



UNIVERSITY OF COLORADO AT BOULDER
Office of Faculty Affairs

PROGRAM REVIEW REFORM TASK FORCE
Report on Recommended Changes

Presented to Provost Phil DiStefano

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EXECUTIVE SUMMARY

Beginning in AY 2005-2006, a Task Force investigated the way in which we conduct Program Review. This review was initiated by Interim Provost Susan Avery and was designed to respond to wide-spread concerns about the efficacy of Program Review.

The Task Force studied programs at other universities, met widely with interested parties on campus, and presented its ideas to the faculty, BFA, and Dean's Council. This is the final report of the Task Force.

At the heart of these proposed changes is the idea that Program Review, while maintaining its function of assuring the accountability of academic programs, be integrated into the campus' strategic planning processes.

To accomplish that goal, reviews of similar units will be scheduled in the same year. This will provide better opportunities for exploring connections between units, better chances for collective planning efforts, and fuller occasions for comparing units when making planning decisions. For example, the entire social science division of the College of Arts and Sciences would be reviewed at the same time.

The new process will take into account the fact that different kinds of units need somewhat different review processes. However, we hope that units will take advantage of the opportunities available in being reviewed alongside cognate units.

Several new features will be added into the Program Review Process to improve the ability of the procedure to have an impact on planning. Models for self-studies, including pre-populated data sets and guidelines for strategic plans, will be provided. A Fall Academic Forum will open the reviewing year by giving the members of units under review an opportunity to talk about common planning themes. The use of internal and external review teams will be adjusted to fit unit needs and, wherever possible, to increase the campus' ability to compare across units and to make multi-unit planning decisions.

The faculty panel governing program review will be more fully involved in the entire process and will be called upon to make stronger planning recommendations.

A key feature of the new process will be accountability: we are recommending that administrators, in addition to units, be required to report regularly on how they are meeting the recommendations of the campus planning committee. In particular, where recommendations for resources are included in the final recommendations, deans will indicate in the regular budget process how they are meeting those recommendations or explain why they are not doing so.

The goal of these changes is to improve campus planning while meeting our reporting responsibilities. If adopted, the new process will be fully in place by Fall 2008.

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I. THE CHARGE

The Program Review Task Force was convened by Interim Provost Susan Avery in response to faculty dissatisfaction with the university's program review process.

The task force was formally convened on December 9, 2005.

The task force was charged with reviewing current procedures, with studying the review procedures of other schools, with seeking input about possible reforms from campus leaders and interested faculty, and with suggesting changes that affirm the faculty's collegial traditions and oversight responsibilities.

II. WHY IS CHANGE NECESSARY?

Both periodic campus-level strategic planning exercises and regular unit-level program reviews describe needs and opportunities at CU-Boulder. Both logically articulate necessary steps forward. But neither approach has proved successful.

In a sense, what is wrong with one method is right with the other. Planning exercises lack the depth of analysis of program reviews, and program reviews lack the overarching vision of a planning perspective. One process is too shallow, the other too narrow. While it is the charge of this task force to study the program review process per se, we are not convinced that how the university reviews its academic programs is separable from a determination of how it should plan. Both efforts have a logical co-dependence. Indeed, we will argue in this report that review and planning should happen as a single, coherent process.

Faculty often stress that reviews involve a great deal of work but inspire little administrative follow-up or support. In completing their self-studies, units might put forward bold and engaging strategic plans but receive no enabling resources afterward. Instead, faculty feel that the planning they do for their department or institute or program gets lost, sometimes at the instant that another campus strategic initiative is announced.

It is for planning and implementing these campus-level initiatives that significant human and financial capital gets invested. And it is routinely the case that these strategic overtures originate from an individual administrator. The resulting strategy gets tagged the "plan du jour," and for good reason—the plan invariably gets shelved when the administrator leaves, and the process starts all over again. Yet *scarce* resources go to these initiatives—even though many recognize that a more carefully derived analysis of needs and opportunities might suggest other spending priorities—and this frustrates the faculty.

