



THE OFFICE OF ACADEMIC AFFAIRS

A Guide to Academic Unit Review

FOR CLINICAL UNITS

in the

COLLEGE OF MEDICINE

November 2023



THE OHIO STATE UNIVERSITY

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Preface

Academic unit review can be among the most meaningful experiences a clinical unit can have at The Ohio State University. These periodic studies of progress and potential are profoundly important to developing a shared future vision as colleagues come together to chart their unit's next strategic milestones. Through academic unit review, those colleagues also develop a richer understanding of how their unit's activities contribute to academic medicine and so, to Ohio State's core goals of teaching and learning, research and innovation, outreach and engagement, and resource stewardship. And with that understanding, they can more effectively help their unit, the College of Medicine, and the university move forward.

Reviews, scheduled every eight years, are aligned with College of Medicine and department/school strategic planning and chair/director appointments. The results of the external reviews thus inform the units' strategic documents.

Overview of an Academic Unit Review

An academic unit review is an evidence-based, improvement-oriented effort to identify unit-level strengths, issues, and steps to advance its strategic goals, which should be in alignment with those of the College of Medicine.

Reviews are a collaboration of the unit, the college, and the Office of Academic Affairs (OAA). The review includes all aspects of a clinical unit's mission: clinical activities and areas; research; academic programs for medical students, residents, and fellows; academic programs for undergraduate, graduate, and professional students (if applicable); and outreach and engagement efforts.

The following activities, described in greater detail below, comprise an academic unit review:

1. The unit writes a self-study.
2. An external review team visits and provides a verbal and written report.
3. The unit writes a plan of action, confirmed by the College of Medicine and the Office of Academic Affairs.

Unit faculty should play a key role in all phases of the review and action planning process, provide input, receive updates, and have access to copies of all studies, reports, and plans.

Reviews may be conducted in person or virtually.

The Self-Study

The self-study is not a description of the unit. Rather, it is an evidence-based, and constituent-informed analysis that leads to the identification of core strengths, key issues, and potential steps to address them. A unit and the college may elect to emphasize some areas over others, guided by—for example—new educational trends or college strategic plan goals. The self-study will include the following sections:

Executive summary

- University Mission/Vision
- The Ohio State University Wexner Medical Center Mission/Vision
- The College of Medicine Mission/Vision
- Overview of the unit
- Mission and purpose
- External reputation

Faculty

- Recruitment, mentoring, and retention
- Diversity
- Intellectual life of the unit
- Trends in academic appointments

Research

- How and how well is new knowledge being created
- Funding patterns and trends
- Interdisciplinary research

Clinical care

- Effectiveness of the unit's clinical care efforts
- Level of faculty engagement in clinical care
- Patient satisfaction with the unit's clinical care efforts
- Growth during the last four years and growth objectives for the coming four years
- Quality, safety, access, productivity, and outcome metrics
- Plan to improve quality, safety, access, productivity, and outcome metrics
- New innovative program development

Educational programs and students

- Medical student/graduate students/resident/fellows preparation and engagement in learning
- Medical student/graduate students/resident/fellows recruitment, progress to degree, and placement
- Enrollment and degree completion patterns and trends, if applicable
- Recent/planned curricular and programmatic changes
- Instruction and student satisfaction
- Role of technology in instruction
- Use of outcomes assessment
- Structure of advising and academic support
- Quality of the clinical learning environment (civil, antiracist, harassment-free)

Outreach and engagement

- Current pattern and potential activity

Infrastructure and resources

- Finances, staffing, and academic support
- Status of technology needs
- Space issues (clinical, research, education, administrative)

Governance

- Recent leadership succession and impact
- Effectiveness of internal governance: Pattern of Administration and Appointments, Tenure and Promotion processes

Data expected to inform the self-study will be provided by the Office of Institutional Research and Planning and will include the following:

- Faculty hires, separations, and promotions
- Comparison of faculty diversity with benchmark universities
- Student numbers by program area
- Resident/fellow diversity
- Degrees awarded by benchmark universities
- MD and PhD degrees awarded by race/ethnicity and gender by research universities
- Culture and engagement survey outcomes

Specific questions for the self-study are provided in appendix A.

