

Guidelines for the Review of Research Centers in the School of Education

Indiana University Office of Research and Development

Modified March 29, 2016 by Terry Mason, Gary Crow and Gayle Buck

Overview

The research centers (Centers) within the School of Education must complete a review every five years as stated in the Guidelines for the Establishment, Approval and Review of Centers and Institutes at IU Bloomington (http://www.iu.edu/~vpr/centers_policy.shtml). This review is a summative and formative process in which the strengths and weaknesses of the Center are identified, discussed and used to suggest future actions. The ultimate goal of the review process is an enhancement of the mission of the School of Education.

The following guidelines have been developed to guide this review process. The basic components of this process include a(n): (1) self-study; (2) external review; and (3) five-year strategic plan.

Self-Study

The self-study document is developed by the Center's director in consultation with the Center's advisory board and staff. This document is due to the Office of Research and Development by the end of the Fall semester of the review year. The document shall contain the following:

1. The mission statement of the Center, as well as a statement of how it supports the mission of the School of Education.
2. Comments on the strengths and weaknesses of the Center that emerge from an analysis of feedback from faculty, staff and constituents. The feedback will provide some indication of the strengths/weaknesses these stakeholders see in working with the Center. The Center staff will provide the names and contact information for the constituents outside the School of Education. The information will be gathered by the Office of Research and Development and forwarded to the Center by the end of the first month of the Fall semester of the review year. The raw data are to be included in the appendix of the self-study document.
3. Comments on what trends or issues appear in regards to the level of external funding and faculty involvement. These comments are to be reflective of a data table that shows the number of proposals, number of faculty submitting proposals through the Center, number of awards, proposal dollars, award dollars, indirect award dollars, % of indirect of awards and IC as a % of expenditures for the last five fiscal years. This table will be provided by the Office of Research and Development by the end of the first month of the Fall semester of the review year. It is to be included in the self-study document.
4. A description of the Center's major accomplishments and challenges in the past five years. This description is to provide an understanding of how these accomplishments and challenges are consistent with the mission statement of the center.

5. Comments on the Center's previous strategic plan and how the plan was/was not followed. The comments are to be reflective of the previous components of the self-study (1-4).

6. Concluding comments on what has been learned about the Center's reach, audience, strategic plan, strengths, and opportunities for growth as a result of this self-study.

External Review

An external review committee shall produce a report that will help the Center's director, advisory board, staff, as well as the Dean of the School of Education, determine the strengths and weaknesses of the Center and decide on future actions. This committee will complete a site visit prior to the Spring Break of the review year. Thirty days prior to this visit, the Office of Research and Development will send the external review committee and deans copies of the self-study document.

The review committee is made up of three (3) members. The committee will include one faculty member from the School of Education that has submitted a proposal through the Center. The other committee members will be faculty or administrators from other universities/organizations that are familiar with the Center. The stipends, travel and lodging costs associated with having the members of the review committee visit the campus will be the responsibility of the School of Education. The associated hospitality costs will be the responsibility of the Center.

The composition of the external review committee will be made by the Dean of the School of Education based on recommendations of the Center Director.

One of the three committee members will be designated the committee chair. Responsibilities of the chair of the review committee will include: (1) reading the self-study report; (2) participating in a two-day site visit and conducting interviews students, faculty, staff, administrators, and other stakeholders involved with the Center; and (3) writing a report of the findings of the review, with comments and feedback also provided by the review committee members. The responsibilities of the other committee members will include: (1) reading the self-study report; (2) participating in the two-day site visit and interviewing students, faculty, staff, administrators, and other stakeholders involved with the Center; and (3) providing comments to the review committee chair to be included in a report of the findings of the review.

Strategic Plan

The strategic plan is developed by the Center's director in consultation with the Center's advisory board and staff. This plan must reflect the external review report and self-study. This plan is presented and discussed with the Associate Dean of Research and Development by the end of the Spring Semester of the review year. It should focus on the next five years and address the following questions/issues.

1. What, if any, aspects of the Center structure need to be revised (e.g., mission statement, budget allocations)?

2. What are the identified strengths of the Center? What steps will the Center take to maintain these strengths?
3. What are the identified areas in which the Center needs to improve over the next five years? What steps will the Center take to strengthen these areas?
4. What additional resources will the Center need to accomplish these improvements?
5. What opportunities and threats does the Center anticipate in the next five years?

Timeline

The timeline for the review activities, illustrating the intensity and duration of the various components, is presented below. Parenthetical information refers to those responsible for the activity, with the following designations: C=Center; External Review Committee=ERC; SOE=School of Education Dean’s Office; R&D=School of Education Office of Research and Development.

Review Component	Due Dates	Responsible Party
5-Year Fiscal Table	August 31	R&D
List of Potential External Reviewers	August 31	C
Feedback from Stakeholders	September 30	R&D
Establish External Review Committee	October 31	R&D
Self-Study Report	December 15	C
Schedule for External Review Committee Visit	December 15	R&D; C
Send Self Study to External Reviewers and Deans	Thirty Days Prior to Review Committee’s Visit	R&D
External Review Visit	Prior to Spring Break	C; SOE; R&D
External Review Report	Two-Weeks After Visit	ERC
Strategic Plan	End of Spring Semester	C