



DARTMOUTH

External Review

Charge to the department or program

FALL 2021

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Introduction

The purpose of academic program review is to improve the quality of academic departments and the College as a whole. The review provides each unit an opportunity to reflect, self-assess, and plan for the future. The process facilitates in-depth communication between the unit and senior administration and informs future planning and decision-making. By stimulating department or program planning and encouraging strategic planning, the external review process can advance the college's overall mission.

Dartmouth has high aspirations. We hold ourselves to the top academic standards in research and teaching. Our priority is to create an outstanding academic community that empowers both our faculty and 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 seek to provide an outstanding and comprehensive curriculum in each academic discipline. Our departments and programs largely accomplish this mission, and we are always seeking ways to do better. It is in this context that we ask each department and program for a candid assessment of their strengths and weaknesses.

The process of external review at Dartmouth emphasizes:

- Involvement of all department or program faculty to accurately portray the varied experiences of the department/program across stages of faculty appointment
- Collaboration within and across the Dartmouth community to craft an exhaustive review, including applicable data and information
- Conversations about the future of the department/program with faculty leadership, emphasizing improvement, planning, decision-making, and resource allocation

External review aims to generate a sense of shared purpose and connection to the campus mission and reinforce the need for coordinated planning for the future. In doing so, the external review process intentionally involves several key stakeholders:

- Faculty, staff, students, and other stakeholders undergoing review provides an opportunity for those directly involved in the program/department to assess its strengths and areas for improvement.
- The involvement of the dean of faculty, associate dean, faculty leadership, and campus administrators ensures that meaningful and effective follow-up for each review will occur.
- The involvement of faculty from other academic units than the one being reviewed promotes campus-wide understanding of the contributions of each program/department to the mission of the institution.
- The involvement of external reviewers from the discipline brings to bear peer review and input on strengthening the department/program' s purpose, reputation, and future direction

Overview of the Review Process

Dartmouth reviews all academic departments and programs in Arts and Sciences on a 10-year cycle. The dean of faculty, in consultation with each department/program, will assemble 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 main components of the process are listed below.

Preliminary Meeting

Six months prior to the site visit, the dean of faculty convenes a meeting to provide an overview of the review process and to work with the chair to draft a list of questions that will guide the review. This meeting will typically include the dean of faculty, associate dean, department/program chair, department/program administrator, and the coordinator for external reviews (currently the Executive Assistant to the DOF, in conjunction with the DOF Administrative Assistant).

Self-Study

The department/program prepares a report that addresses the points outlined in the Standards for External Review, stated later in this document. All faculty, graduate students, and undergraduate students should have the opportunity to contribute to the self-study. The Registrar and Office of Institutional Research are available to provide analytical support as needed.

The department/program will save the completed self-study and submit it to the department review coordinator. The deadline to submit the self-study will be determined at the preliminary meeting and should be two months before meetings with the external review committee are to begin; the Associate Dean must approve any deviation from this deadline. The department/program should work with their academic computing consultant if technical assistance is needed.

Site Visit

The review committee conducts two days of meetings (possibly stretched across a slightly longer period, in the case of reviews conducted by remote, if necessary to accommodate committee members' calendars) to gather input from faculty, students, and senior administrators. Within one month of the date of the campus visit, the reviewers collaborate to produce a written report summarizing the strengths of the program/department and recommending changes where appropriate. The reviewers also address any questions posed by the program/department in the self-study process or document. The reviewers submit this report to the associate dean.

Response Preparation Meeting

Within one month of receipt of the committee's report, the associate dean presents the report to the department chair and schedules a meeting at which the department chair, dean, and associate dean discuss the department's written response to the review.

Department/Program Response

Within two months of receipt of the external review committee's report, the program/department faculty will draft a written response, indicating the actions to be taken to address each recommendation for which action is warranted. This is submitted to the associate dean and dean of the faculty.

Follow-up Meeting

Within two months of receipt of the department's written response, the dean of faculty and associate dean will convene a follow-up meeting with the faculty, for the purpose of discussing the program/department's response to the review. All appropriate representatives are invited to this meeting in order to bring to bear all the campus resources needed to assist in making essential improvements.

