

# Developing the Self-Study

(Last Revised 9/14/2023)

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For questions and guidance about this document or any of the program review process, contact the program review team at [progrev@uw.edu](mailto:progrev@uw.edu).

The program review team members are:

- Ann Busche, Academic Program Review Specialist, who manages logistics for the program review process.
- Chris Partridge, Director, Academic Program Review, who oversees program reviews on behalf of the Graduate School dean and associate dean for academic affairs.

## Overview

The self-study has three parts:

- **Part A:** Responses to a set of questions to provide important background information for the review committee. These questions align with the expectations for reviews set forth in the University Policy Directory and the standards articulated by the University's accrediting body.
- **Part B:** Context for the unit-defined questions which were developed by the unit and discussed in the charge meeting.
- **Part C:** Required and supplemental (non-required) appendices for the self-study.

## Self-Study Format

- The self-study must be authored by unit faculty leadership and indicate author(s) on the cover page.
- The self-study, including all required appendices, must be provided in a **single pdf document**. Non-required appendices, especially those containing sensitive information, should be a separate pdf file.
- The self-study narrative (excluding appendices) should be **no more than 25 single-spaced pages**, using 12-point font and 1-inch margins.

## Self-Study Submission

- Submitted to the Graduate School Office of Academic Affairs at [progrev@uw.edu](mailto:progrev@uw.edu).

- Due date for the self-study is specified in the charge letter (typically eight weeks prior to the site visit).
- Graduate School Office of Academic Affairs will review upon receipt to ensure the document aligns with Graduate School guidelines, providing feedback as needed.
- After any revisions, the Graduate School Office of Academic Affairs will send the self-study to the review committee for feedback or requests for additional information before the site visit.

## **Data Support from the Graduate School**

To support the collection of data for the appendix (Part C) the Graduate School has prepared a set of directions for accessing various data available through UW Profiles. This directions packet can be found on the Program Review website.

## **Special Note for Units that Undergo National Accreditation Reviews**

These units may exercise discretion in using elements from their accreditation self-study to fulfill the requirements of the University of Washington's self-study—so long as that external accreditation occurred within the past two years. If there are questions in the University of Washington's guidelines that are similar to what was asked as part of the unit's external accreditation, then the unit may use content from their external accreditation self-study with minimal adjustments. The unit may also wish to use Part B of the self-study to articulate questions that are useful in preparing for an upcoming accreditation.

## **Special Note Regarding FERPA**

Self-Study documents are posted on the Academic Program Review Archive page at the conclusion of the review and become accessible to members of the University community. Please do not include students' names and other identifying information in the document or in the required appendices. Academic units may elect to provide information about students (e.g., awards or the placement of recent graduates) in a non-required appendix.

# Self-Study Contents

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## ❑ Cover Page including the following information:

- Name of unit, including name of school/college/campus
- Official title(s) of degrees/graduate certificates offered by the unit
- Year of last review
- Name of Academic Unit Leadership (Dean/Chair/Director)
- Name(s) of Self-study coordinator/author (if different from above)
- Date submitted

## ❑ Table of Contents

- ❑ **Executive Summary** of key information about the unit from the cover page as well as a brief summary of major strengths and challenges facing the unit from Parts A+B

## PART A: REQUIRED BACKGROUND INFORMATION FOR REVIEW COMMITTEE

### Section I: Overview of Organization (+/- 6 pages)

#### Mission & Organizational Structure

- Describe the overall mission of the unit.
- List:
  - Undergraduate and graduate degrees offered in the unit, including program options, or majors/minors, and fee-based programs within these degrees.
  - Graduate Certificate programs offered, if any.
  - In addition, provide detailed information on enrollment and graduation patterns for each degree program (these data should appear in aggregate form, i.e., no student names).
- Describe how the unit supports academic services (e.g., advising) and non-academic faculty and student services (e.g., technology support, fiscal services). Refer to the organizational chart in Appendix A.
- Describe the way shared governance works in the unit, along with how the unit solicits the advice of stakeholders such as students, advisory boards and faculty from other academic units.

## **Budget & Resources**

- Provide an outline of the unit's budget including all sources of funding. Please refer to the budget summary in Appendix B.
- Indicate how the unit evaluates whether it is making the best use of its current funding, human capital and other resources.
- Describe any advancement plans as well as strategies to pursue additional funds through grants or contracts.

## **Academic Unit Equity, Inclusion, and Justice**

Units are encouraged to review the [University of Washington Diversity Blueprint](#) and any school/college/campus diversity plans in reflecting on the questions below.

- Describe the academic unit's Equity & Inclusion plan including an overview of representation on the unit's diversity committee.
- Describe the diversity of the unit's faculty and staff.
- Describe how the unit utilizes institutional resources or partners with organizations such as the Office of Minority Affairs and Diversity (OMA&D) or the Graduate Student Equity and Excellence (GSEE) Program to recruit and retain traditionally underrepresented minority undergraduate and graduate students.
- Describe outreach strategies the unit employs with underrepresented students of color, women, students with disabilities, and LGBTQ+ students to diversify its student body.
- Describe initiatives the unit has employed to create an environment that supports the academic success of underrepresented students of color, women, students with disabilities, and LGBTQ+ students.
- Describe how the unit utilizes institutional resources such as the Office of the Associate Vice Provost for Faculty Advancement to recruit and retain faculty from underrepresented identities.
- Describe strategies the unit employs to support the career success of faculty members from underrepresented identities, and where applicable, female faculty, and the extent to which the unit has been successful in diversifying its faculty ranks.
- Provide an overview of ongoing efforts to build capacity among faculty and staff to create a more inclusive climate for students, faculty, and staff within the unit.
- Describe the ways in which the unit is using data from sources such as the UW Climate Survey to advance equity for undergraduate and graduate students, faculty, and staff.

