Guidelines and Objectives[1]

I. Purpose and Benefits of the External Review

External program reviews provide the opportunity for each academic unit (department, school, or program) to reflect on their work and explain how it relates to the goals of the academic unit and the university mission. Each academic unit will undergo an external review approximately every 10 years. The guidelines detailed below are designed to support academic units as they prepare to undertake an external review and to promote the faculty dialogue that is central to this process.

Each academic unit will have different emphases for its review process, but several general questions should frame each program review:

How is the department's or program's mission related to IWU's mission and vision? Is the department following national trends and best-practices for the content and rigor of the major(s), minor(s), or certificate(s)? Are curricular demands accessible to both majors and non majors, as appropriate?

Has the department/program identified student learning goals for the major and/or minor that are clear and measurable? How does the department/program assess progress on these goals?

What are the short- and long-term priorities of the department or program? What are the needs and demands of the program in the context of existing resources?

These general questions can also help each department/school/program define the specific objectives of the self-study. This step is crucial. By establishing the goals of the review before embarking on the self-study, faculty can avoid collecting information that has little relevance for the department/school/program's mission. Program reviews can be a formidable and time consuming undertaking for all constituencies, including faculty, students, and support staff. Thus, it is important that the review process be struc¤lutruc   n   t

II. Major Components of an External Review

The information gathered during the external review process should help programs fashion a narrative that effectively communicates their mission and focus to their IWU colleagues and to external constituencies. Much of this information can draw on existing assessment efforts. For instance, departments/schools/programs routinely collect information on their curricula, the scholarly achievements for faculty, and the accomplishments of alumni, but often employ different strategies for gathering that information. The Associate Vice President for Institutional Effectiveness routinely collects other information that can be useful, such as enrollment data and student surveys that are benchmarked against peer institutions.

Each external review will include three components:
1. A comprehensive self-study conducted by faculty members in the department, school, program, or academic unit
2. An external review conducted by two colleagues from other institutions, ideally comparable to IWU
3. A departmental/school/program response to the external reviewers' report, including an action plan

The self-study. (See Appendix I for detailed discussion of the elements of the self-study). The first task of the comprehensive self-study is to gather and organize the information already collected by the department/school and by other university offices. Many academic programs have a formal mission statement that can be reviewed in light of the faculty's work and the university's mission statement. If your unit does not already have a formal mission statement, you might consider crafting one as part of the review process. The self-study provides an opportunity to review the scholarly and artistic work of the faculty and explain how the department supports the work of each faculty member.

Departments and schools will review the academic unit's curriculum, referencing disciplinary "best practices" for majors and minors and how the program contributes to university-wide programs such as the Gateway Colloquia, Shared Curriculum, and summer programming. Note program efforts to develop the faculty's teaching pedagogy, such as any innovative pedagogy (online learning, digital humanities, etc.) or interdisciplinary curricula, as well as efforts to support scholarly/artistic endeavors. Also important is the academic unit's contribution to the intellectual and creative life of the university (bringing scholars, reading circles, participation in JWP, student symposia, workshops, etc). Where possible, departments, schools, or programs will want to marshal available information on the career paths of the program's graduates. As noted above, the Dean of Curricular and Faculty Development and the Associate Vice President for Institutional Effectiveness can provide information from existing data sources.

6-12 months before the review, compile a suggested list of external reviewers. See Appendix II for details.
Before setting a date for the external review, coordinate with the Provost's Office and the Thorpe Center.

Second Year: Finalize Self-Study, Host the External Review, Action Plan

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1. The Mission and Vision Statement can be found here:
   https://www.iwu.edu/about/mission.html
   https://www.iwu.edu/about/vision.html

2. The Office of Institutional Effectiveness page references data sources that might be useful, such as the IPEDS Benchmark Report, Fact Book, Common Data Set, survey results, etc.:
   https://www.iwu.edu/institutional-effectiveness/

C. What disciplinary or other national trends in your field have a bearing on the department/school's work?
   1. Comparisons with similar programs
   2. Expectations for graduate and professional schools
   3. Changes in the opportunities for students entering the private and / or public sector

II. **Description of Department/School's Resources**
   A. Describe the physical resources that support the department/school's mission: office, lab, and studio space, specialized equipment necessary for teaching and research, library holdings, etc.
   B. How does the non-salary budget support the work of the department/school? Where appropriate, explain how external funding has supported teaching and scholarly activity of the faculty.

III. **Overview of the instructional program**
   A. What are the teaching goals of the department? Are there defined learning outcomes? How does the department measure the students' progress toward these goals or outcomes?
   B. What is the structure of and rationale for the major/minor?
   C. How does the department contribute to campus-wide curricula such as summer sessions, Shared Curriculum, and interdisciplinary programs?
   D. How does the curriculum facilitate learning opportunities outside the classroom, such as student-faculty research projects, off-campus study, and service learning?
   E. What is the academic unit's contribution to the intellectual and creative life of the university (bringing scholars, reading circles, participation in JWP, student symposia, workshops, etc.)?
   F. Does the department/school focus on development of faculty pedagogy, whether traditionally or by encouraging innovations in online learning, digital humanities, interdisciplinary curricula, etc.?
   G. How does the department/school incorporate principles of Universal Design for Learning into the course creation or revision process?