The External Review Team Visit

A department/school will propose six to eight reviewers from top programs to the dean of the College of Medicine and Office of Academic Affairs. Potential reviewers should be considered experts in academic medicine whose opinions will carry weight with the entire unit. Accordingly, team members should be visionary. They do not need to represent every program in the unit. Diversity within the team is important. The team members should not have any close ties or active collaborations with The Ohio State University.

For each academic unit review, an external team of three to four reviewers, including one unit or school administrator, will be assembled from those proposed by the unit and as agreed to by the unit, college, and Office of Academic Affairs.

The external review schedule will include the following:

- An orientation session via videoconference one to two weeks prior to the review with the dean and the senior vice provost or designee
- As appropriate, in-person or virtual meetings with:
 - The vice president for research, vice provost and dean of the graduate school, vice provost and dean of undergraduate education, vice provost for academic programs
 - The chancellor for health affairs
 - The medical center chief operating officer, chief medical officer, chief quality and safety officer, chief financial officer, and chief strategy officer
 - The department chair or school director
 - The unit administrator or school administrator
 - FGP/OSUP representatives
 - Hospital(s) representatives
 - HR representative
 - Tenure track faculty at varying ranks
 - Clinical faculty at varying ranks
 - Research faculty at varying ranks
 - Lecturers/senior lecturers or other associated faculty
 - Staff in varying roles
 - Representative groups of learners by type (medical students, residents, fellows, non-physician trainees, undergraduate, professional, and/or graduate students)
 - Representatives from units or centers with collaborative interests
 - The dean and college senior staff/leadership team
- An exit session at which the external team reports findings to the chair/director
- A separate exit session at which the external team reports its findings to the senior vice provost, college dean, chancellor, the medical center chief operating officer, and the academic affairs leadership team
- If an in-person review, the team will have morning and afternoon breaks on the first full day, and open time in the evenings for the team to work (no social events). Please see the sample schedule in appendix B.

The Plan of Action

A plan of action document, written by the chair/director, outlines both short-term and long-term steps the unit will take in response to the external team’s recommendations. This plan is shared with the dean, provost, and senior vice provost one week before the formal meeting. This group then meets to discuss overall reactions to the external team’s report and review the plan in light of that feedback.

Timeline / Activities and Primary Roles

APPROXIMATE TIME FRAME	RESPONSIBILITIES	COMMENTS
8-12 months prior to external review team visit	Hold one-hour kickoff meeting	Dean, chair/director, senior vice provost meet in-person or virtually to discuss the review.
8-12 months prior	Choose date for review	OAA works with the unit and college to select the review date.
8-11 months prior	Nominate 6-8 candidates for the external review team	Unit provides reviewers’ contact and bio information and brief justification for nomination; list must be submitted to and approved by the college and senior vice provost.
8-11 months prior	Invite review team	College dean extends invitations, sends instructions, and selects a team lead. If an in-person review, college makes travel arrangements and reserves accommodations at the Blackwell Inn.
8-11 months prior	Develop logistics and request data.	Department chair/school director or designee follows up with OAA to clarify logistics for review and requests data from the Office of Institutional Research and Planning.
8-11 months prior	Launch self-study	The chair/director organizes and initiates the self-study. The process should be transparent to the unit.
2 months prior	Develop itinerary	The unit sets the visit itinerary and schedules meetings for external team (see appendix B - Sample Schedule for External Review Team).

1-2 months prior	Distribute final materials	The college sends the self-study, visit itinerary, college and (if applicable) unit strategic plan to the external review team and to the senior vice provost.
2 weeks prior	Do final check	The college verifies that the team has the self-study and answers any questions from the team.
1-2 weeks prior	Orientation session via videoconference	The dean and senior vice provost meet with the team.
Host external review team		See appendix B - Sample Schedule for External Review Team.
Within 4 weeks post visit	Receive external review team report	External review team sends unit/school, college, and senior vice provost a 5-10 page report.
Within 10 weeks post visit	Unit develops Plan of Action	See Plan of Action on page 5.
1 week prior to Plan of Action Meeting	Unit distributes Plan of Action	See Plan of Action on page 5.
3 months after visit	Chair/director, dean meet with provost to discuss Plan of Action	See Plan of Action on page 5.
After meeting with provost	Integrate Plan of Action into unit strategic plan and other actions	Chair/director, in consultation with faculty and college, modifies the unit's strategic plan (if any) to incorporate Plan of Action.
14-16 months post visit	Plan of Action follow-up with the Provost office and COM leadership.	Chair/director participates in a follow-up with the Provost's Office to review the plan of action, items completed, in-progress initiatives, and report future outlook on additional actions.

