The self-study document provides an opportunity for a unit to reflect on its strengths, weaknesses, opportunities and threats and subsequently plan for the future.

Including external advisors in the review process provides a valuable opportunity for a unit to receive feedback. Therefore, in discussing future plans in the self-study document, units should focus on what they consider to be the most significant issues for which they are seeking feedback. Units should consult with their supervisory unit leader and the Provost’s office to jointly identify these issues and what data points, beyond those in the appendices (Section IV), should be included.

 The template below should be used in completing the self-study document. Please consider Andrea Swanagan, Strategic Planning Program Director, a partner throughout the process. Andrea is able to assist in a variety of capacities to include obtaining data and providing consulting support for self-study development. Andrea may be reached at aswanagan@nd.edu or (574) 631-2490.

**I. History of the Unit**. Please provide a brief history of the unit to explain how the unit arrived at its present configuration with respect to undergraduate and graduate education, research, faculty, etc.

**II. Current State of the Unit**

 **A. Internal Activities.** Please outline the current strengths and weaknesses of the unit across the following dimensions (in any order preferred). In completing the assessment, please use various sources of input to include judgments of external reviewers in previous reviews and rankings of the unit by national educational associations or scholarly and professional societies.

* **Undergraduate education** (e.g., curriculum, class size, student to faculty ratio, Course Instructor Feedback, job placement, graduate school admissions)
* **Graduate education** (e.g., curriculum, admissions selectivity and yield, attrition, time to degree, placement)
* **Student Learning Assessment Plan** (e.g., learning goals, metrics, data collection processes, program improvements based on interpretation of data)
* **Research** (e.g., % of faculty covered by grants, % of faculty with active grants, # of books published, # of articles published, # of citations, % of students covered by grants)
* **Faculty** (e.g., quality of recent hires, diversity, mentoring, development, credit hours taught by faculty type/rank, credit hours generated per full-time instructional ranked faculty member)
* **Contributions to Notre Dame’s Catholic Mission** (e.g., coursework, research, faculty, other initiatives)
* **Outreach** (e.g., community-based learning, community service/initiatives)
* **Operating procedures** (e.g., center/institute policies or procedures)
* **Facilities, collections, and equipment**

**B. External Environment.** Please outline the potential opportunities and challenges facing the unit based on external activities. Note that all elements below may not be applicable.

* Activities of peer units
* Availability of talent
* Availability of funding
* Developments in industry, society, economics
* Regulatory, legal or political environment

**III. Future of the Unit**

 **A. Goals**

|  |
| --- |
| Please list a set of overall goals for your unit. These goals should be longer-term in nature, and should have a horizon of about 5 years. While we recommend 5-7 discrete goals as ideal, please limit the list to no more than ten (10). For each goal, please indicate the University goal it supports.  |
| ***Unit Goal*** | ***University Goal(s) Supported*** |
| * **Goal 1**
 |  |
| * **Goal 2**
 |  |
| * **Goal 3**
 |  |
| * **Goal 4**
 |  |
| * **Goal 5**
 |  |

 **B. Details by Goal.** For each unit goal, please address each of the following sections.

1. **Tactics for Achievement**. What tactics and/or strategies has the unit chosen to pursue in order to achieve this goal? Why have you chosen to pursue these tactics? How would you prioritize these tactics?
2. **Points of Integration**. In order to achieve this goal, are there other divisions/departments/units outside of your unit on which you will rely? If so, what support might be required from these other units?
3. **Indicators of Success**. What quantitative or qualitative indicators will be used to track performance against this goal? What indicators are you currently tracking?
4. **Financial Implications**. Will new resources be needed to accomplish this goal? If so, please identify resource reallocation opportunities within the unit.

 **C. Key Issues.** What are the key issues that must be addressed to achieve each goal?

 **D. Questions for External Advisors.** What questions do you have for the external advisors related to the goals and key issues?

 **E. Prioritized List of Resources.** Please prioritize the list of additional resources required to achieve the unit’s goals and also prioritize the list of resource reallocation opportunities.

**IV. Appendices.** All may not apply to each unit.

*General Program and Course Information*

* Short course descriptions with courses grouped by category (e.g., undergraduate minor, graduate program, etc.)
* Program requirements (e.g., courses/credits required for undergraduate minor, graduate program, etc.)
* # of students enrolled in each program

*Undergraduate Education Information*

* Data displaying unit’s contribution to undergraduate education (e.g., conferences organized, lectures conducted, etc.)

*Graduate Education Information*

* Graduate program admissions selectivity and yield
* Graduate program attrition
* Graduate student demographics
* Other data displaying unit’s contribution to graduate education (e.g., conferences organized, lectures conducted, etc.)

*Research Information*

* Short description of the unit’s primary research areas of focus and distinction
* % of faculty covered by grants
* % of faculty with active grants
* # of books published by faculty member
* # of articles published by faculty member
* # of citations by faculty member
* % of graduate students covered by grants

 *Faculty Information*

* Faculty names, dates of hire, ranks, and demographics (i.e., gender, race/ethnicity)
* % of credit hours taught by full professors, associate professors, assistant professors, SPFs, adjuncts, TAs
* Credit hours generated per full-time instructional ranked faculty member
* Faculty CVs (ideally short 2-page versions if available)

*Other Information*

* Data about the unit’s general education and service courses
* Other data the unit feels is necessary for the external advisors to see so they can address the questions the unit has for the external advisors
* External advisor report from the last program review for the unit