|  |  |
| --- | --- |
|  | Appendix 2  Academic Program Review  Self-Study Report |

|  |
| --- |
| **Academic year:** |
| **Unit name:** |
| **Director:** |
| **College or school name:** |
| **Dean:** |

## I. Overview

Provide a written overview of the unit mission and strategic directions. Include a brief summary outlining strengths of the unit (e.g. faculty, program offerings, collaborative programs) and any programmatic challenges that might exist.

### Table 1: Overview Data Summary of the Unit

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Undergraduate Headcount – Degree Seeking (Fall) |  |  |  |  |  |  |  |
| Undergraduate Headcount – All |  |  |  |  |  |  |  |
| Master’s  Headcount (Fall) |  |  |  |  |  |  |  |
| Doctoral Headcount (Fall) |  |  |  |  |  |  |  |
| # of Undergrad Degrees awarded |  |  |  |  |  |  |  |
| # of Master’s Degrees awarded |  |  |  |  |  |  |  |
| # of Doctoral Degrees awarded |  |  |  |  |  |  |  |
| Tenured/Tenure Track (T/TT) faculty Headcount |  |  |  |  |  |  |  |
| Total degrees awarded per T/TT Faculty Headcount |  |  |  |  |  |  |  |
| Total Student FTE |  |  |  |  |  |  |  |

## II. Mission and Strategic Directions

Describe the unit’s mission statement and vision/strategic directions. Include a discussion of the academic unit’s major strengths and areas of prominence in teaching, scholarship, and service in community, national, and international arenas.

## III. Peer and Aspirational Peer Comparisons

### Table 2: Summary of Comparisons of Your School/Department at ASU and Your Peer/Aspirational Peer Institutions

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Institution | Undergrad Headcount (Degr-Seek) | Graduate Headcount (Degr-Seek) | Tenure Track Faculty | Total Faculty (FTE) | Staff FTE | External Funding ($) | Other data | Rank (if available) |
| ASU |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Median |  |  |  |  |  |  |  |  |
| ASU’s rank |  |  |  |  |  |  |  |  |

Discuss/analyze the unit’s ranking relative to peers/aspirational peers including metrics when available. (Please use data provided by the Office of Institutional Analysis and other disciplinary sources as well as your peer data listed above.)

## IV. Undergraduate Education

Please include a table listing the titles of all undergraduate degrees offered by the unit as it appears in the online Academic Catalog. Concentrations and minors should also be listed. A brief description of each program including the general university requirements, the college requirements, and the requirements for the major must be provided. Please reference the sample programs of study that are enclosed in the appendix.

### Table 3A: Current Undergraduate Degree Programs Offered by Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|  | Headcount (Fall) |  |  |  |  |  |  |  |
| Sr. headcount (Fall) |  |  |  |  |  |  |  |
| Degrees Awarded |  |  |  |  |  |  |  |
| Graduation Ratio |  |  |  |  |  |  |  |
|  | Headcount (Fall) |  |  |  |  |  |  |  |
| Sr. headcount (Fall) |  |  |  |  |  |  |  |
| Degrees Awarded |  |  |  |  |  |  |  |
| Graduation Ratio |  |  |  |  |  |  |  |
|  | Headcount (Fall) |  |  |  |  |  |  |  |
| Sr. headcount (Fall) |  |  |  |  |  |  |  |
| Degrees Awarded |  |  |  |  |  |  |  |
| Graduation Ratio |  |  |  |  |  |  |  |

### Table 3B: Headcount of Students Concurrently Enrolled in Majors or Undergraduate Certificates in the Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate  Degrees or Certificates** | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |

### Table 4 (A/B) Other Curricular Initiatives

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Service Course  contributions | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Lower Division Undergrad Student FTE |  |  |  |  |  |  |  |
| Upper Division Undergrad Student FTE |  |  |  |  |  |  |  |

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B. Other Curricular Offerings | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|  | Headcount |  |  |  |  |  |  |  |
| # awarded |  |  |  |  |  |  |  |