PRIMARY ROLES: COLLEGE, UNIT, AND OAA

College

- In collaboration with OAA, establish a long-term schedule of reviews by unit, by academic year, and expected team visit dates (should be staggered throughout year)
- Work with unit to identify external reviewers: honoraria (\$2,500 for reviewers, \$3,000 for lead reviewer, plus hotel, meal, and travel expenses)
- Invite external reviewers
- If an in-person review, work with external review team to arrange travel, secure accommodations at the Blackwell Inn, and arrange for transportation of the team to and from the airport and the Blackwell Inn
 - Ensure one of the guest rooms has work space for the team, if possible
- If an in-person review, work with the unit to schedule, identify, and reserve meeting spaces for the team visit
- Develop itinerary (See appendix B)
- Serve as the primary point of contact for correspondence with team members and with OAA
 - Confirm the itinerary with OAA (developed in collaboration with unit chair/director)
 - Send self-study and supporting materials (including team visit schedule) and college/institutional context and “charge” to external review team and senior vice provost at least three weeks prior to the team visit
 - Follow up with external review team
- Schedule the plan of action meeting with the unit chair/director and OAA and embed action plan progress in annual interactions with the provost and OAA
- Provide on-going appreciation and communication to the external review team (i.e., send a thank-you note to the review team at the conclusion of the exit session, etc.)

Unit

- Establish strategy, process, and emphases for the self-study based on the outline and questions provided by OAA in appendix A
- Review information provided by OAA and other university sources, including unit and college sources
- Compose a brief, analytic self-study
- Co-host the external team during the visit, if an in-person review
- Write the first draft and final version of the plan of action document
- Through established planning, reporting, and budgeting processes, enable the chair/director to regularly and routinely monitor progress against the action plan

Office of Academic Affairs

- Provide policy coordination and oversight and data and logistical support to college and unit
- Schedule the opening meeting with dean and chair/director and exit session with external team
- Assist with review of self-study drafts, verify and approve review team and visit schedule
- Ensure appropriate sessions are on the calendars of provost and the provost’s leadership team

APPENDIX A: DISCUSSION QUESTIONS FOR SELF-STUDY

Executive summary

- Overview of the unit and background
- What is our unifying and overarching goal (mission)?
 - What is the unit mission and purpose?
 - To what degree/in what ways are the unit's activities linked to the mission of the unit, the college, and the university?
 - When was the mission last reviewed and discussed? Is there a process for reviewing the mission and purposes of the unit?
 - Does the mission effectively link unit strengths in clinical, research, and teaching with societal needs and opportunities for the future?
 - How deep and extensive is knowledge of the unit's mission, vision, goals among its faculty members, staff, and stakeholders?
- External reputation
 - How do others see the unit and how does the unit want to be viewed?
 - What is the unit's sense of its reputation among other institutions and peers? What are the gaps between where the unit is now and where it wants to be?
 - What are the emerging trends in the discipline? What is being done and can be done to move forward and seize emerging opportunities? Do these changes in the discipline suggest a need to refocus or adjust priorities?
 - What are the unit's strengths and weaknesses? How have these changed over time? What should be done?

Faculty

- Recruitment, mentoring, and retention
 - How are faculty working together to help colleagues be successful and valued members of the unit?
 - What initiatives have been developed or are in place to provide mentoring and support for new faculty members, those working toward successful transition from associate professor to professor, and throughout the career cycle? How effective have these efforts been?
 - How has the unit enhanced and addressed work-life issues for faculty (and staff and learners)?
 - How clear is the promotion process with regard to communication and implementation?
 - What has been the impact of new hires/departures over last 3-5 years on quality (clinical productivity and quality, research productivity, teaching quality) and diversity? Is there a trend?
 - How do the salaries compare against benchmarks? What planning is in place to address salary compression, if it exists?
 - How does the unit assess its ability to recruit and retain faculty members?
 - What does the future look like with regard to attracting and retaining top scholars and clinicians?
 - How is hiring linked with program planning, research priorities, and future directions?

