

## SELF-STUDY TEMPLATE FOR DEPARTMENTAL REVIEWS

### OVERVIEW AND GOALS

- Give a brief summary of how the department has evolved since the last review, indicating when the last review was done and when the last strategic plan was developed (include strategic plan in appendix).
- List department's Vision and Mission
- Show progress made towards addressing previous recommendations (fill in table below, adding rows as necessary)

Recommendations from previous departmental review	Progress made towards addressing the recommendations

### STRENGTHS AND OPPORTUNITIES

*Strong departments have rigorous educational programs that attract qualified students who graduate in a timely way; faculty who are committed to excellence in teaching, who are engaged in programmatic extramurally funded research and are engaged in service locally and nationally. Career advancement for junior faculty is facilitated by strong mentoring and opportunities to participate in senior faculty's research programs. Alumni of departments go on to successful careers and engage in the life of the college after graduation. A strong department's educational, research, and service have adequate space, administrative infrastructure, skilled staff and a culture of collaboration to succeed. In all of the work, the department seeks and supports diversity in faculty, students, and staff.*

- Give an overview of the strengths in faculty, staff, students, and alumni (include CV's of primary faculty in appendix).
- Indicate important institutional, professional, and community awards and honors.
- Describe strengths in the environment of the department, including important collaborations.
- Describe potential opportunities or challenges seen for the department, including current faculty recruitment plans.
- Briefly describe physical facility resources and needs (include previous year's departmental budgetary information in an appendix).

## TEACHING

### Academic Programs

- Complete the table below (adding rows as necessary) and briefly describe departmental faculty expertise and availability of faculty to teach departmental and joint graduate programs.

<b>Degree Program</b>	<b>Total Semester Hours</b>	<b>Semester Hours Taught by Dept.</b>	<b># Primary Faculty Who Teach</b>	<b># Adjunct Faculty Who Teach</b>

In the body of the report, for each program:

- Describe measures of student progress, such as comprehensive exams, theses & dissertations, and capstone experiences (practica, preceptorships, etc.)
- Summarize any major curricular changes that have occurred since the last departmental review.
- Briefly summarize student recruitment activities.
- Indicate when the last time your academic programs and competencies were reviewed. *(Note: Formal curriculum reviews do not have to coincide with the departmental review cycle, nor do all of the details of such a review need to be included in this departmental Self Study. However, the frequency of formal curriculum reviews should be at least once every 7 years. Hence, any program that has not had a review since 2009 should be reviewed by 2016, and any program being reviewed from this point onward should follow the unified format.)*
- Indicate who was consulted during such reviews (faculty, students, alumni, employers, etc.).
- Describe methods of teaching evaluation (i.e., ACE and peer reviews), and give a brief summary of teaching quality.

In the appendix, for each program:

- Include a list of the course requirements and a sample plan of study.
- Include course descriptions or syllabi.
- Include a competency matrix, showing which courses address which competencies.

Complete the table below for each degree program.

Acad. Yr.	Recruitment			Graduation	
	# Applicants	# Accepted	# Enrolled	# Graduates	Average time between enrollment in program and graduation (yrs)
2011-12					
2012-13					
2013-14					

### Other Teaching

- Summarize any other teaching activities deemed relevant (e.g., service teaching, continuing education, workshops, etc.)

### RESEARCH

- Describe the general areas of research interests and expertise of the primary faculty.
- Describe the level of cross-departmental, cross-collegiate, national, and international collaborations in research.
- Describe the diversity of funding sources and types of grants in the department (e.g., federal, state, foundation funding; center grants, RO1s, R21s – no need to include an exhaustive list).
- Complete the table below that summarizes research funding and peer reviewed publication productivity for the prior 3 years. (For all but last column, consider years as fiscal years, e.g., 2014 is 2013-14.)

Year	# Primary Faculty	Average % Salary Offset	Annual Research Funding w/ PI in Department (Direct Costs)	Annual Research Funding w/ PI out of Department (Direct Costs)	Total Annual Research Funding (Direct Costs)	# Peer-Reviewed Publications (calendar year)
2012						
2013						
2014						

## **SERVICE**

- Overview of service activities of faculty in the department for the last 3 calendar years (including service to the institution, to the profession, and to local, state, national, and global communities).
- Emphasize important community outreach/engagement activities.

## **INTEGRATION OF TEACHING, RESEARCH, AND SERVICE**

- Indicate how teaching, research, and service impact each other. E.g.:
  - How do faculty bring their research experience into the classroom?
  - How do classroom activities lead to important research and/or service opportunities?
  - How are communities engaged when conducting research?

## **CONCLUSION**

- Give closing statements summarizing progress, challenges, etc. over the years since the previous review.
- Summarize outlook for the future of the department.

(Note: The Self-study document, including text and non-appendix tables, should be limited to 15 pages plus one page per degree program.)

## **APPENDICES**

- Most recent strategic plan.
- CV's of all primary faculty.
- Budgetary information from most recent fiscal year.
- Course requirements and plans of study for each degree program.
- Course descriptions or syllabi
- Competency matrix showing which courses address which competencies.
- Optional—Enrollment data for key courses.
- Optional—Any other information deemed relevant (should be referenced in the text).