### Program Analysis

1. Assess the patterns of enrollment in degrees and certificate programs noting areas for growth, disestablishment, and currency (e.g., size, viability of program.) Please provide sample programs of study in Appendix A.
2. Assess graduation rates for each program and strategies for improvement. What is the undergraduate four-year and six-year graduation rate? What is the retention status from freshmen to sophomore, from sophomore to junior and junior to senior?
3. List any new degrees, minors, concentrations, and/or certificates that you plan to launch in the next two years.
4. Discuss service course load and other curricular offerings relative to other programmatic directions (e.g., quality, viability.) (See table 4 A/B)
5. Discuss the quality of undergraduate education in this program.
6. What is the diversity of the student body? For example, what are your retention rates for underrepresented student groups?
7. How do you determine that the content of the degree program is rigorous? Are there disciplinary or professional standards? Do you review other curricula? Do you have an undergraduate capstone course and does it require some synthesis of knowledge from the undergraduate degree experience? Do you use a portfolio to assess students?
8. What innovations have been incorporated into the teaching activities in the department or school?
9. How is technology used to augment and enhance learning for students in face-to-face programs?
10. If online degree programs are offered, how is that program assessed and how do the graduates perform compared to those in the face-to-face program?

### Table 5: Undergraduate Student Profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | College  2018-19 |
| Total Undergrad  headcount (Fall) | |  |  |  |  |  |  |  |  |
| % women | |  |  |  |  |  |  |  |  |
| % Ethnicity | American Indian |  |  |  |  |  |  |  |  |
|  | Asian American |  |  |  |  |  |  |  |  |
|  | Pacific Islander |  |  |  |  |  |  |  |  |
|  | African or African American |  |  |  |  |  |  |  |  |
|  | Hispanic or Latinx |  |  |  |  |  |  |  |  |
|  | 2 or More Races |  |  |  |  |  |  |  |  |
|  | White |  |  |  |  |  |  |  |  |
|  | Unknown |  |  |  |  |  |  |  |  |
| % Minority total | |  |  |  |  |  |  |  |  |
| % International | |  |  |  |  |  |  |  |  |
| % Returning freshman to university | |  |  |  |  |  |  |  |  |
| % Returning freshman to department | |  |  |  |  |  |  |  |  |
| Total degrees awarded | |  |  |  |  |  |  |  |  |

### Table 6: Graduation Rates of First-time, Full-time Freshman Entering Cohort (Percentage graduating by most recent fall semester)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Cohort | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Headcount of First-time, Full-time Freshman Entering Cohort |  |  |  |  |  |  |  |
| Dept. graduation rate |  |  |  |  |  |  |  |
| ASU graduation rate |  |  |  |  |  |  |  |

### Satisfactory Progress Policy

Please provide the Satisfactory Progress Policy for your undergraduate students.

### Undergraduate Student Satisfaction Survey

Percent of graduating seniors who say experiences at ASU contributed ‘very much’ or ‘quite a bit’ to knowledge, skills, and personal development in the following areas

### Table 7: Undergraduate Student Satisfaction Survey

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Satisfaction Item | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | College 2018-19 |
| Speaking clearly and effectively |  |  |  |  |  |  |  |  |
| Using computing and IT |  |  |  |  |  |  |  |  |
| Writing clearly and effectively |  |  |  |  |  |  |  |  |
| Acquiring work-related knowledge and skills |  |  |  |  |  |  |  |  |
| Overall academic experience in major |  |  |  |  |  |  |  |  |
| Concern of faculty for individual students |  |  |  |  |  |  |  |  |
| College/Department advising on courses and requirements |  |  |  |  |  |  |  |  |
| Availability of required courses |  |  |  |  |  |  |  |  |

### Undergraduate Student Satisfaction Survey Analysis

Identify and discuss areas for improvement.

