# Section 1. Unit overview.

*1A. Unit vision statement, mission statement, and strategic plan*

Provide the unit’s vision and mission statements, if they exist, and describe how the statements relate to the [UTK Strategic Vision](https://utk.edu/vision). Include the unit’s strategic plan in Appendix 1.1. Describe how the unit measures progress in achieving the goals articulated in the strategic plan. If the unit has no strategic plan, discuss current efforts (with a detailed timeline) for creating such a plan.

*1B. Important historical events*

Provide a brief summary of any important historical events that will help reviewers understand the current state of the unit.

*1C. Unit structure and administration*

Provide a brief narrative describing the organization, administration, and management of the unit. Include the unit’s organizational chart in Appendix 1.2 and a list of the unit’s committees (with current membership, including faculty ranks) in Appendix 1.3.

*1D. Demand for program; rankings and recognitions; comparable and aspirational peers*

Describe demand for the unit’s academic programs, scholarship and research efforts, and community outreach and engagement activities at the campus, local, state, regional, national, and/or international levels. Provide and discuss any disciplinary rankings of the unit’s academic programs or other activities. Provide a list of the unit’s comparable peers and aspirational peers and discuss the similarities and differences between the unit and its comparable and aspirational peer units. The Office of Research, Innovation, and Economic Development (ORIED) will provide 5 years of faculty research data (proposal, awards, publications, etc.). *Prompts for charts and graphs are highlighted throughout. They are not required, but suggested.* (Include Graph: Workforce Growth & Employment Trajectory) (Include Chart: Comparison of Rankings with Peer and Aspirational Institutions)

# Section 2. Alignment with [UTK’s Strategic Vision](https://utk.edu/vision).

*2A. Educational opportunities*

Briefly describe the unit’s activities that support UTK’s goal of providing high-quality educational opportunities that meet the needs of students, whenever and wherever they seek to learn, with special emphasis on the following:

* Providing students at all levels with opportunities to engage in rich learning and scholarship that is collaborative, experiential, and relevant;
* Delivering educational opportunities that are relevant to the needs of learners;
* Making the unit’s educational opportunities accessible in communities across Tennessee

and beyond; and

* Incentivizing educational innovation and outreach.

*2B. Research, scholarship, and creative activity*

Briefly describe the unit’s activities that support UTK’s goal of expanding the frontiers of knowledge via world-class research, scholarship, and creative activity, leading to a more just, prosperous, and sustainable future, with special emphasis on the following:

* Strengthening the reputation and impact of the unit’s research, scholarship, and

creative activity;

* Ensuring the unit’s research outcomes lead to the creation of a more just, prosperous,

and sustainable future; and

* Integrating new research knowledge into the curriculum to enhance learning opportunities for students at all levels.

*2C. Diversity and community*

Briefly describe the unit’s activities that support UTK’s goal of developing and sustaining a nurturing university culture where diversity and community are enduring sources of strength, with special emphasis on the following:

* Implementing structures and practices necessary to bring UTK’s culture and diversity

expectations to fruition;

* Nurturing change to achieve diversity and to demonstrate inclusive behaviors across the unit;
* Challenging students to examine their understandings of the world and their capacity to act as members of an inclusive community; and
* Attracting and retaining a diverse community of faculty, staff, and students.

*2D. Collaboration, adaptability, and innovation*

Briefly describe the unit’s activities that support UTK’s goal of empowering and sustaining a culture of collaboration, adaptability, and innovation, with special emphasis on the following:

* Adapting current structures to foster identify and collaboration while supporting innovation;
* Incentivizing cross-disciplinary research, teaching, and service; and
* Rewarding innovation and collaboration at all levels.

*2E. Connection*

Briefly describe the unit’s activities that support UTK’s goal of connecting with every Tennessean and with communities around the world, with special emphasis on the following:

* Deepening and extending the university’s ability to connect with Tennesseans; and
* Establishing, building upon, and streamlining processes to identify community needs and activating university resources to meet those needs.

# Section 3. Undergraduate programs, if applicable. If there are no undergraduate programs, leave Section 3 blank and proceed to Section 4; do not renumber sections of the self-study.

*3A. Undergraduate academic programs*

Provide a list of the undergraduate majors, concentrations, and certificates offered by the unit. Include in Appendix 3.1 the curricular requirements for each undergraduate credential offered by the unit. Describe any curricular changes that have been made in the past five years, including the motivation for these changes.

*3B. Volunteer Core*

Describe the unit’s contributions, if any, to Volunteer Core, the university’s general education

program.