Faculty (cont'd)

- Diversity
 - What is the status of efforts to enhance representation, involvement, and the climate to create a truly diverse intellectual community?
 - What are the trends in minority and gender representation among faculty members and learners (medical students, residents, fellows, non-physician trainees, undergraduate, professional, and/or graduate students)?
 - How does the unit rate its ability to attract and retain diverse faculty and learners (see above definition)? What should be done to continue and/or enhance progress?
 - What is the impact of these developments on curricula, academic support, or research for the unit and on learner or unit development?
- Intellectual life of the unit
 - How well do unit faculty engage and interact with each other?
 - What is the degree and quality of interaction among faculty and learners?
 - What special opportunities are there for sharing research and information among individuals and groups?
 - Is there a sense of community, openness to new ideas, opportunity to participate, and actual involvement at all levels of faculty rank? If not, what might be done to enhance such involvement?

Research

- How and how well is new knowledge being created
 - What are the focal points of the research agenda?
 - What are the current strengths and weaknesses of the research program?
 - Is research increasing in quality? quantity? impact?
 - What steps must be taken and how should the unit move forward over the next 5 years?
- Funding patterns and trends
 - What implications do changes/trends in levels, areas, and sources of research funding have for research quality and productivity in the unit?
- Interdisciplinary activity
 - What is the current pattern and amount of interdisciplinary activity?
 - What potential activity and opportunities should be explored?
 - What are the obstacles to developing collaboration in clinical care, teaching, research, and service with other programs? How can these be addressed?

Clinical Care

- Effectiveness of the unit's clinical care efforts
 - How effective are the unit's clinical efforts?
 - How does the unit plan to make these efforts more effective?
- Level of faculty engagement in clinical care
 - How many faculty are engaged in clinical care?
 - What is the range of cFTE for those faculty who are engaged in clinical care?
 - What is the average cFTE for those faculty who are engaged in clinical care?
- Patient satisfaction with the unit's clinical care efforts
 - How does the unit measure patient satisfaction with its clinical care?
 - What are the current strengths and weaknesses of the clinical care program?
 - What steps must be taken and how should the unit move forward over the next four years?
- Growth during the last four years and growth objectives for the next four years
 - Where has the unit seen the greatest growth during the last four years, and how does that growth align with the unit's growth goals?
 - What challenges have been created as a result of this growth (for example, space, patient access, recruitment needs, staffing needs, etc.)? What are the unit's clinical growth goals for the next four years?
 - What strategies and tactics will be employed to meet these goals?
 - What barriers are there to meeting these growth goals, and how will they be addressed?
- Quality, safety, access, productivity and outcome metrics
 - What quality, safety, access, productivity, and outcome metrics does the unit track, and how is the unit performing against these metrics?
 - Based upon performance against these metrics, where is the unit strong, and where is there opportunity for improvement?
 - What is the plan for improving these metrics?
- New innovative program development
 - What new, innovative programs have been implemented during the last four years?
 - What new, innovative programs are under development for future implementation in the unit?
 - What are the barriers to successful implementation?

Educational programs and students

- Medical student/resident/fellows preparation and engagement in learning
 - What are the trends and impacts of changes in student/resident/fellows quality? How does the unit seek to enhance its ability to attract and retain high-quality students/residents/fellows?
 - How involved are students/residents/fellows in the academic life of the unit (research, planning, curriculum, clinical care)?
 - In what ways has the unit improved recruiting for undergraduate and graduate students (if applicable)?
 - In what ways should the unit seek to enhance interdisciplinary and international opportunities for its students?
- Medical student/resident/fellows recruitment, progress to degree, and placement
 - What is the status and track record of placements in recent years? Are the unit's graduates seeking and obtaining quality positions? What are the economic/market issues?
 - What are the strengths and weaknesses of learner support, mentoring, and training for careers?
 - Is the unit aware of career trends in its fields for learners? Is it taking steps to prepare them for new and different paths?
 - Are the sizes of the programs appropriate?