### Strategic Undergraduate Directions

Please discuss future directions/strategic initiatives of your undergraduate program(s).

## V. Graduate Education

Please include in the table below a listing of the titles of all graduate degrees offered by the unit as it appears in the Online Academic Catalog.

### Table 8A: Current Graduate Degree Programs Offered by Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate Degrees** | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |
| **Degrees Awarded** |  |  |  |  |  |  |  |

### Table 8B: Headcount of Students Concurrently Enrolled in Majors or Graduate Certificates in the Unit

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate Degrees or Certificates** | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|  | **Fall Enrollment (headcount)** |  |  |  |  |  |  |  |

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### Table 9: Graduate Student FTE and Other Graduate Curricular Offerings

Please expand as needed.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate FTE and Other  Curricular Offerings** | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|  | **Graduate student FTE** |  |  |  |  |  |  |  |

A brief description of each program including the core requirements, the concentrations offered, and the culminating experience requirements for the major must be provided.

### Satisfactory Progress Policy

Please provide the Satisfactory Progress Policy for your graduate students.

### Graduate Student Profiles

### Table 10: Master’s Student Admissions and Profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Master’s programs | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | College 2018-19 |
| Number of Applicants | |  |  |  |  |  |  |  |  |
| Number of Admissions | |  |  |  |  |  |  |  |  |
| Number of New Students Enrolled | |  |  |  |  |  |  |  |  |
| Selectivity | |  |  |  |  |  |  |  |  |
| Yield | |  |  |  |  |  |  |  |  |
| Average GRE | Verbal |  |  |  |  |  |  |  |  |
| Quantitative |  |  |  |  |  |  |  |  |
| Headcount (Fall) | |  |  |  |  |  |  |  |  |
| % women | |  |  |  |  |  |  |  |  |
| % Ethnicity | American Indian |  |  |  |  |  |  |  |  |
| Asian American |  |  |  |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |  |  |  |
| African American |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| 2 or More Races |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |  |  |
| % Minority total | |  |  |  |  |  |  |  |  |
| % International | |  |  |  |  |  |  |  |  |
| Degrees awarded | |  |  |  |  |  |  |  |  |

### Master’s Student Analysis

1. Assess the enrollment patterns and diversity of the graduate student profile (e.g., minority students, gender, international students and part-time and full-time students.) Include graduation rates and time to degree.
2. Assess access to funding and mentorship/thesis advisers.
3. Assess the quality of the master’s student population with areas of strength and areas for improvement.

### Table 11: Doctoral Student Admissions and Profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Doctoral Programs | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | College 2018-19 |
| Number of Applicants | |  |  |  |  |  |  |  |  |
| Number of Admissions | |  |  |  |  |  |  |  |  |
| Number of New Students Enrolled | |  |  |  |  |  |  |  |  |
| Selectivity | |  |  |  |  |  |  |  |  |
| Yield | |  |  |  |  |  |  |  |  |
| Average GRE | Verbal |  |  |  |  |  |  |  |  |
| Quantitative |  |  |  |  |  |  |  |  |
| Headcount (Fall) | |  |  |  |  |  |  |  |  |
| % women | |  |  |  |  |  |  |  |  |
| % Ethnicity | American Indian |  |  |  |  |  |  |  |  |
| Asian American |  |  |  |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |  |  |  |
| African American |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| 2 or More Races |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |  |  |
| % Minority total | |  |  |  |  |  |  |  |  |
| % International | |  |  |  |  |  |  |  |  |
| Degrees awarded | |  |  |  |  |  |  |  |  |

With minor modifications, the following section is adopted from the Assessment of the Illinois Doctoral Experience, Published online under Graduate College at Illinois [www.grad.illinois.edu](http://www.grad.illinois.edu). These are sample questions to guide discussion in the Self-Study

