I. The Department/Unit/Program

A. Mission and Vision
1. Prepare a statement that delineates the department’s mission and its relationship to the school or college mission, as well as the institution’s mission (as defined by the UB mission statement and the 20/20 strategic strengths). The mission, vision and goals of the University at Buffalo can be found here: http://www.buffalo.edu/president/vision/mission-vision.html.
2. Delineate the department’s goals and objectives.
3. How well is the program achieving its goals? How does the department assess that it is meeting its goals and objectives?
4. Articulate a vision for the department. Where is it going and how will it get there?

B. Identity
1. Describe how the department defines itself, what the department is and what it is not.
2. Describe main areas of the department’s focus in terms of research, scholarly and/or creative activity, grants, publications, performances and other creative endeavors.
3. Provide a frank assessment of the strengths, weaknesses, opportunities and threats (SWOT analysis) for the department. Are the departmental activities (scholastic endeavors, research, creative performances, grants, etc.) concentrated in one area, or are they more diverse? Is this good or bad? Is there room for growth? Provide a breadth and depth comparison with peer departments.

C. Role(s)
1. Describe the role of the department/discipline within the university.

II. Resources

A. Faculty
1. Basic Characteristics – This information may be addressed by completing the Faculty Summary Table:

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<tr>
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<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>Men</td>
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<tr>
<td>Women</td>
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<tr>
<td>Minorities</td>
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<tr>
<td>(underrepresented)</td>
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b. Highest degree held:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
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<tbody>
<tr>
<td>Bachelor’s Degree</td>
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<tr>
<td>Master’s Degree</td>
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<tr>
<td>Doctorate</td>
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</tbody>
</table>
a. Include abbreviated CVs (two to five pages) focusing on the last five years of work. Include the following categories:
1. Education training.
2. Employment/professional experience.
3. Professional/honors advisory and editorial boards.
4. Recent research and creative activities (grant/contract support, publications, patents, presentations, etc.).
5. Service (department, university, national/international).
6. Teaching undergraduate and graduate courses (list course number and title, average enrollment and the extent of the participation in the course – e.g., course coordinator; 20 hours of lectures).
7. Undergraduate and graduate research/creative activity advisement (list names of students, your role and years – e.g., major advisor; committee member; 20 years).
8. Other faculty support – enumerate and describe any research and adjunct faculty, including sources of their support and their roles in the program.

2. Teaching Load
a. Describe the rationale utilized in the distribution of teaching loads among faculty in your unit by rank, full-time and part-time and tenured/non-tenured.
b. How much of the teaching load and what courses in the program are taught by graduate students or adjunct faculty members?

3. Continued Growth
a. Identify the steps taken to assure that faculty members maintain currency in their disciplines and the activities that result in the continuing growth of the faculty.
b. Describe the relative weight of the following five criteria for evaluation and promotion in the Policies of the Board of Trustees (http://www.suny.edu/about/leadership/board-of-trustees/) in the consideration of rewards:
   - mastery of subject matter,
   - effectiveness in teaching,
   - scholarly ability,
   - effectiveness of university service, and
   - continuing growth.
c. Describe the mentoring given to junior faculty to assist them in reaching tenure.
d. Describe the movement thorough the ranks for your faculty. How long do they take to move to the next rank? What is done to facilitate promotions? What is the norm for the discipline?

4. Hiring
a. Describe your hiring procedures, including formulation of job descriptions, publication of positions, representation on search committees and responsibility for the final hiring decisions.
b. Describe the individual faculty hired by your unit within the last five years (by rank, gender, racial/ethnic background, PhD-granting institution and program and years of postdoctoral training) and how those faculty are envisioned to advance the particular mission and planned academic direction of your unit. Please cite any forms of special recognition (e.g., national fellowships, career development awards, etc.) held or previously held by those faculty.

5. Diversity
   a. Describe the gender and racial diversity of your faculty and indicate if it adequately reflects the diversity of available PhD’s and the diversity of the current, and likely future, demographics of your students.
   b. What particular barriers or challenges do you face, either in terms of the availability pool or the climate and history of your program, in improving the diversity of your faculty?
   c. Provide a comparison with peer institutions, if available.
   d. Describe explicit efforts to increase the diversity of your faculty.

6. Overall Program Breadth
   a. Explain how the expertise and interests of the faculty contribute to appropriate breadth of the department’s mission. Indicate areas, if any, in which greater strength would be beneficial.

B. Postdoctoral Scholars
   1. Provide the headcount numbers of postdoctoral scholars hired in your unit over the past five years and the institutions where they received their graduate training.
   2. What type of formal or informal training and mentoring do postdoctoral scholars receive?
   3. How do their salaries and benefits compare to peer institutions?

C. Support Staff
   1. List all the support staff for the department by type.
   2. Describe any deficiencies in staff.
   3. Compare the support staff in type and number to those of peer institutions.