Educational programs and students (cont'd)

- Graduate programs enrollment and degree completion patterns and trends
 - How do enrollment plans align with university/college plans?
 - Is the time to degree typical for these programs? What are the “sticking points” in participants’ academic performance and timely degree completion? What has been/is being/should be done to address these issues?
 - What types of employment or other opportunities are recent graduates seeking and obtaining?
- Recent and planned curricular and programmatic changes
 - How have programs changed or are planned to change in response to broader trends in the discipline? In what areas might the unit be a leader or innovator in moving the discipline forward?
 - To what extent are programs aligned with college and university goals? How is the unit identifying and enhancing opportunities for collaboration with other disciplines as shaped by these goals?
- Instruction and learner satisfaction
 - How are teaching loads borne across the unit? What strategies might enhance instructional quality and impact?
 - What is the distribution of faculty across College of Medicine courses and areas? Does this distribution maximize medical student and faculty productivity? If not, what might be done to address this?
 - How is teaching excellence evaluated?
- Role of technology in instruction
 - What progress has been made to effectively integrate technology to enhance learning, faculty performance, and the quality of programs and services?
 - What are the unit’s goals and plans to enhance the benefits of integrated technology use?
- Learning Environment
 - How does the unit monitor the learning environment for bias, racism, harassment
 - How does the unit manages challenges in the learning environment
 - How is the unit proactive in assuring a positive, affirming and engaging learning environment for all learners
- Use of outcomes assessment
 - How does the unit gauge learner performance, achievement, and satisfaction within the unit?
 - What is the current status of outcomes assessment?
- Structure of advising and academic support.
 - How does the unit support and enhance the quality of advising?

Outreach and engagement

- Current pattern and potential activity
 - How well is the unit connecting learning and new knowledge with the needs of external groups and society?
 - What opportunities and threats have been identified?
 - What role do alumni have in the unit and its efforts to enhance its value to society?
 - How is outreach integrated into research, clinical, and learning experiences to create a coherent system of knowledge dissemination and creation?

Infrastructure and resources

- Finances, staffing, and academic support
 - How do financial resources align with future unit needs (human resources and infrastructure)?
- Status of technology needs
 - What are the unit's current and future technology needs for clinical care, instruction, research, and office support?
 - What is the current and desired role of technology as a means to improve learning and enhance overall support and productivity?
- Space issues
 - What kinds of space and facility issues does the unit face across all mission areas (clinical care, research, education, and administration)?
 - What are the projections for future needs?

Governance

- Recent leadership succession and impact
 - What leadership changes have occurred in recent years? What has been the impact of these changes? What are the rules/norms that govern succession and leadership within the unit?
 - What is the status of training/professional development in the unit to foster effective leadership and governance? What is planned?
 - What is the process for how "service assignment" appointments are made? How are "service" appointments allocated?
- Effectiveness of internal governance: POA and AP&T
 - What findings emerge from consideration of internal governance (POA) processes? What changes or issues might be pursued and addressed?
 - Do leaders communicate and cultivate a clear vision and collaboration within the unit?