**Doctoral Student Analysis**

1. Assess the admissions and enrollment patterns and diversity of the graduate student profile (e.g., minority students, gender, international students, parent students, and part-time and full-time students.) Including graduation rates.
2. Assess the quality of the doctoral student population and areas for improvement.
3. Assess the graduation rates relative to size of student population. Assess graduation rates for underrepresented populations.
4. Assess placement of graduate students (intended placement relative to actual placement in faculty positions, etc.)
5. **Program** **size**
   1. What factors affect the target number you set for new admissions each year? (Include the top four in your narrative)

☐ Faculty availability and desire to mentor doctoral students

☐ Job placement prospects for new doctorates in your field

☐ TA staffing needs for undergraduate courses

☐ Faculty demand for research assistants

☐ Availability of seats in graduate class

☐ Availability of assistantship or fellowship stipend support

☐ Quality of applicant pool

☐ Other (please explain)

* 1. Considering doctoral student/faculty ratio and post-graduation job openings, what should be the ideal size of your program? What factors cause you to have enrollment under/over that number?

What sense of community is there in your department? Are there any student group divisions or competition for limited resources that you see? How do you resolve these issues?

1. **Program Structure**
   1. Does your program offer an orientation for new doctoral students? Please outline the goals and process.
   2. Does your program have a departmental graduate handbook? Where is it located? How often is it updated? Are archived copies available?
   3. What are the key milestones and associated timelines for students entering the program, e.g., master’s degree completion, qualifying exams, prelims, etc.? What percent of admitted students achieve each of these milestones and what are the options for those who do not?
   4. What percent of students receive support each year? What is the typical funding package? In what forms does funding typically come? Are the funds evenly distributed? Are underrepresented students adequately funded to be able to continue their work?
   5. Describe the student progress review process.
   6. Do your students have a clear and fair process for discussing a grievance with a professor? (unfair grades, discriminatory practices, bullying, sexual harassment) Are students making use of it? How do you address the issues of power dynamics and sexual harassment?
2. **Program Assessment**
   1. Did your program participate in any external or campus reviews within the last three years? If so, please provide the results [**an Appendix**].
   2. When were the structure, contents, and requirements of your program last examined by program faculty and leadership? If it was less than five years ago, please provide a summary of the results [as **an Appendix**].
   3. Please describe program efforts in recruitment and retention of students traditionally underrepresented in your field.
   4. What process is in place for your program to facilitate pedagogical innovations and incorporate changes due to intellectual transformations in the field?
3. **Professional Development Opportunities for Students**
   1. How are students introduced to and participate in the research culture?
   2. How are students introduced to the norms, expectations, and practices of the discipline?
   3. How do students gain information and experience in teaching and in pedagogical techniques?
   4. What professional development opportunities are provided to the students? For example, how do students gain experience in grantsmanship? What opportunities do they have for interactions with people in industry and governmental policy? Please provide some examples.
   5. Does your program offer doctoral students support for presenting papers or posters at conferences? How much ($), how many (%), per year?
   6. How are students trained in the responsible conduct of research (e.g., data acquisition and ownership, conflict of interest and commitment, human subjects, publication practices and responsible authorship, research misconduct, mentor/trainee responsibilities, etc.)?
   7. How many mentors from underrepresented groups are available to students?
4. **Student Accomplishments (each of the last 5 years)**
   1. How many of your students have received external prestigious fellowships? Please name the fellowships and awarding organization? [**an Appendix**]
   2. How many of your students have received national awards? Please name the awards and the organization? [**an Appendix**]
   3. How many competitive campus/college awards and fellowships have your students won for research or teaching? Please name the awards? [**an Appendix**]
   4. If publication is a standard expectation for a doctoral degree in your program, please indicate the number of ASU-associated publications for each student who received a doctoral degree from your program in the last three years.
   5. What community-driven accomplishments have your students made? In what ways have they provided a service?
5. **Student Placement (each of the last 5 years)**
   1. Please provide initial job placements of the last 5 graduating doctoral classes [using the table in Appendix-A to be provided].
   2. How do you obtain and keep track of this information?
   3. What types of job placement assistance/resources do your students have access to?
6. **Best Practices**
   1. What are 1-2 activities your program does very well that you would like to share as best practices with other programs?
   2. Are there any other important issues that you would like the doctoral assessment committee to know about your program?

