarly work with clinical practice, teaching and mentoring residents?

3. Describe this faculty’s participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, and advisory groups. Include the faculty’s contributions to the College and University of Arizona through such activities as committee work and outreach to the community.

4. Considering the unit’s faculty as a whole, describe the faculty’s potential for response to change – to urgent discoveries, changing directions, and/or new external demands. What is the level of morale, commitment, and sense of continuing self-improvement?

5. What is the faculty’s collective view of the unit’s future, its desired directions, and its means for reaching these objectives? How do planning and incentives direct the program to these ends?

6. 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).

F. FACULTY DIVERSITY/AFFIRMATIVE ACTION


Provide information on the gender and race/ethnicity composition of the faculty and the major features of the plan for recruitment, retention and equity of a diverse faculty.

7. Provide a table showing faculty compensation range and average comparisons by rank with relevant peer institutions named in Section D-4.

8. Provide short biographical sketches of the faculty that include recent publications or scholarly work, current grant funding, honors and major service assignments, and supply in the appendix, complete, up-to-date curriculum vitae (P&T approved format preferred.)
G. UNIT ADMINISTRATION
1. Provide an organizational chart for the unit and describe the governance structure and involvement of faculty.

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.

H. DIVERSITY/AFFIRMATIVE ACTION – STAFF AND ADMINISTRATORS

Provide information on the gender and race/ethnicity composition of the classified staff and professional staff and the major features of the plan for recruitment, retention and equity of a diverse staff.

3. Comment on the adequacy of staff support and any plans for reconfiguration.

I. 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., 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 unit activities and quality outcomes if additional resources were available.

J. MEDICAL STUDENT, UNDERGRADUATE, AND GRADUATE TEACHING
(If none, please so indicate)

Please follow FERPA guidelines, http://www.registrar.arizona.edu/ferpa/ when reporting student data.

1. Describe, in general terms, the teaching activities performed by this academic 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.

K. RESIDENCY PROGRAMS

Please follow FERPA guidelines, http://www.registrar.arizona.edu/ferpa/ when reporting residency data.
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 improved over the last 5 years?
   b. What is the current gender and race/ethnicity composition of the unit’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 unit.
   c. Discuss the placements in academic institutions and private practice. How does this compare with 5 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 post-doctoral fellows contribute to the unit?

5. Medical Student and Resident Learning Outcomes Assessment:
   Address bullets a-d in this section of the self-study. Refer to bullet e for additional requirements on regular program assessment reporting.
   a. EXPECTED LEARNING OUTCOMES: State the expected learning outcomes for each program offered in the unit.
b. ASSESSMENT ACTIVITIES: List and briefly discuss the activities used to appropriately measure the expected learning outcomes. Activities should include direct and indirect measures of outcomes. 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, classroom instruction and clinical training, 2) assist in strategic program planning, and 3) review, evaluate, and modify the curriculum in your programs. See Figure 1.

L. OUTREACH

This term refers to educational efforts, leadership, and sharing of knowledge off-campus, for example in the local community and throughout the State. Service to the campus and national academic profession is addressed in Section E-3.

1. Describe the nature of outreach activities in this clinical unit.
2. How do these activities reflect the goal(s) described in Section B, and the particular needs of Arizona?
3. What evidence is available to document the quality and effects of these activities?

M. 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?

N. UNIT DATA PROFILES

Provide interpretations of data (to be included in the self-study appendices if not within the narrative) that you pulled from the APR Dashboard in UAccess analytics.

Note: It may be helpful to contact a unit that has recently completed an academic program review to discuss the process. The following clinical units in the College of Medicine completed academic program reviews in the last 3 years.

<table>
<thead>
<tr>
<th>20011-2012</th>
<th>2010-2011</th>
<th>2009-2010</th>
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<tbody>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>Pediatrics</td>
<td>Surgery</td>
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APPENDIX C
SAMPLE ITINERARY

Day 1
8:00 – 8:30 a.m. Orientation with Vice Provost for Academic Affairs
8:30 – 9:00 a.m. Meeting with Dean
9:00 – 9:30 a.m. Meeting with Self-Study Committee
9:30 – 9:45 a.m. Break
9:45 – 10:45 a.m. Meeting with junior faculty members
10:45 – 11:45 a.m. Open meeting with residents
11:45 – 1:00 p.m. Lunch with Department Head
1:00 – 2:00 p.m. Time to take a tour of facilities and/or for additional meetings
2:00 – 3:00 p.m. Meeting with senior faculty members
3:00 – 4:00 p.m. Meeting with other Department Heads in the College
4:00 – End of Day Review committee begins draft report

Day 2
8:00 – 9:00 a.m. Meeting with staff
9:00 – 10:00 a.m. Meeting with medical students in third/fourth year
10:00 – 10:15 a.m. Break
10:15 – 12:00 p.m. Meeting with directors of departmental divisions, residency programs, research fellows, or other campus individuals
12:00 – 1:30 p.m. Working lunch
1:30 – 2:30 p.m. Meeting with Dean
2:30 – 3:00 p.m. Travel to Administration Building
3:00 – 4:00 p.m. Exit interview with Senior Vice President and Provost, Vice Provost for Academic Affairs, and Senior Vice President for Health Sciences
4:00 – End of Day Write report

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