Committee Report Submission Summary

- 1) Review Committee submits the Department/Program Review Report to Associate Dean
- 2) Associate Dean submits the Report to the Department /Program Chair
- 3) Associate Dean, Dean, and Chair meet to discuss the Report
- 4) Chair presents Committee report results of the Report to members of the Department/Program
- 5) The Department/Program submits a written response plan to the Report to Associate Dean and Dean, indicating the actions to address each recommendation for which action is warranted
- 6) Associate Dean and Dean meet with department to discuss the written response to the Report

Roles and Responsibilities for External Review

Chair, department/program, and department/program administrator

- 6 months prior
 - o Chair attends kick-off meeting scheduled by department review coordinator. Following the meeting, the department review coordinator will send a standard template to collect names of possible external and internal reviewers.
 - o Department/program creates a list of possible external and internal reviewers and sends to associate dean and department review coordinator.
 - o Chair initiates the collection of self-study data from registrar and/or institutional research.
- 6 months prior
 - o Chair works with department review coordinator to plan a draft agenda for the external review team site visit (see template at end of this document and contact department review coordinator with any questions). Chair is responsible for overseeing the scheduling of all meetings for the review (department/program administrator likely to assist).
 - o Graduate Programs: Departments/programs with a graduate program must include a meeting on the schedule with the dean of the Guarini School of Graduate and Advanced Studies.
 - o Setup optional meeting(s) with associate dean, registrar, to discuss the self-study.
- 2 months prior
 - o Department/program finalizes self-study and submits to department review coordinator.
 - o Department/program chair and department review coordinator finalize agenda for external review team site visit.
- During the site visit (for on-site visits)
 - o If needed, department/program transports reviewers from hotel to sessions.
- After the Review Committee's report is received
 - o A debrief meeting with dean of the faculty, department/program chair, to discuss and define next steps.
 - o Chair discusses the Review Committee's report with the department/program and drafts a response to the report.
 - o Chair submits written response to dean of the faculty, associate dean, department review coordinator, (and dean of Guarini School, if appropriate).
 - o Associate dean, dean, (and dean of Guarini School, if appropriate) meet with all faculty in the department/program.

Associate Dean

- 6 months prior
 - Associate dean contacts possible external and internal reviewers and works with department review coordinator and department/program to finalize dates of review.
- 2-4 months after
 - Associate dean schedules a debrief meeting with dean of the faculty, department/program chair, (and dean of Guarini School, if appropriate) to discuss and define next steps.

Department Review Coordinator

- Keeps track of external review schedule for all programs and departments. For any particular department:
- 6 months prior
 - Schedule kick-off meeting
 - Works with Associate Dean to contact possible external and internal reviewers.
 - Once review committee is in place, notify all constituents involved of the review dates.
- 4 months prior (for on-site meetings)
 - Book travel, meeting rooms and hotel for external reviewers (when meetings are held in person).
- 1 month prior
 - Finalizes agenda for external review team site visit and shares it with external review team members and any other campus constituents involved in the process.
 - Confirm travel details with external reviewers (for on-site meetings).
 - Send self-study, schedule, team list, guidelines for external review, and any other information to external and internal reviewers, associate dean, dean, and dean of graduate and advanced studies (if appropriate).
 - Coordinates meals and receptions.
- During the site visit
 - For on-site visits, sets up opening session room; schedule and any additional documentation needed.
- 1 week after site visit
 - Sends thank-you letters/emails and requests information to complete reimbursements and receipts for any out-of-pocket expenses.
 - Process travel reimbursements for team and remits hotel & food bills (do not process honorarium until report is received).
- 1-2 months after receiving the final report from the committee
 - Process honoraria.

External Review Committee

- 2 weeks prior to site visit
 - Receives department/program self-study.
- (For on-site visits,) 1 week after site visit
 - Turn in any travel receipts to the department review coordinator for reimbursement.
- 1-2 months after site visit
 - Reviewers send final report to dean of the faculty, associate dean, department review coordinator, and department/program chair.

Paying for External Review

The dean of the faculty covers the following costs as part of External Review:

- External reviewer travel and lodging
- Any associated room reservation costs
- External review catering
- Honorarium

Timeline grid for main actors

Time	DOF/AD	Dept chair	Coordinator	Committee
-6 months	AD meets with dept chair and review coordinator. AD recruits committee members. AD works with Coordinator to set dates for meetings.	Submits list of recommended committee members to AD. Requests data from Registrar, OIR.		
-2 months		Delivers self-study to AD and Coordinator.	Finalizes schedule for committee meetings.	
-1 month			Delivers self-study to committee members.	
Zero week	Meetings w committee	Meetings w committee		Meetings (across 2-3 days) by zoom.
+1 month				Delivers report to AD/Coordinator (target, 5pp)
+1-2 months	Meets with department chair	Meets with AD and DOF		
+2-3 months		Delivers department response (~5pp) to report to AD/Coordinator		
+3-6 months	DOF/AD meet with department to discuss report and department response.			