IV. **Professional Activities, Leadership, and Service**
   A. Self-studies might reference the principal areas of leadership and service by faculty in the department/school/program. Doing so not only recognizes the collective investment of the program to broader institutional, community, or national efforts, but also facilitates planning for future commitments.

Supplemental Materials for Reviewers

While not part of the self-study, the following should be included in the material that is sent to

each reviewer prior to the team visit.

> A copy of the IWU catalog
> Curriculum vitae of all members of the unit
> Syllabi for courses typically offered in unit
> Number of majors and minors for the past five years
> Recent enrollment data for courses typically offered

Appendix II: The External Review

Choosing External Reviewers

Departments, programs, and schools will coordinate the visit of a two-person external review team. 6-12 months prior to the on-campus visit of the external review team, faculty in the program under review will develop a list of 3-5 suggested external reviewers. Typically the reviewers will be selected from tenured faculty at institutions that are

consultation with the Dean of Curricular and Faculty Development, an itinerary. The external reviewers will arrive on the first day in time for a dinner with two members of the department/school/program. The reviewers should have the opportunity to meet with the Provost early in the morning of the second day of the visit and to meet with the President, Provost, and Dean at the end of the visit. In addition, reviewers usually appreciate some time to meet by themselves near the end of the on-site visit. Otherwise, the schedule will vary from program to program, including some or all of the following constituencies:

> All full-time faculty in the department/school/program, both tenured and untenured;
> Members of departments, schools, or programs with which the program under review has regular interaction;
> Student advisory groups or other student groups in the department/school/program;
> Where possible or appropriate, the external reviewers might visit individual classes, labs, or rehearsals.

We will request the external review report be submitted within four weeks of the campus visit. By doing so, departments and schools will have ample time to prepare a written response to the external reviewers' report.
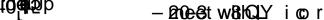
Scheduling the External Review

This worksheet provides advice and resources for scheduling the external review visit.

Essential Information
> What are the dates of the review? _____
> What are the names and contact information for the two reviewers?
>> Reviewer 1 (name, email, phone)
>> Reviewer 2 (name, email, phone)
> Who is the IWU contact person for the review? (name, email, extension)

Task Check-List for Administrative Assistants
- ☐ Self-study shared with external reviewers, Dean, Provost, and President
- ☐ Travel arrangements complete
- ☐ Lodging arranged
- ☐ Dietary restrictions noted
- ☐ All meetings and meals confirmed for the agenda
- ☐ Transportation to/from airports and to/from lodging arranged
- ☐ Receipts from travel and W-9 for honoraria collected from the reviewers (W-9s should not be stored on computers or printed and stored in files. They should not be emailed. They should be given to the Business Office as a hard copy or should be uploaded here: https://secure.iwu.edu/rcv/accountspayable-send)
- ☐ All receipts with appropriate business office forms submitted to the Thorpe office (Holmes 200)

Resources and FAQs

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b. Before finalizing the schedule, check with the reviewers to see if they have any scheduling requests, such as an early/late arrival or departure.
c. If there are many faculty members in a department/program, you can create group meetings. Provide an option for departments to meet together in addition to individual meetings with faculty, if this is not problematic in your area. If there are few department/program faculty, you can create more work time.
d. Provide open time in case faculty or staff want to share information privately.
e. Make sure there are coffee/bathroom breaks built in every 2-3 hours.
f. If you're going out to breakfast, go somewhere with reservations. Seating is difficult to guarantee at local coffee shops and travel time to actual "breakfast restaurants" (if reviewers are not staying in a hotel with a restaurant) decreases time doing review work and complicates travel to/from campus. Plus, coffee shops might be loud, preventing a generative conversation.

Sample Schedule

First Day
    2:00 – 6:00 PM – arrive in Bloomington/Normal
        Unit representative escorts to lodgings
    Dinner with 2-3 members of academic unit

Second Day
    8:00- 9:00 – breakfast at hotel/restaurant/campus coffee shop with appropriate staff
    9:00-9:45 – meet with the Provost
    9:45-10:45 – campus and facilities tour
    10:45-11:00 – break
    11:00-12:00 – 20-30 minute meetings with individual faculty members
    12:00-1:00 – lunch in the Cartwright Room or Thorpe Conference Room with
        representative University faculty
    1:00-2:30 – 20-30 minute meetings with individual faculty members
    2:30-3:00 – coffee/tea break
    3:00-4:00 – meet with chair
    4:00-5:00 – meet with students
    5:00-6:30 – break (reviewers may wish to work on preliminary report)
    6:30 – dinner with members of academic v