**APPENDIX A: STUDENT PLACEMENT INFORMATION –SAMPLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Provided by** | **The graduate** | **College** | **Initial Placement after Graduation** | |  |
| Year graduated | Student Name | Advisor | Position Title | Organization | If known, where are they working now? |
|  | Student 1 |  |  |  |  |
|  | Student 2 |  |  |  |  |

### Graduate Student Satisfaction Survey

### Table 12: Graduate Student Satisfaction Survey Quality:

Percent of graduating graduate students who responded ‘effectively’ *or* ‘very effectively’ or responded ‘strong’ o*r* ‘very strong’ when asked about their training in the following areas.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Area | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Preparation for further study in your field |  |  |  |  |  |  |  |
| Research skills and methods |  |  |  |  |  |  |  |
| Communication skills |  |  |  |  |  |  |  |
| Knowledge of computer applications in your field |  |  |  |  |  |  |  |
| Writing skills |  |  |  |  |  |  |  |
| Ethical standards in the field |  |  |  |  |  |  |  |
| Quantitative skills |  |  |  |  |  |  |  |

### Table 13: Graduate Student Satisfaction Survey Quality:

Percent of graduating graduate students who responded ‘satisfied’ or ‘very satisfied’ with each of the following aspects of your department or program?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Aspect | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| Overall academic experience in your major |  |  |  |  |  |  |  |
| Quality of instruction |  |  |  |  |  |  |  |
| Availability of required courses |  |  |  |  |  |  |  |
| Advising on career options within your field |  |  |  |  |  |  |  |
| Concern of faculty for individual students |  |  |  |  |  |  |  |

#### Graduate Student Satisfaction Survey Analysis: Identify areas where improvement is necessary and discuss strategic steps to improve student satisfaction in learning and academic experiences.

### Strategic Graduate Directions

Please discuss future directions/strategic initiatives of your graduate program(s). List any degrees, concentrations, and/or certificates that you plan to launch in the next two years.

## VI. Student Learning Outcomes Assessment (Undergraduate and Graduate)

The unit’s self-study should reference the following:

* the unit’s program level learning goals/outcomes
* how those goals/outcomes map to the curriculum
* the unit’s assessment plan (purpose, questions, and evidence gathering methods)
* the reports of assessment efforts already undertaken since the last review
* steps the unit has taken to use assessment findings to improve student learning in the major; and how the unit expects to refine its assessment plan/programming in the future.

**Note: If the unit does not yet have an assessment plan in place, it should address how it will establish one.**

Units are encouraged to give external review committees the opportunity to review samples of undergraduate/graduate student work during the site visit to showcase evidence of student learning and faculty teaching. This type of direct evidence of student learning will complement UOEEE student survey data and face-to-face meetings with undergraduates/graduate students that are already part of the APR process.

Specifically:

1. Provide a copy of the assessment plans and assessment reports for each degree program since the last review in an appendix to the self-study.
2. Provide a narrative/table summary of the findings included in the Annual Learning Outcomes Assessment Report filed with the University Office of Evaluation and Educational Effectiveness (UOEEE) since the last program review.
3. Provide a narrative/table summary of the career placement information, career preparation, and post-graduation student employers (undergraduate and graduate) over the period since the last review. The self-study should include information gathered by UOEEE in the Recent Graduate Survey and Alumni Survey reports.
4. The UPRA Office strongly encourages each academic unit to maintain ongoing communication with the UOEEE who can assist faculty in developing student learning outcomes and assessment plans. The contact number for UOEEE is 480-965-9291 or through email at uoeee@asu.edu.

