University of Victoria

PROCEDURES FOR ACADEMIC PROGRAM REVIEWS

Procedural Authority: Vice-President Academic and Provost

Procedural Officer: Associate Vice-President Academic Planning

Effective Date: January, 2015

Supersedes: NEW

Last Editorial Change:

Parent Policy: Academic Program Review (AC1145)

PURPOSE

1.00 The purpose of these guidelines is to maintain the standard of excellence; and provide internal and external accountability of Academic Programs.

DEFINITIONS

For the purposes of these procedures:

2.00 The definitions contained within the university's Academic Program Review (AC1145) policy apply to these procedures.

PROCEDURES

Contents

3.00 Objective

4.00 Basic Principles

5.00 Initiating an Academic Program Review

6.00 Administrative Support

7.00 Components of the Process
    A.   Consultation with the Dean(s), Chair/Director and Associate VP Academic Planning

    B.   Self-Study

    C.   The Academic Program Review Committee

        i)   Membership

        ii)   Role

        iii) Terms of Reference

        iv) Site Visits and Interviews

Objective

3:00 As part of its commitment to offering Academic Programs of high quality and standards, the University of Victoria has established an Academic Program Review (APR) policy.

The Academic Program Review may also provide a basis for making resource decisions to enhance, adjust or redirect funding in order to achieve the Academic Units, the faculty's and the university's goals.

The Academic Program process will consider the following in relation to both current Academic Programs and future directions:

A.   Self-Study Guidelines
B.   Timeline
C.   Administrative and Logistical Information
D.   Action Plan
E.   Review Summary Sheet

Basic Principles

4:00   The Academic Program Review process is based on the principles that:

- the provision of Academic Programs, teaching, scholarship and research of the highest quality is an important goal;
- academic endeavors should be consistent with the strategic objectives and goals of the Faculty and of the University;
- Academic Programs should make the best use of the resources available to them;

- empirical evidence is a necessary precursor to informed judgment;
- informed judgments of academic quality should form the basis for meaningful decisions, including decisions about resource allocation; and
- Academic Units should periodically have the opportunity to examine their present and future in a more sustained and focused manner.

Initiating an Academic Program Review

5:00   An Academic Program can be initiated in the following ways:

- Academic Program Reviews shall be scheduled, according to Policy AC1145, by the Associate Vice-President Academic Planning in consultation with the appropriate Dean(s); or
- An Academic Unit or a Dean may request that the Associate Vice-President Academic Planning initiate an Academic Program Review.

Administrative Support

6:00   The Academic Unit undergoing Academic Program Review should identify a faculty coordinator and an administrative coordinator to support the Academic Program Review process. Ultimate responsibility for the Academic Program Review will rest with the Chair/Director and the Dean(s). See Appendix C for further administrative and logistical information.

Components of the Process

7:00   The key components of the Academic Program Review process are: Consultation with the Dean(s), Chair/Director and Associate Vice President Academic Planning (AVPAP), the Self-Study, the Academic Program Review Committee's Visit and Report, the Academic Unit's response, the Dean(s)' Response, an action plan from the Academic Unit and a follow up report by the Dean(s). The processes and attachments outlining self-evaluation and peer review may not apply to all Academic Units and Academic Units may revise processes set out in the attachments, or develop their own processes in consultation with and as approved by the Associate Vice-President Academic Planning.

   A.   <u>**Consultation with the Dean(s), Chair/Director and Associate VP Academic Planning**</u>

Once it is agreed that an Academic Program Review will be scheduled, a meeting will be held well in advance that includes the Dean of the Faculty, and when appropriate, the Dean of the Faculty of Graduate Studies, the Chair/Director of the Academic Unit and the AVPAP. The goals of the Academic Program Review will be discussed and any particular areas of concern or interest to any of the parties can be identified for particular focus as part of the Academic Program Review (e.g., a new or emerging Academic Program area, a change in enrolment patterns). The main issues identified at this meeting will be identified in the cover letter to external reviewers and they will be asked to address them specifically in their Academic Program Review.

