

Task Force on Centers of Excellence in Graduate and Professional Education  
Self-Study Guidelines

These guidelines were developed to assist graduate and professional programs when preparing self-studies for the Task Force on Centers of Excellence in Graduate and Professional Education. Each graduate or professional program<sup>1</sup> will enter their data into the internet entry system. For certain questions, programs located within the same unit<sup>2</sup> may use identical answers when responding. For other questions and data tables, it will be important to provide separate information for each program. Programs were previously identified through consultation with deans, chairs, and directors. If you have questions, please contact a member of the executive oversight committee for the Task Force – Jeff Connor, David Juedes, or Ben Ogles.

I. History, Development, and Distinctive Features of Excellence

This section of the document should include a narrative description of the history and development of each program along with an introduction to the exceptional, compelling or signature features of the program that would qualify it as a center of excellence.

Give a brief history of the unit covered by this self-study. Provide the context and background for the current graduate/professional degree programs housed within the unit. (300 words)

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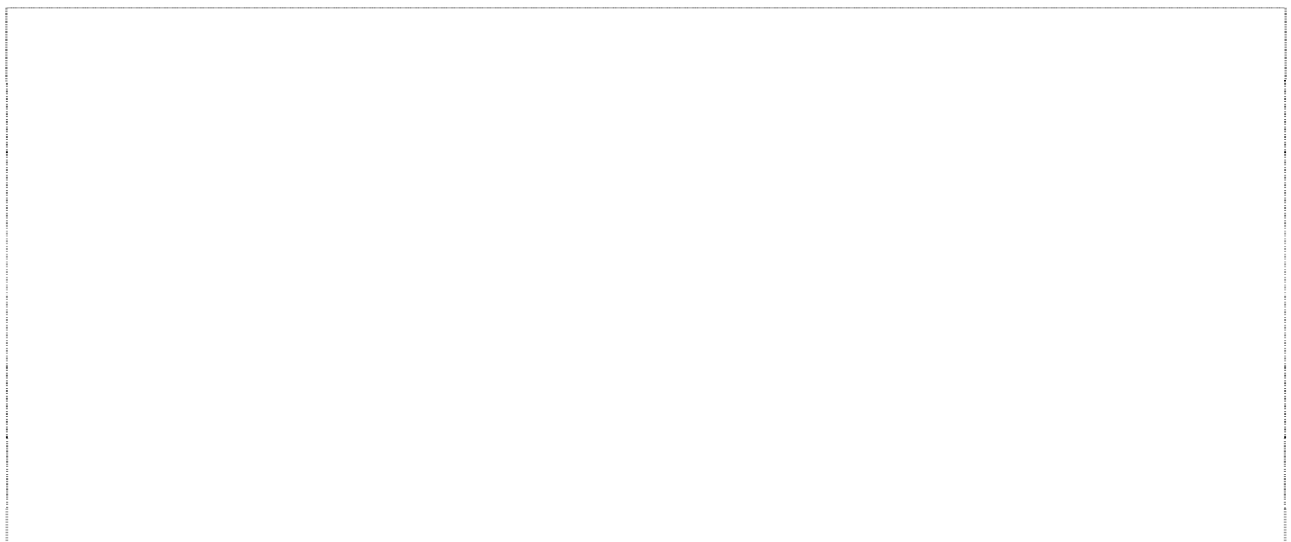
<sup>1</sup> The term program (or graduate program) will be used throughout this document to refer to graduate and professional programs that are being reviewed. These programs were identified by each of the units.

<sup>2</sup> The term unit will be used throughout this document to refer to the department, school, center, or college where the program is located.

Describe the development, mission, and current status of the program within the context of the unit. Give some basic information regarding expectations for students in terms of the objectives, curriculum, and length of time studying within the program. (300 words)



Describe the exceptional, compelling or signature features of the program. (300 Words)



## II: Faculty

This section of the self-study addresses the general quality and accomplishments of the ‘graduate faculty<sup>3</sup>’, i.e., the faculty members that provide the form, direction, and substance to the graduate or professional degree program. Graduate faculty satisfy any of the following characteristics: present scholarly or creative works in discipline appropriate venues, teach graduate courses or direct seminars, direct theses, dissertations, or degree required projects, serve on graduate committees, and the like. Support or affiliated faculty, such as clinical supervisors, are not considered graduate faculty, but data are also collected for affiliated faculty in this section.

