ACADEMIC AND/OR TEACHING UNIT REVIEW

SELF-STUDY GUIDELINES

The self-study report should be factual and explicit. The following outline provides guidelines for areas to be addressed, although each unit will have specific priorities and areas of emphasis. This process should include input from representatives of all constituencies including faculty, staff, students, and advisory groups, as appropriate. OIRA will assist in providing data and working with units in the analysis of data and other information, as needed.

I. Academic and/or Teaching Unit Overview Including Organization and Governance

This section introduces items to be detailed in subsequent sections

A. A brief overview of to the state of the academic field or discipline
B. A current "snapshot" of the unit, including any centers, institutes or interdisciplinary academic programs housed in the unit, number of faculty, and enrollments.
C. How does the AU program and its faculty compare to peer and aspirational programs? What are the unit's distinguishing and distinctive areas? What are the unit's comparative weaknesses? Please provide the data used to justify and support the comparisons.
D. If applicable, recommendations from the previous review and how those have been addressed and/or implemented
E. A brief statement on how the unit's mission and vision articulates with AU's Strategic Plan
F. Description of the governance processes including unit decision making including procedures for oversight of academic programs. Include the role(s) of students in the governance processes.

II. Academic and/or Teaching Unit Self-Examination

A. Faculty

1. Stature and reputation of the faculty with an emphasis on achievement in the past seven years and current directions. Include comparative information, where available, on per faculty publications, citations, grants, awards, national or regional recognition.
2. Recruitment, appointment, tenure and promotion of faculty; diversity of the faculty
3. Scope and quality of faculty teaching
4. Faculty scholarship strengths and activities, including sponsored research support, performances and creative activities, patents, and service
5. How effectively the unit balances appropriate expectations for faculty scholarship and scholarship with teaching and mentoring of students. In addition, the extent to which

, scholarship (including research, professional, and creative activities)are linked to the improvement of teaching and learning.

6. Faculty contributions to interdisciplinary scholarship, teaching, and other projects in partnership with other AU units, including the Library, and/or outside entities.

B. Educational Programs – Undergraduate Education (if applicable)

1. Foci and quality of the undergraduate curriculum including distinctive learning opportunities (e.g. Honors in the major, education abroad programs, seminars, internships, scholarship experiences, including community-based learning and research).
2. Intellectual environment and overall undergraduate experience. This should include availability of lectures, performances, undergraduate organizations, as well as faculty and academic advising and mentoring.
3. The unit's contributions to General Education, University College, University Honors and to other units and interdisciplinary academic programs.
4. How the unit collects information on student learning outcomes and uses this information in curriculum assessment and revision.

C. Educational programs – Graduate Education (if applicable)

1. Foci and quality of the graduate program(s) and their relationship to areas of importance and distinction in the academic field.
2. Describe how the unit recruits graduate students, number of applications, and the percentage of applicants who are accepted for admission and enrolled. Have there been significant changes?
3. Intellectual environment and overall graduate experience, including distinctive opportunities for scholarship, graduate internships, assistantships, clinical experiences, etc.
4. How the unit collects information on graduate student learning outcomes and uses this information in curriculum assessment and revision.
5. The support of graduate students through fellowships, assistantships, and other funding sources.
6. Analysis of data on progression, graduation rates, attrition, and time to degree
7. Overall quality of graduate students and placement of graduates.
8. Graduate student distinctions – awards, external fellowships, prizes, publications, creative works, etc.

D. Support Staff and Facilities

1. Assess the adequacy of physical resources including labs, studios, offices, and meeting spaces.
2. Discuss the strengths and adequacy of the professional and support staff.
3. Describe ways in which the academic and/or teaching unit supports the development of the staff both to encourage their effectiveness and to further the unit's mission.

E. Summary and future directions

1. The overall self-assessment of the academic and/or teaching unit. Include the existing strengths, challenges, and weaknesses. What are the opportunities to enhance existing strengths and build on academic excellence? What are the unit's aspirations and ambitions?
2. The positioning of the unit particularly within the future directions of the academic field or discipline.
3. What existing (internal) resources might be reallocated to build on strengths? Identify improvements that would require additional resources.
4. Are there other important questions that you would like the external review committee to consider?