DARTMOUTH

External Review

Charge to the department or program

SUMMER 2018
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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 very 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: this 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

Twelve to eighteen 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, dean of the graduate school (if applicable), registrar, and associate provost for institutional research.

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. Staff from the Dartmouth Center for the Advancement of Learning (DCAL) and Educational Technologies are available to consult as well.

The department/program will save the completed self-study on one USB thumb drive and submit it to the department review coordinator. (If a reviewer requests a hard copy of the self-study document, a request will be sent to the department/program to prepare a three-ring binder.) The deadline to submit the self-study will be determined at the preliminary meeting; 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.

(Optional) Follow-up Meeting(s)

Initiated by the department/program chair, follow-up meetings can occur to prepare or review the self-study. For example, the department/program can meet with the associate dean to review the developing self-study and seek feedback; with the registrar and associate provost for institutional research to review and discuss relevant data; with DCAL and/or Educational Technologies to discuss the self-study.

Site Visit

The review committee conducts a two-day site visit to gather input from faculty, students, and senior administrators. Within one to two months 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.

Follow-up Meeting

The Associate Dean will convene a follow-up meeting with the faculty within two to eight months of the date of the site visit, for the purpose of discussing the program/department’s response to the
reviewers’ report. 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.

**Department/Program Response**

After the meeting six to eight months out, the program/department faculty will draft a written response to the reviewers’ report, 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.

**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) Associate Dean and Dean meet with members of the Department/Program to discuss the Report

6) 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

7) 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

- 12-18 months prior
  - 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.
  - Department/program creates a list of possible external and internal reviewers and sends to associate dean and department review coordinator.
  - Chair initiates the collection of self-study data from registrar and/or institutional research.

- 8-12 months prior
  - Chair works with department review coordinator to plan a draft agenda for the external review team site visit (see template on page 11 in this document and contact department review coordinator with any questions).
  - Setup optional meeting(s) with associate dean, registrar, institutional research, and/or DCAL/Ed Tech to discuss the self-study.

- 10-12 weeks prior
  - Chair shares digital draft self-study with associate dean for review. Optional: can also share with institutional research for additional feedback.

- 7-10 weeks prior
  - Department/program finalizes self-study and submits to department review coordinator.
  - Department/program chair and department review coordinator finalize agenda for external review team site visit.

- During the site visit
  - If needed, department/program transports reviewers from hotel to sessions.

- 2-8 months of the date of the site visit and after the Review Committee’s report is received
  - A debrief meeting with dean of the faculty, department/program chair, dean of graduate and advanced studies (if appropriate), to discuss and define next steps.
  - Chair discusses the Review Committee’s report with the department/program and drafts a response to the report.
  - Chair will share the draft of the written response with the associate dean, dean, and dean of graduate and advanced studies (if appropriate).
  - Associate dean, dean, and dean of graduate and advanced studies (if appropriate) will meet with all faculty in the department/program.
  - Chair submits final written response to dean of the faculty and associate dean Associate Dean's Office and department review coordinator.
Associate Dean

- 12-18 months prior
  - Associate dean contacts possible external and internal reviewers and works with department review coordinator and department/program to finalize dates of review.

- 10-12 weeks prior
  - Associate dean reviews the draft self-study and emails comments and suggestions to chair within two weeks.

- 2-8 months after
  - Associate dean schedules a debrief meeting with dean of the faculty, department/program chair, and dean of graduate and advanced studies (if appropriate) to discuss and define next steps.

Department Review Coordinator

- 12–18 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.

- 8-12 months prior
  - Book travel, meeting rooms and hotel for external reviewers.

- 7-10 weeks 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.
  - 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
  - Sets up opening session room with: 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
o Process honoraria.

External Review Committee

• 6 weeks prior to site visit
  o Receives department/program self-study.
• 1 week after site visit
  o Turn in any travel receipts to the department review coordinator for reimbursement.
• 1-2 months after site visit
  o 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
Standards for Review

Self-studies range in length based on department/program size, history, and depth of topics covered. It is recommended that the self-study range from 60-100 pages, plus appendices. The self-study should be organized around the following eight standards and address all of 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, OIR, 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
  - A description of collective intellectual activity – colloquia, workshops, lecture series, conferences – in the life of the department/program.
- Students
  - A discussion of course enrollments, distribution of students across courses and subfields, and the extent to which oversubscribed courses and waitlists are of concern.
  - A description of the department/program honors program
  - A description of FSP’s and LSP’s sponsored by the department/program
  - List of opportunities for student research

3. OUTCOMES
   Resources: The Registrar, OIR, DCAL and Ed Tech
   - Evidence of student retention in the department/program
     - Number of students intended major and minor
     - Number of students declared major and minor
     - 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, OIR, 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:
     - Square footage of classrooms and other spaces controlled
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/](http://www.dartmouth.edu/~oir/) for a listing of additional available datasets

**Consulting, workshops, and materials from DCAL and Educational Technologies**

Please contact [dcal@dartmouth.edu](mailto:dcal@dartmouth.edu) to setup a meeting, workshop, or discuss how they can help with external review
Visit Schedule Template

The onsite, external review visit typically spans 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) –
  - this can become group meetings for larger departments
- Non Tenure/Tenure-track Faculty (group meeting 1 hour) –
  - this can be a post-doc meeting, a Lecturer meeting, etc
- Foreign Study Program Meeting
- Graduate Study Program Meeting
- Undergraduate Majors Student Luncheon
- Graduate Student Breakfast
- Chairs of Related Departments/Programs (1/2 hour group meeting)
- Meeting with Department/Program Administrator/additional staff
- Tour of Department/Program
- Reception with department/program—
  - invitees can be any combination of tenured, non-tenure, post-docs, staff, graduate students
- Other Planning considerations
## Example Review Schedule

### Day 1

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

### Day 2

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