

Proposed content list for College/School notebooks

There will be overlap with the report. The notebook should be used to provide more complete documentation concerning your college/school. Therefore the notebooks follow the same format as the report itself. The report, which will be included in the self-study report, should cite your notebook as a documenting source.

Historical perspective

1. Evidence-based Description

The *Guide for Self Study* offers the following guidance in this area.

This section should provide a realistic and objective presentation of the present status of the institution with respect to each standard. It is as stated descriptive in nature. As with other parts of the self-study, it is important to achieve an appropriate balance between providing too much information or too little. In doing so the institution should keep in mind that sufficient descriptive information needs to be presented so that the reader has a comprehensive understanding of how various areas of the institution operate. However, the institution does not need to provide such details that may be found in institutional documents such as the institution's catalog. The descriptive sections should provide the appropriate groundwork for understanding the concerns and issues raised in the ensuing analysis and appraisal and projection sections. In essence, this section sets the stage and provides the context for meaningful analysis of the institution in terms of the various standards (and policies).

Please remember your audience (UAF self-study writing teams and the evaluators) in writing this section. You may have to go back to departments/units for more information where needed. Please include the following in this section:

A description of the organizational structure of your college/school

Describe your connection to research institutes (include in any section you want below also)

Please address each of the following major topics:

1. Mission and planning; What is your mission and what are your plans? How are these developed and communicated? Include three to five short term and three to five long term goals, strategies for achieving those goals, and how you will assess whether the goals have been met or not. Give examples of plans that have been fulfilled.
2. Summarize educational programs – list all degrees offered, graduate and undergraduate, appraise the strengths and weaknesses of programs in your college and school, and assess implementation of outcomes assessment within your college school.
3. Students – Describe your students; where do they come from, what proportion are part-time versus full-time? How many are undergraduates versus graduate students? What is the SCH production of your college/school? How many students have majors in your college/school? Describe trends over time. Much of this information can be found in the UAF FACT BOOK at <http://www.uaf.edu/pair/factbook.html>
Appraise your recruiting and retention efforts, and highlight significant student achievements and/or research.

4. Faculty – Appraise faculty in your college/school in terms of numbers, qualifications, diversity, and involvement in instruction, research, service and development. Highlight significant faculty achievements in these areas.
5. Library and Information resources – appraise the quality of these resources on your instructional, research, and service programs.
6. Governance – appraise the involvement of your faculty and staff in governance and identify changes needed in governance generally.
7. Finance – Summarize college/school funding sources over the past few years and identify required changes, if any.
8. Facilities and Staff Support – appraise adequacy of staff support and adequacy and condition of facilities and equipment. Identify departments/units in your college/school which have equipment replacement plans and which do not.
9. Institutional Integrity – Identify areas of college/school concerns in any of the following areas:
 - a) fair and equal treatment of administration, faculty, staff, and students
 - b) issues related to ethical behavior or conflict of interest
 - c) recognition of academic freedom
 - d) Do we do what we say we do? E.g., do we follow our own policies? Do we offer courses according to what our catalog says, etc.

2. Analysis and Appraisal of Strengths and Weaknesses

This should be a major piece of your work. Take the time to deliberate, debate, and find a consensus here. If you have trouble reaching a consensus, please include majority and minority opinions. This section is typically as long or longer than the description! Please share a draft of this and every section with the units involved and request their feedback.

The *Guide for Self Study* offers the following guidance in this area.

The second section involves analysis. It requires the institution to make a thorough assessment of the effectiveness of its practices in a given area, recognizing both the institution's achievements and its problems. This critical self-judgement forms the single most significant internal activity in the entire self-study process. It requires deliberation and critical thinking. The evaluation committee and the Commission will pay particular attention to the judgements made in the appraisal section, for these will provide considerable insight into the internal planning and management of the institution's resources to achieve the institution's objectives. Perhaps most importantly, the analysis and appraisal section articulates the accuracy of the institution's self image.

3. Projection

This section addresses the future. It should focus on realistic plans in action not pie-in-the-sky future plans. It is typically shorter than the first two sections and it is likely to require work by individuals or groups outside your work group which you may have to request. Please remember that we do not expect you to solve all the institution's problems. Plans should have both a means and schedule of evaluation included. Include plans where we are building on strengths here.

Appendices

Copies of college/school brochures

College/School web page

College/School Assessment summary (table of which techniques are used by which programs)

Anything else you would like to include here.