

Appendix 2: Self-Study Appendix Outline

The appendix to the self-study report should include any additional data and information that is systematically collected by the unit under review, by the school or college, and centrally by Analytical Services and Institutional Research (ASIR) that the unit under review believes will aid the review committee in its understanding of the unit. It may also be appropriate to include NIH, NSF, or other data tables.

ASIR will provide a standard data portfolio for units undergoing program review for use in preparing its self-study report. However, units should not simply reproduce the data portfolio as part of the self-study appendix, but rather, as appropriate, analyze and present the data contextually to accompany the narrative. Please coordinate with the Office of the Provost to obtain the appropriate data portfolio well in advance of the self-study draft deadline.

The following outlines the required elements of the report appendix. (*Note: In some cases, the data requested may not be applicable.*) If appropriate and relevant, the unit may augment the requested data with supplemental information that helps to provide a complete characterization of the unit's activities.

A. Appendix for Overview

1. Key of Acronyms used in the Self-Study (if necessary)
2. Organizational Chart for Unit
3. List of tenure-track faculty by rank, tenure status, gender, other measures of diversity, and major areas of expertise

- ASIR will provide list of active faculty, including name, rank, tenure status, gender, and race/ethnicity, as reported from the University's Faculty and Payroll databases.
- The department is responsible for major areas of expertise.

4. List of adjunct/clinical faculty (including part-time faculty) by rank, gender, other areas of diversity, and areas of expertise

- ASIR will provide list of active faculty, including name, rank, gender, and race/ethnicity, as reported from the University's Faculty and Payroll databases.
- The department is responsible for major areas of expertise.

5. New faculty hired during the last ten years (including those that may have left)

- ASIR will provide 10 years of faculty hires, including academic year, name, UID, rank, tenure status, gender, and hire date.

6. Faculty who have left during the last ten years (indicate where they have gone, if available)

- ASIR will provide 10 years of faculty terminations, including academic year, name, UID, rank, tenure status, gender, and term date and reason.

B. Appendix for Quality Indicators

1. Survey data, national rankings, and metrics of excellence showing the current reputation of the unit

- ASIR will provide current US News rankings, if available.
- Office of the Provost will provide FSP data summaries as calculated by Academic Analytics for applicable PhD-granting programs. These include a national comparison of comparable PhD programs by various faculty productivity measures, including journal and book publications, citations, grant funding, and awards.
- NRC data and other rankings may be reported at the program's discretion.

2. Graduate Student Quality Data

- a. Numbers of applicants, admits, and newly enrolled students
- b. Admit rate and yield (conversion rate)

- For PhD students this data is available in the PhD Program Profiles. Please contact the Assistant Provost for Academic Data and Decision Support for further information.
- ASIR will provide 5 years of central graduate admissions and quality data. If data is not centrally available, it may be supplied and/or verified by the department or school/college.

3. Student Diversity and Equity

- a. Trend data showing change over time on measures of diversity

- ASIR will provide this data.

4. Faculty external funding (Federal and Foundation)

- a. Total awards over the past five years (indicate the principal investigator, amount, dates)
- b. Major awards, e.g. federally-funded “center” grants, grants over \$1 million, and high-prestige grants

- ASIR, as requested, can provide 5 years of summary data, including the number and total amount of Sponsored Research as reported by the Office of Sponsored Programs. ASIR can also provide 5 years of grant-related expenditures, as reported by the Office of the Budget.

5. Faculty quality indicators including major prizes and awards, membership in national academies or honor societies, “young investigator” awards, journal editorships; describe nature of distinctive service, outreach, and engaged scholarship

