

Guiding questions for concentrations undergoing review or undertaking internal review

**Goals of the concentration; oversight and review:**

1. What are the intellectual goals of the concentration?
2. How does the concentration provide students with an understanding of the methods, problems, and knowledge of an intellectually coherent discipline or field of study?
3. How is the concentration shaped, led, and reviewed by its faculty?
4. What is going particularly well in the concentration? What are you most proud of?
5. What are the greatest challenges?
6. Are your concentrators able to engage in cross-departmental collaboration? What sorts of connections do you encourage or facilitate with other concentrations, and have the connections been successful?

**Curriculum:**

1. What is the appropriate progression of courses, and what should students have accomplished on completion of each level?
2. How does the concentration address the varied backgrounds and career trajectories of its students? What is available to students with weaker backgrounds? What is available for students who are interested and capable of doing advanced work?
3. How and where in the concentration are academic integrity standards explained and nurtured?
4. If applicable, what is the role of tutorials in the concentration? What is the appropriate level of staffing for tutorials (especially in the committee concentrations)? What is the role of ladder and senior faculty in the tutorial program, in teaching writing, in advising, etc.?
5. If the concentration contains both basic and honors tracks, how are the tracks defined? How are students advised in the honors track?
6. How are students’ skills in writing and speaking nurtured and developed in the concentration? In addition to the skills of writing and speaking, are there further skills that are particular to the concentration, and how are students trained in these skills?
7. What role does independent research play in the concentration? How are students trained to conduct research? What role do faculty play in supervising research?

**Pedagogy/ Teaching/ Advising:**

1. What opportunities exist for faculty-led small-group instruction? What kinds of pedagogical innovation are encouraged or supported by the concentration?
2. How are TFs who teach in the concentration trained?
3. How are prospective concentrators advised about concentration requirements and opportunities? How are concentrators advised? What is the advising structure within the concentration?

**Miscellaneous:**

1. Are international opportunities supported by the concentration for study and research during the term and/or summer?
2. Does the concentration encourage and enable students to access the broad range of resources available to them through libraries, museums, cross-school experience, etc.?
3. If applicable, how do concentrators contribute to the campus and to the community beyond Harvard?