*3C. Course enrollments*

Institutional Research and Strategic Analysis (IRSA) will supply data summarizing enrollments in the unit’s courses. Provide commentary and context as appropriate. (Include graph of Undergraduate Student Credit Hours - Introductory Enrollment) (Include graph of declared majors over 10 years)

*3D. Recruitment and student demographics*

Describe any efforts the unit makes to recruit undergraduate students to the unit’s academic programs. IRSA will supply data summarizing both enrollments in the unit’s undergraduate major(s) and demographic information for the unit’s undergraduate majors. Provide commentary and context as appropriate. Include in Appendix 3.2 a list of any unit-level scholarships and awards that the unit bestows on undergraduate students. (Include graph of degrees awarded in last 10 years)

*3E. Advising, mentoring, and student success*

Discuss how undergraduate majors in the unit are advised and mentored. Describe any changes to undergraduate advising and mentoring practices in the last five years. In Appendix 3.3, summarize key program-level student learning objectives for the unit’s undergraduate programs and describe how the unit’s undergraduate curricula help students achieve these objectives. (The Office of the Provost will provide reviewers with the unit’s most recent annual assessment of student learning outcomes and with course completion rates for the unit’s undergraduate courses.) Describe measures taken to support student success in the unit’s undergraduate courses.

*3F. Teaching, scholarship, and engagement*

Describe how the quality of undergraduate instruction in the unit is assessed. Discuss measures taken to involve undergraduate majors in research, scholarship, and creative activity. Discuss opportunities that undergraduate students have to participate in experiential learning

activities. Describe any co-curricular programming and enrichment opportunities that the unit provides for undergraduate students.

*3G. Placement*

In Appendix 3.4, summarize the post-UTK placement of the unit’s undergraduate majors for the

past five years.

# Section 4. Graduate programs, if applicable. If there are no graduate programs, leave Section 4 blank and proceed to Section 5; do not renumber sections of the self-study.

*4A. Graduate academic programs*

Provide a list of the graduate majors, concentrations, and certificates offered by the unit. Include in Appendix 4.1 the curricular requirements for each graduate credential offered by the unit. Describe any curricular changes that have been made in the past five years, including the motivation for these changes.

*4B. Course enrollments*

IRSA will supply data summarizing enrollments in the unit’s courses. Provide commentary and

context as appropriate. (Include graph of 10 years of Graduate Enrollment)

*4C. Recruitment and student demographics*

Describe any efforts the unit makes to recruit graduate students to the unit’s academic programs. IRSA will supply data summarizing both enrollments in the unit’s graduate major(s) and demographic information for the unit’s graduate majors. The Office of the Provost will supply data summarizing applications and yield for the unit’s graduate majors. Provide commentary and context for both data sets as appropriate. Include in Appendix 4.2 a list of any unit-level scholarships and awards that the unit bestows on graduate students. (Include graph of yield for admitted Applicants over 10 years) (Include graph for graduate enrollment by degree over 10 years) (Include bar charts showing % men and women in program since fall 2014)(Include bar charts showing % minoritized and non-minoritized) (Include graphs showing time to degree by entry cohort)

*4D. Advising, mentoring, and student success*

Discuss how graduate students in the unit are advised and mentored. Describe any changes to graduate advising and mentoring practices in the last five years. In Appendix 4.3, summarize key program-level student learning objectives for the unit’s graduate programs and describe how the unit’s graduate curricula help students achieve these objectives. (The Office of the Provost will provide reviewers with the unit’s most recent annual assessment of student learning outcomes.) Describe measures taken to support student success in the unit’s graduate courses. Describe any mentoring and professional development efforts that help the unit’s graduate students develop as instructors.

*4E. Teaching, scholarship, and engagement*

Describe how the quality of graduate instruction in the unit is assessed. Describe how the unit promotes high-quality, ethical, impactful research, scholarship, and creative activity by the

unit’s graduate students. Discuss any opportunities that graduate students have to participate in community-engaged scholarship. Describe any co-curricular programming and enrichment opportunities that the unit provides for graduate students. (Include bar chart of number of peer-refereed publications per year led by graduate students)

*4F. Placement*

In Appendix 4.4, summarize the post-UTK placement of the unit’s graduate majors for the past

five years.

# Section 5. Research and scholarship.

Note that information about student achievements in research and scholarship is presented in Sections 3 and 4, and information about faculty achievements in research and scholarship is presented in Section 6. Section 5 should present a broad, unit-level summary of the unit’s research activities.

