



UC Berkeley
Academic Program Review

**Guide for the Review of
Existing Instructional Programs**

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INTRODUCTION

[Academic Program Reviews](#) (APR) are designed to be forward looking and to enhance the mission of the University of California, Berkeley. The APR process is overseen by a joint senate-administration committee, the [Program Review Oversight Committee \(PROC\)](#), and supports campus efforts to sustain excellence in each scholarly discipline, as well as in pedagogy and research, and to build a strong and inclusive academic community, in line with campus priorities. An External Review Committee (ERC) recruited for each review provides the unit an opportunity to consult with respected colleagues from peer institutions. As a result, each APR presents a rare opportunity for the unit and the campus to take a comprehensive look at the unit, informed by recent data trends, and to evaluate its opportunities, challenges, and plans for the future. Benefits to the unit also include the opportunity to:

- Explore critical areas to maintain and enhance the unit's strength and standing in the field
- Determine the core and cutting-edge areas in teaching and research for the immediate and long-term future
- Examine the curriculum to align with the changing trends in the field
- Review and plan faculty workload
- Establish clear priorities to guide faculty FTE requests.

The APR process is also used to inform the UC Berkeley administration about unit issues, and to provide input for better decision making at all levels. APRs advance, for instance, the [Executive Vice Chancellor and Provost's \(EVCP\)](#) campus-wide strategic planning efforts. The administration asks units to include the Faculty Strategic Hiring Plan section of their self-study with their response to the annual FTE call to inform the administration's setting of faculty hiring priorities. In addition, the rigor and breadth of the APR process are an essential element in Berkeley's institutional accreditation by the Western Association of Schools and Colleges (WASC).

The centerpiece of the APR process is the unit's self-study, which is described in detail below. It is expected that the self-study will express the unit's unique culture and provide an opportunity for reflection and critical assessment of the unit's scholarly directions, academic programs, and environment. To support its self-assessment, the unit is provided with a summary of central data and survey results compiled by the OPA, as well as consultation by members of the APR support team (described on p. 5). The self-study process should assess the unit's strengths, opportunities, and challenges, then identify plans for (re)allocating resources to build on the opportunities and to meet the challenges that the unit anticipates facing over the next eight to ten years. Within this framework, the unit should identify and examine key areas for in-depth analysis.

The Program Review Oversight Committee ([PROC](#)) represents a partnership between campus academic administrators and representatives of five Academic Senate committees. It includes the

- Executive Vice Chancellor and Provost ([EVCP](#)),
- [Vice Chancellor for Equity and Inclusion \(VCEI\)](#),
- [Vice Chancellor for Undergraduate Education \(VCUE\)](#),
- [Vice Provost for Academic and Space Planning \(VPAP\)](#), who serves as the chair of

- PROC,
- [Vice Provost for the Faculty \(VPF\)](#),
 - Dean, [Graduate Division \(GD\)](#),
 - Chair of the [Graduate Council \(GC\)](#),
 - Chair of the [Budget and Interdepartmental Relations](#) committee (BIR),
 - Chair of the [Undergraduate Council \(UGC\)](#),
 - Chair of the Committee on [Diversity, Equity, and Campus Climate \(DECC\)](#),
 - Chair of the Committee on [Academic Planning and Resources Allocation \(CAPRA\)](#),
and
 - Executive Director of the [Office of Planning and Analysis \(OPA\)](#).

Each of the five Academic Senate committees on PROC designates a representative to participate in each review, alongside members of the administration. For units in the College of Letters and Science, a representative of the L&S Executive Committee participates in a role analogous to the role of the Senate committee representatives. Each review also includes a Liaison from the Academic Senate who accompanies the External Review Committee during the site visit to explain UC Berkeley’s governance and organizational structure and writes a brief report assessing the site visit and the unit’s general climate and relationships with relevant campus programs.

While there are, on occasion, unavoidable circumstances that may lengthen the timeline, PROC’s goal is for the review process to take no more than 18 months over two academic years. A brief, graphic representation of the academic review process timeline can be found on p. 30 of this document, and a more detailed narrative in the sections that follow. A task check-off list for the unit is provided in *Figure 2*, p. 31.

The original APR Guide was prepared in response to the Program Review Task Force and has been amended as best practices have surfaced and as campus priorities have shifted, and to provide additional support to units under review. The Guide will continue to be updated as needed, with the Vice Provost AP submitting major updates to PROC for approval.

The information in this Guide and additional clarifying information, contact information for support staff, and FAQs can be found on the Academic Program Review website (<http://vpap.berkeley.edu>).

Review of Existing Instructional Programs

Step 1: Selection of Units for Review and Initiating Individual Reviews

PROC, in consultation with the cognizant deans, has established a ten-year cycle for the review of units, based on the timing of the previous review and an equitable annual workload distribution of reviews (see p. 15).

APR Notification and Kick-off Meeting

The [Vice Provost AP](#) notifies chairs and deans of upcoming reviews. The department chair

and manager or dean of a professional school and Chief Administrative Officer (CAO) are invited to a “kick-off meeting” to discuss the review process with the Vice Provost for AP, the Vice Provost for AP’s Chief of Staff, and the APR policy analyst, who coordinates the APR process.

APR Support Team Meeting

Following the kick-off meeting, the Vice Provost for AP’s staff schedules a meeting to introduce the department/school leaders working on the APR to the APR support team members and the services they provide.

- Department/school leaders include the department chair or professional school dean, the department manager/CAO, and additional representatives of the unit of their choosing.
- the APR support team includes:
 - the Vice Provost for AP’s Chief of Staff, who recruits the External Review Committee (ERC) members;
 - the APR analyst from the Office of the Vice Provost AP, who manages the APR process, drafts review documents, and is a point of first contact for unit questions regarding policies and procedures;
 - an analyst from the [VCEI Office](#), who supports unit self-assessment and strategic planning for equity, inclusion, and diversity;
 - an assessment specialist from the [Center for Teaching and Learning](#), who assists units in mapping student learning goals to the curriculum and in developing programmatic educational assessment measures;
 - a data analyst from [OPA](#), who prepares the OPA summary of central data and conducts the comparative analysis of peer institutions and campus units, and
 - an internal organization development consultant, who provides strategic and action planning support and consultation to increase faculty engagement and input, including retreat design and facilitation.

For names and contact information for the APR Support Team, see Figure 3

Step 2: Determining Focal Issues for the Self-Study

Issues for consideration during the review might arise from

- the outcome of the unit’s previous review,
- an analysis of recent data trends,
- reflection and discussion by the unit’s faculty regarding issues critical to its continuing excellence, and
- reflection on the effectiveness of teaching programs and on efforts to diversify the unit.

Step 3: OPA Data Summary

To inform the unit’s self-assessment, UC Berkeley’s Office of Planning and Analysis [OPA](#) prepares a summary of institutional data encompassing the following areas: resources (e.g., financial, faculty, staff, and teaching workload), academic programs (e.g., student headcounts, curriculum, and instruction), faculty profile (e.g., rank and age stratification), student and faculty demographics, research funding activity, and survey results. Trend data and comparisons to internal and external peers are provided when available. The summary

concludes with “Questions to the Department,” a list of questions emerging from the data, that the unit is asked to consider in the self-study. OPA shares with the unit a draft of the data summary before it is finalized, and the unit has the opportunity to ask questions, offer feedback, and suggest clarifications.