What if instead campus strategic initiatives “grew up” out of planning efforts at the college and department levels? What if program reviews could be harnessed to give campus planning substance and depth? We are convinced that in most instances planning that arises from local perspectives and that stresses introspection is a more strategic approach to implementing change than is top-down planning.

But improved planning will only follow from an improved review process. The current process does not yield information useful to planning:

- Department self-study reports only answer state mandated accountability requirements; their design stops short of answering how a department’s ambitions implicate the university as a whole.
- Reviews happen in a random order—a group of vastly dissimilar departments undergo review at the same time—and this makes the reviews adequate only to address insular concerns.
- University administrators demonstrate little allegiance to review recommendations because the reviews do not contribute to a strategic vision; the recommendations fail to establish a context for spending priorities.

The problem starts at the most basic level of analysis, with departments completing self study reports. Because current reporting guidelines focus narrowly on accountability, they do little to encourage departments to look

HOW IS ACCOUNTABILITY DEFINED NOW?

REGENT RULE DEFINES AN ACCOUNTABILITY PROCESS FOR DEPARTMENTS:

“Review procedures are to be designed to identify strengths and weaknesses of academic programs and result in the establishment of recommended alternatives for program development and modification, with the ultimate goal of promoting and maintaining high-quality academic programs that are administered efficiently.”

beyond their own horizons. Accountability is very important, of course, but more needs to happen. Given a better logic in the order of reviews—a reshuffling to maximize shared circumstances and interests among units—could self studies “talk to each other” on some questions? If this were possible, could then some of these larger questions carry over from year to year to help define university-wide planning themes? If a new review order were possible it could make a significant difference in the quality of information available for planning.

The current process also does a poor job of administrator accountability in the follow-up to reviews. If a process could be implemented that linked alike or allied or parallel needs, that rationalized recommendations programmatically or thematically, and that provided a context for spending priorities, we would expect those with financial oversight, the university’s administrators, to be held accountable for matching those needs with resources, or at least for explaining their reasons for not doing so. Administrator accountability is a much needed part of PRP reform.

To reiterate: change is necessary because we put a great deal of effort into two planning processes that could be more efficient, more effective, and more accountable if made into a single, coherent process.

III. KEY ASSUMPTIONS

In drafting our recommendations we drew on a number of assumptions concerning the future that have also guided the Chancellor's Flagship 2030 Strategic Planning Initiative.

1. Because competition for state revenues is intense, and becoming more so, and because the university's constituents expect "maximum value," the demand for institutional accountability will only grow with time. A combined review and planning process can put CU in a good position to explain what it is doing and to show that it is keeping track of results.
2. State financial support to the university will likely continue to languish at historic lows. If Colorado's economy slows and Taxpayer Bill of Rights restrictions return, funding will shrink even further. As the stakes grow for allowing the university greater self governance, and thereby greater financial independence, it will be to CU's advantage to operate from a plan for spending that outsiders recognize as well reasoned and that insiders see as fair.
3. If the future tracks the assumptions above and the university's shrinking share of public funds means that it must essentially self-fund, CU will need to think strategically in new ways to thrive as an "entrepreneurial enterprise." Revenue generation will grow in significance as a campus concern. This change will pose an oversight challenge: many expenditures essential to the university's academic success will never generate revenue while others that would appear promising as "growth opportunities" might prove dead-ends. The faculty will want to make sure that expenditures are guided by a planning process that is inclusive and representative, and that yields collectively determined goals.

IV. RECOMMENDATIONS

We envision a dual-phase implementation of program review reforms. The first phase would see the campus made aware of four core reform principles. These signal the fundamental shift we are endorsing from a review process to a planning process grounded in reviews, and are embodied by the establishment of a campus-level academic review and planning committee. The second phase, an overlapping implementation phase, would focus on making reforms at a college or college division level consistent with the campus-level philosophy but suited to local conditions. Both phases would conclude within 18 months. A completed Academic Planning Process, and the first of the newly modeled reviews, would begin in Fall 2008.