*5A. Overview*

Summarize the unit’s key areas of strength in research, scholarship, and creative activity. Highlight any research efforts that support economic and social development or that support outreach to and engagement with the community.

*5B. External funding*

As appropriate, provide information about the unit’s efforts to attract external funding to support research, scholarship, and creative activity, and assess the unit’s success in doing so. Discuss the unit’s areas of strength in securing external funding, and any areas for potential growth. (Include chart of Grant expenditures from the unit for 10 years – Year, Active Grants, Direct Spending, Total Expenditures) (List major sources of external funding for unit faculty)

*5C. Interdisciplinarity and collaborations*

Summarize any scholarly activities that involve interdisciplinary and/or collaborative partnerships with other academic units, with community partners, and with other institutions.

# Section 6. Faculty and staff.

*6A. Faculty profile and demographics*

IRSA will supply a faculty roster and demographic information for the unit’s faculty. Summarize

any changes in the faculty since the last mid-cycle review or program review. Provide a forecast

for faculty hiring needs over the next five years and discuss opportunities for supporting university-wide diversity goals as you hire new faculty. Describe the unit’s faculty development initiatives, such as mentoring programs and faculty leave to support scholarship and creative activity. (List current tenure-track faculty associated with the unit – Name, position, current activities) (Include a chart showing the proposed hiring pathway to a robust research and teaching faculty over next 5 years)

*6B. Staff profile and demographics*

IRSA will supply a staff roster and demographic information for the unit’s staff. Summarize any changes in the staff since the last mid-cycle review or program review. Provide a forecast for staff hiring needs over the next five years and discuss opportunities for supporting university- wide diversity goals as you hire new staff.

*6C. Faculty scholarly and teaching activity*

Describe the unit’s faculty workload policy. IRSA will supply information summarizing the unit’s student credit hour productivity; provide commentary and context as appropriate. Summarize the scholarly productivity of the faculty over the past five years, including, as appropriate, information about citation indices, patents and inventions, and other relevant measures of faculty scholarship and creative activity that may not be captured by traditional bibliometric methods. (Include a chart of Faculty Peer-reviewed journal publications – name, position, 10 columns (years) and total at bottom) (Include a chart of publication impact for tenure track faculty – name, position, first paper, years, publications, H index, G2 index, i10 index) (Include 2 scattergrams of years since first publication and total number of publications) (Include chart showing departmental students and contributions to department research outcomes – name, position, 10-year publication, student authors, student author, PhD students, MS students, BS students)

*6D. Faculty curricula vitae (optional)*

Optionally, include in Appendix 6.1 a copy of the curriculum vitae for each faculty member in the unit.

# Section 7. Resources and infrastructure.

*7A. Budget*

Provide a high-level overview of the unit’s budget, adding commentary and context as needed. Describe any recently adopted efficiency measures. (Include unit budget over past 5 years – faculty salary, GTA Stipend, Clerical/Technical Staff, Operating, Total)

*7B. Development efforts and other additional revenue*

Summarize the unit’s key development priorities and initiatives. Describe any other current

and potential sources of additional revenue for the unit. (Include chart showing Endowments in the unit)

*7C. Space, facilities, and academic support*

Describe the space that supports the unit’s activities, including both a measure of the quantity of space and an assessment of the quality of the space. Describe any specialized facilities, whether within the unit or outside the unit (e.g., core facilities), that support the unit’s programs. Describe any specialized academic support needs, such as library or computing resources. (If appropriate, Chart showing laboratory income, by lab, in the unit for 10 years)

# Section 8. SOAR analysis.

Conclude the self-study with a SOAR (Strengths, Opportunities, Aspirations, Results) analysis, using the questions below to prompt discussions within the unit.

*8A. Strengths*

* What are we doing well?
* What recent achievements are we most proud of?
* What makes us unique?
* Why do students, staff, and faculty choose us?
* What key resources and areas of expertise give us an advantage?

*8B. Opportunities*

* What changes in demand do we expect to see over the next decade?
* What external forces or trends may make a positive impact on our unit?
* What future external opportunities do we have?
* What are key areas of untapped potential in our unit?
* What are students, employers, community members, and colleagues requesting from our unit?

*8C. Aspirations*

* What are we passionate about?
* What difference do we hope to make?
* What does our preferred future look like?
* What projects, processes, and programs would support our aspirations?

*8D. Results*

* What meaningful measures will indicate that we are achieving our goals?
* What measurable results do we want to see and be known for?
* What resources will we need to implement our key projects and initiatives?