The OPA data summary and all data tables are provided by OPA and distributed with the self-study by the [Vice Provost AP's](#) office to internal and external reviewers. ***Please DO NOT reproduce the OPA data summary with the self-study.***

OPA provides the following standard information in the Data Summary (data is from Cal Answers unless otherwise noted):

1. Summary of recommendations from the previous program review
2. Academic rankings (various sources)
3. Faculty
 - a. HR/Permanent Incumbent Faculty FTE
 - b. Stratification by rank and age
 - c. Teaching workload (Primary Sections per actual ladder faculty FTE)
 - d. Ratio of degree recipients to actual ladder faculty FTE
4. Departmental Resources
 - a. Statement of Revenue, Expenses, and Changes in Net Assets (SRECNA)
 - b. Academic Staff FTE (Actual)
5. Research and External Funding Sources
 - a. Total prorated sponsored project awards
6. Faculty and student demographics by gender and ethnicity
7. Undergraduate Education
 - a. Student headcount
 - b. Enrollments in undergraduate courses (number of enrollments, student-credit hours, course offerings, average class size, enrollments by non-majors)
 - c. Survey results from the UC Undergraduate Experience Survey (UCUES) and the Career Destinations
 - d. Time-to-degree
8. Graduate Education [Graduate Division data]
 - a. Student headcount
 - b. Admissions (number of applicants, admission offers, and new admit yield rates)
 - c. Enrollments in graduate courses (number of enrollments, courses offerings, enrollments by non-majors)
 - d. Time-to-degree and completion rates
 - e. Placement data for graduates
 - f. Mean net stipends
 - g. Survey results from the Program Review and Exit Survey
 - h. Graduate Groups administered by unit.

Step 4: Self-Study

Each unit conducts a self-study as the centerpiece of its APR. The self-study should focus on priorities for the unit, in addition to the campus priorities of teaching and learning effectiveness and efforts to diversify UC Berkeley. The self-study should document the outcome of analysis and discussion among the unit's faculty, including an overview of how the unit responded to the outcome of its previous review and how intervening developments supported or challenged its response, and other opportunities and challenges that have arisen; a reflection on/analysis of the current state of the unit, particularly the unit's contributions to the campus ecosystem and comparison to the field in research and pedagogy; development of a forward-looking intellectual agenda; teaching, learning, and advising directions, including how people, infrastructure, and finances will be (re)allocated to achieve these plans over the next eight years; and development of an equity and inclusion plan for the unit.

Sections may highlight questions or issues about which the unit would like to receive input from reviewers during the review process. It is not expected that the unit will address every issue during the course of the review, but rather will develop plans to do so in a timely fashion following the review. Units should feel free to draw on any planning documents it has prepared previously for other purposes.¹

Structure

The self-study report should be comprised of the following elements (about 20 – 40 pages of text in total), plus an appendix of faculty bios.

¹ Examples for in-depth analysis are: undergraduate education and pedagogical innovation, relations with cognate ORUs, departments, or UGIS programs, trends in extramural or private support, matching new research directions and faculty recruitment, graduate student recruitment, or staffing core courses which must continue to be taught but no longer represent cutting-edge areas of research.

<ol style="list-style-type: none"> 1. Executive Summary/Preamble (one page) 2. Reflections on the Current State of the unit (10 pages or less) <ol style="list-style-type: none"> a. Brief introduction to unit b. Unit’s response to previous review and how intervening developments supported or challenged response. c. Other opportunities and challenges that have arisen
<ol style="list-style-type: none"> 3. Unit’s draft Strategic Plan (15 pages or less)* <ol style="list-style-type: none"> a. Vision and strategic priorities (for the next 5 – 10 years) b. Research (Intellectual Focus) c. Education (Objectives, Student Learning Goals and Assessment) d. Faculty Strategic Hiring Plan (multi-year plan describing numbers of ladder & non-ladder hires, areas of hiring, and rationales) e. Resources (Infrastructure and Finances) <p>*It is expected that the draft Strategic Plan may contain embedded strategic questions for reviewers, and that it will be revised in response to the outcome of the review.</p>
<ol style="list-style-type: none"> 4. Equity and Inclusion Plan (5 pages or less)
<ol style="list-style-type: none"> 5. Appendix: Brief faculty biographical sketches (one or two pages per person)

Note: The focus of the self-study should be on the unit’s future directions and plans for achieving them. Furthermore, the “Strategic Plan” and the “Equity and Inclusion Plan” should be written as potentially stand-alone documents that can be submitted independently in response to the FTE call or to campus equity and inclusion planning efforts, respectively. It is understood that these two plans are living documents that will be updated as needed periodically to reflect internal and external changes.

Appendix II of this Guide (p. 15, “Suggested Questions for Discussion”) is a series of questions organized by the self-study sub-sections listed above. These questions represent topics of interest to the constituent members of PROC and are *intended to prompt the unit’s thinking* about topics it finds salient – *they are neither an outline of the self-study nor is there a requirement to answer each one.*

Participation

The unit’s faculty drives the development of the APR self-study, and we expect they will provide opportunities for non-ladder faculty, staff, graduate, and undergraduate students to provide input to the self-study. They may also choose to consult with the heads of related academic programs, such as ORUs and institutes, as well as external advisors. Input may be gathered in a variety of ways, including retreats, town hall meetings, or surveys; key outcomes may be included in the self-study and memos from individuals or groups of these constituents may be attached as appendices.

Timing

The deadline for submitting the self-study is two months prior to the unit's External Review Committee (ERC) visit. To comply, the unit submits 16–20 (depending on number of external reviewers) bound, double-sided copies of the self-study and one electronic copy to the office of the Vice Provost for AP.

Please note: Submission of the self-study two months prior to the visit of the External Review Committee is critical in order to provide sufficient time for the Office of the VPAP and PROC to identify questions for the ERC, and then for the ERC to read and reflect on the unit's self-study, the OPA data analysis, and the questions in their charge letter in advance of their visit.

The Office of the VPAP distributes all review documents to the ERC, PROC, the Senate Liaison, the cognizant dean, and the L&S Executive Committee for L&S departments. The charge letter to the ERC is shared with the unit prior to the ERC's visit.

Overview of Self-Study Sections

Each section of the self-study is introduced below:

Self-Study Section 1 – Preamble

This section should be considered the “Executive Summary” for the self-study, touching briefly on the components and significant issues and topics in the self-study.

Self-Study Section 2a – Response to previous review

This section is an overview of how the unit responded to the outcome of its previous review and how intervening developments supported or challenged its response.

Self-Study Section 2b – Other opportunities and challenges

This section is an overview of new opportunities and challenges that have arisen since the previous review.

Self-Study Section 3: Unit's draft strategic plan

A one-page summary of the elements of a strategic plan (enumerated below) can be found at http://vpap.berkeley.edu/media/Academic_Strategic_Planning_Advice_At-a-glance_10.26.151.pdf.

Self-Study Section 3a – Vision and strategic priorities (for the next 5 – 10 years)

The primary questions to address in these sections include: “Who are we as a unit?” and “What do we plan to focus on in the future?”

Self-Study Section 3b – Research (Intellectual Focus)

In this section, the unit answers the question, “Where/how will we make our mark?” When considering the unit’s research/creative activities and professional engagements, focus on describing how the unit’s current strengths should evolve in the future, with available resources.

Self-Study Section 3c – Education (Objectives, Student Learning Goals and Assessment)

The Education section answers the questions, “What are the principal educational goals and activities we are pursuing, or should pursue?” and “How effective is the curriculum in preparing students to achieve degree-level learning goals and how will we improve effectiveness as needed?”

Each unit is asked to (i) review degree-level learning goals/outcomes and identify any needed changes in the goals/outcomes or in the curriculum, and (ii) develop and/or implement a plan to evaluate the curriculum, *focusing on one or two learning goals per review*. It is expected that assessment will be a collaborative effort owned by the faculty, and that the assessment design is *guided by meaningful curricular questions identified by the faculty*.

[The Center for Teaching and Learning’s](http://teaching.berkeley.edu/academic-programs) Senior Consultant and member of the APR Support Team is available to work with units on evaluating curricular effectiveness. For more information on assessment and samples, visit <http://teaching.berkeley.edu/academic-programs>.

Self-Study Section 3d – Faculty Strategic Hiring Plan

A key component of this section will be a brief five-year hiring plan pertaining to academic personnel: what are the areas in which searches are likely in the next five years with consideration for basic campus values of diversity and equity, excellence and strength in core programmatic areas, and collaboration and coordination among campus programs? Additionally, what is the right mix of faculty across ladder (tenure-) track faculty, teaching professors (formerly lecturers with security of employment or potential for security of employment), and other instructional faculty (e.g., Unit 18 lecturers, adjunct faculty, etc.)? In answering such questions, units will wish to consider, among other questions, to what extent are these searches motivated by covering key areas of the curriculum? To provide research breadth or depth and/or academic value beyond the requesting unit? Are there specific research or curricular areas or declining demand or vibrancy that could be deemphasized to permit growth in other areas? Is there emerging demand in some areas or new areas of research that represent new and pressing priorities?