B.   Self-Study

The self-study is the starting point and primary document on which the Academic Program Review is based. Therefore, it is important that the self-study be well organized and concise. The self-study allows an Academic Unit to:

- examine its history (since last Academic Program Review, if applicable), development and expectations for the Academic Program
- indicate how its program meets both Faculty and University objectives as defined in their respective mission statements, plans and goals
- conduct a balanced appraisal of strengths and areas for improvement
- review the quality of Academic Program inputs and outputs
- evaluate its own performance
- consider the future direction of the Academic Program within its disciplinary context, including new academic programs, research directions, anticipated or desired growth in enrolments, enhancements to quality, student engagement and success, and faculty development.

The self-study is a significant and valuable phase of the Academic Program Review. Therefore, it is vital that all the Academic Unit's faculty, staff, and appropriate student representatives be involved in the preparation of the self-study. Responsibility for ensuring that this occurs rests with the Academic Unit head. Upon completion, a copy of the self-

study will be forwarded to the Dean of the Academic Unit, the Dean of Graduate Studies and to the Associate Vice-President Academic Planning (AVPAP). (Draft is first reviewed by the Dean and the AVPAP)

Institutional Planning and Analysis will provide a statistical package relevant to the Academic Unit and its program for the self-study process. References to and interpretations of this data should be included in the report when addressing the self-study questions. The Academic Program Review Committee should not be expected to have to carry out its own analysis or to extract the relevant information from unanalyzed data.

Appendix A (Self-Study Guidelines) provides detailed criteria on which the self-study should be based and the format for the self-study document. An Academic Unit is, of course, not limited to the criteria and may include additional relevant information or statistics specific to its area of study.

Deans may ask to see interim self-study reports, and in any case, must be provided with the final report from the Academic Unit at least 6 weeks prior to the site visit. Deans may request additional information or explanation of information in the self-study, if they feel this is needed in undertaking a meaningful review of the Academic Unit. When the dean approves the report, it is forwarded to the AVPAP who also reviews it for consistency with the guidelines.

The report must be made available to the AVPAP at least 4 weeks in advance of the site visit.

C.   The Academic Program Review Committee (APRC)

i) Membership

As stated in the Academic Program Review Policy, an Academic Program Review Committee shall normally consist of three members selected by the AVPAP after consultation with the Academic Unit and the Dean(s). One member will ordinarily be a member of another Faculty at the University of Victoria. The other two will be external to the University. Except in unusual circumstances, the committee will include a mix of genders.

When preparing the list of potential committee members for consideration by the AVPAP, the Academic Unit and the Dean(s) should select individuals capable of offering: a breadth of views, broad experience in the respective field, and some level of university or post-secondary administrative experience. When submitting names to AVPAP please

provide a paragraph or website providing information on the position and experience of a proposed reviewer.

The Academic Program Review Committee members must be at arms-length from the Academic Programs or Academic Units that they are assessing. Potential conflict of interest situations include, but are not limited to, a close relative, a collaborator, a former supervisor or supervisee, or a former student. None of these relationships necessarily eliminates a potential committee member but possible conflicts must be identified prior to the decision to appoint an individual as a committee member.

The AVPAP shall appoint one member of the Academic Program Review Committee, normally an external member, to act as Chair.

ii) Role

The role of an Academic Program Review Committee is to provide informed, dispassionate, and critical judgment of the quality of an Academic Program or Academic Unit from the perspective of an outside observer. The Academic Program Review Committee will be guided by the Terms of Reference as detailed in the section below.

iii) Terms of Reference

The Academic Program Review Committee will assess a wide range of information designed to address Academic Program quality, efficiency, and sustainability. The interaction between the Academic Unit and other Academic Units of the University will also be addressed.

The Academic Program Review Committee will consider, at the very least, the following areas:
- undergraduate and graduate (where applicable) Academic Programs
- graduate supervision, teaching and learning methodologies and outcomes
- scholarship and research productivity, impact, and direction
- service to the University, the profession and the community
- quality of learning and working environment, and overall administrative and organizational structure

The assessment, in the form of a written report, will be evidence-based and "constructively critical," identifying strengths to be protected and enhanced, weaknesses requiring attention, and new opportunities. It will consider what can be done by the Academic Unit to use existing resources

more efficiently and effectively, along with considering where new resources, if available, would represent a strategic investment to allow the Academic Unit to grow with quality.

