Periodic reviews serve as important evidence to the College community that a Center is engaged in a continuous program of critical self-examination and evaluation. Equally important, reviews allow Centers to examine the research and educational effectiveness of their programs, raise critical issues within the Center, and propose plans for future development.

The Center under review will produce an electronic document that will be submitted to the respective Dean and the Associate Provost for Institutional Effectiveness. Supporting materials may be included in appendices. Internal and external scholars will visit the Center to discuss the review document with the Center constituencies, and will produce a report of their analysis. The Center will address that report, and the findings of the review, in an action plan.

The review goal is to focus the Center director and staff and the reviewers on the following:

- Current status and effectiveness: assess scholarly research and creativity
- Critical issues: raise any critical issues that arise from the Center’s self-examination of its current status
- Future plans: project future development and improvement of programs and scholarship in the context of the Center’s current strengths, and within foreseeable resources

The review should include sections that address the following areas:

I. Mission and Goals

- What are the mission and goals of the Center? What is the relationship of this mission and these goals to the missions of the College of Staten Island and the City University of New York?

II. Organization

- How is the Center situated with respect to any academic departments on campus?
- How is the Center administered? Is the current organizational structure viable and, if not, how might it be improved?
III. Educational Activities

- What, if any, is the educational structure of the Center? How does it relate to the College and Center missions? Describe the Center’s educational activities addressing, where appropriate, the following:
  - student participation requirements,
  - integration with any academic departments, and
  - any interactions with external academic units.
- What is the cycle by which instruction is offered? How is this determined?
- Are there appropriate opportunities for students to engage in their own research, as they develop areas of expertise and interest?

IV. Effectiveness

- What metrics does the Center use to evaluate itself on an ongoing basis?
- To what agencies does the Center report? What measures do these parties use to determine their level of continued support? Do the requirements of these agencies affect the Center’s ability to pursue its mission?
- [IF APPLICABLE]: How do faculty members assess student performance?
- What evidence demonstrates the Center's impact?

V. Participating Faculty

- How many full-time and part-time faculty members participate in the Center? What are their educational backgrounds and scholarly accomplishments?
- What are the instructional, research and service commitments of participating faculty outside of the Center?
- Are there members of the faculty with national or international reputations? Do members of the faculty participate or hold ranks in professional organizations in their fields?
- How are faculty participants recruited to the Center? What is the distribution of faculty with regard to area of specialization? How does this spread relate to Center’s mission?
- Does the Center encourage participation by a broad spectrum of faculty? How does this distribution compare to the departments at the College from which the faculty are drawn? How do these compare with institutions of similar academic scope and research emphasis?
• How has faculty participation changed since the last self study or since the Center was established? What participation is anticipated or desired, and what opportunities does new hiring at the College present with regard to the Center's mission?
• What scholarship has the Center produced over the last five years? Are all faculty members active in research and publication?
• What is the involvement of graduate students or assistants in the operations of the Center?
• What is the involvement of part-time faculty in the Center? Has this changed in the past five years?
• [IF APPLICABLE]: How are laboratory technicians, support staff and other non-professorial positions integrated into the activities of the Center?

VI. Resources and Funding

• How is the Center funded? Are there any restrictions on the use of funds?
• What are the financial resources of the Center outside of grant support? To what extent are these resources adequate?
• Do any city, state or federal agencies provide funding to the Center, or do they otherwise have any influence over the Center’s operations?
• How are new funding opportunities identified? Have any applications for funding been unsuccessful? If so, why? Has feedback from grant applications – both successful and unsuccessful – been used to make changes to the Center’s operations or practices?
• Does any Center funding directly support the activities of individual faculty members?
• On what basis is any travel funding or reassigned time allocated?
• What are the personnel resources of the Center with regard to administrative, laboratory, and secretarial support?
• What are the Center’s library, technology, and media requirements? Are these resources available? What are the space resources of the Center, including access to laboratories and computer laboratories?

VII. Students [IF APPLICABLE]

• What are the Center's requirements for admission? How were these requirements determined?
• How many students have been associated with the Center over the past ten years? How
many have graduated?

- What efforts are made to recruit students? How are students supported?
- What are the academic and/or employment achievements of graduates?

VIII. Analysis and Planning

- How well has the Center met its goals? What evidence supports this? If the Center has not been successful, should it be supported and improved or should it be discontinued?
- What are the Center's strengths and weaknesses?
- What are the future directions of the Center? What recommendations emerge from this self-study regarding:
  - mission or goals,
  - interaction with the campus,
  - funding and budget,
  - evaluation, and
  - resource needs, faculty, staff, space, etc.
APPENDICES

1. Curriculum vitae for all full-time faculty associated with the Center.

2. Grant applications for the past three years, with evaluators’ reports.