Please note: Units typically include a description of faculty gained and lost over the period of the review. Please do NOT indicate the reasons for faculty separations (e.g., resignation, tenure denial) or list their names. You may, however, list the former faculty members' areas of expertise and date of separation. Also, please do not name individuals who are currently under recruitment.

Self-Study Section 3e – Resources

This section should provide a brief assessment of resources currently available to the unit, including staff, physical facilities and infrastructure, all sources of income, and the unit's governance and administration and on how current and near-term resources will need to be (re)allocated to meet future goals. The unit may also enumerate plans for enhancing resources in the future.

Self-Study Section 4 – Equity and Inclusion Plan

At UC Berkeley, diversity, equity, and inclusion are integral aspects of institutional excellence. The [UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity \(diversity.berkeley.edu/strategic-plan\)](http://diversity.berkeley.edu/strategic-plan) provides a guide and a set of strategies for achieving excellence in diversity by incorporating teaching and scholarship in relation to diverse populations; expanding access and success for underrepresented populations across all campus demographic groups; and ensuring a campus climate where everyone feels welcome, supported, included, and valued. If a unit has already created an Equity and Inclusion Plan for the Division of Diversity, Equity and Inclusion, we ask that it be included in the self-study. If one has not been created, we ask that the unit develop one as part of its self-study process for its academic program review.

The Equity and Inclusion Analyst and member of the APR Support Team is available to work with the unit on developing a diversity, equity and inclusion strategic plan. Detailed guidelines are available at <http://diversity.berkeley.edu/toolkits-and-resources>. Sample Plans are available at <http://diversity.berkeley.edu/departamental-plans>.

Self-Study Section 5 – Faculty Bios Appendix to Self-Study

Provide a one- or two-page biographical sketch for each member of the faculty, including ladder faculty, continuing lecturers, and other non-senate faculty.

Again, Appendix II of the Academic Program Review Guide (p. 13), provides a list of questions to consider when completing each of the sections of the self-study mentioned above. The questions are designed to be thought-provoking conversation starters, or prompts, to assist in the creation of the self-study; they are not a template for structuring the self-study.

Step 5: External Review Committee and Senate Liaison - Selection and Charge

The inclusion of three to five extramural reviewers, the External Review Committee (ERC), in each review is an opportunity for units to discuss challenges and options for addressing them with knowledgeable, respected, and experienced colleagues. The ERC spends one to one-and-a-half days visiting the unit, depending on the unit's size and range of subfields, and an additional day on campus writing its report. In selecting potential reviewers, units should list nominees who fulfill these criteria:

- scholars who are widely acknowledged to be of national and/or international eminence, who are also noted for good judgment and objectivity
- individuals connected with, and with good experience in, departments and institutions comparable to UC Berkeley
- scholars reflective of the gender and ethnic diversity in the field
- scholars representative of the major subfields within the department and the discipline; and those with broad knowledge of the discipline as a whole.

An Academic Senate Liaison “at large” is appointed for each review. The Senate Liaison has three principal functions:

- (1) to provide guidance to the ERC about Berkeley, its particular culture and institutions, and the context in which the unit operates;
- (2) to act as the Senate's observer of the review, for both its process and its content; and
- (3) to focus on the general environment within the unit (e.g., faculty-student relations, status of women and minorities, staff morale, teaching quality and quantity, intra-department faculty relations and collegiality) and how well the unit interacts with relevant campus units.

Although the Liaison's focus is not on curricular or research issues, as a Berkeley faculty member, her/his observations about the unit's place within the larger intellectual landscape of the campus are valued. The Senate Liaison's findings are shared in a brief report.

Step 6: External Review Committee Visit to Campus

Over a two- to three-day site visit, depending on the size and complexity of the department or school, the ERC and Senate Liaison meet with the unit's faculty (including Continuing Lecturers and Teaching Professors), undergraduate and graduate students, post-docs, and staff, as well as directors or representatives of cognate or embedded units. The schedule for the ERC visit to the department or professional school is designed by the unit. The Vice Provost for AP's office will provide a template for the schedule which will include meetings between the ERC, PROC and the dean before and after the ERC visits the unit (see p. 20, APPENDIX III, for sample schedule for ERC visit with a department or professional school).

Step 7: Report Distribution and Responses from Senate Committees

The Vice Provost for AP's office is responsible for distributing ERC and Senate Liaison's reports and the unit's response to the Academic Senate; following the Senate's response to these reports, the VPAP's office distributes all materials to the PROC. The VPAP's staff will keep the unit informed about the stages of the process and is available to answer questions.

Step 8: Wrap-Up Meeting

Once the Academic Senate has had a chance to prepare its reports, the PROC, Senate Liaison and dean meet to discuss issues highlighted by the review and to suggest final recommendations to the unit. Following the wrap-up meeting, an outcome letter addressed to the department chair or professional school dean is drafted, summarizing the review findings and recommending actions to be undertaken by the unit, or the administration in support of the unit, to address them according to a timetable. The outcome letter is also shared with the Vice Chancellors who are not members of PROC and the University Librarian. At this point, all review reports and the outcome letter become part of the public record.

Step 9: Follow-Up: The Unit Response to the PROC Recommendations

The unit is expected to take actions to address the findings of the program review, in some instances according to a specific timeline provided in the outcome letter. The unit is also expected to report on actions it has taken as part of its annual FTE request to the cognizant dean (or in the case of the professional schools, to the [Vice Provost for the Faculty](#)). The cognizant dean is expected to comment on the unit's progress in his/her annual FTE request.

Step 10: Mid-Cycle Check-in

To help ensure that units communicate progress on the review outcome recommendations and that the central administration supports them toward achieving their goals, the PROC has instituted an annual reminder and a mid-cycle check-in. The annual reminder includes the unit's most recent program review outcome letter and a customized academic program review calendar [Appendix IV]. The mid-cycle check-in form [Appendix V] is to be completed by the unit approximately 5 years after the issuance of the outcome letter. When indicated in the outcome letter, the unit head and Equity Advisor are expected to meet mid-way between reviews with a representative of the Committee on Diversity, Equity, and Campus Climate to discuss progress toward improvements in equity and inclusion based on recommendations generated by the prior review. The Office of the [Vice Provost AP](#) is responsible for maintaining a database of reports of follow-up activities undertaken in response to the recommendations; the annual meeting of [PROC](#) will devote time to reviewing the progress on these recommendations.

Confidentiality Policy Regarding Academic Program Review Reports

It is UC Berkeley policy that reports generated during Academic Program Reviews will be considered confidential until the [EVCP](#) and the [Vice Provost AP](#) send the final outcome letter to the chair (or dean) of the department (or school). “Confidential” means that their circulation is restricted to members of the department (or school) under review (including faculty, staff, and students), members and staff of [PROC](#), and members and staff of the committees of the Academic Senate who are involved in the review. Once the outcome letter has been sent, all reports are considered to be public documents. “Public” is defined, according to the Office of the General Counsel to the Regents of the University of California, to mean that the documents will be made available upon request, but also that any personal information related to individual employee performance shall be redacted before the request for documents is granted.