Phase A:

1. AGGREGATE REVIEWS STRATEGICALLY

Rather than reviewing units in a random order, the campus would schedule concurrent reviews of related units. Reviews would coincide in meaningful ways to maximize shared circumstances and interests among review units as well as to highlight useful distinctions. We endorse the following six groupings, in most cases mirroring administrative academic divisions: arts and humanities, social sciences, life and environmental sciences, mathematical, physical, space and earth sciences, engineering departments, and professional schools and academic support services. In the seventh year of the review process, the campus would engage in an overarching planning conversation that could logically include a review of central administrative divisions, including Academic Affairs, the Office of Diversity, Equity, and Community Engagement, and Student Affairs (minus cost centers like the UMC and Wardenburg).

2. GIVE SELF-STUDY REPORTING A STRATEGIC FOCUS

This recommendation spells out a review process that evaluates needs and opportunities at the unit level and builds toward shared planning themes. The proposed changes go to the heart of our suggestion to harness reviews to make university planning more adaptable and nimble. We propose the following measures:

2.1. Develop a dual-track self-study process.

Planning should build from information that is both quantitative and comparative (Track 1), and qualitative and contextual (Track 2).

The Office of Institutional Analysis (IA) would provide the key data for Track 1. IA would manage data on behalf of units under review and the Academic Planning Committee. Having IA involved would improve information consistency and enhance the comparative quality of reviews. Ideally, some number of pre-determined data subsets—such as student credit hour per FTE or research expenditures—would always be kept updated and readily accessible from a website for referencing by planning participants at any time for any unit, with accommodations made for supplying specially requested data modules, when requested of IA in a timely fashion.

Track 2 (described more fully later) would involve units completing qualitative and contextual reporting. This work would define the self- and community-awareness and collective planning goals that the new process aspires to. Units would work to prioritize their ambitions and provide a context for their needs and goals and then, following the Academic Forum (described next), their

reporting would relate these priorities to the campus community as a whole. As the goal is to have self-studies that include robust strategic plans, models will be provided for units to follow.

2.2. Institute a campus academic forum (September event).

The forum, open to all and attended by the various administrators with responsibilities for the reviewed units, would serve as a venue for the academic community to collectively consider individual unit ambitions (defined over the preceding 6 months) and to discuss the challenges and circumstances that figure into the success of that year's collection of units. The goal would be to confirm a set of themes for the year's planning conversation. Units would be responsible for responding to planning questions inspired by the event as part of their self-studies (due February 1).

2.3. Develop a robust internet-based review database.

Information generated by IA, the self-studies, and other reporting should be made dynamically searchable by unit, or by topic across units and review years at a newly designed and customized website.

3. REPLACE PRP WITH A NEW ADVISORY COMMITTEE

The Academic Review and Planning Advisory Committee (ARPAC) would be responsible for turning strategic information into planning recommendations. The Associate Vice Chancellor (AVC) for Faculty Affairs would appoint the committee for the provost in consultation with the BFA. Terms would be for four years. The committee would include representatives from across the campus; members would be tenured members of the faculty.

ARPAC members would be required to be more comprehensively engaged than program review panelists are now. Committee members would participate in the Fall Forum that starts off each review cycle. They would be scheduled to

meet with the external reviewers. They would formally engage members of units under review in their deliberations at the end of the process.

WHAT IS THE MINIMUM REVIEW REQUIREMENT?

REGENT RULE DESCRIBES A TIMELINE AND REVIEW PHASES:

"The review of all academic programs once every five years where feasible, but at least once every seven years"

"[Self] study by the unit under review, including analysis of student outcomes data"

"Campus level study by faculty and academic administration outside of the unit under review"

"External review by one or more nationally recognized individuals in the discipline(s) being reviewed"

The reports of the ARPAC would meet both accountability requirements and strategic planning goals. The ARPAC would describe unit-specific or multi-unit opportunities that have arisen during the review process. Recommendations might involve both resource-neutral improvements and investments. As indicated below, units and administrators will be required to respond to these recommendations. The committee would report on institutional impediments or irregularities in the purview

of the dean or provost. The committee would report to the provost on the circumstances of under-performing units (described in next section). At the end of the sixth year the ARPAC would draw its cumulative planning work into a campus strategic plan; the plan would serve to inaugurate campus discussions for the next review cycle.

