



**Academic Unit Review and
Continuous Improvement**

Guidelines and Instructions

August 12, 2024

WORKING DRAFT

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Introduction

The Rutgers University–New Brunswick Academic Unit Review Process provides each academic unit the opportunity to examine its strengths, areas for improvement, and strategic goals in a systematic way and fulfills the review process requirements set by the Office of the Executive Vice President for Academic Affairs. A collaborative process between the Office of the Provost, New Brunswick and the academic unit, the Academic Unit Review is a mission- and evidence-learning based process that ensures alignment of the academic unit with the academic priorities, mission, and vision of the New Brunswick Campus as currently described in the New Brunswick Academic Master Plan (AMP). The Academic Master Plan serves as the roadmap for Rutgers–New Brunswick’s future, clarifying strategies to accomplish the university’s academic mission in its pursuit to be a national leader among institutions of higher education that exemplify excellence in inclusive research, pedagogy, and service toward the common good. The AMP is built on four pillars of excellence: Scholarly Leadership; Innovative Research; Student Success; and Community Engagement.

Academic unit members engage in an on-going process of reflection and evaluation in creating a culture of continuous improvement. Through this process, the strengths, challenges, and opportunities are assessed. An assessment of performance-based student learning outcomes as well as faculty achievements in teaching, scholarship, and service provide evidence-based data in support of the academic priorities of Rutgers, New Brunswick.

The Academic Unit Review process aligns with the University’s commitment to excellence in the academic programs, and specifically allows us to:

- Guide the future direction and priorities for the units and the institution
- Ensure alignment with the academic priorities, mission, and vision of Rutgers University–New Brunswick, as currently described in the New Brunswick Academic Master Plan (AMP).
- Identify areas for improvement and development
- Promote goal setting within the unit as well as across our campus
- Identify potential opportunities to redirect existing resources and to generate and use incremental resources
- Continually innovate in practices and policies towards meeting the mission of the Academic Unit and Rutgers–New Brunswick
- Demonstrate a commitment to data- and evidence-based decision making
- Assure institutional quality to students, faculty, staff, parents, alumni, and other stakeholders
- Fulfill accreditation and state requirements

Description of the Policy

A comprehensive academic unit review is scheduled every five-to-seven years. It includes a comprehensive self-study and an external review process and is initiated by the Provost. The Provost may initiate an ad hoc review at any time, including: When there is a demonstrated cause for concern with respect to performance indicators, such as declines in enrollment, graduation rates, or reputational standing; A pending change in decanal or institute leadership, which would subsequently inform the search process; or When academic leadership believes a particular thematic area represents a strategic strength, opportunity, weakness, or threat requiring an ad-hoc review.

Deans may request an academic unit review in consultation with the Provost. School faculty and staff actively engage in all aspects of the academic unit review in consultation with the academic unit dean and the Provost.

To the extent possible, internal reviews processes shall be consolidated to avoid duplication or done in concert with other external assessments. In these cases, as described below, assessments may be augmented to ensure that they align with the objectives and scope of both the external accrediting body and the areas of emphasis described herein.

The following decanal units, which report directly to the Chancellor, are subject to periodic review.

- Edward J. Bloustein School of Planning and Public Policy
- Graduate School of Applied and Professional Psychology
- Graduate School of Education
- Mason Gross School of the Arts
- Professional Science Masters Program
- Rutgers Business School
- School of Arts and Sciences
- School of Communication and Information
- School of Environmental and Biological Sciences
- School of Engineering
- School of Graduate Studies
- School of Management and Labor Relations
- School of Social Work

Overview of Procedure

Periodic reviews shall be applied uniformly throughout the designated Academic units of Rutgers–New Brunswick at least once every five-to-seven years. Prior to the beginning of each academic year, the Provost will submit a list of scheduled reviews to the Executive Vice President for Academic Affairs (EVPAA). At the conclusion of each academic year, the Provost will submit a list of completed reviews and provide access to the resulting reports to the EVPAA and the Chair of the University Senate.

The following guidelines outline an open, objective, and thorough review process to be adapted by the units to fulfill the objectives listed above, yet tailored to the individual characteristics of the diverse constituent components of Rutgers–New Brunswick.