Appendix I. Academic Program Review Calendar*

Kick-off Year:		2025-26	2026-27	2027-28	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
College/Div	# of Units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Arts & Humanities	19	Music (16, F) Philo (17, S)	Art Pract (18, S) Scand (18, F)	NES (10, S)	German (08, F) Comp Lit (10, S)	Rhetoric (09, F) Film (11, S)	Ital (10, F) Slavic (12, F) SSEAS (11,S)	E Asia (12, F) Classics (14,S)	French (13,F)	Theater/Dance (15, S) Spanish/Port (15,S)	Hist of Art (16,S) English (15,F)
Social Sciences	12	Pol Sci (16, F) Psych (17, S)	Geog (17, F)		Anthro (10, S)	Eth St (10, S)	Linguist (11, F)		Econ (13, F)	GWS (15, F) History (15,F)	African Am (16,S) Demo (16,S) Socio (15,F)
Professional Schools	9	Journalism (17, F) Information (17, S)	Public Health (17, F)		Law (09, F)	Business (11,S)	Public Policy (11, F)	Soc Welf (13, F)	Optomy (14, S)		Education (16, S)
Chemistry	2						Chem (12, S)				CBE (15,F)
Engineering	7	IEOR (17, S)	MatSci (18, S) Bioeng (17, F)			EECS (10, S)	Nuclear (12,S)	Mechanical (13, S)		Civil (15, S)	
Phy Sci	5	Statistics (16, F)		Astro (09, S)	Math (08, F)		Earth PS (10,F)		Physics (13, F)		
HWNI	1					HWNI (10,F)**					
Bio Sci	2							MCB (12,F)		Int Bio (15, S)	
Nat Res	5		Agr Econ (18, S)					ESPM (12,F) ERG (13, S)		Plant Bio (14, F)	Nutrition (15, F)
Envr Des	3			City & Reg (07, S)		Arch (10, F)	LndArch (12,S)				
Total Reviews	65	8	7	3	5	7	9	7	4	7	8

* The numbers in parentheses indicate the year in which the previous outcome letter was issued; "F" and "S" indicate the semester of the next site visit.

** Reviewed jointly with VCRO

Appendix II. Suggested Questions for Discussion

Overview

The centerpiece of the APR process is the self-study by the unit. Thinking about, discussing, making decisions, and writing of the self-study affords faculty and, as appropriate, students and staff, the opportunity to have conversations about how

1. they assess the unit's position within the discipline, the effectiveness of its teaching and research programs, and the climate within the unit for faculty, students, and staff; and
2. how they may need to plan strategically to reposition themselves to take advantage of emerging areas of research, redesign teaching programs to update content or better support students in achieving learning goals, and to better integrate all perspectives and all stakeholders.

The self-study is a record of the outcome of these conversations regarding the unit's current state, where it would like to be in the next five to ten years, and how it plans to (re)allocate resources to move from where it is to where it would like to be.

Questions posed at the conclusion of the [OPA](#) Data Summary are designed to contribute to the unit's strategic thinking and planning based on the data available centrally. The unit is also asked to consider ways in which it can align its programs and practices with campus-wide strategic planning initiatives, such as in undergraduate education, as those plans are rolled out.

The questions listed below are *suggestions only*. In other words, what follows are strictly *prompts* for unit discussions, which might be useful in thinking about what to provide for Section 2 (Current State) or Section 3 (Strategic Plan) of the Self Study.

In its self-study, the unit should feel free to focus primarily on issues it would like reviewers to address.

Self-Study Section 3a – Vision and Strategic Priorities

Note: It may be helpful to draft responses to these questions at the beginning of the self-study and then to revisit, revise, and affirm your responses after considering the questions in subsequent sections.

- What is the unit's reputation and what makes it distinctive vis a vis its peers nationally and internationally? How would the unit describe its contributions to the field and to society?
- Where does the unit fit in the ecology of the campus? Describe links with other units on campus, such as joint faculty appointments, participation in graduate groups, cross-listed courses, shared undergraduate and graduate service courses and enrollments.

Analyze whether there is any overlap in resources and programmatic goals. Also, note and discuss any links with research units. Analyze how these links might be strengthened.

- What are the critical challenges and opportunities facing the unit?
- What are the unit's strategic goals and how are the unit's resources allocated to meet its strategic and programmatic objectives?
- How does the mission of the department align with the campus mission to promote equity and inclusion?

- What are the critical challenges and opportunities facing the unit?
- What are the unit's prioritized plans for how to address them?

- *What evaluation criteria and metrics would the unit employ to help provide knowledge of success?*

- *Are there critical partners for achieving success?*

Self-Study Section 3b – Research (Intellectual Focus)

- What is the unit's intellectual agenda in the context of current trends in its discipline/field? Do changes in the discipline/field suggest the unit should reexamine its mission or program focus?
- What are the research strengths of the unit?
- What new areas should the unit develop?
- Highlight achievements by the faculty, successes in external funding, citations, external or internal awards, etc.
- What are the sources of research funding and are they increasing or decreasing?
- Provide information on collaborative efforts within and across department and school (if applicable) lines. Discuss the benefits and drawbacks of any collaborative efforts across department and school lines and analyze any overlap in resources and programmatic goals.
- Discuss the academic culture of the department or school and the intellectual interactions that occur. Are there any substantive disciplinary, methodological, or research priority differences that may affect the smooth functioning of the department's programs? If so, please describe them, along with steps that are being or could be taken to mitigate them.
- Are there research areas that contribute to our understanding of equity and inclusion or that address the needs of our increasingly diverse state, national, and global context? Are there additional such areas that could be explored?
- Do all faculty members find the department a supportive and welcoming environment in which to pursue their careers as scholars and teachers? Are faculty from groups that are underrepresented in the field fully included in the intellectual life of the department?
- Provide information on the speakers, both internal and external, invited to give talks, lectures, or colloquia in the department. Describe the process of choosing and inviting speakers. What efforts were made to include speakers from underrepresented groups?

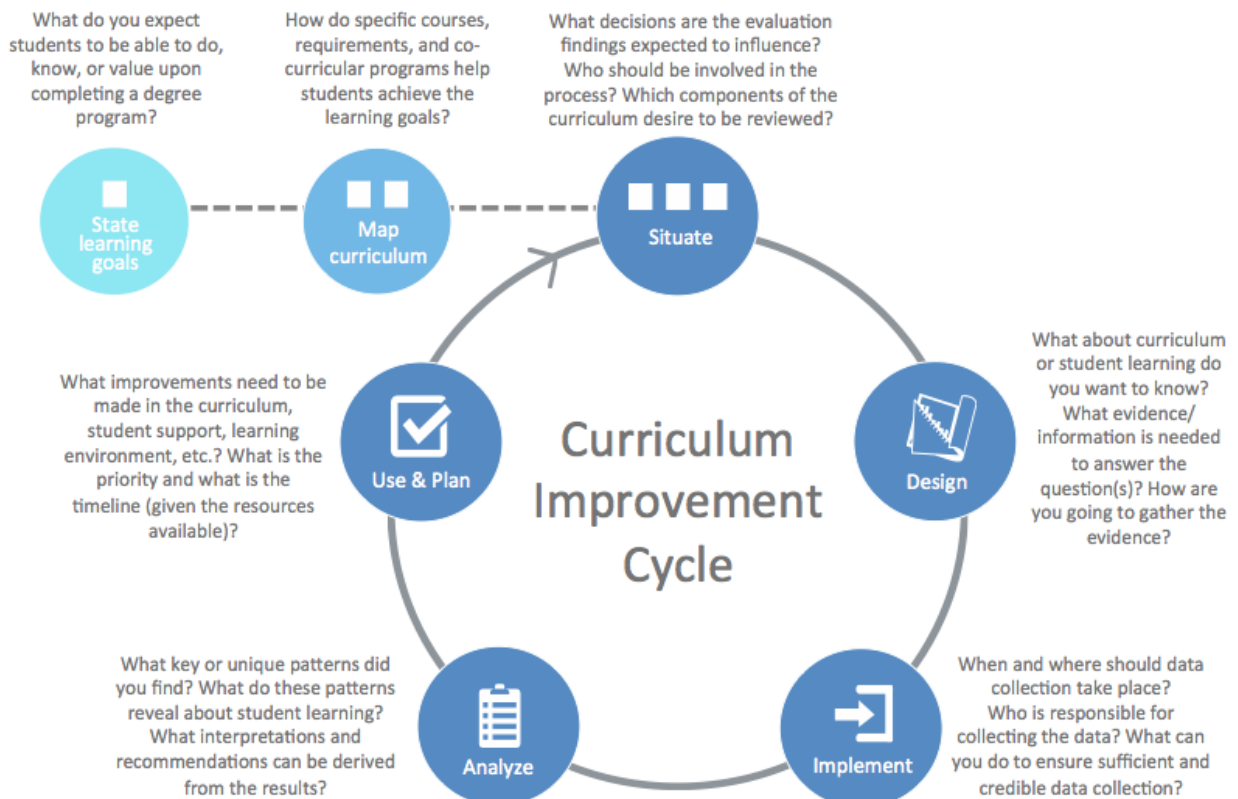
- How do the research strengths of the faculty support the curriculum?