Standards for Review

Self-studies range in length based on department/program size, history, and depth of topics covered. Self-studies often range from 60-100 pages, plus appendices. The self-study should be organized around the following eight standards and address all their components as stated.

The questions for the review committee, in Standard 1, should be discussed at the kick-off meeting and developed by the department/program in consultation with their associate dean.

1. INTRODUCTION AND OVERVIEW

Provides a basic introduction to the department/program and a candid assessment of strengths and weaknesses, including:

- History and overview
 - Brief history of the department and program
 - A description of how the department/program is organized (e.g., subfields, areas of concentration) for intellectual and teaching purposes
 - Optional:
 - Assessment of the overall quality of the department/program within its discipline
 - Estimate of the program's ranking
- Mission and goals
 - Statement of mission
 - Specific goals in the areas of teaching and learning; research, scholarship, and creative activity
- A look back and a look ahead
 - A discussion of what faculty members consider the most important developments in the department/program over the last 5-10 years.
 - A discussion of the major opportunities and challenges facing the department/program over the next 5 years.
- Questions for the review committee

2. THE DEPARTMENT/PROGRAM

Resources: The Registrar, OJR, DCAL and Ed Tech

- Curriculum
 - Link to course syllabi
 - List and discussion of cancelled courses from the past 5 years
 - List of students completing honors program, including title and faculty advisor, past 10 years (or since the last review)
 - List and discussion of independent studies/individualized study courses, including what faculty expectations are for independent studies/individualized study courses and the time commitment they take
- Faculty
 - A discussion of the number of faculty, courses offered, and majors and minors.
 - Individual faculty highlights (max of one page per person). Might include:
 - A personal statement summarizing research interests, past and current research projects, teaching interests and courses taught.

- A listing of major publications (past 5 years, no more than five per faculty member).
- Summary of prominent professional service - editorial boards, leadership positions in professional associations, etc.
- Highlights of any course innovations
- o A description of collective intellectual activity - colloquia, workshops, lecture series, conferences - in the life of the department/program.
- Students
 - o A discussion of course enrollments, distribution of students across courses and subfields, and the extent to which oversubscribed courses and waitlists are of concern.
 - o A description of the department/program honors program
 - o A description of FSP's and LSP's sponsored by the department/program
 - o List of opportunities for student research

3. OUTCOMES

Resources: The Registrar, O/R, DCAL and Ed Tech

- Evidence of student retention in the department/program
 - o Number of students intended major and minor
 - o Number of students declared major and minor
 - o Number of students completed major and minor
- Learning outcomes for the major
- Evidence of student mastery of specific learning outcomes in the major
- Evidence of placement of graduates in employment in the field or in further education
- Evidence of program quality derived from surveys/interviews of current students, graduates, employers, community members or agencies

4. GRADUATE PROGRAM (If applicable)

Resources: Registrar, O/R, Office of the Dean of Graduate Studies

- A description of the graduate program organization and curriculum, including a typical student's academic track from admission to degree
- An analysis of trends in program applications and admissions
- A discussion of graduate student supports and teaching responsibilities
- An evaluation of the program; list graduates and indicate advisor, publications, position taken after graduation and current position

5. SERVICE TO THE INSTITUTION

- A summary list of college committee service and institutional leadership positions held by faculty members, going back five years

6. GOVERNANCE AND FACILITIES

- A description of responsibilities of chair, vice-chair, and administrative support staff
- A description of standing and ad hoc committees of the department/program
- A description of the department/program's physical space and facilities, including:
 - o Square footage of classrooms and other spaces controlled
 - o A discussion of the extent to which they are adequate
(Contact the Director of Planning in the Office of Planning, Design & Construction)

7. INCLUSIVE EXCELLENCE

Resources: Blueprint for Equity, Inclusion and Diversity in the A&S, IDE, OIR, and/or the Assistant Provost for Faculty Recruitment

- Reference the *Blueprint for Equity, Inclusion and Diversity in the A&S* to describe past efforts to promote a more diverse and inclusive academic community.
- More specifically, highlight efforts actions undertaken by the department/program to recruit, retain, mentor, and provide professional development opportunities in support larger institutional goals for diversity and inclusivity.
- Identify challenges, opportunities, and future strategies that the department/program plans to pursue.
- IDE, DOF can help facilitate a conversation on this with the department/program.

8. APPENDICES AND TABLES

Resources: The Registrar and OIR

Below is a list of optional items to include as appendices or tables in the self-study.

