

# Self-Study Guidelines

(Last Revised 2/10/2025)

---

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

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

## Self-Study Format

- The self-study narrative (excluding appendices) should be **no more than 25 single-spaced pages**, using 12-point font and 1-inch margins. Especially large or complex units 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 unit faculty leadership and indicate author(s) on the cover page.

## Self-Study Review Process

- Due date to the OAA is specified in the charge letter and is typically eight to 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 unit 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 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 from the Graduate School**

To support the collection of data for the self-study, the Graduate School has prepared [directions for accessing various data available through the B.I. portal](#).

## **Using Work from External Accreditation Reviews**

If a unit has completed an external accreditation in the past two years, the unit 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 Program 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 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

## Include the following:

### 1. Cover Page including:

- 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 Leader (Dean/Chair/Director)
- Name(s) of self-study coordinator/author (if different from above)
- Date submitted (final draft)

### 2. Table of Contents

3. **Executive Summary** of key information about the unit as well as a summary of major strengths and challenges facing the unit.

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

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

### 1. Mission & Organizational Structure

- 1.1. **Overview:** Describe the overall mission of the unit. Be sure to touch on all aspects (scholarship, education, community engagement, etc.)
- 1.2. **Academic Programs:** List undergraduate and graduate degrees and certificates offered in the unit, including program options, majors/minors. For each program, indicate current student enrollment and trends, such as increases or declines in enrollment and completion rates.
- 1.3. **Administrative Structure:** Describe how the unit's administrative structure supports academic services (e.g., advising) and non-academic services (e.g., technology support, fiscal services) to students and faculty. Refer to the organizational chart in Appendix A (see below).
- 1.4. **Shared Governance:** Describe how shared governance works in the unit, including the frequency at which faculty meet to discuss curriculum and academic policy, the selection process, make up, and communication of any representative boards, councils or committees, and any recent updates of the unit's by-laws.
- 1.5. **Stakeholders outside of the unit:** Describe how the unit solicits the advice of stakeholders such as students, advisory boards and faculty and staff from other academic units.
- 1.6. **Inclusive Excellence:** Describe how the unit's administrative structures and processes ensure a culture of engagement, innovation, and improvement across differences.

## 2. Budget & Resources

- 2.1. **Overview:** Provide an outline of the unit's budget including all sources of funding. Refer to the budget summary prepared for Appendix B (see below).
- 2.2. **Evaluation Processes:** Describe how the unit evaluates whether it is making the best use of its current funding, human capital and other resources.
- 2.3. **Fundraising:** Describe any advancement strategies to pursue additional funds through gifts, grants or contracts.

## 3. Academic Unit Equity, Inclusion, and Justice

Units are strongly encouraged to complete the [Graduate School's Equity 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 any school/college/campus diversity plans in reflecting on the questions below.

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

- 3.1. **Unit Equity and Inclusion Plan:** Describe the academic unit's Equity & Inclusion plan, including an overview of representation (role, rank, demographics) on the unit's diversity committee and an overview of successful and ongoing efforts to create a more inclusive climate for students, faculty, and staff within the unit.
- 3.2. **Faculty and Staff Diversity and Support:** Describe the diversity of the unit's faculty and staff, as well as strategies the unit employs to recruit, retain, and support the career success of faculty and staff from underrepresented groups. Include a summary of available data on improvement in representation and reductions in equity gaps in retention, promotion and other milestones.
- 3.3. **Student Diversity and Support:** Describe the diversity of the unit's students, as well as strategies the unit employs to recruit, retain, and support the academic success of students from underrepresented groups. Describe whether the unit has student handbook(s), how recently they have been updated, and how the unit ensures new and returning students' understanding of its content. Include a summary of available data on improvement in representation and reductions in equity gaps in retention,

funding, time to graduation, job placement, and other measures of success.

- 3.4. Partnerships:** Describe ways in which the unit uses institutional resources or partners with central administrative units to implement its Equity & Inclusion plan. Examples include: [Office of Minority Affairs and Diversity \(OMA&D\)](#), [Graduate Student Equity and Excellence \(GSEE\)](#) (Seattle campus), [Office of Diversity, Equity and Inclusion](#) (Bothell campus), and [Office of Equity and Inclusion](#) (Tacoma campus); [Office of Faculty Advancement](#); institutional data from sources such as the UW Climate Survey.

## 4. Faculty Success and Mentorship

- 4.1. Tenure and Promotion Processes:** Describe the academic unit's established promotion and tenure policies and practices that provide mentoring and support the success of junior faculty.
- 4.2. Support for Mid- and Later Career Faculty:** Describe how these policies and practices support the success of other faculty in the unit.
- 4.3. Support for Other Unit Employees:** Describe how the unit ensures support of post-doctoral fellows, staff, non-promotion track faculty, and other employees in their unit duties and professional development.
- 4.4. Faculty Support Documentation:** Describe the ways in which the expectations are shared with faculty (e.g., orientation meetings, handbooks, documents on the website, one-on-one meetings).