4. INSTITUTE NEW ACCOUNTABILITY CHECKS

A key function of the Program Review Process is to meet the accountability requirements of the Regents. Annual reports to the Regents would continue under the new process to describe how well units implement recommendations for program development and modification. Additionally, we endorse the following as new accountability measures:

4.1. Make administrators accountable for reporting progress.

We propose that under the new process deans would file annual implementation reports just as unit chairs and directors do today. These reports would confirm investments made, or explain those not made; this reporting would be public. Such reports would be made in conjunction with the deans' annual submission of budgets to the provost and AABAC. We would also like the provost to report to the campus annually, responding both to general review and planning developments and to any recommendations directed specifically at the campus chief academic officer.

4.2. Establish a contingent review process.

Occasionally a unit might require extra attention, such as when program or management difficulties impede its progress. Additionally administrators might wish to understand the goals of a unit not otherwise reviewed, or to study specific questions consequential to a single unit or to multiple units. We propose that any unit reporting to the provost may be obligated to undergo a contingent review, even well-performing ones. A contingent review would follow on these prompts:

- The dean finds cause to request it;
- ARPAC requests it;
- The provost orders it.

A contingent review might assume the form of a task force reporting to the dean or provost on actions necessary to promote unit quality, or to recommend program reconstitution or termination.

The dean or provost might order an extensive external review if a unit's research qualifications are in doubt.

Contingent review status, or pending status, would not preclude a unit from campus planning obligations.

Phase B:

A one-size-fits-all formula straitjackets reviews today making it difficult for units to paint a complete picture of significant circumstances. To make reviews more enlightening, we suggest that a reformed process leave a level of procedural detail to the aggregated units to decide on collectively. We imagine that six different optimizations could result, or perhaps more depending on how institutes decide to participate. Each aggregation would choose an approach best suited to their planning needs. This diversification of approaches would shape key aspects of the review process, beginning with how self studies are composed.

1. STRATEGICALLY-FOCUSED SELF-STUDIES

Accountability has been the guiding principle of self-study reporting and follow-up checking by internal reviewers. This should not change. But as we said earlier, more needs to happen. We are not suggesting a vast new imposition here, but rather that time spent on reviews should be spent on answering more than a bureaucratic need. If reviews could be intelligently grouped it is possible to imagine that those writing self-studies will be motivated to form connections with others facing substantially similar questions and that such similarities might inspire new insights.

For a description of current SELF-STUDY REPORTING REQUIREMENTS see:
<http://www.colorado.edu/facultyaffairs/SelfStudy.htm>

Strategic thinking is the heart of self-study reporting, and we recognize it as the cornerstone of a review process optimized for achieving campus-level plans from unit-level planning. Because changes that acquire the greatest consensus have the greatest chance of succeeding, it is critical that a future review process excite debate among units on questions of mutual interest. This possibility will depend on units coming together to discuss needed changes.

PROPOSAL:

Unit self-studies should continue to address accountability measures; we list these at the end of this section. Meanwhile all quantitative reporting should be handled by the Office of Institutional Analysis, as described earlier. Our goal is for units to use the self-study exercise to talk to each other strategically. We want units to focus on planning. This will require a change in the report-writing process.

In the first instance, each aggregation would develop its own planning strategy. Detailed instructions for self-study reporting would be finalized by each aggregation and publicized no later than one year before self-studies come due

and that units have preliminary drafts of strategic plans ready to distribute to the campus by September 1, a few weeks in advance of the fall academic forum. A lead—such as a dean or associate dean—would guide the group to an agreed-to methodology: an intra-unit effort on some questions or all questions, or every-unit-to-itself (as might seem appropriate for the year when professional schools and academic support services undergo review); various approaches are imaginable. The bottom line: self-studies need to make a case for investments that follow from strategic thinking.

The first major check on whether this is happening would be the fall academic forum. We envision the forum as an opportunity for the campus community to see academic plans formed but not yet finalized, as an opportunity to challenge ideas and to suggest alternate approaches. The goal, as described earlier, would be to confirm themes for the year's planning conversation so that concluded self-study reports would not only define unit needs and opportunities but, when appropriate, to address intra-unit concerns. Subsequent to the forum—in response to a list of questions finalized a few weeks after the event—units would be obligated to confirm, or drop or add to, to defend, redefine, or reframe their ambitions. A report reflecting these determinations would be due with the balance of the self-study reporting requirements on February 1.

