

**Additional Notes for Departments/Programs
Undergoing External Review**
(See also "Timeline and Checklist for Departments/Programs")

This document provides additional information regarding the external review.

A. Responsibilities of the Provost's Office

The Provost's Office will:

1. Select and contact the external review team
2. Select dates for the visit. Visits are scheduled for the fall or spring semester
3. Make lodging arrangements for the review team, usually at the Lafayette Inn
4. Arrange the appointments on the calendar of the Provost.
 - a. Welcome reception from 5:00 to 6:00 p.m. on Sunday
 - b. Meeting with Provost from 9:00 to 10:00 a.m. on Monday
 - c. Exit meeting with Provost, Dean of the Faculty, and Dean of the Curriculum from 11:00 am to 12 noon on Tuesday
5. Supply budget, enrollment, and grade information to the department or program
6. Cover reasonable costs for the external review

B. The "List of Questions"

At the beginning of the process of writing the self-study, the Dean of the Curriculum will work with the department/program to construct a list of questions that should be answered in the self-study and addressed during the review process. This initial list of questions is intended to help constrain what otherwise can become an unwieldy process.

Examples of the sort of questions that might arise include:

1. How does the department or program incorporate issues of diversity in the curriculum, recruitment and retention of students, student advising and mentoring, etc.?
2. How is the use of the library integrated into courses and the major?
3. How is the use of technology integrated into courses and the major?
4. How does the existing curriculum compare to national norms or to innovative curricula at other institutions?
5. What pedagogical or curricular approaches should the department or program consider? What resources (faculty specialization, equipment, space, etc.) would make such

- approaches feasible?
6. Is the department's/program's assessment plan sufficient to produce useful information for ongoing program review and revision? Are there other models that might be more effective?
 7. Does the range of faculty specialization serve the mission of the department/program? Does it serve the mission of Lafayette College? How does it compare with departments/programs at comparable institutions?
 8. What areas of faculty specialization are not represented in the department/program that may be essential to an undergraduate major?
 9. What types of individualized instruction/research opportunities are offered to students and how may these be enhanced?
 10. Are there ways that the program might better integrate with scholarly or curricular efforts across the campus?
 11. How is faculty mentoring incorporated within the department or program?

C. The Self-Study

The external review begins with a self-study by the department or program that states the department's mission, goals, and objectives and how they align with the mission of Lafayette College. The self-study also analyzes the strengths, weaknesses, and needs of the department or program. The self-study should involve significant input and review by all department/program (or advisory committee) members.

After the self-study has been drafted, the Provost and the Dean of Curriculum and Research will review the draft, offering comments and adding focus to the initial list of questions. The department or program will then finalize the self-study.

The self-study should be written as a narrative and begin with an executive summary. To assist the department in its self-study, the Provost's Office has prepared the following list of suggested items that should be addressed in the narrative, as appropriate to the program or department. Of increasing importance is the self-study's discussion of student learning outcomes and the assessment process for program level student learning outcomes.

Suggested elements in a self-study include:

Curriculum and Pedagogy

1. Summary information about course offerings, including:
 - a. The standard cycle of courses (how often each is offered, and how many sections)

- b. The rationale for rotation of courses and for special topics
 - c. The rationale for offering particular courses outside of the standard core for the field
 - d. The rationale for the class sizes across the department/program offerings
 - e. A description of how courses are assigned to individual members of the department/program
2. What pedagogical strategies does the department/program employ? How does this vary from course to course or instructor to instructor?
 3. How active is the department/program in internships, independent study, and mentoring student research including Excel Scholars and honors theses?
 4. Summary information about advising, including:
 - a. Distribution of pre-declaration advising across the department/major.
 - b. Distribution of major advising across the department/major.
 5. How do department/program courses contribute to interdisciplinary majors or minors?
 6. How does the department/program participate in the First-Year Seminar program or support other courses that are outside of department/program offerings?

