

- a. **Purpose.** Systematic collegiate review should assist the faculty, staff, dean, and university administration in 1) evaluating how effectively the college is achieving its strategic goals; 2) evaluating how effectively the college is contributing to the achievement of university-wide strategic goals; 3) identifying the college's strengths and weaknesses; and 4) developing strategic plans and priorities for future directions of the college.
- b. **Timing.** Reviews of colleges will take place at least once every seven years and ordinarily not more frequently than once every five years. Where possible, reviews should be coordinated with external accreditation evaluations. Reviews may also be scheduled to coordinate with other specific circumstances, e.g., a pending change in collegiate leadership or an impending significant change in resource needs.

The review process should ordinarily be completed within six to nine months.

- c. **Responsibility.** The Office of the provost initiates collegiate reviews, organizes and directs the process, and formulates the final conclusions. The Office of the Vice President for Research and the dean of the Graduate College also will be involved in those matters germane to their areas of responsibility.
- d. **Scope.** The collegiate review should include, at a minimum, the following elements:
 - (1) A review of the dean, if the timing is appropriate for such a review (see section II-28.xx, Review of Deans). If a simultaneous review of the dean is not appropriate, the collegiate review should include an examination of the most recent review of the dean, if it is recent enough to be relevant.
 - (2) An assessment of the college's contribution to advancing university-wide strategic planning initiatives.
 - (3) A review of the college's strategic plan and an assessment of the college's progress toward meeting the targets associated with its strategic planning indicators.
 - (4) Consideration of any existing collegiate self-assessments. The university asks each college to review itself continuously through a variety of processes. The collegiate review process should make use of these self-assessments, examples of which include:
 - (a) accreditation reviews of the college or its subunits;
 - (b) departmental reviews;
 - (c) post-tenure reviews;
 - (d) review of the appropriate and effective use of the Post-tenure Effort Allocation Policy ;
 - (e) English proficiency testing of faculty and students;
 - (f) probationary faculty review procedures; and
 - (g) others as appropriate and specific to the college.
 - (5) A review of any specific collegiate initiatives not included in the college's strategic plan, examples of which might include:
 - (a) curriculum advancements;

- (b) communication initiatives (to enhance communication both inside and outside the college);
 - (c) interdisciplinary activities;
 - (d) diversity initiatives; and
 - (e) student and other outcomes.
- (6) A review of elements necessary to the college's effective functioning, including:
- (a) The college's organizational structure, including committees; communication among faculty, students, and dean; and adequacy of the structure for discharging regular collegiate responsibilities.
 - (b) The role of faculty, students, and administration in collegiate affairs and the nature of their interaction.
 - (c) The relationship of the college to the university, the alumni, and the field.
 - (d) The effectiveness of collegiate strategic planning and plan implementation processes.
- (7) Results obtained from questionnaires sent to all faculty, staff, student leaders, involved alumni, and community constituencies. Each college must include in the questionnaires a set of core questions to be used by all colleges, and may include any number of additional questions at its discretion.

- e. **Self-Study.** The college should use the self-study developed for its most recent accreditation, plus supplements as needed, if appropriate. If it is necessary to prepare a new self-study for the purpose of the collegiate review, a focused self-study of no more than 25 to 50 pages in length (depending on the complexity of the college) should be prepared by a team that includes two or more faculty and has the chief associate dean at its head. The self-study should address the subjects for review listed above.

Copies of the self-study will be forwarded to the dean and made available to faculty and staff of the college for their review and comment. Thereafter, and following such other endorsements as may be required by the college, final copies, revised if appropriate, will be forwarded to the dean and to the provost. The final self-study will be available to the public.

- f. **Peer Group Review.** Peer group review of the college will be accomplished by a collegiate review committee comprising university faculty from outside the college and consultants from off campus as selected by the provost in consultation with the dean. The committee should include a greater number of university faculty members than external consultants, and should normally have three to seven members, depending on the size of the college.

The collegiate review committee will consider the self-study and related documents and interview faculty, staff, students, and administration of the college under review. It will ascertain the relationships of the college to other academic units in the university, evaluate its programs and come to some conclusions about appropriateness of goals and the degree to which these have been attained. It will help to identify strengths and weaknesses of the college and will make recommendations concerning possible improvements

and future directions in the college. The committee will conduct all interviews and fact finding through a site visit format that will not exceed three to five days.

- g. **Review Report.** Within ten days of completion of the site visit, the committee will submit to the provost and dean a draft report not to exceed 10 to 20 pages, depending on the size of the college. The draft report should not contain confidential personnel information. After meeting with the provost, and upon correction of any factual errors, the collegiate review committee will submit its final report to the provost and dean. At the appropriate time, the report will be made available to students and faculty in the college, and to others upon request.
- h. **Consideration and Implementation of the Review Report.** Once the collegiate review committee has submitted its draft report, further consideration of the review results generally will include the following steps:
 - (1) The dean may respond in writing to the review findings and recommendations. Such responses, if any, will become part of the total review report.
 - (2) The provost will meet with the review committee to discuss the draft report and the dean's response in order to clarify the findings and recommendations as needed.
 - (3) After the committee submits the final report, the provost will discuss the results of the review process with the dean, including the report of faculty assessments of the dean (if the review process included a simultaneous assessment of the dean).
 - (4) The provost will meet with the collegiate faculty or, if the faculty wishes, with a representative group of faculty, to discuss the review findings and recommendations, including faculty assessments of the dean (if the review process included a simultaneous assessment of the dean).
 - (5) The provost will submit recommendations concerning the college to the president.
 - (6) The provost will report to the dean and collegiate faculty the steps to be taken in response to the review recommendations. If some review recommendations are not to be implemented, the reason for the decisions also will be reported.
 - (7) When the college's strategic plan is next updated, the internal recommendations resulting from the review should be incorporated into the college's strategic plan.
- i. **Procedural Variation.** The provost may consider and approve departures from these procedures in the case of particular reviews, where the provost and the faculty agree that variations from these procedures are appropriate and would be consistent with the purposes of collegiate review, or under other special circumstances.