Deans may ask to see interim self-study reports, and in any case, must be provided with the final report from the unit at least 6 weeks prior to the site visit. Deans may request additional information or explanation of information in the self-study, if they feel this is needed in undertaking a meaningful review of the Academic Unit. When the Dean approves the report, it is forwarded to the AVPAP who also reviews it for consistency with the self-study guidelines (Appendix A). The report must be available the AVPAP at least 4 weeks in advance to the site visit.

iv) Site Visit and Interviews

The purpose of the site visit is to provide an opportunity for interviews with faculty, students, staff, and others who can most appropriately provide informed comment and for examination of the physical facilities.

The Academic Program Review Committee should be present together in Victoria for a minimum of two full days. The great majority of their time will be scheduled to be spent on campus.

The Chair/Director will arrange for meetings between the Academic Program Review Committee and appropriate groups or individuals and develop an itinerary which includes a meeting with:

- The Provost, the AVPAP, the Dean of the Faculty; and Dean of Graduate Studies at the beginning of the site visit and again at the end of visit
- Dean(s) or delegate(s) of the Faculty
- head of the Academic Unit
- faculty members in the Academic Unit
- undergraduate and graduate students or representatives of the Academic Unit
- staff or staff representatives in the Academic Unit
- Dean or delegate of the Faculty of Graduate Studies
- The Vice-President Research or delegate
- Other members of the University community (where appropriate)
- Other members of the external community (where appropriate)

The Dean will forward the itinerary to the AVPAP for approval. Members of the Academic Program Review Committee will be free to seek information from other sources and, in particular, to suggest other individuals and groups with whom to meet during the site visit.

v) The Report

Based on information gained from the self-study, the site visit, interviews, consultations with appropriate groups and individuals, and independent inquiries, the Academic Program Review Committee may prepare a first draft of the report for submission to the AVPAP. The purpose of this submission is to enable the AVPAP to review the draft document and provide the Academic Program Review Committee with comments on factual inaccuracies or areas needing further clarification.

The first part of the report should consist of a 1-2 page Executive Summary that highlights the major strengths of the Academic Program, identifies any significant areas of weakness or in need of further development, and comments of the future direction of the Academic Program. The Executive Summary will be the basis for the summary of the Academic Review that posted on a public University of Victoria accountability website. For the remainder of the written report, the Academic Program Review Committee should use the outline below as a guide. The headings suggested align closely with the major areas of focus in the university's strategic plan, and will provide an opportunity to examine the degree to which the Academic Unit's goals are in alignment with the university's stated mission and purpose. The Academic Program Review Committee is, of course, welcome to add any comments and considerations that it deems relevant.

QUALITY

Quality of the Academic Program(s):
- Does the curriculum appropriately cover the field or discipline in terms of breadth and depth?
- Are there elements that should be modified in order better to achieve those goals or to implement a better use of resources?
- What are the strengths and weaknesses of the Academic Program?
- Is the balance of offerings among the years appropriate (and justified in terms of resource allocation)?
- Where new Academic Programs are proposed, or major changes contemplated, please comment on potential suitability and sustainability.
- Have there been changes in the external environment that might increase or lessen the need for and viability of the Academic Program as structured?

Quality of the Student Experience and the Learning Environment:

- Assess any specific initiatives undertaken by the Academic Program to attract and retain a diverse group of talented students and assure their success in the Academic Program
- Assess the appropriateness of the learning outcomes articulated by the Academic Program
- Are the methods of teaching appropriate to the Academic Program and of high quality?
- What steps have been taken to provide students with enriching learning experiences (e.g., experiential or co-operative learning opportunities)?
- What is done to offer students exposure to the international or global dimensions of the field or discipline?
- Does the Academic Program offer sufficient intellectual challenge and engagement?

Quality of Research
- Consider the nature and quality of research being carried out in the Academic Unit.
- Comment on the Academic Unit's research foci, directions, and impact.
- Comment on the level and range of external research funding where appropriate.

