



**Office of the Chancellor-Provost
Rutgers–New Brunswick**

Guidelines for Periodic Academic Unit Review

Overview

Academic Unit Review is the practice by which an academic unit (i.e., school, department, program) periodically assesses outcomes and affirms commitment to quality enhancement and academic excellence. As an integral component of the University's quality assurance practices, the Academic Unit Review provides accountability to various stakeholders. The **Guidelines for Periodic Academic Unit Review** detail policy and procedures for academic unit review for Rutgers, New Brunswick.

A collaborative process between the Office of the Chancellor-Provost, New Brunswick and the academic unit, the Academic Unit Review is a mission-based and evidence-learning based process that ensures alignment of the academic unit with the academic priorities of the New Brunswick Academic Master Plan (AMP). Academic unit members engage in an on-going process of reflection and evaluation in creating a culture of continuous improvement. Through this process, the strengths, challenges, and opportunities are assessed. An assessment of performance-based student learning outcomes as well as faculty achievements in teaching, scholarship and service provide evidence-based data in support of the academic priorities of Rutgers, New Brunswick.

A comprehensive academic unit review is scheduled every five to seven year and includes both an internal and external review process. The unit's mission, vision, curriculum, faculty achievements, student learning outcomes as well as climate, culture, and use of resources are part of a comprehensive review. The Chancellor-Provost initiates a review for any New Brunswick Chancellor Led Unit. Deans may request an academic unit review in consultation with the Chancellor-Provost. An abbreviated academic review may be requested by Chancellor-Provost. School faculty actively engage in all aspects of the academic unit review in consultation with the academic unit dean and the Chancellor-Provost.

An accreditation review process conducted by an outside accreditation agency also may serve as an academic unit review. In this case, the review will model and include standards and requirements guiding the program's accreditation or re-accreditation criteria.

Academic Unit review is aligned with the academic unit's strategic planning. Data obtained from the academic unit review for a school, department or program are used to develop action

plans for continuous improvement. The main components of an academic unit review may include:

- 1. Self-evaluation (self-study)**
- 2. External site-visit by peer review team**
 - a. Informal feedback from peer review team
 - b. Formal written report from external peer review team
- 3. Academic unit response** to external peer review team feedback to include operational plan for continuous improvement.

Self-Evaluation

A self-evaluation entails assessment of the academic unit’s resources, objectives, strengths, and opportunities with the goal of improving educational efficiency and effectiveness. The unit should effectively demonstrate what students are learning, and that the curriculum is consistent with the mission of the unit. After completion by the academic unit faculty, the self-evaluation will be sent to the Office of the Chancellor-Provost for initial review.

The self-study will include the information about the following:

- 1. Academic Unit**
 - a. Mission, Vision, and Strategic Plan
 - b. Diversity Statement and DEI Strategic Plan
 - c. Admissions Criteria
 - d. Student Handbook
 - e. Unit or Program Policies
 - f. New Student Orientation
 - g. Advisor Assignments
 - h. Recruitment Efforts
- 2. Faculty**
 - a. Number of Core faculty
 - b. Total Number of Faculty and Faculty Rank

Faculty Rank

Faculty Rank	Tenure Track	Tenured	Non-Tenure Track
Assistant Professor			
Associate Professor			
Professor			
Distinguished			

*How many PTLs were employed fall 2021 _____ and Spring 2022 _____ semesters?

c. FTEs

Credit Hours and FTE

Credit Hours Per FTEs	Fall Semester Year _____	Spring Semester Year _____

d. Mentoring Plan for Junior Faculty

e. Faculty Accomplishments

- i. Teaching
- ii. Awards, Fellow Status, Leadership Positions
- iii. Scholarship
- iv. Service

Faculty Accomplishments and Recognitions

<p style="text-align: center;">Editorships</p> <p>How many full-time faculty have been the editor of journals in the last two calendar years? Only report faculty who have/ had the title 'Editor'. Please report the number of faculty, not the number of journal editorships. Please list faculty member's name and journal editorship separately.</p>	<p>2020-2021 Calendar Years _____</p> <p>2021-2022 Calendar Years _____</p>
<p style="text-align: center;">External Awards</p> <p>How many faculty have received external awards in the last two calendar years? Please report the number of faculty, not the number of external awards. Please list faculty member's name and external award separately.</p>	<p>2020-2021 Calendar Years _____</p> <p>2021-2022 Calendar Years _____</p>
<p style="text-align: center;">Internal Awards</p> <p>How many faculty have received internal awards in the last two calendar years? Please report the number of faculty, not the number of internal awards. Please list faculty member's name and internal award separately.</p>	<p>2020-2021 Calendar Years _____</p> <p>2021-2022 Calendar Years _____</p>