## VII. Faculty

### Table 14: Faculty Profile

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | College 2018-19 |
| Tenured / Tenure Track faculty headcount |  |  |  |  |  |  |  |  |
| Total degrees awarded per T/TT faculty Headcount |  |  |  |  |  |  |  |  |
| % Women Tenured/Tenure Track Faculty |  |  |  |  |  |  |  |  |
| % Minority Tenured/Tenure Track Faculty |  |  |  |  |  |  |  |  |
| Total Faculty Headcount |  |  |  |  |  |  |  |  |
| Tenured / Tenure track Faculty FTE |  |  |  |  |  |  |  |  |
| Total Faculty FTE |  |  |  |  |  |  |  |  |
| Student FTE/Faculty FTE ratio |  |  |  |  |  |  |  |  |
| Staff FTE |  |  |  |  |  |  |  |  |
| RA/TA FTE |  |  |  |  |  |  |  |  |

In the table below, please provide a list of faculty (e.g., tenure, tenure track, research, clinical), their areas of teaching and research, as well as their current rank and title. Expand the table by adding rows as needed.

### Table 15: Faculty Areas of Expertise

Please expand table as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty name** | **Title and Rank** | **Highest degree attained** | **List name of courses taught during the last academic year** | **Areas of scholarly work and research (please include titles and amount of funding for any funded research during the last two years)** |
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### Faculty Analysis

1. Discuss faculty recruitment and retention. What significant faculty hires have occurred since the last program review? What significant faculty departures have occurred since the last program review? What is the faculty record in recruiting and retaining high achieving colleagues?
2. What are the prospects for recruiting future faculty using existing resources?
   * What is the diversity of the faculty? Do underrepresented faculty take on a disproportionate amount of committee work and mentoring? How does your unit recognize these kinds of labors?
   * Do your faculty members have a clear and fair process for discussing a grievance with another professor or department administrator? (discriminatory practices, bullying, sexual harassment) Are faculty making use of it?
3. Do workload assignments reflect relative contributions – that is, do those who do high quality and high volume research teach the same as others who are less research active?
4. Are part-time faculty members used and if so, are they deployed effectively in the department/school? What is the breakdown of their diversity?
5. What is the process for mentoring junior faculty?
6. What efforts are made to assist associate professors working toward promotion to full professor? Do those efforts and/or resources address the needs of underrepresented faculty?
7. What efforts are made to ensure the ongoing professional development of non-tenure track faculty members?
8. What is the career stage distribution of the faculty in the department/school?
9. What is quality of the intellectual life in the department or school? Are there regular and frequent opportunities for speakers, graduate student presentations, etc.? What other examples might there be of the intellectual life of the department or school?

### Scholarship

1. Discuss the depth and quality of faculty scholarship. Is the Department/School’s quality improving relative to the top-rated programs in the discipline?
2. What factors contribute to the department/school’s program reputation? How does the unit wish to be viewed by others?
3. Do the scholarship and course offerings reflect the diversity of the student body? Do they reflect the changing demographics of the United States? How might the offered courses affect student enrollment diversity?
4. What is the standing of the department or school in the context of external rankings such as those from NRC or other appropriate sources?
5. What is the success of the faculty in competitions for external awards, grants, and fellowships?
6. What is the success of the faculty in attracting high quality graduate students?
7. What is the success of undergraduate or master’s students in terms of their career or graduate school objectives? What is the placement rate for graduate students?
8. How adaptable has the department/school been/not been to changes in the discipline or field of study?
9. Please discuss any new faculty hires that relate to your new curricular and strategic directions (e.g., new programs, research initiatives etc.)

## VII. Program Resources

1. Describe sufficiency of resources related to technology, physical space, fiscal budgets, library, and human resources.
2. Describe strategic efforts and accomplishments related to research funding and development activities.

**Appendix:**

**Appendix A – Sample Programs of Study**

**Appendix B – Faculty CVs**

**Appendix C – Program Assessment Plans and Assessment Reports**

**List Optional Appendices Outlined in this document (e.g., p. 10)**