PEOPLE

- Comment on the Academic Program's ability to attract and retain a diverse group of high quality students, and to effectively monitor and support student progress.
- Comment on the faculty, the range of their collective expertise, and their ability to adequately provide intellectual leadership and challenge.
- Comment on the level and effectiveness of staff and staff support.
- Comment on the Academic Unit's equity plan (faculty and staff hiring objectives), the inclusion of equity concerns in staffing, Academic Program design, and student opportunities. Comment on opportunities to enhance policies, practices and Academic Programs to ensure that a welcoming and inclusive working and learning environment.
- Comment on the overall administrative functioning of the Academic Unit.
- Address any areas in which administrative efficiencies might be found.
- Comment on the character of working relationships among members of the Academic Unit, between the Academic Unit and other Academic Units on campus, and, more widely, with the

community (including professional communities). Suggest where there might be room for improvement.

RESOURCES

- Address the Academic Unit's use of faculty and staff resources.
- Given the reality of scarce resources across the University, consider the adequacy of current resources (human, technical, and physical) to fulfill the Academic Unit goals, with particular attention to priorities for the allocation of those resources.
- Consider the redirection of available resources, or possible new resources, and how they could improve the Academic Unit's Academic Program(s).

FUTURE

- Comment on the Academic Unit's plans to develop its teaching and research programs in the future.
- Address the Academic Program's comparative quality in the national or the international context.
- Evaluate the Academic Unit's plans for the future in the context of Faculty and University's goals and priorities.

RECOMMENDATIONS

- Provide recommendations for improvement and growth.

OTHER

- Address any specific questions put forth by the Academic Unit.

The final report will be sent directly to the Associate Vice-President Academic Planning who will forward the report to the Provost, Dean of the Academic Unit under review, the Dean of Graduate Studies and the Vice-President Research.

D.   **Academic Unit's Response to the Report**

In departmentalized Faculties the Dean(s) will forward the report to AVPAP, Chair/Director of the Academic Unit and ask them to circulate the report to faculty, staff, and appropriate students. In consultation with these constituent groups, the Chair/Director will prepare a response and

an action plan to the report. In non-departmentalized Faculties, the Dean(s), with appropriate consultation, will be responsible for these tasks.

The Academic Unit's response can be relatively brief and should 1) provide an overall impression with respect to the report's conclusions and recommendations; 2) correct of any factual errors or areas of misunderstanding in the report; and 3) fill out Appendix D (Action Plan) and identify what steps the Academic Unit intends or would propose to take in response to the report and recommendations of the Academic Program Review.

The Academic Unit's response and Action plan should be received by the Dean of the Academic Unit under review within six-eight weeks of receipt of the report of the Academic Program Review.

E.   Dean(s)' Response to the Report

The Dean(s) of the Academic Unit under Academic Program Review and Dean of Graduate Studies where required will prepare an independent response to the report. In preparing the response, the Dean(s) will review the Academic Unit's response and may need to consult further with members of the Academic Unit, the Academic Program Review Committee, the AVPAP, the Vice-President Academic and Provost and perhaps others.

The Dean(s) is responsible for submitting both responses to the report to the AVPAP for consideration. Normally, both responses are anticipated to be submitted within 12 weeks of the receipt of the report of the Academic Program Review.

Completion

8:00   Upon receipt of the responses, the AVPAP and/or the Vice-President Academic and Provost may meet with the Dean(s), the head of the Academic Unit and the Dean of Graduate Studies as appropriate to discuss the report. The Office of the Provost will prepare a response to the Dean and Chair/Director of the Academic Unit.

The report will be maintained by the Office of the Vice-President Academic and Provost for the purposes of long term planning and a summary of the Academic Program Review report as well as the responses from the Academic Unit and the Dean will be posted on the University's accountability website subject to issues relating to privacy and confidentiality.

The Dean(s) will be responsible for providing a progress report to the Office of the Vice-President Academic and Provost on the implementation of the action plan 12 months after the submission of the action plan.