Self-Study Section 3c – Education (Objectives, Student Learning Goals and Assessment)

Undergraduate Education: current/ideal size; goals, impact on student learning; curriculum and advising demand and resources

- What constitutes “quality” in undergraduate education in your field? What are the unit’s undergraduate student learning goals/outcomes for the major and how do specific courses and program requirements (e.g., a capstone project, portfolio, senior thesis or performance, etc.) help students to achieve these goals/outcomes? How have the goals of the program changed in recent years and on what were the changes based? How is information about the learning goals communicated to majors and potential majors?
- How does the unit know how well students in the major are achieving the learning goals/outcomes? What indicators of student learning does your unit gather and review? Who is engaged in the curricular improvement process? What have you learned and what changes have you or will you make in the short- and long-term?
- How do the major/minor curricula address Berkeley’s undergraduate competencies (literate, numerate, creative, investigative) and dispositions (open-minded, worldly, engaged, disciplined)?

See curriculum improvement cycle below: Steps and guiding questions.



- How is undergraduate research supported in the unit? Are there opportunities for underrepresented students to participate in research and scholarly activities in their field? How are faculty recognized for directing undergraduate research projects? How is the quality of Independent Studies courses and other types of capstone experiences monitored?
- How is the major situated in the context of liberal education? To what extent does the unit contribute to the common-good curriculum, by preparing students for other majors or by providing opportunities for non-majors to explore the field? Does the unit contribute courses specifically designed as breadth courses? What, if any, trade-offs must the unit make in balancing the provision of general education courses and the provision of a sufficient variety of rigorous courses especially designed for majors?
- What courses does the program offer to fulfill the American Cultures requirement or that include topics related to equity, inclusion and diversity such as race, gender, ethnicity, LGBTQ, cultural diversity, or disability access? Does the program offer opportunities for community-engaged scholarship?
- To what degree is there an appropriate match between ladder faculty expertise and the undergraduate curriculum for the major, as well as common-good courses for non-majors? If there is a gap, how does the unit address the gap?
- Explain how the unit's training and assignment of GSIs favorably impacts the undergraduate curriculum?
- If the major is capped (i.e., more students would like to declare the major than the unit considers sustainable and it sets a GPA requirement higher than the L&S-wide minimum of 2.0 and/or the unit sets an enrollment cap), what are the admissions criteria? Is the cap and the criteria reviewed periodically? What are the benefits to students, the unit and the university? Does the cap adversely effect gender balance, URM students, and transfer students? How do you equitably manage course demand if it exceeds available seating?
- If time to graduation is longer than desired, what actions are being taken to ensure that students graduate in a timely manner?
- In what departmental committees or activities are your undergraduate majors involved? How are student committee members chosen? To what extent does faculty participate in student-sponsored activities?
- How does the program deal with the special needs of community college and other transfer students? Does the unit have special programs to attract and retain students from groups that are underrepresented in higher education or in your field?
- Are there new degrees or other curricular initiatives you are considering or currently developing?

Undergraduate Student Services and Advising

- **Mission and Activities:** What is the advising unit's mission? Is the advising unit's mission in line with the Advising Council's Vision and Principles and the CAS Standards? What does the program expect students to gain from staff advising activities and resources (i.e., advising student learning outcomes) and how are advising activities and resources helping students to reach the outcomes?
- **Policy and Procedures:** How are advising policy and procedures formulated and communicated to students and staff?
- **Inclusion, Diversity, and Equity:** What efforts are made to ensure that underrepresented and international students are fully served by advising resources? Are advising programs and/or activities, sponsored by the program, designed to engage a range of student populations?

- **Organization and Management:** How are the advising services structured (reporting line, stated policies and procedures, clear performance expectations, etc.) in collaboration with faculty advisors, to support student success? How are faculty, staff, and (if appropriate) peers involved in academic advising and advising about career and graduate training opportunities after graduation? Are there opportunities for undergraduates to be involved in special advising and mentoring programs? Is the advisor-to-student ratio appropriate?
- **Advisor Development and Training:** Are advising staff encouraged to participate in campus training and support programs? How are performance standards set and utilized?
- **Evaluation and Strategic Planning:** What mechanism do you have to monitor and ensure that the advising program is effective? What improvements and adjustments have you recently made on the basis of your evaluation of your advising program? How has the evaluation findings informed the advising unit's or program's strategic planning? What major challenges do you foresee in the next review period and how do you plan to meet them?

Graduate Education, Mentoring, and Professional Development

- What constitutes “quality” in graduate education in your field? Has this changed since the unit's previous review? How does your unit measure and meet this standard? Are your [Graduate Program Outcomes](#) up-to-date? Do you have a student handbook that is posted on your website that clearly articulates the program's requirements and time frame for achieving them? Is it current?
- Describe the planning process employed by the unit for revising the curriculum in response to changes in the discipline or changes in student preparation for graduate education.
- Does your unit house or participate significantly in any graduate groups? How does the graduate group align intellectually with the department's graduate program? What interactions are there between students in the graduate group and those in the department?
- What are the admissions procedures for the graduate program(s), and what is the yield rate (both with and without financial aid)?
- What types of financial support packages are offered to entering students and what are the procedures for allocating them?
- What institutions do you compete with for graduate students? What constitutes “success” for you in this competition? What limits your ability to “succeed” further?
- Provide the unit's outreach plan to promote diversity in the graduate program.
- How does the program promote an inclusive climate that supports student diversity? What specific steps does the program take to increase retention and success of underrepresented students who increase diversity in your field? How does the unit provide role models and encourage these students to fully engage in research, extra-curricular activities, and professional development?
- If your program offers a terminal Master's degree, what is the capstone requirement and how are students prepared for it? How is it evaluated? For programs that have a Plan II Master's Project, provide an example or two of what is required of students.
- If your program offers a doctoral degree, describe any preliminary examinations or reviews the student undertakes before the Qualifying Examination. What is the format

used for the Qualifying Exam? How are Qualifying Exam members chosen? How are students advised to prepare for the Qualifying Examination? How much of the examination is devoted to the dissertation topic versus questions related to breadth and depth in the field?

- How are GSI teaching opportunities distributed and evaluated? What are the opportunities for graduate students to obtain training in instruction? What are your requirements for oversight, division of work activities, and mentoring of GSIs by the professor of record?
- Describe how graduate students are mentored from entry into the program through dissertation filing. Describe the program's procedure for the annual review of doctoral students.
- What percentage of your current students have not met normative time benchmarks? To what do you attribute this?
- Explain what professional development activities are designed for the program's students. How is preparation for careers outside of academia addressed?
- In what departmental committees or activities are your graduate students involved? How are student committee members chosen? To what extent do faculty participate in departmental graduate student sponsored activities?
- Show the job placement of your graduate students during the last five years.
- What have you recently learned from student data, including student progress/performance data across cohorts or from survey data? Were there any improvements made in the curriculum, student support, or learning environment based on what you learned? What new graduate degrees or curricular initiatives are you considering or currently developing? What major challenges to the program do you foresee in the next review period and how do you plan to meet them?

Quality of Instruction

- What are the methods used by the unit to evaluate the quality of teaching? How is the information gathered by these methods used for feedback to the instructor, evaluation of the individual instructor's performance, and for planning and decision-making?
- In what ways are faculty members actively encouraged to develop and improve the unit's teaching enterprises? In what ways are they actively encouraged and recognized for their contributions to equity, outreach, and inclusion in teaching?
- What teaching resources does the unit use to enhance the quality of instruction (e.g., GSI training, web resources, pedagogy consultants, etc.)?
- What efforts are being made to survey recent degree recipients (e.g., exit surveys) and alumni about the quality of teaching, and what has been learned from these?
- Describe possible innovations in teaching that are contemplated and why they are under consideration. What steps are being undertaken to innovate and how might the campus support these efforts?

