

**GUIDELINES FOR COLLEGE REVIEW  
OFFICE OF THE PROVOST  
NORTHEASTERN UNIVERSITY**

As one step in ensuring the continued high quality of Northeastern's academic programs and its ongoing pursuit of excellence, from time to time each of the University's colleges will undergo review. These reviews are designed to provide the faculty and leadership of the college, as well as the Provost, the President, and the Board of Trustees, with independent and authoritative evaluations of the colleges in order to assist with long term planning efforts. A successful review will identify the comparative advantages that the college enjoys within its discipline, where excellence can be achieved, and where there are opportunities to enhance the college's international stature.

The review process includes both self and peer (external) reviews and is aimed at fostering academic excellence at all levels, to determine how to raise and maintain the quality of the academic unit to a higher level, and to provide guidance for administrative decisions in support of continual future improvement. The review will provide the unit with an opportunity to take stock of its strengths and weaknesses and to evaluate its strategies and goals. It is intended to help units determine whether their programs are cohesive, coherent, effective, and true to their mission.

The Provost in consultation with the President is responsible for initiating review of colleges. The Office of the Provost provides oversight and appoints external review committees.

**Goals of College Review**

- Ensure quality of degree programs
- Assess college's functions and contribution to the goals of the University
- Assess college's leadership and capacity for planning
- Identify aspects of the college that are strong and those that require more focused attention
- Assess progress toward achieving previously defined objectives
- Gain external perspective through peer/aspirant analysis and external review committee
- Further the college's strategic planning

**Timeline for College Review**

1. Provost notifies the college dean, by October of the review year, that a review will be conducted and meets with the dean to discuss the review and to seek recommendations for members of the external review committee.

2. The Provost invites members of the external review committee to serve; when the committee is secured, a spring date is scheduled for the external visit.

3. The college, under the direction of the dean, prepares its self-study report for submission to the Provost eight weeks ahead of the visit of the external review committee. Following internal review and resolution of any questions in connection with the self-study, the Provost will forward the self-

study to the members of the external committee.

4. External committee visits in spring of review year. Committee members will meet with faculty, students, and the academic leadership of the college as well as with the Provost and President.

5. The external committee makes its preliminary report to the Provost at end of its visit and its full written report to the Provost within three to four weeks.

6. The Provost reviews the Self-Study and external committee report with the dean and the President. Following discussion of the report with the academic leadership and faculty of the college, the dean submits a response with actionable items to the Provost.

### **Self-Study Guidelines**

The Self-Study document should not exceed 75 pages, excluding supporting data and documents included as appendices. The self-study includes:

#### **A. Faculty Profile**

1. List all current tenured/tenure track faculty members by department (or equivalent), indicating academic rank, academic age (years since terminal degree), current workload distribution (% teaching/scholarship/service), and any changes in rank during the review period (e.g., hiring, promotion, tenure award). At the end of the list, please include any prior T/TT faculty members who were in the department during the past five years and summarize their reasons for leaving the in the change-in-rank column.
2. List any other full-time faculty or staff, indicating titles and brief descriptions of roles.
3. Describe college governance.
4. Describe faculty workload policies in the college, including (a) guidelines for the allocation of teaching loads and research expectations, and (b) college and department-level guidelines for merit and other faculty review.
5. Describe faculty recruitment and retention processes, including initiatives to encourage professional and academic development of faculty. Provide information on the current representation of underrepresented groups among faculty.

#### **B. Instructional Program Profile**

1. For each degree program in the college, provide five-year enrollment, retention and graduation information, including funding support for graduate students (data to be compiled with the assistance of the Office of Institutional Research). If applicable, include data for cross-college interdisciplinary programs in which the college plays a significant role. Note any programs that are externally accredited and the date of most recent accreditation.

2. Provide information, where possible, on placement of graduates.
3. If degree programs involve a subset of departmental faculty, please indicate which faculty members are currently involved with each program. For PhD programs, indicate which faculty members are affiliated with the department's PhD program and how many students each faculty member mentored and graduated during the past five years, and list PhD student publications. Describe plans to foster interdisciplinary research/scholarship opportunities for Ph.D. students. For the current academic year, indicate the percentage of part-time instruction for each program.
4. Describe the goals, priorities and challenges for each degree program, including a summary of how the goals intersect with those of the University academic plan.
5. Describe instructional innovation within the college.
6. Describe processes for periodic review of curriculum and course contents, and for assessing student learning outcomes.
7. Provide a summary of student evaluations of faculty teaching in the college (data to be supplied by the Office of the Provost). Describe additional approaches to assessing teaching effectiveness, including assessment of teaching assistants. What training and mentoring mechanisms are in place to ensure teaching quality?
8. Describe the college's system for student advising.
9. Summarize any existing external rankings of instructional programs in the college.

### **C. Research and Scholarship Profile**

1. Describe the college's involvement with University-wide interdisciplinary research themes and initiatives and any research emphases specific to the college and its departments.
2. List and describe any research centers reporting to the college.
3. Provide five years of information on external research funding in the college, including totals by college, department, and research center (if applicable) of proposals submitted, new awards, and expenditures. Provide metrics regarding the development of intellectual property including disclosures submitted, copyrights, patent applications and patents awarded.
4. Provide, by department, a five-year summary of 2-3 key metrics of scholarship/ research productivity appropriate to the discipline (e.g., number of senior-authored articles, performances, number books, number of PhD graduates) for each tenure-line faculty member and research faculty member. (If appropriate, use different key metrics for different areas of specialization.) List any other notable research accomplishments over the review period not otherwise captured in these metrics.
5. Summarize any existing external rankings of the college's research productivity and impact (e.g.,

Academic Analytics—please consult with the Office of the Provost on availability—or citation indices for notable researchers or clusters of researchers).

6. Describe college-specific programs and resources to encourage undergraduate collaboration in faculty research, and provide a summary of undergraduate research projects in the college during the review period.

7. Describe college-specific plans, programs and resources for developing faculty research and scholarship, especially for fostering faculty participation in multi-investigator and interdisciplinary research programs.

#### **D. Strategic Analysis**

1. Provide an environmental scan for the disciplines comprised in the college. Where are the disciplines going?

2. Provide an analysis of the college's peers and aspirants.

3. In the Self-Study's appendices, provide the most recent five-year strategic plans for the college and its individual units. Plans should include:

- a) Goals for the unit's academic programs
- b) Goals for the unit's faculty composition, including underrepresented groups
- c) Goals for the unit's research mission
- d) Discussion of how the unit's goals align with those of the college and the University.

#### **Appendices**

1. Current college strategic plan

2. Department and research center strategic plans

3. List of currently funded research awards in the college

4. Other supporting documents