The Vice-President Academic and Provost will maintain a record of the progress report and annually provide a summary of the Academic Program reviews to the Senate Committee on Planning, Senate and the Board of Governors on the status of Academic Program Reviews.

A summary of the Academic Program reviews (in the form prescribed by Appendix E) will be made publicly available subject to issues relating to the University Protection of Privacy Policy and Associated Procedures.

Academic Program Review
Self-Study Guidelines
Criteria, Considerations, Indicators

Preamble

These guidelines provide Academic Units with criteria on which the Self-Study can be based. Academic Units are encouraged to engage in thoughtful self-examination to ensure that thorough, evidence based information is provided for consideration by the Academic Program Review Committee.

It is anticipated that Academic Units will address all of the relevant criteria in the guidelines. It is also recognized, however, that each Academic Unit should draft its Self-Study in a manner which best reflects the nature of its Academic Program(s) (e.g. interdisciplinary, undergraduate, graduate if applicable,) or discipline. Academic units should concentrate on addressing all criteria applicable to the Academic Unit in as clear and concise a manner as possible, but are also encouraged to provide any additional relevant and discipline specific information deemed appropriate.

Standardized data is available for all Academic Units by the Office of Institutional Planning and Analysis (IPA) through the Enrolment Portal which is accessible at this link: https://sas.uvic.ca/SASPortal/ .Training for the portal is available – contact IPA.

It includes:

Undergraduate EETs
Graduate EETS
Headcounts, FTEs, demographic characteristics
New to UVic, Previous Institution
Study Permit and Citizenship
Coop Enrolments and Work-terms
Degree Sought
Credentials Granted
Indigenous Statistics
Applicant Statistics
Section information
Graduation rate, Retention and Attrition Statistics
Departmental profile from National Survey of Student Engagement
Departmental profiles of graduate outcomes surveys (time series, two-years-out, five-years-out)

Criterion 1: History, Development, and Expectations of the Academic unit	Potential Information Sources
1.1 Provide a brief history of the Academic Program and summarize the	• Academic Unit

Academic Unit's strategic plan and goals, over the next five years within the context of the Faculty level and University Strategic Plan.	data • University Strategic Plan
1.2 Briefly describe the major Academic Programs offered by the Academic Unit. What new Academic Programs are anticipated, if any?	• Academic Unit/Faculty strategic plan
Criterion 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? What is the number and proportion of Academic Program FTEs (students who have declared the Academic Program as their major)?	• Enrolment Portal and/or Academic Unit data
2.2 How many EETS has the Academic Program delivered per full time equivalent (FTE) faculty over the last 5-7 years? Compare this to the Faculty average and University averages.	
2.3 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?	
2.4 How does the pattern of enrolment (and declared majors where applicable) compare with other Academic Programs in the region or with national trends?	
2.5 To what extent have similar Academic Programs been introduced by other post-secondary institutions in the region in recent years? What characteristics of your Academic Program suggest a unique advantage or difference compared to other Academic Programs in the region?	• Enrolment Portal
2.6 To what extent is the Academic Program's field of study remaining viable? How is the environment changing that might lessen or increase the need for the Academic Program as constituted? What plans are in place for ensuring an alignment between student interest/demand and Academic Program offerings?	• Institutional Planning and Analysis (IPA) • Avg course GPA • Student
2.7 What has been the profile of students entering the Academic Program in recent years (e.g. out of high school or mature learners, Aboriginal, etc.) What has been the quality of students drawn to the Academic Program in recent years? What is the likely pattern in the next few years? What is the desired student profile?	Financial Aid (Admin Reg) • Academic unit Data
2.8 What is the current status of student representation from	

underrepresented or designated groups (i.e. Aboriginals, visible minorities, women, those with disabilities)? How does this compare with other similar Academic Programs regionally, nationally, or internationally?

2.9   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?

Criterion 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?	• Academic Unit data
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 Describe student experience for undergraduate students in years 1and 4 of the Academic Program with respect to the National Survey of Student Engagement (NSSE) (where appropriate).	• Co-op Office
3.5 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 issues and perspectives.) What are the future plans in relation to internationalization?	
3.6 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?