For a more detailed set of questions regarding GSI mentoring and professional development, please see the Graduate Council website: <https://academic-senate.berkeley.edu/committees/gc>.

Faculty Advising and Mentoring of Students

- What are the procedures for faculty oversight of undergraduate special studies courses (e.g., field studies, group studies including DE-Cal courses, independent research)?

- How do ladder faculty oversee curriculum taught by Lecturers, Adjuncts, and other non-ladder instructors? How do ladder faculty mentor non-ladder instructors?
- What is the average length of service as graduate, major, and other advisers?
- How does the faculty participate in the mentoring of GSIs and their preparation for teaching? What procedures are in place for oversight of GSIs?
- How do the faculty provide role models, mentoring, and research opportunities that encourage underrepresented students to become more fully represented in their field? Do the faculty from groups that are underrepresented in the field (e.g., women and ethnic minorities) provide such mentoring disproportionately? If so, how is the rest of their service load adjusted appropriately?
- How are faculty actively encouraged and valued for their contributions to mentoring and advising students from groups that are underrepresented in higher education or in the field?

Self-Study Sections 3d – Faculty Strategic Hiring Plan, 3e - Resources

Faculty: Attach an abbreviated curriculum vita for all faculty members, including continuing lecturers and adjuncts as an appendix to the self-study.

- Please address your development strategy for Assistant Professors. Does the department have a written faculty mentoring plan established with faculty buy-in? How are they mentored? How are they included in the intellectual life of the department? Are the expectations for tenure explicit and their progress toward tenure regularly discussed with them?
- Please address your support strategies for Associate Professors. How are they mentored? How are they included in the intellectual life of the department? Are the expectations for promotion to Professor regularly discussed with them?
- Please address your expectations for full Professors. Do they participate fully in the mentoring strategies of the department? Are they expected to take on increasing leadership within and beyond the department?

Faculty Teaching and Service Loads

- Describe the internal policy for making teaching assignments, including information on the normal teaching load per faculty member in the unit as well as course-release policies. Update the departmental policy provided by [OPA](#), if necessary.
- Drawing upon data provided by OPA, please explain the rationale for the allocation of teaching of lower division and upper division courses among: a) ladder-rank faculty, b) lecturers, c) teaching professors, d) adjuncts, and e) GSIs.
- Drawing upon data provided by OPA, please explain the rationale for the pattern of distribution of student credit hours among the academic titles.
- Within the unit, what would an equitable distribution of faculty teaching assignments be, and what efforts are made to ensure that this distribution is achieved?
- What is the unit's internal policy for making service assignments, including information on the normal service load per faculty member and course-release policies?
- Within the unit, what would equitable and appropriate distribution of faculty service assignments be, and what efforts are made to ensure that this distribution is achieved?

Staffing, Physical Facilities, and Other Resources

- Does the unit's current space meet its research and teaching needs? Does the unit have plans that might affect the unit's long-term space needs? Does the unit have funding to assist with the upkeep of space currently assigned to the unit? Does the unit have any fundraising plans that might assist with growth and/or change and refurbishment of existing space?
- How has technology been integrated into the teaching, research, and administrative activities of the unit? Does the unit have sufficient funding to supply and maintain equipment for faculty, students, and staff?
- How reliant is the unit on temporary academic staff (e.g., lecturers, GSIs)? How do they complement the ladder faculty? Would the unit deploy these resources differently if their TAS budget were larger?
- In what ways do staff contribute to and support departmental excellence?
- What are current faculty-to-staff and staff-to-student ratios? How is the level of support measured? Are these adequate?
- How do staff and faculty interact, collaborate, and share responsibility for the unit's administrative functions?
- Comment on the morale of staff, as indicated by turnover rates, absenteeism, number of grievance procedures, disciplinary proceedings or mediation, medical or "stress" leave?
- How are staff hired and trained? Are there formal efforts to mentor staff? What efforts are made to ensure equal opportunity in hiring, evaluating, and promoting staff?
- What mechanism does the unit use to establish and nurture outreach and alumni relations?

Unit Governance and Administration

- Does the unit have a board of external or internal advisors? How is this group selected? How active is this group in providing strategic guidance and, where appropriate, oversight? How can the board be used to best effect?
- Describe how faculty members engage in informed collective discussion on important unit issues.
- Does the unit have by-laws for academic recruitment?
- Describe the role of the chair, vice-chair, and executive committee (if applicable). Provide names of other unit committees.
- Do non-tenured faculty participate in the unit's governance and, where eligible, academic personnel decisions and in the unit's administration?
- How is the role of the equity advisor defined in your program?
- What barriers exist that restrict easy access by qualified students, staff, and faculty to do their work? What is the plan to address such barriers?
- List all student participation on committees and in other roles in unit's governance.

Appendix III. External Review Committee Visit Sample Schedule

Department of Political Science University of California, Berkeley

External Review Committee Schedule –
Wednesday, February 25 – Friday, February 27, 2015

Wednesday, February 25, 2015

- (Up to 10:00 a.m.) **External Review Committee Arrival & Check-in at the Hotel Durant, 2600 Durant Ave., Phone: 510-845-8981**
- 10:40 – 11:00 a.m. **External Review Committee meets Anya Grant in the Hotel Durant lobby and is escorted to The Faculty Club**
- 11:00 a.m. - Noon **Welcome Meeting:** Hosted by **Andrew Szeri**, Vice Provost, Strategic Academic and Facilities Planning
Location: O’Neill Room, The Faculty Club
Attendees: **Executive Dean Carla Hesse and Assoc. Dean Jennifer Johnson-Hanks**, Division of Social Sciences, College of L&S; **Neil Fligstein**, Academic Senate Liaison; **External Review Committee: Nancy Burns**, University of Michigan; **James Fearon**, Stanford University; **John Huber**, Columbia University; **Richard Tuck**, Harvard University
- Noon – 1:15 p.m. **Welcome Lunch - Hosted by Vice Provost Andrew Szeri**
Location: O’Neill Room, The Faculty Club
External Review Committee; Cathy Koshland, Vice Chancellor, Undergraduate Education; **Jill Stoner**, Assoc. Dean, Graduate Division; **Neil Fligstein**, Senate Liaison; **Meg Conkey**, Budget Committee; **Jan de Vries**, Graduate Council; **Elisa Tamarkin**, Committee on Educational Policy; **Donna Jones**, Committee on Diversity, Equity, and Campus Climate; **David Milnes**, Committee on Academic Planning & Resource Allocation; **George Lakoff**, Letters & Science Executive Committee
- Note: All meetings with Political Science Department members will be in 291 Barrows Hall, unless otherwise noted.**
- 1:15 – 1:30 p.m. Chair Eric Schickler escorts ERC and Senate Liaison from The Faculty Club to Department at Barrows Hall
- 1:30-2:00 p.m. Welcome, Overview of Department and Tour of Barrows Hall

- Eric Schickler, Chair of Political Science
- 2:00-2:40 p.m. Meeting with Assistant Professors (Jennifer Bussell, Peter Lorentzen, Aila Matanock, Michaela Mattes, Joel Middleton)
- 2:40-3:10 p.m. Meeting with Representatives from Committee on Equity and Inclusion (Wendy Brown, Rodney Hero)
- 3:10-3:50 p.m. Meeting with Faculty from Quantitative Methods and Formal Theory fields (Robert Powell, Jas Sekhon, Sean Gailmard, Peter Lorentzen, Joel Middleton, Thad Dunning)
- 3:50-4:25 p.m. Meeting with Comparative Politics Faculty, Part 1 (TJ Pempel, Thad Dunning, Peter Lorentzen, Steve Fish, Nick Ziegler)
- 4:25-5:05 p.m. Meeting with Political Theory Faculty (Mark Bevir, Wendy Brown, Kinch Hoekstra, Sarah Song)
- 6:00 p.m. **Reservation at Gather Restaurant (2200 Oxford Street; 510-809-0400);**
Reservation in name of Eric Schickler, Department Chair; Dean Carla Hesse; Neil Fligstein, Senate Liaison; and the External Review Committee