The key questions to be addressed in this section are:

- Does the core graduate faculty have the appropriate terminal degrees and associated credentials relevant to the discipline?
- Does the graduate faculty produce scholarly and creative works?
- Is there external recognition of faculty scholarly and/or creative activity?
- Do faculty members receive grants, contracts, or other external funding?
- Is there internal, i.e. OU, recognition of faculty scholarly or creative activity?

There is some flexibility in how a unit may report data relevant to this section. In general, the self-study asks for separate reports on each program. There are, however, a wide variety of ways for faculty members to be involved with the different programs offered by the unit. For some units, it is clear how to identify a faculty member with a particular program; it may be that the programs are clearly delineated and that faculty members identify themselves with a distinct program. In other cases, the delineation may not be as clear. For instance, if a masters’ program naturally leads into a doctoral program and the same faculty members serve both programs the faculty are connected to both. For this section of the self-study, the unit should report by program to the extent there is *a clear affiliation between a program and the faculty members*. *The appendix includes a table for listing the accomplishments of individual faculty members.*

**A. Graduate/Professional Program Faculty Credentials.** Briefly describe the appropriate degrees and associated credentials, e.g. professional licenses, for a graduate faculty member. Also describe the teaching, research and service expectations for a graduate faculty member. (200 words)

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<sup>3</sup> As with programs, the reference to graduate faculty throughout the document also refers to faculty in professional programs.

**Affiliated (Not graduate) Faculty Credentials.** Briefly describe the appropriate degrees and associated credentials, e.g. professional licenses, for a faculty member who is affiliated with the program. Also describe the teaching, research and service expectations for an affiliated program faculty member. (100 words)

Please complete the following table for each of the past five years.

Table II.1: Rank of Program Faculty

Year	Number of Graduate Faculty				Total number of graduate faculty	Total Affiliated faculty
	Divided by rank					
	Assistant	Associate	Full	Other		
2003 – 04						
2004 – 05						
2005 – 06						
2006 – 07						
2007 – 08						

**B. Scholarly and creative activity:** Please briefly describe the 4 most important discipline specific avenues of scholarly and creative activity (SCA). Examples may include publications in refereed journals, scholarly books, discipline appropriate creative works, performances, consulting contracts, conference talks, and the like. (Grants and other external funding should not be included here, but will be gathered later).

A)

B)

C)

D)

Please complete the following table, matching the columns labeled A, B, C, and D with the type of SCA described in the preceding narrative. Note that Appendix A should also be completed for each of the current faculty members.

Table II.2: Cumulative Scholarly and Creative Activity (SCA) for the past five years

Year	Number of Graduate Faculty	Total number of SCA works	% of Graduate Faculty with SCA	Type of SCA, the total number of works, and percentage of graduate faculty producing each type of SCA							
				A		B		C		D	
				#	%	#	%	#	%	#	%
2003											
2004											
2005											
2006											
2007											

**C. Grants and External Funding:** Please describe the 4 most important discipline appropriate funding sources, types of funded activities (e.g., research, equipment, education, outreach, service), the general availability of funding, and expectations with respect to external funding in P&T process.

Source	Type of Activity
A)	
B)	
C)	
D)	
Availability of funding in this discipline –	
Disciplinary expectations regarding funding –	
How essential is funding to conduct scholarship and research in this discipline?	

Please complete the following tables matching the types of funding listed above with the corresponding letters in the table. Funding should apply to the year of distribution (e.g., a 5 year grant for 100,000 that is distributed 20,000 per year would count as 20,000 in each of the 5 years). For Co-PI's, do not double count the funding - split total funding among the recipients.