## Section II: Teaching & Learning (+/- 6 pages)

### Student Learning Goals and Outcomes

Answer the following questions for each undergraduate and graduate major, degree program, and graduate certificate program. There are reports provided by various university offices that may be useful in answering this section, and the Office of Educational Assessment can provide guidance regarding assessment.

- Describe student learning goals and outcomes (i.e., what are the students expected to learn? what are the students expected to be able to do as a result of the education provided?).
- Provide an overview of the ways in which the unit evaluates student learning (e.g., classroom- and/or performance-based assessment, capstone experiences, portfolios, etc.).
- Describe methods used to assess student satisfaction. Additionally, articulate efforts to gauge the satisfaction of students from underrepresented groups.
- Describe how the unit has used findings to make improvements in the programs, effect curricular changes, and/or make decisions about resource allocation. If applicable, in what ways and were the intended improvements realized?
- Note the courses typically taken by undergraduates who will not be majors in any of the unit's programs, if applicable. Are there specific learning goals in those courses designed to accommodate "non-major" students? If so, how is student achievement in reaching these goals assessed?

### Instructional Effectiveness

- Describe and discuss the method(s) used within the unit to evaluate quality of instruction, including the use of standardized teaching evaluation forms.
- Note all opportunities for training in instructional methods that are made available to any individuals teaching within the unit (including graduate students). For example, these may be opportunities that support teaching improvement, innovation, and/or best practices.
- Describe specific instructional changes that have been made by instructors in response to evaluation of teaching within the unit.

### Teaching and Mentoring Outside the Classroom

- Describe how faculty members are involved in undergraduate and graduate student learning and development other than through classroom teaching

(e.g., informal learning, independent studies, research involvement, specialized seminars or workshops, etc.).

- Describe how the unit works with undergraduate and graduate students to ensure steady academic progress and overall success in the program.
- Describe how the unit works with undergraduate and graduate students to prepare them for the next phases of their academic or professional lives.
- Consider including artifacts supporting this section in the appendix (e.g., a link to students' video presentations, select photos of poster presentations, a description of projects featured in the Undergraduate Research Symposium, etc.). This is encouraged but not required.

### **Section III: Scholarly Impact (+/- 5 pages)**

- Describe the broad impact of faculty members' research and/or creative work. Feel free to note specific individuals and how their work embodies the unit's mission or distinguishes the unit from those at peer institutions.
- Describe undergraduate and graduate students' significant awards, noteworthy presentations, or activities that have had an impact on the field while enrolled in the program.
- Describe post-doctoral fellows' participation in the research and teaching activities of the unit, if applicable.
- Describe how program graduates have had an impact on the field either academically or professionally.
- Describe the ways in which advances in the field or discipline, changing paradigms, changing funding patterns, new technologies and trends, or other changes influenced research, scholarship or creative activity in the unit.
- List any collaborative and/or interdisciplinary efforts between the unit and other units at the University or at other institutions and the positive impacts of these efforts.
- Describe the academic unit's established promotion and tenure policies and practices that provide mentoring and support the success of junior faculty.
  - Describe how these policies and practices support the success of other faculty in the unit.
  - Describe the ways in which the expectations are shared with faculty (e.g., orientation meetings, documents on the website, one-on-one meetings).

### **Section IV: Future Directions (+/- 5 pages)**

Rather than simply addressing this section by reiterating previous sections of the self-study thus far, address these questions in a way that is constructive for the

unit as it thinks about its future.

- Where is the unit headed?
- What opportunities does the unit wish to pursue and what goals does it wish to reach?
- How does the unit intend to seize these opportunities and reach these goals?

Describe the unit's current benefit and impact regionally, statewide, nationally, and internationally. Given the unit's envisioned future, describe how reaching this future will augment that benefit and impact.

## PART B: UNIT-DEFINED QUESTIONS (+/- 3 PAGES)

**Part B** represents the supplementary questions the unit set forth for the review committee and negotiated at the charge meeting. Part B should include any background information or context the review committee will need to adequately address the questions.

## PART C: APPENDICES

*(Include all required appendices in the single pdf file for submission. Include non-required appendices as a separate pdf file.)*

### **Appendix A: Organizational Chart**

Provide a chart or list(s) that depicts the unit's organizational structure, including titles of those in leadership positions, names of departments/centers/units, etc.

### **Appendix B: Budget Summary**

Provide a summary of the unit's three most recent biennia. Prepare this summary in any way that makes most sense for your unit while providing a comprehensive overview for the review committee.

### **Appendix C: Information about Faculty**

Provide a list (reflective of the past academic year, autumn to summer) of all faculty members' names, ranks, appointment types, and affiliations with other units. If they are available online, provide links to faculty CVs. If these are not available online, you may choose to include them digitally as a supplemental appendix.

## **Appendix D: Equity and Inclusion Plan**

### **Supplemental (Non-Required) Appendices:**

The unit may include supplementary appendices in addition to those listed in this document. *Non-required appendices should be a separate file.*