3.7 How has the Academic Program sought to integrate research with learning and teaching? What exposure to peer-reviewed research literature do students receive in the Academic Program? To what extent have research findings of the faculty been incorporated into the Academic Program? 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.)?

3.8 What efforts has the Academic Program made to make courses inclusive and fully accessible to students with disabilities? What measures have been taken to equip instructors with the knowledge and skills necessary to accommodate the diversity of students in their courses and in the Academic Program? (For resources available to support persons with disabilities, go to http://rcsd.uvic.ca/)

3.89 Has the Academic Program encouraged civic engagement on the part of students and faculty within the local, regional, national or international community, and if so, how?

3.10 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?

3.11 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?

3.12 What activities undertaken by the Academic Program's faculty demonstrate that they have been engaged in research and scholarship on teaching or learning?

3.13 What demonstrates that the Academic Program has successfully integrated information technology into instructional practices or assessment strategies? What opportunities or challenges are anticipated in this area?

Criterion 4: Quality of Student Outcomes	Potential Information Sources
4.1 How many undergraduate degrees have been granted during the past 5-7 years? What is the pattern of retention and attrition of students over	

	the past 5-7 years?	
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?	• IPA (graduate follow-up survey)
4.4	What percentage of the Academic Program graduates are successful applicants to graduate or professional Academic Programs? What percent of Academic Program graduates applied for and received an assistantship or fellowship for graduate studies?	• Enrolment Portal
4.5	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?	• IPA
4.6	What is the extent of alumni satisfaction with the Academic Program? To what extent are the Academic Program graduates likely to recommend the Academic Program to prospective students?	
4.7	What evidence exists of alumni success (employment related to Academic Program or return for higher education)?	
4.8	To what extent are employers satisfied or dissatisfied with students or graduates of the Academic Program? What steps has the Academic Unit taken to enhance improve employer satisfaction in the past 5-7 years?	
Criterion 5: Quality of Research and Scholarly Activity		**Potential Information Sources**
5.1	How do the research programs of the Academic Unit support the academic goals and vision of the Academic Unit? What are the primary areas of research expertise and how do they relate to each other and to the mission and goals of the university?	
5.2	To what extent have the faculty (regular and sessional) gained recognition in the professional community? 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, works performed or exhibited publicly within the past 5-7 years? The Academic Unit may wish to also attach CVs.	• VPR
5.4	Summarize research funding activity. For example, how many of the	• Academic Unit Data

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. 5.5 To what extent have the Academic Program faculty contributed to, participated in, or been recognized by external bodies or organizations as teachers, scholars, or service contributors regionally, nationally, and internationally? 5.6 To what extent have the Academic Program faculty been recognized for teaching or research excellence by the University in the recent past?	
Criterion 6: Faculty and Staff Characteristics	**Potential Information Sources**
6.1 What has been the pattern of faculty hiring? How are the designated equity groups represented? To what degree is the current complement appropriate to the Academic Unit? 6.2 What is the Academic Unit's recent hiring history with respect to faculty and anticipated hiring plan for the future? If applicable, in what area(s) will the academic unit concentrate its efforts? 6.3 What initiatives has the Academic Unit implemented in the past 5-7 years to promote ongoing faculty mentorship or development? Has the Academic Unit any plans in this area for the future? 6.4 Do faculty evaluation policies reflect a high standard for teaching, research and service activity, and an appropriate balance of activities? 6.5 What actions have been taken to ensure that the Academic Unit provides a welcoming and inclusive working and learning environment? What policies, procedures and practices are in place to promote the University's equity goals? 6.6 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? 6.7 What support is provided for sessional instructors and how are they mentored and integrated into Academic Program activities and structures?	• IPA • Academic Unit Data
Criterion 7: Resources	**Potential**