The main components of an Academic Unit Review will include:

- Self-assessment
- Informal feedback from peer review team
- Formal written report from external peer review team
- Academic unit response to external peer review team feedback
- Interim reports on progress and continuous improvement

The review shall be forward-looking and evaluative with a focus on continuous improvement, not just descriptive, and focus on the unit's efforts to be in the vanguard of the respective disciplines and explicitly focused on the unit's mission. The process shall provide independent and objective feedback on performance and goals, incorporate a recommended suite of metrics to inform the external assessment including metrics to be provided through university dashboards and/or budgetary/financial information, be collaborative and collegial, and instill confidence. The final report shall incorporate recommendations and an implementation plan to enact such recommendations. Following the review, the dean or director shall produce a status report, at a pre-defined interval that documents progress on any recommendations resulting from the review.

An in-person site visit for external reviewers will be planned for one to two days. As part of the visit, the reviewers shall meet with faculty, staff, and administration from the unit. The site visit should begin with a charge from the dean and conclude with a meeting with the steering committee, followed by a final meeting with the dean/director, the chair of the review committee, the campus provost, and other leadership as needed. On the last day of the site visit, the external reviewers will meet with the academic unit and provide informal feedback. The reviewers may also request a private meeting with the Rutgers–New Brunswick Provost and Chancellor. During these concluding meetings, the external reviewers will share their preliminary findings and recommendations prior to issuing a formal written report.

The chair of the external review team will provide a written report summarizing observations, findings, and recommendations with any external visitors' report appended. The report will be due in the Office of the Provost three weeks following the campus site visit. The report will provide feedback evaluating the academic unit's strengths, successes, and opportunities. Feedback for quality enhancement and continuous improvement will be organized into three main sections: immediate, short-term, and long-term recommendations. The final report will be

made available to the members of the unit; however, any personnel information included will be replaced with a non-confidential summary.

Academic Unit Response and Continuous Improvement Plan

Within 30 days of the site team report, the Academic Unit will submit a response to the external reviewers' feedback and the immediate, short-term, and long-term recommendations. The response will be submitted to the academic unit dean and to the Office of the Provost. Included in the academic unit's response is a continuous improvement plan with steps for assessment and implementation.

Final reports shall be provided to the EVPAA upon request, along with any status reports on implemented changes. These documents will be used to construct a repository of reviews for use during the reaffirmation of university accreditation with the Middle States Commission on Higher Education (MSCHE).

Self-Assessment Instructions

The self-assessment reports on eight areas:

1. [Strategy](#)
2. [Structure, Organization, and Resources](#)
3. [Academic Experiences/ Student Success](#)
4. [Innovative Research](#)
5. [Community Engagement and Extension](#)
6. [Scholarly Leadership, Faculty Development, and Success](#)
7. [Commitment to Diversity, Equity, Inclusion](#)
8. [Community Climate, Health, and Well-Being](#)

The following guidelines outline an open, objective, and thorough review process to be adapted by the units to fulfill the objectives listed above, yet tailored to the individual characteristics of the diverse constituent components of Rutgers–New Brunswick. This self-assessment should be a reflective report about 25-40 pages long. In each area, questions are provided as guidance. The final report should reflect the sentiment of the questions; it does not, however, need to be structured question-by-question with answers underneath, nor does each question need to be answered. If another organization strategy serves the purpose of the unit, then the unit can opt for that strategy

Units are encouraged to consider adopting these guidelines for review of unit-reporting departments and centers either in concert or separate from the unit-level review. In consultation with the Provost, Academic Unit's may choose to separate review of the entire unit across multiple cycles.

An accreditation review process conducted by an outside accreditation agency also may serve as an Academic Unit review, provided that the review aligns with the scope, purpose and objectives described above. In this case, the review will model and include standards and requirements guiding the program's accreditation or re-accreditation criteria. In many cases, an external review will focus on some, but not all, of the areas listed above; in these cases, an Academic Unit may append the materials from the external review and refer to those materials and outcomes within the appropriate sections.

Fundamentally and thematically, Academic Unit Review and particularly self-assessment is aimed to address the following questions across each area and unit as a whole:

- What stakeholders have a vested interest in the unit's success, and how are they involved in program assessment?
- What are current approaches towards continuous improvement at the unit and department levels?
- What areas in the review period had been perceived as strengths, weaknesses, opportunities, and threats? How have each of these been leveraged or addressed, and how has the plan or approach to address these evolved?
- Similarly, as a result of the self-study and moving forward, what areas are now perceived as strengths, weaknesses, opportunities, and threats, and what are the initial plans to address them?