D. Space and Facilities
   1. Delineate space by use/function. Indicate and discuss any deficiencies.
   2. Describe and discuss equipment, collections and holdings for teaching, research, etc.
   3. Describe the plans for updating and maintaining equipment and research materials.
   4. Describe any school or university facilities used for your program (e.g., computer or scientific instrumentation/laborites/centers, performance spaces, galleries, etc.).
   5. Provide a comparison with departments at peer institutions, as appropriate.

E. Other Resources
   1. Describe the use of student help in the program, as appropriate.
   2. Describe how the libraries support the program. Are the facilities adequate?
   3. Describe how the central IT resources support the program. Is the infrastructure adequate?

The following areas must be addressed for each degree program within the department or unit.

III. Academic Programs
   A. Graduate Program(s)
      1. Goals and Objectives
a. Please briefly describe each of your graduate degree programs including its distinctive qualities/characteristics and goals and objectives.

b. Describe any graduate certificate programs or concentrations that are available and attach a description of the program (from your department website or other publications).

c. Describe administrative and other support for your graduate programs and how these impact your goals and effectiveness.

2. Curriculum

a. Provide a description of the requirements of each program.

b. Describe the mechanisms for monitoring the progress of graduate students through their programs including exams, mentoring and advisement. What are the benchmark criteria?

3. Students

a. Describe admissions criteria and how your criteria compare with peer institutions.

b. Provide data in tabular form for the past five years describing the number and characteristics of applicants to your graduate programs, including their sex, national origin and racial/ethnic background, as well as their undergraduate institutions, undergraduate grade point averages and standardized test scores (e.g., GRE, GMAT, etc.). Applicant information is available from GrAdMIT.

c. Provide the acceptance and yield (ratio of enrollees to those accepted) percentages for all of your graduate students over that five year period.

d. Describe the sources, amounts and nature of financial support provided to graduate students in your unit. How is financial support allocated across the various levels and types of your graduate programs? How does the level of first-year assistantship stipends compare with comparable graduate programs at peer institutions? Which institutions do you view as your discipline peers?

e. Provide data on the types of research that your graduate students have been conducting. List external awards received by graduate students over the last five years.

f. Describe graduate students’ participation in departmental and professional affairs (e.g., conferences and publications).

g. Describe trends in the quality of the graduate student body over the past five years. Your evaluation may be based on various criteria including GRE scores and undergraduate GPAs of incoming graduate students, internal and external student awards and fellowships, completion rates, research/creative activity achievements, scores on common assessments for the program (e.g., pass rates on comprehensive examinations), etc.

h. Provide information concerning graduate degrees awarded over the past five years and the actual average time-to-degree-completion for each of your graduate programs. How does your average time-to-degree at the graduate level compare with the discipline nationally? How does it compare with peer institutions?

i. Describe success in retaining graduate students to graduation; provide tabular data on time-to-degree for the past five years for the Ph.D. degree. Provide data on graduate student attrition rates within your unit including, where possible, reasons for not completing the program.

j. Provide data on the subsequent career paths of each of your graduate students who have received a doctoral degree over the past five years. Please include the names of their initial and any subsequent employers and well as the graduate’s professional title(s). Indicate year(s) of data collected and total number of student responses: percentage employed in the field, percentage employed elsewhere, and percentage seeking employment.
k. How does your unit maintain contact with its graduate student alumni and how effective is that process? How often, and for what purposes, do you communicate with graduate student alumni?

l. Include any student handbooks as an appendix item.

4. Effectiveness in Teaching
   a. Describe the program’s procedures for evaluating teaching effectiveness.
   b. Highlight faculty innovations and awards in graduate teaching.

5. Program Analysis and Assessment, Student Learning Outcomes
   a. Provide the student learning outcomes of the program. What are the benchmarks used to assess the quality and effectiveness of your graduate program(s)?
   b. Attach, as an appendix, any external reviews of your graduate program(s) that have occurred over the past five years.
   c. What changes in your graduate program(s) are planned over the next five years and how will they be pursued? What uncommitted resources will be necessary for the department to implement such changes? How do you expect to generate, or otherwise obtain, those needed additional resources?
   d. Describe discipline-related, college/school-related and community-related graduate student activities. How does the program promote and support faculty and student involvement and effort in these activities?

IV. Other Factors
   1. Describe other programs such as certificate programs, workshops, symposia and/or any other programmatic activity that you deem significant or distinctive.
   2. Describe student and faculty satisfaction with services that support your programs.
   3. Describe the general campus environment and climate. Explain its impact upon student performance.
   4. Explain how budget decisions reflect the concern for quality programs and support academic robustness.

V. Departmental Vision for the Future
   1. What is the vision for the department five years from now? Include future programming initiatives, impact of retirements and potential faculty realignments to meet new programmatic goals.
   2. What additional resources will be needed to reach these goals?
   3. What specific plans have been developed to improve the quality of the graduate programs you offer?
   4. What are you doing to improve the tracking of your alumni and their subsequent careers? What feedback are you soliciting from alumni regarding program excellence and career preparation? What school/university assistance is needed in this area?