APPENDIX B: SAMPLE SCHEDULE FOR EXTERNAL REVIEW TEAM

Review Team Itinerary	Meeting Day
If an in-person review, arrive at Port Columbus; transportation to the Blackwell Inn arranged by the college	Day 1
Team may choose to meet, if all members are available	Day 1
Meeting of the chancellor and dean and team	Day 1
Meeting of department chair or school director and team	Day 2
Meeting with the vice president for research, vice provost and dean of the graduate school, vice provost and dean of undergraduate education, vice provost for academic programs.	Day 2
If in-person, lunch (could be working brown bag lunch with one of the learner groups, if appropriate)	Day 2
Facilities/program area tour	Day 2
If in-person, dinner (team only)	Day 2
Evening open – team members draft observations, conclusions, recommendations	Day 2
If in-person, breakfast for team	Day 3
Meeting with dean and senior college staff/leadership team	Day 3
If in-person, working lunch (catered or at Faculty Club near exit session location)	Day 3
Session with chair/director alone to give brief review of findings	Day 3
A reporting out session at which the external team reports its findings to the senior vice provost, college dean, chancellor, the medical center chief operating officer and chief financial officer, and the academic affairs leadership team	Day 3
If in-person, team departure	Day 3
Combined or separate meeting(s) with the medical center chief operating officer, chief medical officer, chief quality and safety officer, chief financial officer, and chief strategy officer	Day 2 or 3
Separate meetings with faculty by sub-fields/interests, as appropriate, but not required <ul style="list-style-type: none"> • Meeting with junior clinician faculty only • Meeting with junior non-clinician faculty only • Meeting with mid and/or senior clinician faculty only • Meeting with mid and/or senior non-clinician faculty only 	Day 2 or 3
Meetings with learners in varying roles <ul style="list-style-type: none"> • Meeting with medical students (representative group, if applicable) • Meeting with residents and fellows (representative group) • Meeting with graduate students and postdocs (representative group, if applicable) • Meetings with other unit committees (curriculum, graduate studies, etc.) 	Day 2 or 3
Meeting with staff in varying roles	Day 2 or 3
Meetings with other colleagues, centers, programs connected with the unit	Day 2 or 3
FGP/OSUP representatives	Day 2 or 3
Hospital(s) representatives	Day 2 or 3
HR representative	Day 2 or 3

APPENDIX C: SAMPLE CORRESPONDENCE WITH REVIEWERS

Initial invitation

Sent by dean no less than 8 months in advance of the visit

Dear [potential reviewer]:

I am writing to invite you to assist us with the upcoming review of the Department of ___ at The Ohio State University.

This review, a process that takes place every eight years, is a partnership of the department, our college, and the Office of Academic Affairs. We consider such reviews to be an improvement process that builds on and advances our strategic planning efforts not only for the department but the college as well.

The review is scheduled for [review dates]. If you are able to serve as a reviewer, we will send you the department's self-study approximately a month in advance of the visit. Approximately two weeks prior to the visit, Senior Vice Provost Kay Wolf and I will host a videoconference orientation session for you and two other respected external reviewers. The review team will then meet with the chair, faculty, students, and other department, college, and university stakeholders on the review dates. A final meeting with Vice Provost Wolf, the executive vice president and chancellor for health affairs, the provost's leadership team, and me will take place the last day of the review. At that meeting, we will want to hear a short report on the highlights of your findings. We will have you on your way just after that meeting so you can leave that afternoon. Approximately one month following the visit, we will look forward to the team's written evaluation.

In return for your service, the college will provide you an honorarium of \$[amount] and cover all travel, lodging, and other incidentals during your visit to Ohio State.

I truly appreciate your considering this request. The success of reviews of this sort depends on experts like you. I would appreciate learning of your availability and interest in participating in this important process by [date]. Please let me know if you have any questions.

Sincerely,

[Dean]

Confirmation to External Review Team
Sent by dean a minimum of 2 months in advance of the visit

Dear [all three reviewers]:

Thank you for agreeing to participate in the review of the Department of __. An academic unit review can be among the most meaningful experiences departments have at The Ohio State University. These periodic studies are profoundly important to developing a shared future vision as colleagues chart their unit's next strategic milestones. Your input is perhaps the most important aspect of this process. It is highly valued by the department, our college, and the Office of Academic Affairs.

We will offer you an honorarium of \$[amount] and cover the cost of travel, lodging and other incidentals during your visit to Ohio State.

Your on-campus visit will take place on [dates]. In addition, there will be a videoconference orientation on [time/date] with Senior Vice Provost Kay Wolf and me. At this initial meeting we will have an opportunity to talk openly about our expectations for the review and go over the schedule for your visit; a proposed schedule is attached. This will be a time for you to raise any questions you may have about the materials you will have received, the review process itself, or other matters that you would like to discuss. To better acquaint you with Ohio State's approach to academic unit reviews, I am attaching an overview of the process.

Also attached is a draft of the review team information. Please look over your details and let us know of any edits that need to be made. [name] has agreed to serve as chair for the review team.