Area 1. Strategy

The purpose of this section is to provide an overview of the goals and challenges in the Academic Unit as well as to reflect on the trends in the discipline. These questions serve as guidance in this area.

- *What is the vision and mission of the Academic Unit? What are the Unit's aspirations? How is it aligned with the Academic Master Plan, and in what ways is it not?*
- *What are the goals for the Academic Unit and what measures are used to assess the goals?*
- *What are the opportunities or emerging trends within the disciplines of the Academic Unit? What is being done address and/or take advantage of these trends within the unit? How can these trends align with the unit's vision and the Academic Master Plan?*
- *How does the Academic Unit compare to peer and to aspirant institutions? Who are your benchmark peers and in which areas are you stronger or weaker? How has this changed over time?*
- *What are the key challenges that face the unit? What are the unit's current strengths and weaknesses in addressing these challenges? What is being or needs to be done to address these challenges?*
- *Does your unit have an advisory board? How are members selected, and how does the composition reflect the unit's stakeholders? What is the role of the advisory board(s) and how do they contribute to the advancement of the unit towards its goals and mission?*

Area 2. Structure, Organization, and Resources

The purpose of this section is to reflect on the Academic Unit's leadership; organization; human, physical, and financial resources; and governance; its evolution and vitality; and how these may mirror the unit's mission and broader university goals and facilitate accomplishments within these. These questions serve as guidance in this area.

- *How is the unit structured and organized? Consider any departments, institutes, centers, or other entities that report to the unit.*
- *What are the leadership positions within the unit? How are they selected, and what are the typical lengths of service? How have these positions changed? How do these reflect the goals and objectives of the unit? How are candidates identified for these positions?*
- *How does the Academic Unit engage departments, institutes, and centers, including faculty, staff, and students, in its administrative, planning, and governance processes? What are the decision-making processes and mechanisms of feedback, and how have these evolved?*
- *What is the distribution of revenue sources? How has that changed during the review period, and how is the unit planning to position itself to ensure its financial viability?*
- *To what extent has the unit grown or adapted facilities to meet the needs of research and learning?*
- *If there are no changes to unit funding, which investments in (or reallocation of resources) are planned to enhance the unit's physical space over the next 3-5 years?*
- *How are operations within the unit and its departments managed? What support is provided by the units and what is provided by the departments? How are administrative, operational, and technical staff distributed, and how does this evolve to address changes in needs and resources?*
- *How is planning for faculty hiring planning completed at the unit-level? What is the process to determine how many faculty are hired and in which departments, roles, ranks, and research/teaching areas?*

Area 3. Academic Experiences/ Student Success

A central role in the academic department is to support students' academic experiences, and this section involves reporting on the quality of those experiences by looking at enrollment, learning objectives, and learning outcomes of the students in the unit's programs. These questions serve as guidance in this area.

- *What are the learning objectives of the undergraduate and graduate programs housed in your unit?*
- *What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?*
- *What are the enrollment trends in your programs and to what degree will the enrollment change over time? Do these differ across demographic and affinity groups?*
- *What are the retention and graduate rates for your programs? What are the job placement trends for your undergraduate and graduate students, and how has that changed over time? Do these differ across demographic and affinity groups?*
- *What significant undergraduate initiatives are either underway or planned and what is their desired effect? How are these aligned with the Unit's goals and the Academic Master Plan? How do they reflect enrollment and placement trends?*
- *How has unit encouraged innovative and inclusive pedagogy, and how has that been translated into the classroom and other educational settings?*
- *What kinds of experiential learning opportunities do undergraduate and graduate/professional students in the unit pursue? What resources and support does the unit provide to inform, match, or otherwise encourage students to pursue these experiences? How does participation in these opportunities differ among different populations of students? How is the impact of these experiences evaluated, and what is that impact?*
- *How is student advising and professional development at the undergraduate, graduate, and post-doctoral levels supported across the unit? How are graduate or professional students mentored? Are advisors and mentors offered training opportunities to prepare for these roles and support improvement?*
- *How are students within the unit supported financially? What support and resources are provided by the unit to help ensure the financial well-being of undergraduate, graduate, and professional students?*

Area 4. Innovative Research

One of an academic unit's main missions is to produce research, and this section of the report asks the department to reflect on its productivity and impact in these areas. The word "research" is interpreted in these questions to include not only research and scholarship as narrowly understood, but to encompass creative artistry and research that is inter-disciplinary and/or translational.