These other reporting requirements are accountability checks found in self-studies today, including:

- A description of the unit, its outstanding characteristics, role and mission, and programs offered;
- A description of faculty development procedures describing a unit's criteria for reappointment, tenure, promotion, and post-tenure review;
- A description of student outcomes assessment results;
- A seven-year diversity plan.

2. ACCOUNTABILITY-CHECKING INTERNAL REVIEWS

Internal reviewers, being steeped in campus culture, and being singularly focused on one unit, are capable of producing organizationally relevant and candid reporting that adds to strategic awareness. More to the point, their evaluation of the completeness and reliability of a self-study report represents

Current INTERNAL REVIEW REQUIREMENTS are described online: <http://www.colorado.edu/facultyaffairs/IRC.htm>

the review system's primary check on unit accountability. If something is amiss, an internal review committee's report can trigger intensified

oversight. Or if a department is wrongly reputed to be off course, or coming out of a bad spell, an internal review can help turn the page. To end internal reviews, as some have suggested, is not a reform we accept as wise. These

committees do work that is both necessary and not logically transferred to others.

PROPOSAL:

Internal reviewers would measure unit accountability and flag concerns as they do today, but this would be a focused (not open) mission. A more exhaustive check might *follow from* the work of an internal review committee in the form of a contingent review if the campus planning committee, or dean, or provost, determine that this is necessary.

It would be the internal reviewers' job to read the self-study report and conduct follow-up interviews or surveys with students, faculty, and staff, as is done now—but not, as is now the case, to make programmatic recommendations. Instead internal reviewers would be asked to check a unit's strategic planning against a series of accountability measures—checking the evidence supporting those plans for accuracy and completeness—in order to gauge a unit's organizational awareness and preparedness.

Internal reviewers would develop an independent analysis of a unit's plans employing their collective institutional knowledge that would assist ARPAC in making decisions about investment options. If problems exist with a unit's plans or planning process—as might indicate organizational trouble—the internal review committee would need to explain this in their findings.

The AVC for Faculty Affairs, as ARPAC chair, should develop a basic template for internal reviews and distribute this to the aggregations in the care of the designated lead (aka. the dean). The template should include the following requirements:

- Internal reviewers must come from outside the unit and may have no conflict of interest with anyone in the unit;
- Internal reviews would begin as soon as self-studies are submitted and must be completed by the last day of the spring term;
- Internal reviewers would use a pre-determined template of accountability measures to assess a unit for planning purposes.

Beyond this, we propose that the aggregated units convene to suggest what would constitute informed, fair, and impartial internal reviews for their group, including what accountability checks would further effective planning. Questions we can imagine that this might raise include:

- How many people should constitute an internal review committee?
- Could a single, super- internal review committee be formed for the entire

aggregation?

- Could one person do the work necessary to review a unit?

The group should return their detailed plan to the chair of the academic planning committee for review no later than one year before self-studies come due. The chair would decide if the plan requires further fine-tuning.

3. RESEARCH-STRATEGIC EXTERNAL REVIEWS

A planning-motivated review process—dedicated to the big-picture perspective—would ask external reviewers to use their specialized knowledge to take stock of resources in research *areas*, even those that span multiple units, to ask ‘what else is advisable?’ External review recommendations that dwell on unit-specific research quality and disciplinary strategy would no longer be sufficient. Rather a campus planning process would need to obtain from the

See current EXTERNAL REVIEW REQUIREMENTS detailed here:
<http://www.colorado.edu/facultyaffairs/ERC.htm>

outsiders more broadly applicable strategic information and evaluation. We want to gain from the reviewers a measure of what might be possible

through innovative planning.

How to make the most of external reviews will be a challenge not only requiring success at balancing diverse interests but in working under scheduling and financial limits. The challenge will be to achieve an external review perspective wide enough to cover all research areas touched on in a particular review year, yet disciplined enough to avoid scattershot reporting. An optimized external review process would build from a thoughtfully prepared, developed and implemented strategy.