Thursday, February 26, 2015

- Up to 8:45 a.m. **Breakfast at external reviewers' discretion**
- 8:45 – 9:00 a.m. **Sharon Butler** escorts the **External Review Committee** from The Hotel Durant lobby to the **Department**.
- 9:00 – 9:30 a.m. Meeting with Departmental Staff (Attendees: Sharon Butler, MSO, Kathleen Spaw, Suzan Nunes, Elizabeth Macias Rojo, Efrat Cidon, Suzanne McDermott, Kelly Gabel, Charlotte Merriwether). *Coffee, juice and breakfast pastries will be served.*
- 9:30-10:00 a.m. Meeting with Comparative Politics faculty, Part 2 (Steve Vogel, Kevin O'Brien, Chris Ansell, Jennifer Bussell, Jonah Levy, David Vogel)
- 10:00-10:50 a.m. Meeting with American Politics and Political Behavior faculty (Laura Stoker, Sean Gailmard, Rob Van Houweling, Jack Citrin, Gabe Lenz, Eric Schickler, Paul Pierson)
- 10:50-11:00 a.m. Break
- 11:00-11:30 a.m. Meeting with Instructors and Adjunct Faculty. Attendees: Terri Bimes, Amy Gurowitz, Helene Silverberg.
- 11:30-11:50 a.m. Phone call with Professor Ron Hassner in Israel. (Department will arrange).

11:50-1:15 p.m.	Lunch in 202 Barrows Hall
11:50-12:35	Graduate Students
12:35-1:15	Undergraduate Students
1:15-1:35 p.m.	Phone call with Jason Wittenberg (Department will arrange)
1:35-2:15 p.m.	Meeting with International Relations Faculty (Attendees: Vinod Aggarwal, Aila Matanock, Michaela Mattes)
2:15-2:55 p.m.	Undergraduate Program Meeting (Attendees: Department Chair Schickler, Director of Undergraduate Studies Jonah Levy, Undergraduate advisers Efrat Cidon and Suzanne McDermott, and MSO Sharon Butler)
2:55-3:35 p.m.	Graduate Program Meeting (Attendees: Eric Schickler, Director of Graduate Studies Thad Dunning, Graduate advisers Suzan Nunes and Elizabeth Macias-Rojo, and MSO Sharon Butler)
3:35-3:50 p.m.	Break
3:50-4:30 p.m.	Meeting with female faculty members (Laura Stoker, Michaela Mattes, Aila Matanock, Sarah Song, Margaret Weir)
4:30-5:00 p.m.	Wrap-up meeting with Chair Eric Schickler
6:00	Dinner reservation at Pathos (2430 Shattuck Avenue, 510-981-8339); Reservations in name of Eric Schickler, Department Chair; Neil Fligstein, Senate Liaison; External Review Committee; and Robert Powell, Laura Stoker, Sarah Song, Thad Dunning, and Michaela Mattes.

Friday, February 27, 2015

Up to 8:40 a.m.	Breakfast at External Review Committee's discretion
8:40 – 9:00 a.m.	Anya Grant meets External Review Committee in lobby of the Hotel Durant and accompanies ERC to California Hall
9:00 – 5:00	ERC Report writing, 35 California Hall
Noon	Lunch, provided by staff in 35 California Hall
1:45 p.m.	Anya Grant escorts ERC to Exit Interview

2:00 – 3:00 p.m. **Exit Interview – Chancellor’s Conference Room, 203 California Hall**

Attendees:

Host: Janet Broughton, Vice Provost for the Faculty
Catherine Koshland, Vice Chancellor, Undergraduate Education; **Gibor Basri**, Vice Chancellor, Equity & Inclusion; **Jennifer Johnson-Hanks**, Assoc. Dean, Social Sciences, College of L&S; **Jill Stoner**, Assoc. Dean, Graduate Division; **Cynthia Schrager**, Assist Vice Provost; **John Scroggs**, Chief of Staff, VPSAFP; **Neil Fligstein**, Liaison, Academic Senate; **Meg Conkey**, Representative, Budget Committee; **Jan de Vries**, Representative, Graduate Council; **Elisa Tamarkin**, Representative, Committee on Educational Policy; **Donna Jones**, Representative, Committee on Diversity, Equity, and Campus Climate; **David Milnes**, Representative, Committee on Academic Planning and Resource Allocation; **George Lakoff**, L&S Executive Committee; **Noam Manor**, Institutional Analyst, Office of Planning & Analysis; **Amy Scharf**, Equity and Inclusion; **Anya Grant**, Policy Analyst, Academic Program Reviews

External Review Committee Members: Nancy Burns, University of Michigan; **James Fearon**, Stanford University; **John Huber**, Columbia University; **Richard Tuck**, Harvard University

3:00 – 5:00 p.m. Finish Writing ERC Report, **35 California Hall**

Conclusion of Site Visit

Appendix IV. Academic Unit Calendar

	Academic & Space Planning	Department of Philosophy	Other Milestones*
2017	<p>Previous Outcome Letter</p> <ul style="list-style-type: none"> Progress Updates from Academic Unit (Ongoing) 	<p>Summary of Follow-up Actions in Outcome Letter</p> <ul style="list-style-type: none"> Consider employing additional lecturers Continue to elicit feedback as degree programs change Consult regarding redirecting students to fulfill breadth Prioritize raising graduate student funding Continue to work to foster inclusive classrooms 	
2019 Fall	<p>Annual Reminder</p> <ul style="list-style-type: none"> Previous Outcome Letter Updated Academic Planning Dashboard Academic Unit Profile 		
2020 Fall	<ul style="list-style-type: none"> APR Schedule 		
2021 Fall	<p>Annual Reminder with Mid-Cycle Notice</p>		
2022	<p>Annual Reminder with Mid-Cycle Check-In Form</p> <ul style="list-style-type: none"> Link to Mid-Cycle Check-In Form 	<ul style="list-style-type: none"> Completed Mid-Cycle Check-In Form 	
2023 Fall	<p>Annual Reminder</p> <ul style="list-style-type: none"> With Completed Check-in Form 		
2024 Fall			
2025 Spring	<p>Review Kick-Off</p> <ul style="list-style-type: none"> Kick-Off Meeting Team Support Meeting 	<ul style="list-style-type: none"> Kick-off Meeting (Chair & MSO) Team Support Meeting Self-Study Updated Strategic Academic Plan and Faculty Hiring Plan Updated E&I Plan 	
2026 Spring	<p>External Review Committee Site Visit</p> <ul style="list-style-type: none"> External Reviewers' Report Academic Senate Liaison Report 	<ul style="list-style-type: none"> External Review Committee Site Visit Response to ERC and Senate Liaison Reports 	
2027	<p>Outcome Letter</p>		

Appendix V. Mid-Cycle Check-in Form

ACADEMIC PROGRAM REVIEW (APR) Mid-Cycle Check-In Form

The mid-cycle check-in provides an opportunity for school deans and department chairs to communicate in BRIEF to the Program Review Oversight Committee (PROC) and campus leadership regarding their Academic Program Review (APR)-related activities, and also to bring attention to new challenges and/or opportunities that the unit faces. As needed, and based on the information provided, the Vice Provost for Academic Planning will work with the unit head and campus leadership in support of the unit's goals.

Note: The unit's APR materials, including a customized APR Schedule that lists follow-up activities recommended by the PROC, are stored in the online Academic Repository at vpap.berkeley.edu/academic-units (the folder "For the Unit's Internal Use"). If you have questions about the mid-cycle check-in or this form, please contact us at vpap@berkeley.edu.

**Required*

ACADEMIC UNIT

NAME OF UNIT* (Choose from pull-down menu):

NAME OF UNIT HEAD (Dean or Chair)*

NAME OF PERSON SUBMITTING THE FORM (e.g., on behalf of the Dean or Chair)*

APR FOLLOW-UP ACTIVITIES

Briefly describe the follow-up activities listed on your Unit's APR Schedule that you have successfully completed.*

Briefly describe plans for completing any outstanding follow-up activities listed on your Unit's APR Schedule.*

NEW CHALLENGES & OPPORTUNITIES

Are there any new challenges or opportunities that have arisen since the previous outcome letter? If so, what steps are you taking to address them?*

REQUEST TO CAMPUS LEADERSHIP

Are there ways in which campus leadership might further support your unit's APR-related activities? If so, please describe specific requests in support of your goals.