- *What are the major research areas in your Academic Unit?*
- *What are the current and emerging research themes within the disciplines and to what degree is the Academic Unit aligned with these themes? How do these themes relate to grand challenges in our community, state, country, and the world?*
- *To what degree is the research activity in your Unit of an interdisciplinary nature? How is it aligned with the Academic Master Plan and Chancellor-led initiatives? If it is interdisciplinary, please identify the other disciplines within or outside of the college, particularly collaborations within Rutgers–New Brunswick and across the other Chancellor-Led Units.*
- *How do you measure research productivity in your unit, and how does your unit research productivity compare to that of peer departments?*
- *How do you measure research impact in your unit, and how does your unit's research impact compare to that of peer units?*

Area 5. Community Engagement and Extension

The purpose of this section is to comment on the community engagement and/or extension activities of the unit. Engagement programs differ greatly across Rutgers–New Brunswick in form, scope, and scale. Please comment on the following areas to provide an overview and assessment of the engagement/extension program for your unit:

- *Who does your unit consider to be key stakeholders in your community engagement activities? Have there been significant changes to these stakeholders? Are there relevant national and/or international trends affecting your engagement programs?*
 - *What are some of your most innovative engagement programs and what makes them unique/creative. How are faculty, staff, and students in your unit engaged in and supporting the scholarship of engagement? Provide any relevant metrics which characterize your unit’s involvement in the scholarship of engagement (publications, citations, presentations, posters, books, other creative works, etc.)*
 - *How are your engagement programs and activities linked to academic experiences within your unit? Present any high impact examples of engagement programs that are explicitly linked to your learning and discovery missions.*
 - *How does your unit assess the impact of your community engagement activities? Provide any evidence supporting the impact of your engagement programs. What approaches does your unit use to collect input and feedback from stakeholders? How do you ensure your unit is serving stakeholder needs in your learning, discovery, and engagement programs?*
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Area 6. Scholarly Leadership, Faculty Development, and Success

The success of an academic unit hinges in large part on the success of its faculty in the classroom and educational settings, in research, and in service. Consider these questions when describing the unit's approach and efforts towards faculty development and success.

- *How are faculty mentored in your unit? Are there different approaches or programs for different titles, ranks, and roles? Is there specific guidance for navigating the promotion and tenure process?*
- *How often are faculty evaluated in your unit? Does faculty assessment differ according to rank, title, or role? How is information collected, and how is feedback provided?*
- *What are the workload policies in your unit and how are they developed and reviewed? How do faculty titles, ranks, and roles impact their workload?*
- *How are staff in your unit with responsibilities towards student training, advising, and development selected? What are the educational profiles and backgrounds that have correlated to success? How are these staff mentored?*
- *How does the unit encourage and promote leadership development among its faculty and staff?*
- *How have your faculty and staff demonstrated themselves and been recognized as leaders in their academic and research communities and professional societies?*
- *How have your faculty and staff amplified their impact on student success, innovative research, and community engagement through scholarly leadership? What are some signature examples in your unit of efforts that cut across these areas?*

Area 7. Commitment to Diversity, Equity, Inclusion

In his opening message as president of Rutgers, Dr. Holloway shared his belief that delivering on the principles of equity and inclusion requires constant attention and a determined commitment to improve. He asserted that Rutgers would identify and take concrete and measurable actions to address social, economic, and racial inequities. Rutgers–New Brunswick is equally committed. The following questions are meant to all for reflection on these important principles.

- *How does the unit illustrate its commitment to diversity, equity, and inclusion through its vision, leadership, messaging, and activities, and incentives?*
- *How has the faculty and staffing mix changed over the last ten years and what has been the impact?*
- *What proactive measures does the unit take to ensure the appropriate diversity of its faculty, students and staff?*
- *How does the unit create and promote an inclusive atmosphere and ensure equity?*
- *How does the unit recruit a diverse graduate and undergraduate student population, and help them succeed?*
- *How is diversity, inclusion, and equity a part of the research portfolio of the unit?*
- *How is diversity, inclusion, and equity included in the unit's curricula?*

Area 8. Community Climate, Health, and Well-Being

A vibrant community where all students, faculty, and staff share a sense of purpose and belonging is foundational to the success of a unit's operations as well as its academic and research enterprises. These questions serve as guidance in this area.

