

Self-Study Guidelines

(Tailored Guidelines for Reviews of Small Interdisciplinary Programs)

(Last Revised 4/30/3026)

The self-study guidelines herein are tailored for review of smaller interdisciplinary programs which don't fit the typical framework used for reviewing departments, schools, and colleges. Examples include interdisciplinary units without faculty appointments, units offering only graduate certificates and/or undergraduate minors, etc. Because these programs or organizations offer academic programs, they are subject to review, but the review is smaller in scale than departments and schools offering academic degree programs.

The self-study is a core document of the academic unit review process, providing background information for the review committee and allowing the program in review to explain its unique context, challenges, and opportunities. This document, along with the virtual site visit, allows the review committee to provide a comprehensive assessment of the program or organization and its programs.

The Graduate School Office of Academic Affairs (OAA) is the body charged with managing the academic unit review process for the University of Washington. For questions and guidance about this document or any of the academic unit review process, contact the OAA at unitrev@uw.edu.

Self-Study Format

- The self-study narrative (excluding appendices) should be **no more than 10 single-spaced pages**, using 12-point font and 1-inch margins. Especially large or complex programs should consult with OAA about exceptions to this limit.
- Use the template below, including headings and subheadings, but not the specific prompts, in your final text.
- The self-study must be authored by program faculty leadership and indicate author(s) on the cover page.

Self-Study Review Process

- Due date for the initial draft self-study to be submitted to the OAA is specified in the charge letter and is typically twelve weeks prior to the site visit. **This draft should be in Word format.**
- OAA reviews the draft self-study to ensure alignment with Graduate School

guidelines, providing feedback as needed. After any revisions, the OAA sends the self-study to the chief academic officer (CAO) with oversight of the program under review (Dean, Divisional Dean, or VCAA).

- After CAO review and approval, the OAA invites the review committee to provide feedback or requests for additional information before the virtual site visit.
- The final draft of the self-study, including only required appendices, must be provided in a **single pdf document**. Additional (non-required) appendices should be provided as single separate pdf document.

Data Support

Because central institutional data for undergraduate minors and graduate certificates is limited, most small interdisciplinary programs will have to provide their own data.

If your program has any undergraduate or graduate degree programs, the Graduate School will provide a standard data packet including enrollment and survey data that will be included as an appendix to the self-study. Units are encouraged to provide additional data as non-required appendices. The following resources to access data may be helpful:

- [BI Portal](#): includes a wide range of data collected across units. (View Graduate School guidance for accessing various data [here](#)).
- [Institutional Analytics & Decision Support](#): develops ad-hoc or custom reports or analyses in addition to the information provided through the BI Portal.
- [UW Career Center](#): provides data for post-graduate outcomes and satisfaction (undergraduate only).
- [Institutional Assessment & Evaluation](#): offers guidance on developing effective assessment plans.

Note: The self-study provides a snapshot of the program's current standing, recent trends, and plans for the future. It is not intended as an exhaustive report chronicling the 10+ years since the program's last review. While program are encouraged to include internally maintained data if desired and if allowable under [UW Records Retention Schedules](#), the self-study requirements can be fulfilled using data centrally available.

Using Work from External Accreditation Reviews

If a program has completed an external accreditation in the past two years, the program may use elements from the accreditation self-study to fulfill the requirements of the University of Washington's self-study where appropriate.

Special Note Regarding Student Confidentiality and FERPA

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

Self-Study Contents

(Tailored Guidelines for Reviews of Small Interdisciplinary Programs)

Include the following:

1. Cover Page including:

- Name of program or group offering the academic program(s), including name of school/college/campus
- Official title of the academic program(s) offered
- Year of last review
- Name of program leader(s)
- Name(s) of self-study coordinator/author (if different from above)
- Date submitted

2. Table of Contents

3. **Executive Summary** of key information about the program from the cover page as well as a brief summary of major strengths and challenges facing the program

4. **A listing of all abbreviations/acronyms commonly used in the self-study**

Section I: Overview (+/- 2 pages)

1. Mission & Organizational Structure

- 1.1 **Overview:** Describe the overall mission of the program. Be sure to touch on all aspects relevant to the program (scholarship, education, community engagement, etc.)
- 1.2 **Academic Programs:** List undergraduate majors and minors and graduate degrees and certificates offered in the program, including program options. For each undergraduate major, indicate whether admissions are open, capacity constrained, or minimum requirements. For each degree program, describe current student enrollment and trends, such as increases or declines in enrollment and completion rates over the past 5+ years. Refer to tables in the Graduate School data packet along with any additional data you are providing in an appendix.
- 1.3 **Students Served:** Provide enrollment data and number of certificates/minors granted by year for each program and describe the student population served.
- 1.4 **Advising:** Describe how the program advises students and any other academic support services provided to students in its academic programs.