- The Office of the Provost, via Academic Analytics, tracks awards and distinction by school/department for the following:
 - National Academy Members
 - National Academy of Sciences
 - Institute of Medicine
 - National Academy of Engineering
 - National Medal Winners
 - National Medal of Arts
 - National Humanities Medal
 - National Medal of Science
 - National Medal of Technology
 - Other Academy Fellows
 - American Association for the Advancement of Science
 - American Academy of Arts and Sciences
 - American Academy of Arts and Letters
 - American Philosophical Society
 - American Law Institute
 - International Communication Association
 - American Society for Clinical Investigation
 - American Academy of Pediatrics
 - American Academy of Social Work and Social Welfare
 - HHMI Investigators
 - MacArthur Fellows
 - Guggenheim Fellows
 - Sloan Research Fellows
 - Pulitzer Prize
 - US Poet Laureates
 - BU-Specific Honors
 - Named Chairs and Professorships
 - Warren Professors
 - Metcalf Awardees
 - United Methodist Teacher/Scholar Award
 - University Lecturer
 - Nobel Laureates
- The program may provide additional lists of faculty quality indicators specific to the discipline.

6. Program & Curriculum Information
- a. Requirements for each program offered
 - b. Course listing (by semester) for the prior 2-3 years, to demonstrate offerings in a given year
 - i. For graduate and undergraduate programs, list all courses offered
 - ii. For undergraduate programs, annotate whether courses are general education, introductory, major requirements, electives, etc.
 - c. Select examples of syllabi (e.g.: introductory, non-major, and/or required major/ degree courses)
 - d. Describe any major changes to the curriculum over the past five years, including any changes in courses taken by undergraduates to fulfill general education requirements

- e. Discuss how the unit contributes to new forms of pedagogy, including the use of digital technologies and emerging media and tools to enhance instruction

7. Faculty

- a. Faculty-student ratios by program and by major

- For CRC schools, ASIR can provide 5 years of data.
- ASIR will work with BUMC programs to establish appropriate metrics.

- b. Faculty responsibilities with respect to teaching, advising, and mentoring of students, both undergraduate and graduate
- c. Information on standard teaching loads in the unit, including a summary of the average number of students taught by faculty/year at each rank and at each level of course (100, 200, 500, etc.)
- d. Any relevant summaries of course evaluations
- e. Describe any guidelines/ expectations for promotion/ tenure; provide Faculty Handbook, if available

8. Assessment of Student Learning and Educational Effectiveness

- a. Description of how the unit defines its undergraduate student learning outcomes. Include a copy of the latest Annual Report(s) on Program Learning Outcomes Assessment.
- b. Evidence of undergraduate student learning, including results of learning outcomes assessment (e.g.: surveys, portfolio review, exhibits, capstone course, theses, internship ratings)
- c. Evidence of the quality of undergraduate student experience (e.g.: satisfaction surveys of the major and non-major experiences, exit surveys, etc.)
- d. Outline how the results of student learning assessment and feedback on student satisfaction have been used to improve the program
- e. Undergraduate job/graduate school placements for the last five years (from unit records or from Career Services); how this information affects change to the curriculum
- f. PhD placements for last ten years, including placement rates into tenure-track faculty positions
- g. Methods used to evaluate doctoral dissertations and master's theses
- h. Passage rates on professional entry examinations, if applicable
- i. Other relevant learning assessments (e.g. participation in research opportunities, internships, qualifying examinations, PhD Handbook, etc.)
- j. Student scholarship: publications, conference presentations, grants, national awards, attendance

C. Appendix on Resources

1. Outline program endowment funds including named professorships
2. Outline student fellowships and endowments (last 5 years)
3. Describe the unit's current facilities and space, future plans, and needs

4. Describe the unit's access to technology and libraries as well as other learning resources

D. Appendix on Governance and Administration

1. List associate chairs, divisional directors, major committees and their chairs, and each of their responsibilities
2. List student associations, honor societies, and their student officers
3. Describe the current staff support for the unit

E. Appendix for Plan for Improvement

1. Provide the most recent existing Strategic Plan documents
2. Outline the sequence of implementation for top priorities
3. Outline faculty hiring plans including intellectual goals and goals for achieving diversity and gender equity
4. Describe proposed budget reallocations (e.g. funds freed by retirements, reduction or closure of lower priority programs, etc.)
5. Describe the new funds that are required to accomplish the priority objectives

F. Faculty CVs

1. Provide up-to-date CVs for all faculty in an electronic format