Table II.3: External funding by graduate faculty member and year for the past five years.

Year	Number of graduate faculty	Number of grants	Percentage of grad. faculty receiving grants	Type of grants (A,B,C,D), number of grants/contracts, % of graduate faculty receiving grants, total amount of grants											
				A			B			C			D		
				#	%	Total	#	%	Total	#	%	Total	#	%	Total
2003															
2004															
2005															
2006															
2007															

Table II.4: Total External Funding per program per year.

Year	Total Grant \$
2003	
2004	
2005	
2006	
2007	

**D. External Recognition:** In this section, LIST any discipline appropriate external awards or other recognition of faculty for high-quality SCA from the last five years. Examples include professional awards, invited talks, best paper awards, or other external sources of recognition. The number of listed items should not exceed the number of graduate faculty as listed in Table II.1. Indicate faculty name and year of award in each entry.

	Name	Date	Award	Description
1.				
2.				
3.				
.				
.				
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Describe any honors awarded to the program in the last five years. Examples may include high program ranking. For rankings, indicate number of similar programs in state and nation. (200 words)

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**E. Internal recognition.** List any internal awards or other recognition of faculty scholarly or creative activity during the past 5 years. Examples include internal grants, teaching or research awards, other indicators. The number of listed items should not exceed the number of graduate faculty as listed in Table II.1. Indicate faculty name and year of award in each entry.

	Name	Date	Award	Description
1.				
2.				
3.				
.				
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.				

See Appendix for additional data on faculty.

III. Quality and accomplishments of students and graduates.

This section of the self-study addresses the general quality and accomplishments of the students currently enrolled in the program consistent with the program objectives described in section I. The key questions to be addressed in this section are:

- What is the extent of demand for the program?
- What is the general quality of the enrolled students?
- The extent to which students jointly participate in or independently produce discipline appropriate scholarly, creative, or professional works in peer-reviewed outlets.
- The extent to which students admitted into the program successfully complete the program.
- The extent to which graduates either start or continue careers directly related to their degree program.
- The extent to which students accept positions that are widely viewed as indicative of a high quality graduate or professional program (e.g., in well known universities or companies)

**A. Admission Selectivity.** Complete the following tables that provide admissions/enrollment data for each program under review for the last 5 years. Provide the following relevant data: the total number applicants, admittances, and enrolled students and supported and non-supported students. Include the ratios of applicants to admits, admits to enrolled, and supported to enrolled students.

Table III.1: Admission Statistics

Year	# of applicants	# of admits	% admitted <sup>4</sup>	# enrolled	% enrolled <sup>5</sup>	# supported <sup>6</sup>	% supported <sup>7</sup>
2003							
2004							
2005							
2006							
2007							

<sup>4</sup> # of admitted students/# of applications

<sup>5</sup> # of enrolled students/ # of admitted students

<sup>6</sup> Supported students may include teaching assistants, grading assistants, research assistants, as well as students who are supported by fellowships and government scholarships.

<sup>7</sup> # of supported students/#of admitted students

Table III.2. Number of graduate students supported by research/teaching assistantships/fellowships over the last 5 years.

Year	Total #of students	Total Supported by Operating Funds	Total Supported by External or Endowment Funds	Fee paying	Partial Fee Paying
2003					
2004					
2005					
2006					
2007					

**B. Quality of Incoming Students.** Both in narrative and the following table, provide evidence for the quality of students entering the program using discipline appropriate measures of quality (e.g., undergraduate GPA, standardized test scores, etc.) where available. (200 words)

Table III.3: Student Quality Indicators

Entry Year	Mean GPA of enrolled students <sup>8</sup>	Mean standardized test scores of enrolled students <sup>9</sup>	Mean TOEFL scores of enrolled students <sup>10</sup>
2003			
2004			
2005			
2006			
2007			

<sup>8</sup> For international students, use transcript evaluation by Graduate Studies to compute GPA.

<sup>9</sup> Use an appropriate standardized test scores, e.g., GRE, GMAT, GME, etc.

