ACADEMIC PROGRAM REVIEW

Unit-level self-study

|  |  |
| --- | --- |
| **Unit** | Click here to enter text. |
| **Unit head** | Click here to enter text. |
| **Unit head email address** | Click here to enter text. |
| **Unit head telephone number** | Click here to enter text. |

|  |
| --- |
| UNIT OVERVIEW |
| **Resources Provided to Inform Reflection:**   * College- and unit-level strategic plans, if applicable * Most recent specialized accreditation or certification results and recommendations, if applicable * Summary of Distance and Off-Campus Programming * Unit-level faculty workload policy * Unit-level faculty annual evaluation standards and procedures * Unit- or college-level promotion and tenure criteria * Unit-level statement of good practice for faculty teaching qualifications (i.e., [Discipline Description](https://apq.ucf.edu/fq/fqteaching/dd/)) * Current faculty curricula vitae * Benchmarking reports using Academic Analytics, if available * Overview of [Faculty Cluster Initiative](https://www.ucf.edu/research/faculty-clusters/) |
|  |
| **1. Provide hyperlinks to college- and unit-level strategic plans, if published on the web. Alternatively, provide PDF files with this submission.** |
| Click here to enter text. |
|  |
| **2. Describe three to four of the unit’s strongest academic areas with respect to teaching, research, and creative activity.** |
| Click here to enter text. |
|  |
| **3. List any of the unit’s programs that feature in national or international rankings. If applicable, identify the most recent program rank, source, and year.** |
| Click here to enter text. |
|  |
| **4. Describe any distinctive attributes of the unit (e.g., niche areas covered, key populations served, unique industry or community needs addressed).** |
| Click here to enter text. |
|  |
| **5. Identify each program in the unit that holds or is in the process of seeking discipline-specific accreditation. When applicable, note the name of the discipline-specific accrediting body. If a program is eligible for discipline-specific accreditation but has not pursued or achieved accreditation, explain why.** |
| Click here to enter text. |
|  |
| **6. If applicable, identify other UCF programs outside the unit that are supported by the unit’s courses, including the General Education Program.** |
| Click here to enter text. |
|  |
| **7. Provide a brief description of the typical teaching load for tenured and tenure-earning faculty members in the unit.** |
| Click here to enter text. |
|  |
| **8. Reflect on faculty retention, mentoring, and advancement, as well as any impact on the program(s) under review.** |
| Click here to enter text. |
|  |
| **9. Provide the composition of any program advisory boards, including member affiliations.** |
| Click here to enter text. |
|  |
|  |
| OTHER RESOURCES AND SUPPORT SERVICES |
|  |
| **10. If applicable, describe any special tuition (e.g., cost recovery, market rate) and student fees (e.g., distance-learning fee, equipment fee) collected by the program(s) under review.** |
| Click here to enter text. |

| **11. Fill in the table below to describe current resources with respect to the unit’s support staff members. Insert additional rows as needed.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Position type (e.g., advisor, coordinator, administrative assistant)** | **Filled** | | **Vacant** | | **Notes (e.g., programs supported)** |
| **HC** | **FTE** | **HC** | **FTE** |
| Click here to enter text. | ### | ### | ### | ### | Click here to enter text. |
| Click here to enter text. | ### | ### | ### | ### | Click here to enter text. |
| Click here to enter text. | ### | ### | ### | ### | Click here to enter text. |
|  | | | | | |
| **Comments (optional)** | | | | | |
| Click here to enter text. | | | | | |

| **12. Describe each of the following resources available to the program(s) under review, as applicable.** |
| --- |
| **a) Specialized instructional space** |
| Click here to enter text. |
|  |
| **b) Research laboratory and/or studio facilities** |
| Click here to enter text. |
|  |
| **c) Research laboratory and/or studio equipment** |
| Click here to enter text. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **13. Rate both the quality and the adequacy of the following resources and support services as exemplary, appropriate, or in need of improvement to effectively support the goals and objectives of the program(s) under review.** | | | | | | | | | | |
|  |  | **Quality** | | |  | **Adequacy** | | |  |  |
|  |  | **Exemplary** | **Appropriate** | **Needs Improvement** |  | **Exemplary** | **Appropriate** | **Needs Improvement** |  | **Not Applicable** |
| **Instructional space (lecture, seminar, laboratory, specialized)** |  |  |  |  |  |  |  |  |  |  |
| **Research laboratory and/or studio facilities** |  |  |  |  |  |  |  |  |  |  |
| **Research laboratory and/or studio equipment** |  |  |  |  |  |  |  |  |  |  |
| **Research administration infrastructure** |  |  |  |  |  |  |  |  |  |  |
| **Office space (faculty, staff, students)** |  |  |  |  |  |  |  |  |  |  |
| **Meeting space (faculty, students, clubs, organizations)** |  |  |  |  |  |  |  |  |  |  |
| **Computer resources (including computer lab space)** |  |  |  |  |  |  |  |  |  |  |
| **Library holdings** |  |  |  |  |  |  |  |  |  |  |
| **Library support services** |  |  |  |  |  |  |  |  |  |  |
| **Institutional support for online teaching (faculty)** |  |  |  |  |  |  |  |  |  |  |
| **Institutional support for online learning (students)** |  |  |  |  |  |  |  |  |  |  |
| **Resources for integrating best practices in online accessibility** |  |  |  |  |  |  |  |  |  |  |
| **Other program resources** |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **14. Elaborate on any items in the table above that were identified as exemplary or in need of improvement. Additional comments are optional.** |
| Click here to enter text. |
|  |
| **15. Discuss any unmet resource needs with respect to the program(s) under review that were not identified previously in the self-study or that require further explanation. (Note that reflection on faculty capacity to meet program goals is addressed in the program-level self-study.)** |
| Click here to enter text. |
|  |
|  |
| SUMMARY OF FACULTY PROFESSIONAL SERVICE ACTIVITIES |
|  |
| **16. Describe significant professional service activities undertaken by faculty members who contributed to the program(s) under review during the review period. Address each of the following categories:** |
| a) Central Florida community (e.g., K–12 service, voluntary speaking engagements on area of academic expertise) |
| Click here to enter text. |
|  |
| b) State of Florida (e.g., statewide committees or task forces) |
| Click here to enter text. |
|  |
| c) National and international area (e.g., editorial boards of professional journals, professional society officers, advisory boards) |
| Click here to enter text. |
|  |
|  |
| SUMMARY OF FACULTY NOTEWORTHY AWARDS AND ACHIEVEMENTS |
|  |
| **17. List recent national and international awards or other evidence of noteworthy external recognition received by faculty members who contribute to the program(s) under review.** |
| Click here to enter text. |