

## **PERIODIC EVALUATION OF DEPARTMENTS AND SCHOOLS**

### **INTRODUCTION**

The Five Year Planning Process has always been independent of the Periodic Evaluations of Departments and Chairpersons. In 1977, however, the Academic Senate adopted a policy requiring that periodic review of departments be carried out in the context of the planning cycle encompassing those items identified in the report of the Planning Modification Workshop. The integration of the two processes is intended to eliminate duplication of effort and increase the overall utility of both processes by helping to assure that information from each procedure is available in a form and at a time to be helpful in the other.

Under the new format, each five—year planning cycle will include a full review of each academic department and school. An important consideration in developing this plan was the desirability of supporting the school-based planning model.

The following specific topics to be evaluated in the periodic review of academic units were adopted by the Academic Senate in 1977:

#### A. Departmental Objectives

1. Short-range
2. Long—range
3. Suitability of Objectives to Available Resources and Changing Environment
4. Criteria to Measure Achievement of Objectives

#### B. Programs

1. Undergraduate
  - a. Objectives
  - b. Need for Program
  - c. Curricula
  - d. Enrollment Trends
  - e. Adequacy of Resources; e.g., Library, Supplies, Equipment ,Space
  - f. Quality of and Demand for Graduates

## 2. Graduate

- a. Objectives
- b. Need for Program
- c. Curricula
- d. Enrollment Trends
- e. Adequacy of Resources; e.g., Library, Supplies, Equipment, Space
- f. Quality of and Demand for Graduates

## C. Personnel

### 1. Faculty

- a. Adequacy in Number, Qualifications and Contributions in Relation to Objectives and Programs
- b. On- and Off-campus Activities
- c. Research, Creative Endeavor and Other Evidence of Professional Development

### 2. Support Staff; e.g., AP, ST, Clerical, Student Assistants, College Work Study

- a. Adequacy in Number of
- b. Competency of
- c. Problems Related to

## D. Policies and Procedures

1. Selection of New Faculty
2. Determining Teaching Assignments and Workloads
3. Promotion and Tenure
4. Evaluating Teaching Effectiveness
5. Student Advising
6. Department Planning Process

## E. External Relations

The particular topics to be considered in each year of the cycle will be determined by the department or by the School in order to facilitate school-based planning by assuring that data from all of a School's units will be comparable in form and in the content considered.

The Academic Senate representatives to the Planning Advisory Committee will constitute a Senate committee to exercise general oversight over department and school reviews, and shall report to the Senate.

### DEPARTMENT REVIEW

Each academic department will review and evaluate its goals and the means adopted for attaining them as part of its planning each year. It is hoped that this plan will minimize the drain on each unit's resources by spreading the review task throughout the planning cycle.

Each department will establish a committee charged to prepare a self-study document using the individual reviews of the previous years of the current planning cycle. Self-studies for all units will be completed by the end of first semester of the fourth year of the cycle. However, rather than having all units submit a self-study during only one semester, a School may choose to stagger the department self-studies or portions of the self-studies over several semesters.

Department self-studies will be reviewed by the Dean and a committee with its membership drawn from, although not necessarily limited to, faculty of the units of the School. A large school might have several committees, one for each of its major aggregates.

### SCHOOL REVIEW

Beginning the second semester of the fourth year of the cycle, after all departmental self-studies have been reviewed, each School will conduct a study of itself. The all-School committee will prepare the School self—study document which will be sent to the Provost early in the first semester of the fifth year. The Provost will review the School documents and present the findings as input to the next planning cycle.

Materials developed in this review process will be utilized in preparing for the all—University North Central Association Accreditation Reviews. The next Review for CMU is scheduled for the 1985-86 academic year.

### ALL-UNIVERSITY CONTEXT FOR PLANNING

During the second semester of the fifth year, after all School self-studies have been reviewed, the Academic Senate will complete a review of the all—University context for planning. The results of this review, in the form of an updated statement of University goals, assumptions and objectives, will form the basis for the new planning and review cycle.

## IMPLEMENTATION

During the present year, the all university goals, assumptions and objectives will be reviewed by the Academic Senate. During the next year, the first year of the new cycle, the schools, departments and other academic units will review their goals and objectives in the light of the all- university statement.

In the following years of the cycle, planning and review will be based on these statements of goals, assumptions and objectives.

Departmental reviews will be submitted to the Schools no later than the Fall Semester, 1982, the fourth year of the planning cycle.

School-review documents will be submitted to the Provost early in the Fall Semester, 1983.

The review of the all-University context for planning will be completed during the Winter Semester, 1984. The result of this review will be available in the Fall Semester, 1984, to begin a new planning cycle.