<sup>10</sup> For programs with no international applications, N/A may be appropriate.

Optional narrative: Briefly describe the requirements for admission to the program described in section III.A., and any factors related to the demand for the program and/or the general quality of its applicants. (200 words)

**C. Student Productivity:** Please complete Table III.4. Examples of graduate student scholarly and creative activity (SCA) include invitations to present papers at professional meetings, non-OU performances or showings, and publication of student work. Only include competitively awarded, selective internships or scholarships that demonstrate significant accomplishment in the discipline such as NSF fellowships. “Other” items may include items such as invitations to participate in outside workshops or professional development programs.

First, please briefly describe the discipline appropriate work that is included in Table III.4. (100 words)

Table III.4: Student Scholarly and Creative Activity

Year	Total number of students <sup>11</sup>	Total Number of internal student SCAs	Total number of external SCA works	Number of students presenting SCA works	Percentage of students presenting SCA work	Average number of SCA works per student	Total number of Competitive Internships and Scholarships	Other
2003								
2004								
2005								
2006								
2007								

<sup>11</sup> Include all students enrolled in the given program during that academic year.

List notable graduate student accomplishments during the past five years. Describe where appropriate. (200 words)

1.
2.
3.
4.
.
.
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**D. Placement and Accomplishments of Graduates:** Complete the following tables. Table III.5 should span the five-year period covering the entry dates for students expected to complete their degrees by spring, 2007. For example, for a Ph.D. program where students are expected to complete their dissertation in five years, the entry years would be 1998 through 2002; for a two-year Masters’ program the entry years would be 2001 through 2005.

Anticipated time required to complete the program: \_\_\_\_\_

Table III.5: Time to Graduation (One table/program)

Entry Year	Total Enrolled in Entry Year	Total Graduated to date	Average time to Graduation

In Tables III.6 and III.7, provide data about placements of graduates from the program in question. Include only placements that occurred within one year of graduation.

Table III.6: Initial placement after graduation (list total number in each category)

Year	Total number of program graduates	The total number in each category				
		Professional academic positions	Professional non-academic positions	Continuing discipline related studies	Other	Not known
2003						
2004						
2005						
2006						
2007						

In the text box below, you may describe the initial placements of graduates that you classified as “other” in Table III.6 above.

Table III.7: Initial placement data for 10 representative students or 50% of graduates for the past three years, whichever is less.

Student (name need not be given.)	Year	Degree	Institution	Position <sup>12</sup>
A.				
B				
C.				
D				
E				
F				

List notable accomplishments of graduates during the past five years. Describe where appropriate. (200 words)

<sup>12</sup> Page 25 of the Regents’ Advisory Committee on Graduate Study Guidelines lists categories of possible positions for students who graduate from doctoral programs. See <http://regents.ohio.gov/rgp/racgs/> for additional details.

IV. University and Community Contributions

This section of the document should describe the importance of each program to other groups at the university or in the community. The key questions to be addressed in this section are:

- **Interdependence of the Program:** Is there a steady enrollment in courses from graduate students outside the program? Does the program offer courses that are necessary for graduate students in other majors and disciplines?
- **Synergy with undergraduate programs:** Does the program provide essential added value to undergraduate programs that would be lost without the program? Examples include instructional support provided by TAs, upper level course offerings to undergraduates, graduate student teachers of record, etc.
- **Production of services that are broadly needed:** Do the students and faculty provide essential services or programming to the university, university community, region, state, or beyond that are not available elsewhere? Examples include delivery of services in organizations around the region, state, or on a national level, creative programming that enhances the campus and community environment, applied research that is of value to the local region, etc.

**A. Interdependence.** Provide information regarding the interdependence of the program through enrollments of graduate students from other programs in the courses offered in this program.

\_\_\_\_\_ Check here if the students from outside of the program are not permitted to enroll in the program’s courses.

\_\_\_\_\_ Check here if students from outside of the program are required to enroll in some courses in your program.

Table IV.1: Credit Hours for Students Coming from Outside the Unit

Please complete the table for the last three academic years.