Outcomes Assessment

1. What are the student learning outcomes of the courses in the department/program?
2. What evidence is collected for assessing program level student learning outcomes?
3. How does the department/program conduct reviews of the evidence collected for program level student learning outcomes?
4. How has the department/program improved courses and/or programs based on the student learning outcome assessment process?

Staffing

1. Describe the existing range of faculty specialization
2. How is the teaching load calculated in this department/program? Are teaching loads equitable within the department/program? How are labs calculated for teaching load credits? Is the faculty member the principal instructor in the lab? What is the role of the lab assistant (whether faculty or student)?
3. What is the ratio of faculty to students in this department/program?
4. What is the faculty/student advising ratio? Do all faculty participate in advising majors? In advising first-year students? Double majors? Minors? How does the department/program help faculty advise first-year students?
5. Are part-time instructors employed by the department/program? If so, for which courses? What is the rationale for using part-time instructors? (e.g., enrollments beyond staffing capacity, specializations/expertise of part-time instructors, etc.)

6. What efforts has the department/program made to recruit faculty from underrepresented groups? What have been the results? What efforts are planned?

Scholarship and Creative Activity

1. Summary information about scholarly interests and departmental or programmatic productivity
2. Are there particular strengths within the department/program?
3. How does the range of expertise and productivity compare to programs or departments at peer institutions?
4. Describe the ways in which the department or program supports research and creative activity

Facilities and Equipment

1. An overview of the existing facilities and equipment
2. To what degree are current facilities and equipment used to their maximum potential?
3. Does the department/program have a long-range plan for replacement and upgrading of equipment?

D. The Team Visit Schedule

The schedule for the team visit should include the following information with locations for each:

1. Sunday
 - a. Anticipated time of arrival at the Lafayette Inn
 - b. Tour of department/program/campus facilities (typically scheduled before the Sunday afternoon reception)
 - c. Welcoming reception (5 to 6 p.m. on Sunday)
 - All members and staff in the department should be invited
 - Anyone who is meeting with the team during the team's visit (excluding students) should be invited.
 - If the anticipated attendance is less than 20, the reception should be omitted
 - d. Team dinner Sunday evening with department head/program chair and up to two additional members of department/program
2. Monday
 - a. Team picked up from Lafayette Inn by a department/program representative
 - b. Meeting with Provost (9 to 10 a.m.)
 - c. Meetings
 - Faculty members (can be in groups)

- Department Heads/Program Chairs of collaborating departments/programs
 - Students
- d. Team dinner (team only) Monday evening
3. Tuesday
 - a. Team work time Tuesday morning
 - b. Exit meeting, Department Head/Program Chair (10 to 11 a.m.)
 - c. Exit meeting, Office of the Provost (11 a.m. to noon)
 - d. The schedule should note that box lunches will be available for the team members at the end of this meeting.

E. Materials for the Review Team

The department/program makes the review materials available to the Office of the Provost and to the external review team by posting them to the Spaces site dedicated for the department/program's external review. Please contact Jason Alley (ITS) if you have questions about access to the Spaces site (alleyj@lafayette.edu; x5884). Contact Janemarie Duh (ITS) to arrange for external review team members to have electronic access to the review materials on Spaces (duhj@lafayette.edu, X5609). Suggested review materials include:

1. List of external review team members, with contact information and short bios or curriculum vitae
2. Tentative schedule for visit: the Department Head/Program Chair should invite the team to modify the tentative schedule to meet the team's needs
3. Self-study
4. Supporting documents
 - a. A representative sample of syllabi
 - b. Updated faculty curriculum vitae
 - c. Department/Program budget
 - d. Enrollment data
 - e. Grade distribution reports
 - f. Most recent report prepared by the Office of Institutional Research for the department/program providing data on faculty count, number of graduates, number of advisees, and statistics on sizes of sections and subsections in the department (see College Instructional Datasets at <https://spaces.lafayette.edu/course/view.php?id=797>)