Fellow Status	
<p>How many faculty are Fellows of professional organization, societies? Please report the number of faculty, who are Fellows, counting each faculty fellow status once and not the number of organizations to which the faculty member is a Fellow. Please list faculty member's name and organization(s) separately.</p>	<p>2020-2021 Calendar Years _____</p> <p>2021-2022 Calendar Years _____</p>

Please list the **External Grants** received by faculty in the Academic Unit in the last three years

External Grants				
Year	Title	Agency	Role (PI, Co-PI)	Total Amount

Please list the **Internal Grants** received by faculty in the Academic Unit in the last three years

Internal Grants				
Year	Title	Agency	Role (PI, Co-PI)	Total Amount

Please report activities faculty with a record of **Engaged Scholarship**

Engaged Scholarship		
Year	Description of Activities	

Please report **total number** of **Faculty Scholarly Publications** for the past three years.

Faculty Scholarly Publications

Year	Books	Book Chapters	Refereed Journal Publications/ Creative Works	Refereed Presentation/ Invited Talks

f. Faculty CVs

3. Curriculum

- a. Benchmarks and Standards
- b. Courses/ Syllabi
- c. Student Learning Outcomes and Signature Learning Events
- d. Assessment Measures
- e. Assessment Implementation and Results

4. Student Data

- a. Demographic data (race/ethnicity, gender, full-time/ part-time)

Student Demographic Data

	Student	Year	Gender	Race/Ethnicity	FT/PT
1.					
2.					

- b. Retention, Completion and Outcome Rates

Retention and Completion Rates and Outcomes

How many students graduated from your program over the past three years?	2020 Graduates _____ 2021 Graduates _____ 2022 Graduates _____
How many students are enrolled in your program?	2020 Graduates _____ 2021 Graduates _____

	2022 Graduates_____
What is the completion rate of students from your program?	2020 Graduates_____
	2021 Graduates_____
	2022 Graduates_____
What is the job placement rate of graduates who actively seek employment?	2020 Graduates_____
	2021 Graduates_____
	2022 Graduates_____
For non-terminal degree programs, how many students pursued advanced degrees after graduating from your program?	2020 Graduates_____
	2021 Graduates_____
	2022 Graduates_____

- c. Mean GPA
- d. Standardized test scores (optional)
- e. Student Activities (awards, fellowships, publications, leadership involvements in professional organizations)

5. Student Assessment Data

- a. Student Learning Outcomes
- b. Professional Dispositions (for Professional Schools, if applicable)

6. Evaluation

- a. Program Objectives
- b. Formative and Summative Student Evaluations
- c. Response to Assessment Results: “Closing the Loop” Activities
 - i. Faculty review of program outcomes
 - ii. Annual review of student progress
 - iii. Retention and graduation rates
- d. Implementation of Improvement and Maintenance Plan: Demonstrated evidence that “closing the loop” actions resulted in improvement

*The Office of Institutional Review may be helpful in providing data to support the academic unit review process.

The self-study is reviewed and approved by the Office of the Chancellor-Provost before the self-study report is shared with the approved external reviewers. The academic unit self-study approved by the Chancellor-Provost will be sent to the external peer review team two weeks prior to the on-campus visit. The academic unit under review will be responsible for planning the travel plans, itinerary, and daily agenda for the external peer review team's visit to the campus.

External Academic Review (recommended 2-3 external reviewers)

A site team comprised of a chair and one to two external reviewers will be recommended by the faculty of the academic unit under review. External reviewers are recommended based on their expertise in the academic discipline and ability to objectively assess the goals and objectives of the program area. External reviewers will have no potential conflict of interest and will be vetted and approved by the academic unit dean and Chancellor-Provost. On-site external reviewers will be selected and approved by the dean and Chancellor-Provost at least one semester prior to the proposed dates of the external academic unit review.

External Review Report

On the last day of the site visit, the external reviewers will meet with the academic unit and provide informal feedback. The chair of the external review team will provide a written report due in the Office of the Chancellor-Provost 2-weeks following the campus site visit. The report will provide feedback evaluating the academic unit's strengths, successes, and opportunities. Feedback for quality enhancement and continuous improvement will be organized into three main sections: immediate, short-term, and long-term recommendations.

Academic Unit Response and Continuous Improvement Plan

Within 30 days of the site team report, the Academic Unit will submit a response to the external reviewers' feedback and the immediate, short-term, and long-term recommendations. The response will be submitted to the academic unit dean and to the Office of the Chancellor-Provost. Included in the academic unit's response is a continuous improvement plan with steps for assessment and implementation.