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

### 5. Student Learning Goals and Outcomes

- 5.1. Program Student Learning Goals:** For each undergraduate and graduate major, degree program, and graduate certificate program, 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?).
- 5.2. Student Learning Goals for Non-Majors:** Provide a description of the overarching student learning objectives your program has for courses intended for non-majors.

## 6. Assessment

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. If assessment is conducted differently in different degree/certificate programs in your unit, please highlight those differences.

- 6.1. Individual Student Assessment:** Summarize the ways in which the unit evaluates individual student learning (e.g., classroom-based assessment, capstone experiences, portfolios, etc.).
- 6.2. Program Level Assessment:** Describe how the unit assesses students' achievement of program-level student learning objectives.
- 6.3. Student Satisfaction Assessment:** Describe methods used to assess student satisfaction. Additionally, articulate efforts to gauge the satisfaction of students from underrepresented groups.
- 6.4. Implementing Change:** 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?

## 7. Instructional Effectiveness

- 7.1. Evaluation of Instruction:** Describe method(s) used within the unit to evaluate quality of instruction, including the use of standardized teaching evaluation forms and peer evaluation but highlighting methods that are unique to your unit.
- 7.2. Professional Development in Instruction:** Note all opportunities for training in instructional methods that are made available to individuals teaching within the unit (including graduate students).
- 7.3. Examples of Improvement and Innovation:** Describe specific instructional changes that have been made by instructors in response to evaluation of teaching or training.

## 8. Student Success

Consider including artifacts in the appendices supporting this section.

- 8.1. Support of Academic Success:** Describe how the unit works with undergraduate and graduate students, through advising, mentoring, and other means, to ensure steady academic progress and overall success in

the program. Describe strategies you use to ensure consistent communication of, and access to, student support resources.

- 8.2. Support of Post-Graduation Success:** Describe how the unit works with undergraduate and graduate students to prepare them for the next phases of their academic and professional lives. Include information on preparation for careers outside of academia.
- 8.3. Summary of Available Student Success Data:** Summarize evidence of student success in achieving program related goals after graduation (see also 9.4).

## **Section III: Scholarly Impact & Future Directions (+/- 10 pages)**

### **9. Impact of Faculty, Postdocs, Alumni and Students**

- 9.1. Faculty Scholarship:** 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.
- 9.2. Post-doctoral Fellow Scholarship:** Describe post-doctoral fellows' participation in the scholarly and teaching activities of the unit, *if applicable*.
- 9.3. Student Scholarship:** Describe undergraduate and graduate students' activities that have had an impact on the field while enrolled in the program. Include significant awards and noteworthy presentations. (Do not include student names in the self-study narrative. A non-required appendix can be included with students' and names, achievements, etc.).
- 9.4. Alumni Scholarly Impact:** Describe how program graduates have had an impact on the field either academically or professionally. (Do not include former students' names in the self-study narrative. A non-required appendix can be included with former students' names, achievements, etc.)
- 9.5. Scholarly Partnerships:** 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.

## 10. Future Directions

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.

- 10.1. Overview:** Where is the unit headed? What opportunities does the unit wish to pursue and what goals does it wish to reach? Include discussion of the ways in which advances in the field or discipline, changing paradigms, changing funding patterns, changes in pedagogy, new technologies and trends, or other changes in research, scholarship or creative activity in the unit.
- 10.2. Strategy:** How does the unit intend to seize these opportunities and reach these goals?
- 10.3. Impact:** 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.

### Section V: Unit-Defined Questions (+/- 3 pages)

In this section, list the unit-defined questions that the unit submitted as part of its program review planning form. For each question, provide any background information or context the review committee will need to adequately address the questions.

## 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

Using the sample format provided below, provide a summary of the unit's three most recent biennia.

### 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**

Attach the unit's diversity, equity, and inclusion plan or, if it is published on a department website, provide a link to the document.

**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.*

**Sample Appendix B – Budget Summary**

<b>Funding Sources</b>	<b>AY 20/21</b>	<b>AY 21/22</b>	<b>AY 22/23</b>	<b>AY 23/24</b>	<b>AY 24/25</b>
State-funding					
# Tenure-track faculty					
# Teaching-track faculty					
# Research-track faculty					
Other non-temporary faculty positions					
State/GOF revenue					
State/GOF expenditure					
Research Cost Recovery (RCR) revenue					
RCR expenditure					
Other revenue					
Other expenditure					
Fee-based programs					
Student enrollment					
Net revenue					
Fee-based expenditure					
Carry forward balance					