

Charge to the Review Committee for the Department of [XXXX]

Introduction

Dartmouth periodically reviews all academic departments and programs in Arts and Sciences. The Department of [XXX] was last reviewed in [XXX].

The Department has produced an internal self-study in preparation for this review. The Dean of Faculty, in consultation with the department, assembles a review committee normally composed of three faculty members external to Dartmouth and one or two faculty from within Dartmouth. One of the external reviewers will chair the committee. The committee will be expected to conduct two days of meetings (possibly stretched across a slightly longer period, if necessary to accommodate committee members' calendars) to gather input from department members, students, faculty in related departments and programs, and senior administrators. Due to current obstacles to travel, these meetings will be conducted from remote. Following the meetings, the committee will issue a written report to the Dean of Faculty.

Dartmouth has high aspirations. We hold ourselves to the top academic standards in research and teaching; we compete with the best universities in terms of research and with the best liberal arts colleges in terms of teaching. Our priority is to create an outstanding academic community that empowers both our faculty and our students to achieve distinction and leadership and prepares them to play a vital role in a rapidly changing world. To achieve that standing, we expect and support excellence in research and teaching, and we seek to provide an outstanding and comprehensive curriculum in each academic discipline. Our departments and programs largely accomplish this mission, but we are always seeking ways to do better. It is in this context that we ask you to provide a candid assessment of the strengths and weaknesses of this department. Given existing resources and department size, we will be looking for specific recommendations from the review committee that will feed directly into our planning to improve the performance of this department or program.

The following questions should provide the basis for your review, but we welcome comments on additional areas deemed appropriate by the review committee.

A) Scholarship and Professional Activity

1. What is the overall quality and professional standing of the department's faculty? Do individuals and the department have broad scholarly recognition at the national and international levels? Are faculty members publishing in well-regarded, peer-reviewed outlets? Are they seeking and obtaining external support at an appropriate and competitive level in light of disciplinary expectations? Are they participating appropriately in professional meetings, conferences and workshops? In what areas does this department have the potential to become a national / international leader in the field?
2. Are the important areas of disciplinary activity well-represented among the department faculty? Are there fields of concentration that are over or underrepresented? What suggestions do you have for balancing the breadth and depth of scholarly coverage?

B) Teaching and Mentoring

3. What is the overall quality of the undergraduate curriculum? Are the breadth and depth of the course offerings appropriate for a top-ranking institution? Is the department effective in conveying to students the technical expertise, range of research and inquiry methods, and substantive issues appropriate to the discipline? Is the department major effectively structured and sufficiently rigorous? How well does the curriculum reflect the current state of knowledge in the field?
4. Is the size of classes appropriate to effective teaching of the material? Does the department provide students with an active learning environment, and sufficient opportunities for independent study and individual or small group research and laboratory experiences? How effective is the organization and quality of department advising and mentoring? What kind of opportunities do department members provide for students to interact with faculty outside of formal classroom and office-hour settings?

C) Graduate Education

5. What is the quality of the graduate program? How does it compare nationally? Are the curricular offerings of sufficient breadth and depth? How well do the quality of student experiences and the nature of their interaction with faculty fit with the expectations of an institution of Dartmouth's caliber? What suggestions do you have to enhance the quality of the graduate program and to improve its external visibility and reputation?

D) Department Life

6. Is the department a collegial place? Do assistant professors feel they are treated fairly, effectively mentored, and given helpful guidance regarding tenure, promotion, and professional advancement in the discipline? Is the department administered fairly in terms of the allocation of resources and the sharing of collective responsibilities? How well does it handle contentious issues?
7. Does the department convey an adequate sense of professional ambition? Does it set high standards in recruitment, tenure and promotion decisions? Does the department have an ongoing strategic planning process and does it appear to work together effectively on teaching efficacy, long-term strategy, and vision?
8. What kinds of mechanisms does the department have to assess its performance in scholarship, teaching and mentoring? Do faculty members take advantage of opportunities to collaborate in scholarship and teaching within the department? Are there barriers to collaboration?

E) Institutional Contributions

9. How well does the department support interdisciplinary scholarly and teaching activities? Are faculty members taking advantage of opportunities to collaborate in scholarly and teaching activities across departments, programs and divisions, and with faculty from Dartmouth's professional schools? Are there barriers to collaboration across campus?

F) Inclusive Excellence

10. In what ways does the department support larger institutional goals for diversity and inclusivity?