PROPOSAL:

The campus should establish core external review principles. These would recognize that a balance must be struck between a unit’s need for specific attention and evaluation and the university’s need for broadly considered planning advice. Ideally, both needs would be met: external reviewers would be sufficiently versed in the operational and administrative details to avoid pie-in-the-sky recommendations yet also agnostic on those details, so as to avoid unit-focused partisanship. Again, the emphasis needs to be on furthering *research, scholarship, and creative work*, no matter what organizational divides this straddles.

We propose the following external review guidelines:

- External reviewers would be responsible for evaluating unit or intra-unit planning goals, comparing these with practices proven effective elsewhere;
- External reviewer visits, if *not* done as a single block for the aggregation,

should be modeled to coincide in meaningful ways to produce reporting that addresses concerns by areas of research, scholarship, or creative work, and not primarily by unit;

- External reviewers would be selected not only for their disciplinary reputations but for their aptitude in thinking innovatively in broader areas of research, too;
- External reviewers would be responsible for generating recommendations with implications at both the unit and campus levels;
- To assure their impartiality and objectivity, external reviewers would be chosen as they are today by way of external nominators;
- The office of the AVC for Faculty Affairs would be responsible for arranging external review visits and for collecting and publicizing resulting reports;
- External reviews should begin as early as March 1 (four weeks after Self-Study reporting is submitted) and must be completed by the last day of the spring term;
- The aggregation lead and ARPAC chair would serve as co-hosts to the reviewers;
- Aggregations needing evaluations that are more unit-specific could employ external readers to evaluate research achievements remotely (as happens for tenure/promotion cases);
- A budget amount sufficient to hire up to two external review visitors and four external readers per unit would be committed to the review by the office of the ARPAC chair (value approximately \$7000 per unit in 2007 dollars, including travel and accommodations);
- For units needing even more focused external attention the possibility would exist of doing so through a contingent review.

Beyond these principles, aggregations would have flexibility to customize their external reviews. An aggregation could choose to have external reviewers function as a single group, for instance, or run external reviews by research subgroup; individual reviews could run together concurrently, or be staggered to build logically from one topic to another. Many possibilities exist. Under the guidance of a lead, each aggregation would decide what formula would yield a useful evaluation of its strategic planning. Whatever approach is agreed to, the aggregation's lead should return a detailed plan to the ARPAC chair for review no later than one year before the aggregation's self-studies come due.

V. MOVING FORWARD

When we set out to study the program review process we expected an earful about needed reforms. Sure enough, PRP proved a topic people hold strong opinions about, to the degree that some did not want reviews to continue *in any form*. An explanation that the Regents and the Colorado Commission on Higher Education require reviews did little to deflate such anger. “Give them the bare minimum, then, and nothing more.”

Can a disliked yet required bureaucratic exercise be fixed, even transformed? This was the question that inspired our interest in improvements beyond just procedural changes. A minimal approach to reviews would do little to reduce dissatisfaction, we concluded; better would be a process that could lead the faculty to engage more as a community. Our recommendations stress this possibility. Wider awareness of needs and opportunities via aggregated reviews, administrator accountability, greater attention to successes and pending achievements in research, scholarship and creative work—all are proposals to relate people more meaningfully to one another.

Having said this much, change brings risks. And from what we have already heard from the faculty, our reform proposal impresses few as timid. When people are brought together in untried ways, the likelihood follows that long-standing logistical, organizational, and political arrangements and understandings will change, and that these changes will exact a price in attention and dedication from the faculty.

The design of the new process, especially of the fall forum and spring external review(s), urges participants to see a “big picture.” The organizational model—of reviews by aggregation—serves the function of optimizing a planning perspective, but it is optimized only so far, and will only yield a truly useful view if people take the initiative to not let planning be defined by aggregation alone. Our hope is for planning to repeatedly draw the faculty in. Indeed, people should feel welcome to pursue their interests whenever a planning conversation touches on these and to always contribute to an understanding of circumstances relevant to their work. In this sense, the notion of a single, assigned review year would no longer apply.

