

## **Self-Study Outline Checklist**

Please keep the self-study narrative to 20 pages or less. If additional questions were raised in the MOU please ensure that the self-study addresses those issues. The narrative should also refrain from including data tables and charts, which can be placed in the appendices. Appendices should be submitted as a separate document.

### **I. Executive Summary of the Comprehensive Plan for Improvement**

### **II. Overview**

- a) Introduction to contemporary issues in the academic discipline or field.
- b) Current academic/intellectual profile of the program, including how its profile compares to other programs in the field and what distinguishes it from other programs.
- c) Current stature, including national rankings and metrics of excellence.
- d) A statement of the program's goals and objectives.
- e) A statement of how the program's vision is responsive to the School's vision and the University's Strategic Vision.
- f) Recommendations of the previous UCAR review, and progress since that assessment.

### **III. Assessment of Quality**

- a) Stature and diversity of faculty/staff, including recent achievements, strengths, and service. A statement of how the program is increasing the number of underrepresented minorities among the faculty.
- b) Evaluation of educational programs and student learning, including quality and diversity of students and placement of graduates. A statement of how the program is increasing the number of underrepresented minorities among the students.
- c) Evaluation of co-curricular program offerings (e.g., research and internship opportunities), advising, and student support.
- d) Contributions to interdisciplinary learning and teaching in conjunction with other units at USC and/or elsewhere.
- e) Comparative strengths, weaknesses and distinctiveness.

### **IV. Assessment of Resources**

- a) Briefly describe the relationships across programs within the unit, including the impact on instructional or other departmental resources. Explain the rationale utilized in the distribution of teaching loads among the faculty.
- b) Evaluation of the mentoring provided to faculty for promotion and tenure.
- c) Evaluation of financial support provided to graduate students in your unit and how it is allocated.
- d) Describe the distribution and rationale of teaching assignments among graduate students.
- e) Evaluation of staff support.
- f) Evaluation of the training and mentoring provided to postdoctoral scholars.
- g) Identify unit, school, and/or university issues that may pose as obstacles for academic excellence.

## V. Comprehensive Plan for the Future

- a) Prepare a detailed action plan for improvement over the upcoming five-year period to increase the program's stature and to achieve eminence.
- b) List core objectives and priorities clearly and the sequence of actions to be taken for each.
- c) Consider where the academic discipline is likely to be headed in the next five years. Indicate how the program will position itself in the changing context.
- d) Consider what opportunities exist to extend current strengths.
- e) Explain what internal improvements are possible *through reallocation of existing resources*.
- f) Explain improvements that can only be addressed through additional resources.

## **Appendix III Appendices Outline Checklist**

Please keep the appendices to 100 pages or less. To the extent that it is possible, the appendices, included in the self-study should use data already collected on a regular basis by the program under review.

The following types of data should be included in the appendices, however programs may include additional materials to support the analysis of specific issues:

### **I. Table of Contents** (with bookmarks in the PDF)

### **II. Appendix for Overview**

- a) Organizational Chart
- b) Mission statement
- c) National rankings and metrics of excellence
- d) List tenured, tenure-track, and RTPC faculty (including part-time faculty) by rank, tenure status, gender, ethnicity, and major areas of expertise
- e) Headcount and turnover analysis of faculty in the past ten years
- f) List of associate chairs, divisional directors, and chairs of major committees

### **III. Appendix for Quality**

#### ***Faculty***

- a) Faculty awards, honors, academy memberships or other indications of national recognition
- b) Faculty external funding
  - a. Total awards in the past five years (indicating principal investigator, amount, dates)
  - b. Major awards
- c) Faculty workload with respect to teaching, advisement and mentoring
- d) Description of the program's approach to assessing faculty teaching excellence and research productivity
- e) Comparative data (with department-identified peers) on department size, teaching load, research productivity, and other metrics.

#### ***Doctoral Program(s)***

#### **Data provided by the Office of Institutional Research**

*For professional doctorates only:*

- a) Headcount by program
- b) Demographics by gender, ethnicity, and residency status
- c) Student quality data
- d) Graduation rates and time-to-degree
- e) Enrollments in doctoral courses

## **Data and information provided by the program**

- a) Admissions data (number of applicants, admission offers, new admit yield rates), last 5 years
- b) Provide the 5-year summary page of the PhD Progress Portal Data
- c) Doctoral student funding – Fellowship awards, Training Grants, and other sources of financial support
- d) Number of graduate students and postdocs by faculty member
- e) Provide a brief description and curriculum requirements for each program
- f) Methods used to monitor and evaluate student progress for each degree program. Provide a link to student handbooks, if applicable.
- g) Doctoral student placement data, last 5 years; provide the Special PhD Alumni Achievement Report from the PhD Progress Portal Data
- h) Average annual salary of graduates
- i) Evidence of teaching effectiveness (e.g., student evaluations, student engagement surveys, alumni surveys; assessment of student work)
- j) Composition of faculty teaching in the program (number of adjunct, RTPC FT, RTPC PT, TT/T)
- k) Previous UCAR review committee report

## **IV. Appendix for Resources**

- a) Endowments, fellowships and other sources of funds
- b) Headcount of all instructional resources
- c) List all the support staff
- d) Headcount of Postdoctoral Scholars
- e) Facilities and space
- f) Computers, libraries, and other learning resources

## **V. Appendix for Comprehensive Plan for the Future**

- a) Implementation plan of top priorities
- b) Faculty hiring plans, including intellectual goals and goals for diversity and gender equity
- c) Budget reallocation (e.g., funds freed by retirements, reduction or closure of lower priority units, etc.)
- d) New funds needed to accomplish some priorities

## **VI. Faculty CV's**

Provide faculty CV's sorted by TT/T, RTPC FT, and RTPC PT Please send a file to Donna Garcia, [dlgarcia@usc.edu](mailto:dlgarcia@usc.edu), via OneDrive in Microsoft Office 365.