- *What do the most recent climate surveys (COACHE or other) say about your unit? What is the process to review, respond to, and/or act on these assessments? How are these responses and actions coordinated?*
 - *How does the unit promote engagement and community among its students, staff, and/or faculty?*
 - *How do student groups that are sponsored by the unit contribute to the unit's climate and community?*
 - *What resources and support are provided to facilitate the mental health and well-being of the unit's students, staff, and faculty?*
 - *How is the sense of community within the unit assessed? How are responses and actions to the assessment coordinated?*
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Appendix A. Suggested Timeline

- Spring prior: Academic Units to be reviewed in the upcoming year are notified by the Provost's Office. Provost and Academic Unit Dean review process, guidelines, and requested data and metrics.
- Summer Prior: Dean and unit representatives meet with the Office of Institutional Review to discuss data acquisition
- Aug/September: Dean and unit leadership meet to review the guidelines and requested data and agree on approach and format for the self-assessment. A list of potential external site visitors is generated. Data and information not provided by the Office of Institutional Review is collected and assembled.
- Sept/October.: Unit completes the self-assessment. Dean and Provost vet and approve external reviewers. Dean's office contacts potential external reviewers and develops a plan for the external review visit (Spring semester)
- Nov/December: Self-assessment report is reviewed and approved by the Office of the Provost and shared with External Reviewers. Academic unit coordinates details of site visit with External Reviewers and is responsible for planning the in-person site visit, including travel plans, itinerary, and daily agenda.
- January: Dean's office meets virtually with the External Reviewers to answer questions and make clear expectations for their campus visit.
- Feb./March: External Review Teams visit campus and conduct their on-site review. The visit culminates with a meeting with Academic Unit for informal feedback.
- April: External Review Reports are received by the Office of the Provost, reviewed, and distributed to the Academic Unit. Within 30 days, the Academic Unit prepares and submits to the Office of the Provost a response to the External Reviewers' report, feedback, and recommendations, including a continuous improvement plan with steps for assessment and implementation.
- May: Final Review Meeting between Dean and Provost. Any necessary changes to the response are made.
- June: Final reports are provided to the Provost, Chancellor, and the Office of the EVPAA.

Appendix B: External Reviewer Selection Criteria and Review Process

A unit will propose six to eight reviewers from top programs to the Provost. Potential reviewers should be considered experts and leaders in higher education whose opinions will carry weight across the entire unit. Accordingly, team members should be visionary. They will not need to represent every program/discipline in the unit. Diversity within the team is important. The team members should not have any ties to Rutgers University or any of the Chancellor-Led Units. From this list, an external team of two-to-three reviewers will be assembled.

The external review schedule will include the following:

- An orientation session via videoconference one to two weeks prior to the review with the Dean and the Provost or designee
- As appropriate, on-site meetings with¹:
 - Campus leadership
 - Unit leadership
 - Department and Center leadership
 - Academic Program Leadership
 - Undergraduate program, graduate program, and professional program directors
 - Representative faculty:
 - Professors and Distinguished Professors
 - Associate Professors
 - Assistant Professors
 - Teaching Professors and Professors of Professional Practice
 - Representative groups of students
 - Undergraduates
 - Graduate students
 - Professional students
 - Representatives from other academic units and institutes at Rutgers University–New Brunswick with collaborative teaching and research interests
- A closed session, or other opportunities, where the external team holds internal discussions and prepares informal feedback and recommendations.

A final report is due from the External Reviewers three weeks following the site visit. The report will include an Executive Summary, a review and assessment of the Unit’s plans, efforts, and accomplishments in the eight areas, and two-to-three immediate recommendations, short-term recommendations, and long-term recommendations. More information about the External Review can be found in the [Rutgers University–New Brunswick External Unit Review Guidelines](#).

¹ At the orientation session, external reviewers may request meetings with parties not included above.