		Information Sources
7.1	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)	• IPA • Academic Unit Data
7.2	What activities has the Academic Unit undertaken to secure external grants or donations to support the academic and research activities of the Academic Program, including student support, the purchase of equipment and other capital items in the past 5-7 years? What activities are planned for the future?	• Development/ External Relations
7.3	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?	
Criterion 8: Opportunity Analysis for the Academic unit and Future Directions		**Potential Information Sources**
8.1	What other Academic Programs, nationally and internationally, provide comparators for this Academic Program? How does this Academic Program compare? Is the Academic Unit comfortable with this comparison? In what way, if any, would the a Academic Unit like future comparisons to change?	• Academic Unit Data • National or international comparative data
8.2	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?	
8.3	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?	
8.4	How has the Academic Program responded to environmental challenges or threats and to environmental opportunities? To what extent has the Academic Program overcome barriers to developing effective responses to these challenges and taken advantage of opportunities?	
8.5	What are the Academic Unit's two most important priorities and what significant gains would come of the realization of these priorities?	
8.6	To what extent could the Academic Unit reallocate funds to realize these goals and objectives? What additional funds may be necessary?	

Appendix B

To Do Date or Check	When	What	Who	Handbook Ref
STEPS IN PREPARING FOR AND CARRYING OUT ACADEMIC PROGRAM REVIEW				
	8-12 months	Decision made to initiate an APR	Dean or Provost	3
	8-12 months	Meeting of Dean, Chair/Director and AVPAP to discuss the review and identify major areas of concern/focus	Dean, Chair/Director and AVPAP	5A
	8-12 months	Commence self-study (assistance from Institutional Planning and Analysis)	Unit	5 A; App A
	6-8 months	Identify a faculty coordinator	Unit	4
	6-8 months	Identify an administrative coordinator	Unit	4
	6-8 months	Prepare list of potential committee members in consultation with the Dean's Office for the Associate Vice-President Academic Planning (AVPAP)	Unit	5 B i
	10 months	Select committee members and Chair - identify potential period of site visit	AVPAP	-
	6 months	Identify suitable date(s) - minimum 2 full days	Unit	-
	6 months	Sends formal letter of invitation	AVPAP	5 B i
	4-6 weeks	Arrange for meetings between the APRC and appropriate groups and individuals; schedule meetings with AVPAP, Provost, Dean of Faculty and Dean of Graduate Studies on first day of site visit and again on final day in Victoria	Unit	5 B iv
	4-6 weeks	Book accommodation for visiting committee members	Unit	App C
	4-6 weeks	Book travel using Uniglobe for visiting committee members, if required	AVPAP	App C
	6 weeks	Submit self-study package to Dean for review and approval	Unit	App C
	4 weeks	Once self-study is approved; forward 7 copies to AVPAP for distribution	Unit	
	4 weeks	Submit itinerary to AVPAP for approval	Unit or Dean	5 B iv
	4 weeks	Send itinerary to reviewers once approved	Unit	
	4 weeks	Send information packages to each member of APRC (self-study and other relevant university documents)	AVPAP	-

FOLLOWING COMPLETION OF ACADEMIC PROGRAM REVIEW				
		Final report to be sent directly to the Provost's office who will forward the report to the Dean.	-	5 B v
		Dean requests that Chair circulates the report to faculty, staff & appropriate students. [In non-departmentalized faculties, the Dean's office circulates the report to faculty, staff & appropriate students.]	Dean's office	5 C
		In consultation with above constituent groups, chair/director prepares a response to report. [In non-departmentalized faculties, the Dean prepares a response to the report having consulted with above constituent groups.]	Chair	5 C
		Dean's office prepares a response to the unit's report	Dean's office	5 D

Appendix C

Administrative and Logistical Information

- Timing of the Academic Program Review is subject to the availability of the Deans and the Associate Vice-President Academic Planning (AVPAP). The Academic Program Review generally takes place over two full days.
    o The Dean in consultation with the Department/School will forward list of proposed reviewers to the AVPAP. The AVPAP will make contact with the reviewers and identify a potential period for a site visit. The Department/School will follow up with the reviewers to confirm dates for on-site visit. This should be done in consultation with the Dean, AVPAP and Provost to ensure availability. The Department/School notifies AVPAP of the confirmed dates and the AVPAP sends formal letters of invitation to the reviewers.
    - Self-Study
    o The AVPAP office requires enough copies of the self-study to forward on to each of the reviewers, plus an additional four copies for the Provost, AVPAP, Vice-President Research, and Dean of Graduate Studies.
    - Travel and accommodation
    o The AVPAP's Office will assist Academic Program Review Committee members in conjunction with Uniglobe Geo Travel to make their travel arrangements.
    o The Chair/Director's office is responsible for making accommodation arrangements, which must be at government rate. The Hotel Reservation & Authorization Form is completed, forwarded to AVPAP office for completion of account code and signature. AVPAP's office will fax signed form to Purchasing.
    o Only room and room taxes are billed to UVic; the reviewer pays all other hotel charges with appropriate items submitted for reimbursement.