[Name] from my office will be in touch with you very soon about travel and other arrangements for your visit. In the meantime, please feel free to contact me if I can be of assistance in making your visit a pleasant and productive one.

Thank you once again for participating in this vital process.

Sincerely,

[Dean]

**Message to External Review Team re self-study/background materials
Sent by dean or designee 1-2 months in advance of the visit**

Dear [all three reviewers]:

We are looking forward to your visit for the review of the Department of ____ on [dates].

In preparation for your visit, we have assembled a packet of materials for you and placed them in a folder accessible for viewing and/or download at [link].

There, you will find:

- #1 – A short bio of each of you that will be distributed to the participants
- #2 – University strategic plan overview
- #3A – Department Self-Study
- #3B – Department Self Study Data, Figures and Tables Appendix
- #4 – Department Self Study Supplementary Documents

Please review the materials and let us know of any questions as soon as possible.

As a reminder, please plan to arrive the evening of [date]. You should plan to stay through [date] so that you can attend the exit session with Office of Academic Affairs leadership, the executive vice president and chancellor for health affairs, and me at [time]. We will follow up next week with the itinerary for your visit.

We would like to receive your final written report by [date]. Many thanks to [name] for agreeing to be the lead on this review.

If you have any questions or comments between now and the visit, don't hesitate to contact me by e-mail or at [phone number]. We look forward to seeing you and thank you once again for agreeing to help us with this important review.

Sincerely,

[Dean or Designee]

Follow-Up to External Review Team
Sent by dean or designee 1 week in advance of the visit

Dear [individual reviewer],

Thank you once more for agreeing to serve as an external reviewer for the Department of __ at The Ohio State University. We are looking forward to your arrival next week.

Please let me confirm that you have everything you need for the review. If you have questions about the process or requests for additional background information, don't hesitate to let me know. As a reminder, the background materials and other files are all available at [link].

Attached is the itinerary for your visit. If you have requests for the itinerary, please be in touch as soon as possible.

[name] will plan to meet you at [time] [location]. Should any travel difficulties arise, or should you have questions about your visit, don't hesitate to contact me. My cell number is [number].

We are grateful that you are able to support this review and appreciate your willingness to share your insights and expertise. All of us look forward to your feedback.

Sincerely,

[Dean or Designee]

Thank you to reviewers
Sent by dean within one week of the visit

Dear [individual reviewer],

On behalf of the College of __, I want to tell you once again how deeply I appreciate your time and efforts this week in reviewing our Department of __. And I thank you in advance for the remainder of your work as you finish up the written report!

I know you had a fast-paced schedule with opportunities to engage with a wide variety of faculty, staff, and administrators. We could tell you spent time listening, synthesizing what you heard, bringing your experience to bear, and thinking about future opportunities for the department. Our exit sessions with you were helpful, and we welcomed your thoughtful remarks about strengths, opportunities, and specific strategies to consider.

We would like to receive your final written report by [date]. If you need a bit more time, please just let me know.

[name] will work with you to complete any paperwork needed.

We will look forward to seeing your report and using it as an important aspect of our strategic planning efforts for the Department of __ and our College. Thank you again for all your help.

Sincerely,

[Dean]

Mission/Vision Statement

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

MISSION

The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work.

At The Ohio State University we value:

- Excellence
- Diversity in people and of ideas
- Inclusion
- Access and affordability
- Innovation
- Collaboration and multidisciplinary endeavor
- Integrity, transparency, and trust

CORE GOALS

Four institution-wide goals are fundamental to the University's vision, mission and future success:

Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a globally diverse student body.

Research and Innovation: to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems.

Outreach and Engagement: to advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.

Resource Stewardship: to be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.

Contacts

Kay Wolf

Senior Vice Provost
Office of Academic Affairs
614-292-4633
wolf.4@osu.edu

Amanda Thatcher

Senior Director of Administration
College of Medicine
614-685-3055
amanda.thatcher@osumc.edu

THE OFFICE OF
ACADEMIC AFFAIRS

University Square South
15 E. 15th Avenue



THE OHIO STATE UNIVERSITY