Appendix C: Supporting documents

- Current unit organizational charts
- The unit's Diversity, Equity, and Inclusion Statement and Strategic Plan
- The unit's by-laws and policies
- Workload policy, including median and mean credit hours per FTE
- List and brief description of degree programs, degree and non-degree certificates, digital badging, etc., separated by sponsoring department/graduate program
 - Entrance requirements
 - Curriculum requirements
 - Link to student handbook
 - Evidence of teaching effectiveness
- Abridged (5-page maximum) *curricula vitae* for unit faculty, separated by department/center

Appendix D: Supporting data and metrics

Faculty and Faculty Accomplishments

- 5-year history of faculty recruitment
 - Number of searches, demographics and distribution of faculty (rank, title, department/center)
 - Listing of faculty hires supported by special opportunities (e.g. Chancellor's Challenge, Cluster Hire, etc.)
- A table and/or chart(s) showing the distribution of faculty for the past 3 years by department/center
 - tenure-track/tenured: assistant, associate, professor, distinguished professor;
 - non-tenured: teaching, research, professional practice (by rank); lecturers;
 - demographics for these lists: gender, race/ethnicity, other DEI metrics
 - Teaching: List any teaching awards;
- Scholarship (3-year history by year):
 - Provide summary statistics for internal and external grants (number of awards, number of faculty; total amount; nature of awards – research/training/equipment/etc.);
 - Include list of individual external awards (>\$50,000 in total costs)
 - Summary statistics for books, book chapters, refereed publications/creative works, and refereed presentations/invited talks – number per year; average number of citations per year; average h-index for faculty by rank, etc);
- Awards, Fellow Status, Leadership Positions (3-year history by year)
 - Listing of faculty with journal editor (not associate editor) positions
 - Summary statistics for faculty fellows – number of faculty who are fellows of at least one professional organization or society; Number of different organizations and societies
 - List of faculty awards
- Comparative data (with department-identified peers) on department size, teaching load, research productivity, and other metrics.
- Student Data – For all below, include a breakdown by student demographics: race/ethnicity; gender; in-state/out-of-state; domestic/international; full-time/part-time; in-person/online, etc)
 - Descriptive data (3-year history) of student enrollment at:
 - undergraduate, masters, doctoral, or other graduate/professional levels
 - any non-degree certificate programs
 - Admission – number of applications, accepted, enrolled;
 - Retention and attrition – year-by-year audit of enrollment, including performance metrics (e.g. GPA, performance in gateway or core courses, performance on qualifying exams)
 - Financial support
 - Undergraduates:

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- Breakdown of financial aid data
 - Statistics and information on merit scholarships
 - Graduate/Professional students
 - Breakdown of financial aid data
 - Description of doctoral student support
 - Cost-of-student: first-year, 2nd/3rd-year, advanced student
 - Percentage of full-time PhD students who are fully supported
 - Breakdown of support by appointment types
 - Teaching Assistant (TA)
 - Graduate Assistant (GA)
 - Fellow
 - External fellowship
 - Internal fellowship/traineeship
 - Include financial details including total support provided to Fellows from all sources – stipend, tuition, fees
 - Other
- Graduation: rates, time-to-degree
- Post-graduation
 - Job placement, sector analysis, including breakdown of advanced studies/degrees
- Benchmark against Peer Institutions
- Student activities
 - External awards, fellowships, leadership activities in professional organizations
 - List and brief description of student governance and any unit-focused student organizations and clubs
 - Teaching:
 - List any teaching awards;
 - Describe major efforts by unit towards innovative and inclusive pedagogy
 - Scholarship (3-year history by year):
 - Provide summary statistics for internal and external grants (number of awards, number of faculty; total amount; nature of awards – research/training/equipment/etc);
 - Append list of faculty and awards
 - Summary statistics for books, book chapters, refereed publications/creative works, and refereed presentations/invited talks – number per year; average number of citations per year; average h-index for faculty by rank, etc);

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- Summary of alignment of scholarship efforts towards Academic Master Plan
- Awards, Fellow Status, Leadership Positions (3-year history by year)
 - Number of faculty with journal editor (not associate editor) positions
 - Summary statistics for faculty fellows –
 - List of professional organizations and societies with number of member faculty fellows
 - List of external and major internal faculty awards
- Resources
 - Endowments, fellowships and other sources of funds
 - Headcount of all teaching support by department/program
 - List all the support staff
 - Headcount of post-doctoral scholars and associates
 - Facilities and space
 - Computers, libraries, and other learning resources