- o Academic Program Review Committee members submit their travel expenses to the Chair/Directors' office, which verifies them and forwards them to the AVPAP's office for account code, signature and payment.
- Itinerary

  - o The itinerary is developed by the Academic Unit and/or the Dean. It should include one-half hour meetings with the Dean of Graduate Studies, Vice-President Research (or their designates), and other Chairs/Directors in the Faculty.
  - o The AVPAP, Provost, Dean of the Faculty and Dean of Graduate Studies meets jointly (45 minutes) with the Academic Program Review Committee at the beginning of their site visit and again at the end of the visit (30 minutes).
  - o The VPAC office will cover expenses for one lunch or dinner with up to three faculty members plus the reviewers (up to $25.00 per person).
  - o The itinerary is forwarded to the AVPAP for approval. Once approved the Academic Unit or the Dean's office will forward it on to the reviewers.

- Maintaining appropriate relationships with the Academic Program Review
  - o During the process of the Academic Review, the members of the Academic Program Review have a duty and responsibility to provide fair, impartial, honest, and unbiased opinions and analyses of the Academic Unit undergoing review. While interactions with the Academic Unit are anticipated to be friendly and cordial, it is not considered appropriate to hold social events that extend late into the evening or that otherwise might compromise the objectivity or independence of the Academic Program Review.

- Final Report
  - o Academic Program Review Committee submits a final report to AVPAP and Provost, which is then forwarded to the Dean of the Faculty (for

dissemination to the Chair/Director), Dean of Graduate Studies and Vice-President Research.

o The AVPAP requisitions one honoraria payment per reviewer upon submission of the final report by the Academic Program Review Committee.

o Following receipt of the final report, a response to the report from the Chair/Director and Dean is sent to the AVPAP.

o The Academic Program head, Dean(s) and Associate Vice-President Academic Planning will meet to discuss the Academic Program Review and approve the action plan.

o An Academic Program Review summary sheet (Appendix E) will be posted on the VPAC website.

N.B. Some Deans delegate certain responsibilities to the academic unit being reviewed.

Office of the Vice-President Academic and Provost (November 25, 2005, Revised April 25, 2007, Revised August 27, 2007, Revised November 10, 2010, June 16, 2011, Revised April 3, 2012, Revised June 2013, Revised December 2013, Revised March 2014)

Action Plan
Please continue on a separate sheet, if necessary.

Academic Program:
_____

Faculty:
_____

Date of Academic Program
Review_____

Date of action
plan:_____

Recommendations of Reviewers:

Action(s)[1]:	Person(s) responsible:	Target date:

---

[1] To be filed out by head of the Program or Dean of the Faculty.

12 month follow up date: _____

APPENDIX E:
ACADEMIC PROGRAM REVIEW SUMMARY SHEET[2]

ACADEMIC UNIT REVIEWED:

FACULTY:

DATE OF ACADEMIC PROGRAM REVIEW:

DATE OF PREVIOUS ACADEMIC PROGRAM REVIEW:

REVIEWERS:

SUMMARY OF ACADEMIC PROGRAM REVIEW PROCESS (INCLUDING CONSULTATION PROCESS):

SUMMARY OF REVIEWERS RECOMMENDATIONS:

ACADEMIC UNIT'S RESPONSE TO RECOMMENDATIONS BY REVIEWERS:

---

[2] This summary should be prepared to meet applicable privacy legislation and must maintain the privacy of all those involved in the reviews. The University is required to uphold applicable privacy legislation governing the collection, use and disclosure of any personal information. If you have any questions, please contact the university privacy officer.