ADDITIONAL INFORMATION

Is there any other information you would like to include? Please note that new materials can be uploaded directly to the online Academic Repository (see Note above).

DEAN'S COMMENTS (Optional)

Chair/Dean Signature

Cognizant Dean Signature

VP-AP Signature

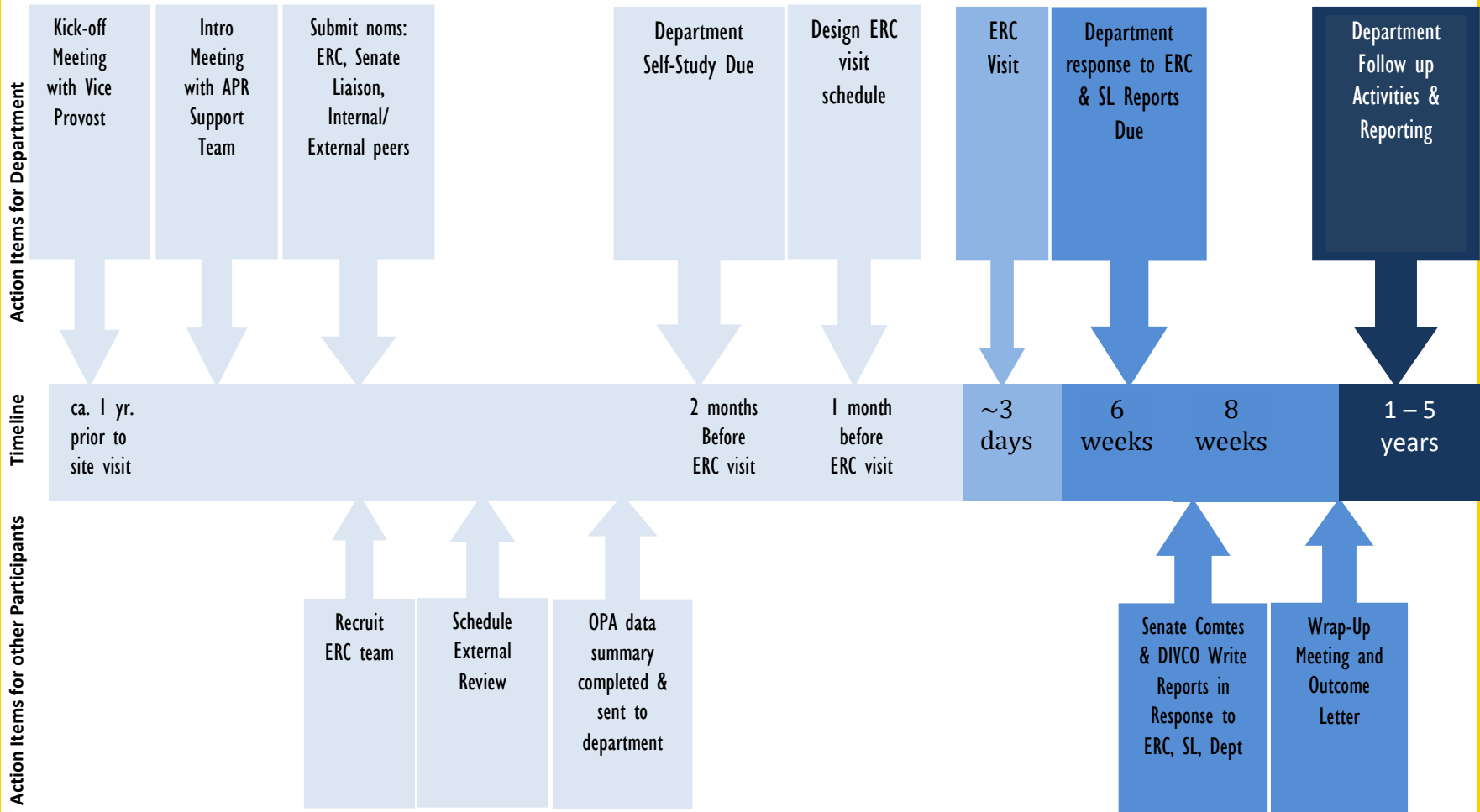


Date:

09/17

Academic Program Review Timeline

Acronym Key: [ERC](#) = External Review Committee; SL= Senate Liaison; [OPA](#) = Office of Planning & Analysis



Academic Program Review - Office of the Vice Provost for Academic Planning; <http://vpap.berkeley.edu>
 Questions? Email: anyag@berkeley.edu

Figure 2

Department Checklist for Academic Program Review

- Coordinate with the Executive Assistant at vpap@berkeley.edu to schedule kick-off meeting with VPAP and for introductory meeting with APR support team, and provide meeting location.
- Provide Anya Grant (anyag@berkeley.edu) with annotated list of nominees for the ERC and for Senate Liaison.
- Provide Malcolm Quon (malcolm@berkeley.edu) with 2 to 3 internal peer programs and 2 to 3 external peer programs.
- Provide feedback to Malcolm Quon on OPA Data Summary draft.
- Deliver self-study to Anya Grant's office (244 California Hall), 2 months prior to ERC visit (16 to 20 two-sided, bound copies with colored, 65-lb stock cover page and one electronic copy).
- Prepare schedule for ERC visit and send to Anya three weeks prior to visit.
- Ensure that a departmental representative meets ERC members and walks them to department on first or second day of visit, depending on ERC schedule.
- Return signed and completed host forms for first and second nights of visit to Anya Grant (VPAP, 200 California Hall, MC 1500). Itemized receipts for dinners must include proof of payment (last 4 digits of credit card). If cost is over amount allowed by VPAP's office, include departmental chartstring.
- Check ERC report for factual errors and return error addendum to Anya within two weeks of receipt of report.
- Prepare response to ERC and Senate Liaison reports (due 6 weeks following Anya's request).
- Comply with follow-up activities recommended by PROC in outcome letter.

Figure 3

Academic Program Review Support Team			
Name	Title	Contact Info	Area of Support
Anya Grant	Director, Academic Program Reviews, Academic Planning (AP)	anyag@berkeley.edu 642-9018	<ul style="list-style-type: none"> • Directs academic program review process • Answers or routes questions regarding procedures and policies
Verna Bowie	Incoming Director, APRs	vernabowie@berkeley.edu	<ul style="list-style-type: none"> • Drafts ERC charge and outcome letters • Monitors follow-up activities
Katherine Mitchell	UC Organization Development Consultant	kam@berkeley.edu	<ul style="list-style-type: none"> • Provides strategic and action planning support, including retreat design and facilitation • Strategizes about options for faculty/student/staff engagement
Amy Scharf	Director, Faculty & Departmental Diversity Initiatives, Equity & Inclusion	ascharf@berkeley.edu 642-8844	<ul style="list-style-type: none"> • Supports self-assessment and strategic planning for diversity
	Senior Consultant, Center for Teaching and Learning		<ul style="list-style-type: none"> • Setting and mapping student learning outcomes • Selecting instruments best suited to evaluating student achievement of program-level learning outcomes • Planning for data analysis and data use
Malcolm Quon	Institutional Research Analyst, Office of Planning and Analysis	malcolm@berkeley.edu 642-5561	<ul style="list-style-type: none"> • Prepares OPA summary of central data, including comparative analysis of peer institutions
James Ford	Chief of Staff, VPAP	jamesford@berkeley.edu 664-4159	<ul style="list-style-type: none"> • Recruits External Review Committee members
Emily Strange	Executive Assistant, VPAP	strange@berkeley.edu 664-7213	<ul style="list-style-type: none"> • Schedules APR meetings

Academic Program Review - Office of the Vice Provost, Academic Planning; <http://vpap.berkeley.edu> Questions? Email: anyag@berkeley.edu