Year	Total Number of Student Credit Hours 500-level or above	Total Number of Student Credit Hours 500-level or above from outside the unit
2005		
2006		
2007		

List the five graduate classes that have the largest number of students enrolled from outside the program for the last two years.

Table IV.2: Five Graduate Courses with the Most Enrollment from Students Outside the Unit

Class	Total Credit Hours	Credit Hours from outside the Unit	Unit(s) the outside students are associated with
1.			
2.			
3.			
4.			
5.			

**B. Synergy with Undergraduate Offerings.** Provide information about the degree to which students enrolled in the program provide important teaching related assistance for the undergraduate program.

Complete the following table describing the degree to which graduate/professional students provide undergraduate teaching related services within the university.

\_\_\_ Check here if this item is not relevant to the program.

Table IV.3: Teaching and Assisting with Teaching

Year	Total <u>sections</u> taught by graduate students as the teacher of record	Total Student Credit Hours taught by graduate students as the teacher of record	Additional courses and lab class <u>sections</u> supported by TAs	Additional Student Credit Hours supported by TAs
2003				
2004				
2005				
2006				
2007				

**C. Provision of Essential or Valued Services.** Describe the extent to which the program provides important or essential services or programming to the university, the university community, or more broadly to the region, state, or nation. Include information related to the services that graduate/professional students from your program provide the community and university outside of traditional teaching and research roles. (250 words)

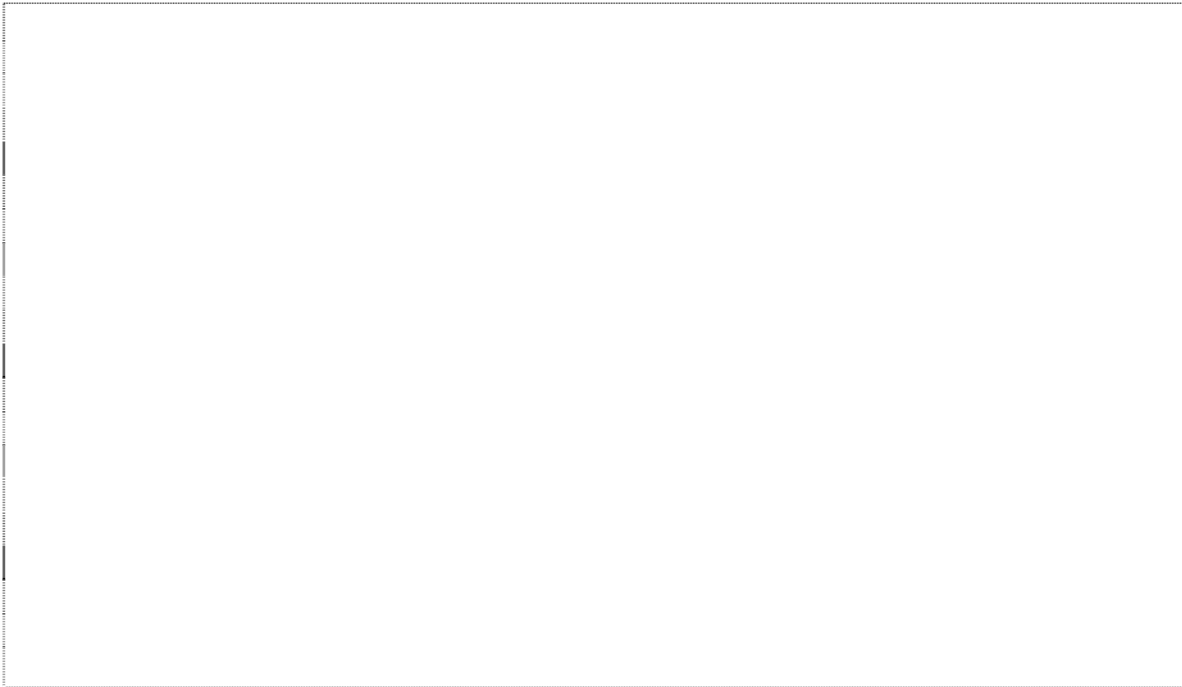
\_\_\_\_ Check here if this item is not relevant to the program.