For a process so dependent for success on the quality of debate and insights participants bring to it, the way information is organized will prove a key. When people feel that they can recognize and command relevant facts they will feel empowered to speak more assertively, perhaps even to convince others to make previously ignored options consequential. Information will need to be collected and displayed with the possibility of such powerful outcomes in mind. Available technological resources—especially those of the internet—should make it easier for people to engage the necessary details. Nonetheless it will remain a challenge for participants to grasp both the micro and the macro

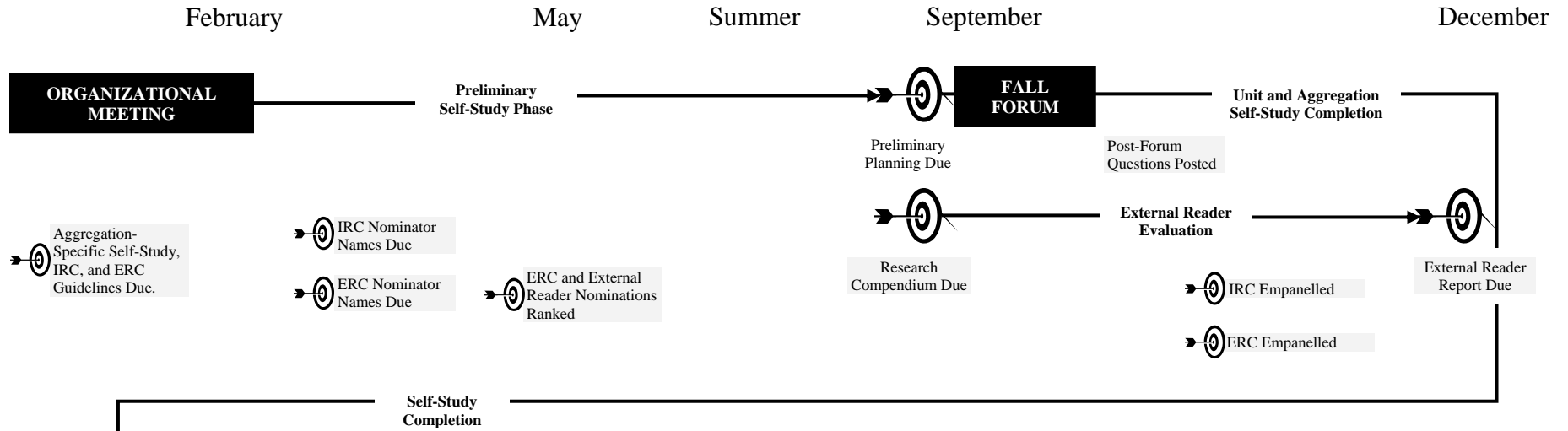
perspectives involved in planning at once: those most directly applicable at the unit level—like program orientation and scope, and measures of human and physical resources—and of designs and resources shared in common such as campus planning goals, and services like libraries, technology support, and student advising.

The challenge that we anticipate as the most significant, and the one we can do the least to predict, will be the political response to the changes we propose. It can be guessed that some people will instinctively fortify their interests against the greater openness and circumstantial awareness that our recommendations urge. This will prove a difficult impulse to overcome, as will the drive to gain a competitive edge that many recognize as a key organizational survival skill. Nor does it help that there will always be the siren call of the fiscal moment—feast or famine—to tempt those trying to keep a steady focus on long-term campus interests into making opportunistic choices.

We hope that the faculty will recognize our reform proposal as a reasonable evolution in oversight practices and collegial tradition. We feel that if community is enhanced as a priority in people's thinking, necessary reforms will have a greater chance at succeeding. The opportunity is also at hand to think collectively in smarter ways, more strategically and expansively. Whereas program reviews and campus-level strategic planning exercises have demonstrated that self-evaluation through too narrow a scope or from too shallow a perspective yields poor foresight, we are optimistic that the more comprehensive approach that we are proposing will go further to make what is advisable in moving forward also achievable.

Review and Planning - Unit Process View

Preparatory Year



Review Year