- 1.5 **Shared Governance:** Describe the way faculty governance and administration works in the program, along with how the program solicits the advice of stakeholders such as students, advisory boards and faculty from other academic units.
- 1.6 **Inclusive Excellence:** Describe how the program's administrative structures and processes ensure a culture of engagement, innovation, and improvement that is inclusive of people with different backgrounds and perspectives.

2. Budget & Resources

Provide an outline of the program budget including all sources of funding and other resources, and any advancement plans or strategies to pursue additional funds through grants.

3. Inclusive Excellence

The UW Graduate School defines *inclusive excellence* as an integrated strategy in which we embrace the wide array of lived experiences and perspectives of all members of our community to garner the greatest benefits. This section of the self-study focuses on unit efforts to create a supportive, welcoming, and inclusive environment for all stakeholders. Language and terminology around these efforts vary and units should address the following guidelines using their preferred terminology.

Data shared in this section should be detailed but aggregated in such a way that individuals cannot be identified by unique combinations of characteristics.

Units are strongly encouraged to complete the [Graduate School's Excellence Progress tool](#) as they consider and communicate how the prompts below are addressed in their graduate programs. Units are also encouraged to review the [University of Washington Diversity Blueprint](#) and as well as school/college/campus-level plans in reflecting on the questions below.

- 3.1 **Student Support:** Describe initiatives the program has employed to support the academic success of students from all backgrounds and experiences.
- 3.2 **Program Climate:** Provide an overview of ongoing efforts of participating faculty and staff to create a supportive, welcoming, and inclusive climate for

students within the program. If the program has a formalized plan or statement of goals in this area, reference it here and include the plan as an appendix.

Section II: Teaching & Learning (+/- 2 pages)

4. Student Learning Goals and Outcomes

- 4.1 **Program Student Learning Goals:** 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?).
- 4.2 **Program Curriculum:** For each academic program offered, provide a link to a webpage where reviewers can view the curriculum.

5. Assessment

There are resources and data provided by various university offices that may be useful in answering this section. See the [Data Support](#) section above for suggestions.

- 5.1 **Individual Student Assessment:** Provide an overview of the ways in which the program evaluates student learning (e.g. classroom-based assessment, capstone experiences, portfolios, etc.)
- 5.2 **Program Level Assessment:** Describe how the program assesses how well it meets its programmatic objectives.
- 5.3 **Student Satisfaction Assessment:** Describe methods used to assess student satisfaction.
- 5.4 **Instructional Effectiveness:** If the program offers its own courses, describe the method(s) used to evaluate quality of instruction, including the use of standardized teaching evaluation forms.
- 5.5 **Implementing Change & Improvements:** Describe how the program has used assessment findings to make improvements.

6. Student Success

- 6.1 **Support of Academic Success:** Describe how the program supports undergraduate and graduate students, through advising, mentoring, and other means, to ensure steady academic progress and overall success.

- 6.2 Experiential and Community Opportunities:** Provide an overview of any co-curricular or experiential learning opportunities that the program provides its undergraduate and/or graduate students. Summarize any available data on student participation.
- 6.3 Support of Post-Graduation Success:** Describe how the program prepares students for the next phases of their academic or professional lives.

Section III: Scholarly & Civic Impact & Future Directions (+/- 2 pages)

7. Scholarly & Civic Impact & Future Directions

- 7.1 Broader Impacts:** Describe how the program has created connections, fostered collaboration or individual scholarly and civic impact.
- 7.2 Overview:** What is the future direction of the program in relation to trends in the field? What opportunities does the program wish to pursue and what goals does it wish to reach? How does the program intend to seize these opportunities and reach these goals?

Section IV: Program-Defined Questions (+/- 2 pages)

In this section, list the supplementary questions the program submitted as part of its planning form. For each question, provide any background information or context the review committee will need to adequately address the questions. The Chief Academic Officer for the Division, School, College, or Campus may include additional questions here.

APPENDICES

Include the required appendices listed below in the single pdf file for submission. The program may include supplementary appendices in addition to those listed in this document. *Appendices containing student identifying information must be submitted as a separate document.*

Appendix A: 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.

Appendix B: Inclusive Excellence Plan

If the program has a formalized plan or statement of goals regarding the promotion of a supportive, welcoming and inclusive environment, attach it here. Or, if it is published on a department website, provide a link to the document.

Graduate School Data Packet

The Office of Academic Affairs will provide a packet of data on program enrollment and survey responses. Units are encouraged to provide additional data as nonrequired appendices.

