# RAD EXTERNAL REVIEW REPORT TEMPLATE AND GUIDELINES

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Review of Academic Department

[Department Name]

External Review Report

Towson University

[Month, Year]

Reviewers:

[Insert Names, Titles, and Home Institutions]

**EXTERNAL REVIEW FOR TOWSON UNIVERSITY**

As part of the Review of Academic Departments (RAD) process, External Reviews are conducted to evaluate the overall quality of departments and academic programs, including faculty, students, and curriculum. The sequence of steps below is provided to assist the external reviewer(s) in reporting their findings.

* 1. **DEPARTMENT ANALYSIS**
1. *Introduction*
2. *Alignment with the University’s mission and responsiveness to the University’s strategic plan*
3. *Efficiency and efficacy of department operations and programs*

In section one, provide a brief narrative that addresses the purpose of the external review and site visit, and include an overview of the itinerary. Describe the organization of the department and its relationship to its program(s). Evaluate the department’s alignment with, and responsiveness to, the University’s mission and strategic plan. Assess how the department’s operations and structure facilitate delivery of high-quality programs.

Guiding Questions

1. Did the department clearly articulate its alignment with the University’s mission?
2. How is the department responsive to the goals outlined in the University’s strategic plan?
3. What if any improvements are needed to enhance departmental operations and academic programs?
4. Does the department demonstrate a culture of continuous improvement of operations and programs?
5. What opportunities exist for continuous improvement?
6. **FACULTY PROFILE**
7. *Quality, qualifications, and productivity of department faculty*
8. *Stature and diversity of faculty including recent achievements, awards, research strengths, sponsored research support, and service*

In section 2, discuss faculty qualifications, productivity, and current scholarly research activities. Provide a brief analysis of strategies utilized within the department to ensure diversity, equity, and inclusion through its vision, leadership, messaging, and incentives. Provide feedback on the department’s efforts to recruit and retain diverse faculty. Evaluate the faculty’s teaching performance. Describe the professional stature and contributions of faculty including excellence in teaching, research productivity, service commitments, and awards and recognitions.

Guiding Questions

1. Are the faculty qualifications appropriate for delivery of the associated program(s)?
2. How effective are the faculty at delivering course content to students?
3. In what way does the department illustrate its commitment to diversity, equity, and inclusion through its vision, leadership, messaging, and incentives?
4. What measures does the department employ to recruit and retain diverse faculty and staff, and create an inclusive atmosphere?
5. Does the department have faculty mentoring procedures in place?
6. How does the department measure research ***productivity*** and how does the department’s research productivity compare to that of departments at peer institutions?
7. **STUDENT PROFILE**
8. *Student scholarship/research opportunities and support*
9. *Recruitment/retention practices support for underrepresented students*

In section three, discuss the student scholarship/research opportunities and support, emerging research themes, and alignment with the themes.

Guiding Questions

1. What are the major student scholarship/research areas in the department?
2. What are the current and emerging research themes within the discipline and to what degree is the department aligned with these themes?
3. How would you characterize the recruitment/retention practices and support for underrepresented departments?
4. **PROGRAM ASSESSMENT ANALYSIS**
5. *Findings from assessment activities and student learning outcomes data*

In section 4, discuss the methods used to assess student learning and achievement in courses and programs and the ways in which data informs improvements in teaching and learning.

Guiding Questions

* 1. Did the department describe the methods used to evaluate the extent to which students are meeting the learning outcomes in courses and programs?
	2. Did the department describe how the assessment data was used for continuous program and/or course improvement?
	3. Does the department have quality educational programs relative to the goals and stated outcomes and evidence of student learning?
1. **DEPARTMENT ACTION PLANNING ANALYSIS**
2. *Progress on recommendations/action plan from previous seven-year review*
3. *Program challenges and opportunities for growth*
4. *Recommendations for program improvement*
5. *Department resources*

In section five, describe the strategies implemented to address the recommendations or action plan noted in the previous seven-year review.

Guiding Questions

1. Did the department provide adequate evidence of addressing the recommendations of the last action plan?
2. Does the review clearly articulate the challenges and opportunities for growth?
3. Has the department utilized resources effectively to support its programs?
4. **RECOMMENDATIONS**

Discuss the strengths, weaknesses, and opportunities for growth for the department and its programs. Include recommendations, suggestions, and priorities for improvement.