- Link to online Curriculum Vitae of each current faculty member
- Link to online Syllabi of courses offered
- Links to department/program publications and brochures
- Four terms of department /program level student evaluations (can be accessed by administrator - please contact the Registrar's Office if you do not have access)
- The following reports from your department/program dashboard or the Registrar:
 - Enrollments with cross-lists, 10 years
 - Median grades, 5 years
 - Limited enrollment courses where enrollment limit was met or exceeded, 5 years
 - Individualized study courses (list), 10 years
 - Individualized study student lists, 10 years
 - Class year, student name, course
 - GPA comparison by subject, division, and institution, 5 years

Available Resources for External Reviews (must be requested)

Data from the Registrar

Faculty

- Courses by Faculty Member with Enrollments

Dean of Faculty

- Department/Program profile

Graduate Students

- Graduate School Admissions
- Student Diversity Profile and PhD Cohort Tracking Chart
- Attritions by Year

Undergraduate Students

- Undergraduate Enrollments over time
- Undergraduate Concentrations over time
- Grade Distributions
- Honors, Awards, Senior Prizes
- Offered Courses
- Completed Concentrations by Ethnicity and Gender
- Multiple Concentrations
- Independent Study Enrollments
- Course Counts and Enrollments for service courses

Data from the Office of Institutional Research

- Faculty Search Summary
- Faculty Arrivals and Departures
- Faculty Tenure Rate and Cohorts Entering

Please visit <http://www.dartmouth.edu/~oir/> for a listing of additional available datasets

Visit Schedule Template

Meetings typically span two days. Below is an example template. This schedule is subject to change, and often does change based on department/program size, when faculty are available, and term. The schedule is decided upon by the department/program and is finalized with the Associate Dean and External Review Coordinator.

Required Review Schedule Components

- Tenure/Tenure-track Faculty (individual ½ hour meetings) -
 - o this can become group meetings for larger departments
- Non Tenure/Tenure-track Faculty (group meeting 1 hour) -
 - o this can be a post-doc meeting, a Lecturer meeting, etc
- Foreign Study Program Meeting
- Graduate Study Program Meeting, if applicable (must include dean of the Guarini School of Graduate and Advanced Studies)
- Undergraduate Majors Student Meeting
- Graduate Student Meeting
- Chairs of Related Departments/Programs (1/2-hour group meeting)
- Meeting with Department/Program Administrator/additional staff
- For site visits: Tour of Department/Program
- Reception with department/program-
 - o invitees can be any combination of tenured, non-tenure, post-docs, staff, graduate students
- Other Planning considerations

Example Review Schedule (for on-site reviews)

Day 1

Time	Meeting	Location
7:45-8:45	Breakfast meeting with associate dean	Pine Restaurant, Hanover Inn
9:00-10:00	Chair of department	Cardigan Room, Hanover Inn
10:00-10:45	Subset of faculty in department	Cardigan Room, Hanover Inn
10:55-11:55	Subset of faculty in department	Cardigan Room, Hanover Inn
12:00-1:00	Lunch meeting with undergraduate students	Birch Room, Hanover Inn
1:05-1:50	Subset of faculty in department	Cardigan Room, Hanover Inn
1:50-2:00	Break	
2:00-2:50	Meeting with assistant professors	Cardigan Room, Hanover Inn
2:50-3:00	break	
3:00-3:45	Meeting with full professors	Cardigan Room, Hanover Inn
3:45-4:30	Meeting with associate professors	Cardigan Room, Hanover Inn
4:30-4:45	Break	
4:45-5:30	Tour of department and classrooms	Meet in Lobby of Hanover Inn
5:30-6:30	Reception with entire department	Ford Sayre /Brewster Room, Hanover Inn
7:15-	Review Committee dinner	Pine Restaurant, Hanover Inn

Day 2

Time	Meeting	Location
8:00-9:00	Breakfast meeting with post-docs	Birch Room, Hanover Inn
9:00-10:00	Break	
10:00-10:30	Meeting with related chairs	Wentworth
10:30-11:00	Meeting with department administrator	Wentworth
11:00-11:30	Meeting with library liaison	Wentworth
11:30-12:00	Meeting with hired instructors	Wentworth
12:00-1:30	Review committee lunch/committee's choice of ad hoc meeting	Wentworth
1:30-2:00	Meeting with professor who missed day 1	Wentworth
2:00-3:00	Additional questions for chair of department	Wentworth
3:00-4:00	Exit meeting with dean of faculty and associate dean	Wentworth