 University of Victoria

External Reviews of Academic Units Self-study

Last revised: September 2020

Section 1: History, Development, and Future Plans of the Academic Unit	Potential Information Sources
1.1 Provide a brief history of the academic unit.	• Academic Unit data
1.2 Provide an update on the implementation of action plans and recommendations from the unit's last review and comment on any new directions/actions taken since the last review.	• University Strategic Plan • Academic Unit/Faculty Strategic Plan
1.3 Summarize the academic unit's strategic plan and goals, over the next five years within the context of the Faculty level and University Strategic Plan.	
1.4 Briefly describe the major academic programs offered by the academic unit. What new academic programs are anticipated, if any?	
1.5 What is the academic unit's hiring priorities with respect to faculty and anticipated hiring plan for the future? If applicable, in what area(s) will the academic unit concentrate its efforts? How do these priorities support the University's Employment Equity Plan?	
1.6 Describe resources available for mentorship of new faculty. What resources and practices are in place to promote ongoing faculty mentorship?	
1.7 Is the complement of staff appropriate to the academic unit? How are staff supported and integrated into academic unit activities in support of academic unit goals?	
1.8 What support is provided for sessional instructors and how are they mentored and integrated into academic program activities and structures?	
1.9 What aspirations does the academic unit have for its academic program over the next 5-7 years? What opportunities have been articulated in the academic unit's or faculty's strategic plan to which the academic program can respond?	

Section 2: Quality of and demand for the Academic Program(s)	Potential Information Sources
2.1 What has been the pattern of enrolment (EETS) in the academic program for the past 5-7 years? 2.2 What is the pattern of enrolment in core courses taught by the academic program or by the academic program's faculty as electives for other academic programs in the University? What can explain the pattern of enrolment, and do you anticipate changes in the next few years? 2.3 What characteristics of your academic program suggest a unique advantage or difference compared to other academic programs in the region? 2.4 What plans are in place for ensuring an alignment between student interest/demand and academic program offerings? 2.5 What steps is the academic unit taking to attract and retain high quality students? What efforts have the academic unit taken to increase the number of students from under-represented/designated groups, or to make courses more accessible to them?	• Planning Tools Data Packet • Academic Unit data
Section 3: Quality of the Student Experience and the Learning Environment	**Potential Information Sources**
3.1 What activities undertaken by the academic program in the past 5-7 years provide evidence of formal, ongoing curricular assessment at the undergraduate and/or graduate level? What activities are currently underway or planned? 3.2 What are the most important learning objectives or outcomes of the academic program? What has the academic unit done to articulate and ensure opportunities to develop the knowledge, skills and competencies to be demonstrated by its majors? (e.g., writing skills, other communication skills, critical thinking and analysis, quantitative skills, creative skills). 3.3 In the past 5-7 years, what proportion of EETs, by course level, are taught by a) regular faculty, b) sessional instructors and c) term faculty? What steps are taken to ensure and reward effective and high quality teaching? 3.4 Provide examples of how the curriculum addresses anti-racism, equity, diversity and inclusion dimensions of the discipline. 3.5 Give examples of how the curriculum incorporates Indigenous knowledges and ways of knowing. 3.6 Describe pathways, transition programs or other opportunities for flexible entry and transfer. 3.7 What efforts have the academic unit made to internationalize its academic program, (e.g., using diverse student demographics in the classroom as a teaching tool; using research, international consulting and conferences to enrich a course; inviting international guest speakers; rethinking course goals to incorporate global	• Academic Unit data • Planning Tools Data Packet

issues and perspectives.) What are the future plans in relation to internationalization?	
3.8 How many students participate in experience learning opportunities during their academic program (e.g., co-operative education, work integrated learning, field, community service learning experiences, applied research projects, creative experiences, practica internships etc.)? What are the trends in this respect? Are there plans to create more opportunities for experiential learning?	
3.9 How has the academic program sought to integrate research with learning and teaching? To what extent have research findings of the faculty been incorporated into the academic program?	
3.10 What opportunities do students have for exposure to various modes of research inquiry? What opportunities do students have for participation in primary or applied research experiences in the laboratory or field (e.g., via co-operative education, practica, etc.)?	
3.11 To what degree are co-curricular activities, student societies, or other forms of student engagement with each other, with other academic units on campus, and with faculty supported and encouraged?	
3.12 How do most of the students in the academic programs obtain academic advising? Are students who may be at risk for academic difficulty or failure identified and provided with appropriate supports or assistance?	
3.13 What activities undertaken by the academic program's faculty demonstrate that they have been engaged in research and scholarship on teaching or learning?	
Section 4: Quality of Student Outcomes	Potential Information Sources
4.1 How many undergraduate degrees have been granted during the past 5-7 years?	• Planning Tools Data Packet
4.2 What is the pattern of graduate student enrolment over the last 5-7 years? How many graduate students have completed their academic programs in the last 5- 7 years? What is the average time to completion?	
4.3 What percentage of post-baccalaureate students gained employment in the field within two years of graduation?	
4.4 In the past five years, what percent of undergraduate majors graduated within four years? What percent of graduate students graduated within the expected time-to-degree standard for the academic program?	
Section 5: Quality of Research and Scholarly Activity	**Potential Information Sources**
5.1 What are the primary areas of research expertise?	• Planning Tools Data Packet
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	Provide an overview of research and scholarly productivity, (articles in refereed journals, authored books, contributions to books, community-based research, works performed or exhibited publicly within the past 5-7 years?)The academic unit may wish to also attach CVs.	
5.4	Summarize research funding activity. For example, how many of the regular faculty, as principal or co-principal investigators, have submitted a grant proposal seeking external funding in the past 5-7 years? How many have been successful? Of proposals submitted in the past five years, what number and percent of the full-time faculty have had their proposals funded? What is the dollar amount of externally funded research per FTE faculty member in the past five years? Provide any additional information about the funded research effort.	
Section 6: Resources and Infrastructure		**Potential Information Sources**
6.1	To what extent has the University funded academic program improvements or expansions during the past 5-7 years? (e.g., additional faculty and/or staff, TA funding, capital improvements)	• Academic Unit Data • Planning Tools Data Packet
6.2	To what extent has the academic program made attempts in developing formal partnerships, collaborations, joint ventures, and other relationships with community stakeholders in the past 5-7 years? What have been the outcomes? What are the Academic unit's plans for the future?	
6.3	How do your current infrastructure for teaching and research (technology, equipment, laboratories, facilities, etc.) and other resources support the quality of your curriculum and research/creative activity?	
6.4	Please provide a ranking of top teaching and/or research related infrastructure priorities necessary for improving the quality of your learning and research/creative activity environments.	
Section 7: Opportunity Analysis for the Academic unit and Future Directions		**Potential Information Sources**
7.1	What plans are there to increase undergraduate and/or graduate enrolments? What steps need to be taken or support is needed to achieve these goals?	• Academic Unit data • Planning Tools Data Packet

7.2 To what extent has the academic program overcome barriers to developing effective responses to environmental/collegial challenges within the unit and taken advantage of opportunities? (e.g. racism, sexism, sexualized violence, discrimination, bullying, harassment) 7.3 What are the academic unit's two most important priorities and what significant gains would come of the realization of these priorities? 7.4 What additional funds, resources and/or support would the academic unit need to realize these priorities?	• Planning Tools Data Packet
Section 8: Questions for Reviewers (Optional)	**Potential Information Sources**

The following groups have been consulted and had the opportunity to contribute to the self-study:

Faculty Members
Sessional Instructors
CUPE and PEA Staff
Students
Other _____