## V. Facilities and Support

This section of the self-study addresses the facilities and support that are available to help graduate students complete their work. The key questions to be addressed in this section are:

- To what extent are the facilities and support for this program unique in the state/nation?
- To what extent do the facilities and support for this program enhance or limit graduate and professional education at Ohio University?

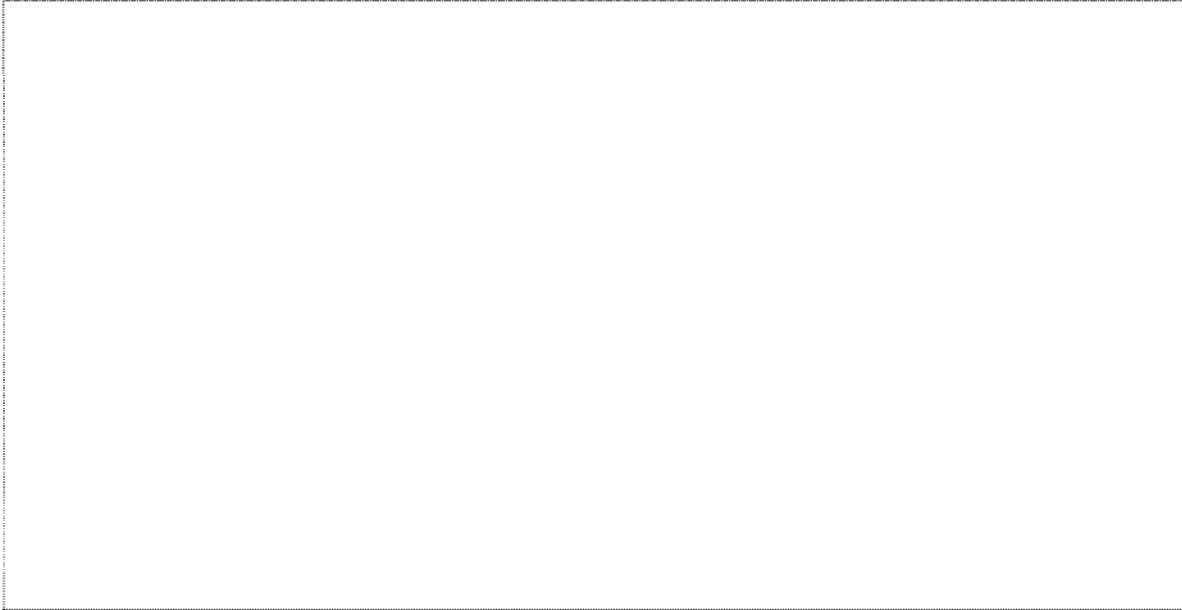
Describe the facilities and support that are available to help graduate students complete their work. How do they provide students special opportunities to earn strong degrees or provide special opportunities to further their careers? Are there *critical* limitations that impede progress towards graduation or the ability to pursue discipline appropriate careers? (300 words)



## VI. Other Relevant Factors

This section addresses features of the programs that may not be captured in other categories, but which are relevant to this evaluation.

Provide any relevant information not described in earlier categories that you consider important (e.g., new or planned programs which may be in the process, etc.) (200 Words)



## VII. Synthesis and Excellence

This section of the self-study provides an opportunity for the program to summarize information about the graduate or professional program and to highlight indications of excellence.

Describe how the information provided in previous sections collectively demonstrates the excellence of the program. (300 Words)



**Appendix A: Current Graduate Faculty.** In a table, provide the following information for each graduate faculty member in the unit:

- Name
- Rank
- Programs associated with
- Years at OU
- Highest degree and associated credentials, as in II.A
- Using the categories developed in section II.B, the total SCA while at OU during the past five years.
- Using the categories developed in section II.C., the total external funding while at OU for the past five years and number of grants.
- Notable accomplishments, if any, of the faculty member.