University of Victoria

External Reviews of Academic Units Reviewer Guide

Last revised: September 2020

Executive Summary: please start with a 2-3 page summary of key findings, including a List of Recommendations with up to 8-10 recommendations to be implemented by the academic unit between now and the unit's next external review in 7 years. The executive summary (including the recommendations) may be publically available; the unit is required to provide a formal response and action plan that addresses the recommendations.

Please address each section of the Reviewer Guide.

Section 1: Development and Future Plans of the Academic Unit	Potential Information Sources
1.1 Assess the academic unit's or program's implementation of action plans and recommendations from the unit's last review. What are the primary benefits from the recommendations that were implemented? Are there any outstanding recommendations that should be implemented now?	• Academic Unit Self-study materials • University Strategic Plan • Academic Unit/Faculty Strategic Plan
1.2 Assess any other significant actions or new directions taken since the last review.	
1.3 Assess the academic unit's strategic plan and goals over the next seven years within the context of the Faculty level and University strategic plans and priorities. Is there sufficient alignment of the unit's plans with those of the Faculty and campus? Are there opportunities for closer alignment?	
1.4 Assess the academic unit's curriculum and programs, alongside plans for redesign and new program development (if any). Does the curriculum and programming reflect disciplinary trends? Will students find it relevant to their interests and learning needs?	
1.5 Does the academic unit or program have a staffing/faculty hiring plan? What are the hiring priorities? How do these priorities support the University's Employment Equity Plan?	
1.6 What initiatives has the academic unit implemented in the past 5-7 years to promote ongoing faculty mentorship or development? Are there any plans in this area for the future?	
1.7 Is the complement of staff appropriate? How are staff supported?	
1.8 Assess the supports provided for sessional instructors. Are there effective strategies for mentoring and integrating sessionals into activities and structures? Can these be enhanced?	

Section 2: Quality of and demand for the Academic Program(s)	Potential Information Sources
2.1 Is there sufficient student demand and interest in the programs offered by the academic unit? If not, what recommendations would you make for addressing student demand? 2.2 Do the academic programs offer a distinct advantage or difference compared to other academic programs in the region or nationally? Do you have suggestions for how best to create and/or communicate such differential strengths? 2.3 Assess the effectiveness of the steps the unit or program is taking to attract and retain high quality students. Do you have suggestions for strategies for increasing the representation of students from under-represented/designated groups?	• Academic Unit Self-study materials • Meetings and observations
Section 3: Quality of the Student Experience and the Learning Environment	Potential Information Sources
3.1 Assess the unit's or program's efforts in the past 5-7 years for formal, ongoing curricular assessment, renewal and innovation, at the undergraduate and/or graduate level. 3.2 What are the most important learning objectives or outcomes of the academic program? How well do these ladder through the program? Are there any gaps? 3.3 Assess the extent and effectiveness of the use of technology in teaching, especially in online course delivery (where applicable). 3.4 Assess the extent to which the curriculum addresses anti-racism, equity, diversity and inclusion dimensions of the discipline. 3.5 Assess the extent to which the curriculum incorporates Indigenous knowledges and ways of knowing. 3.6 Are there sufficient pathways, transition programs or other opportunities for flexible entry and transfer? 3.7 Is the unit or program engaged in internationalization? What are the future plans in relation to internationalization? 3.8 Are there sufficient experiential learning opportunities for students (e.g., co-operative education, work integrated learning, field/land based learning, community service learning experiences, applied research projects, creative experiences, practica internships etc.)? 3.9 Assess the level of integration of research, learning and teaching. Are there opportunities to strengthen this integration? 3.10 Assess the opportunities for student research at the undergraduate level. What suggestions do you have for increasing opportunities for undergraduate research?	• Academic Unit Self-study materials • Meetings and observations

3.11 Assess the co-curricular component of the student experience (co-curricular activities, student societies or other forms) at the level of faculty support for these activities. 3.12 How do most of the students access academic advising? Are students who may be at risk identified and provided with appropriate supports or assistance? 3.13 Assess the extent and quality of graduate advising and mentorship in the programs (where relevant).	
Section 4: Quality of Student Outcomes	Potential Information Sources
4.1 Do you have any concerns with the pattern of enrolment and retention over the last 5-7 years? 4.2 Do you have any concerns with the average rate of completion for graduate students in the last 5- 7 years? Do you have any suggestions for completion strategies for graduate students? 4.3 Assess the outcomes after graduation for students. Would students benefit from enhanced career advising and support?	• Academic Unit Self-study materials • Planning Tools Data Packet
Section 5: Quality of Research, Scholarly Activity and Scholarship on Teaching	**Potential Information Sources**
5.1 Assess the research agenda, strengths and overall reputation of the academic unit. Are there areas of strength that would benefit from further investment and support? Are there opportunities for collaboration and connection with campus or community partners? Are the activities of Teaching Professors sufficient integrated into the unit? 5.2 To what extent have the faculty (regular and sessional) gained recognition in the professional community and at the University? What proportion and number of faculty have achieved external recognition or awards? 5.3 Comment on the research and scholarly productivity, (articles in refereed journals, authored books, contributions to books, works performed or exhibited publicly within the past 5-7 years? The academic unit may wish to attach CVs to the self-study materials. 5.4 Assess the level of research funding activity (grants submitted, success rate).	• Academic Unit Self-study materials • Planning Tools Data Packet
Section 6: Resources and Infrastructure	**Potential Information Sources**

6.1 Are resources aligned with the unit's or program's priorities? To what extent has the University funded program improvements or expansions during the past 5-7 years? (e.g., additional faculty and/or staff, TA funding, capital improvements) 6.2 Are there opportunities for further development of formal partnerships, collaborations, joint ventures, and other relationships with community stakeholders? 6.3 Does the current infrastructure for teaching and research (technology, equipment, laboratories, facilities, library holdings etc.) and other resources adequately support the quality of curriculum and research/creative activity? 6.4 Please comment on the top teaching and/or research related infrastructure priorities necessary for improving the quality of the learning and research/creative activity environments.	• Academic Unit Self-study materials • Planning Tools Data Packet
Additional Questions Identified by the Academic Unit, Dean or AVPAP	