Office of the Senate Secretariat

Acadia University
Wolfville, Nova Scotia
Canada B0P 1X0

Telephone: (902) 585-1617
Facsimile: (902) 585-1078

ACADIA
UNIVERSITY

Dear Member of Senate:

I advise you that a meeting of the Senate of Acadia University will occur at **4:00 p.m.** on Monday 10th April, 2017 in **BAC 132**.

The agenda follows:

1) Approval of Agenda

2) Approval of the Minutes of the Meeting of 13th March, 2017

3) Announcements *(normally 10 minutes per speaker)*

4) Old Business

   a) Motion to Senate from By-Laws Committee: Motion that Senate approves the attached addition to the Academic Calendar *(J. MacLeod) (attached)*

5) New Business

   a) Call for Nominations for Senate Chair and Deputy Chair (*A. Mitchell, Nominating Committee*)

   b) Nominations to replace Senator vacancies on the Nominating Committee (*Registrar*)

   c) Report from the Academic Planning Committee: Motion that Senate approve the APC rankings of permanent faculty requests for 2016-2017. (*H. Hemming*) (ttached*)*

   d) Motion to Senate from the Curriculum Committee (Policy): Motion that Senate approves the attached policies for the creation and closure of programs (*R. Raeside*) (*attached*)

   e) Acadia Divinity College Curriculum Proposal for two new courses (*H. Gardner*) (*attached*)

f) Motion that Whereas: the Senate Admissions and Academic Standing (Appeals) Committee routinely re-admits practically all first year students who appeal their academic dismissal from Acadia (including those who miss the deadline); therefore, be it resolved that the Senate Admissions and Academic Standing (Policy) Committee review all regulations, policies, procedures and practices regarding probation and dismissal at Acadia and report back to Senate at the earliest opportunity.   (*P. Doerr*)

g) Motion from the Academic Program Review Committee: Motion that Senate approve the document "External Review Procedures for Academic Units or Programs", as circulated. (*H. Hemming*) (*attached*)

6) Other Business

Sincerely,

ORIGINAL SIGNED
Rosie Hare
Recording Secretary to Senate

Motion from the By-Laws Committee:

Whereas Senate defeated a motion on March 13, 2017 pertaining to a proposed alteration in the duties of the Admissions and Academic Standing Committee (Policy), and

Whereas, as a result of the discussion, the Senate By-Laws Committee was asked to determine whether or not the Appeals Committee could be used in situations such as the one discussed in the motion, and,

Whereas the By-Laws Committee determined that the Appeals Committee could not be used,

The Senate By-Laws Committee moves that the following addition be made to the Academic Calendar (as indicated in boldface):

 From Calendar 2016-2017 (pg. 54):

The Syllabus/ Course Outline

"*At the beginning of each course, professors are required to indicate, in writing, the workload for the course, the required elements for completion, together with the appropriate tentative dates and values of tests, term papers, quizzes and other assignments, attendance requirements and the value of final examinations. **Students can expect to be assessed according to fair methods of evaluation and based on material clearly outlined in the syllabus. Instructors shall give clear indication as to how the students marks will be calculated and all marks earned in a course within a given academic year are to be used to form the aggregate mark for that course. Marks may be lost after proven incidents of academic integrity violations, as outlined in the Academic Integrity section of this Calendar.***"

Report from the Academic Planning Committee: Motion that Senate approve the APC rankings of permanent faculty requests for 2016-2017. (*H. Hemming*)

Academic Planning Committee (APC)
Rankings of Permanent Faculty Requests for 2016-17

Tenure-Track Position Request Rankings

Nineteen submissions were received by the APC. The Deans presented the rationales for the position requests and outlined the process used within their faculties for ranking. After a significant amount of deliberation and discussion, the following ranking of twelve positions was unanimously approved by the APC.
1. Kinesiology (Biophysical Science)
2. Psychology (Cognitive/Development)
3. English (Canadian Literature and Theory)
4. Computer Science (Modern Software Engineering / Human Computer Interaction)
5. Economics (Environmental)
6. Classics (Ancient Historian)
7. Education Math Ed
8. Biology
9. Community Development
10. History (Atlantic World: Diasporas and Decolonization)
11. Politics (Political Theory)
12. Psychology (Clinical/Applied)

Rationale for Rankings:
1. Kinesiology (Biophysical Science) - position needed due to increase in student enrolment, to maintain accreditation, to deliver quality program and reduce the number of large classes that majors take – impossible to maintain CCUPEKA accreditation or achieve CATA accreditation – the growth in health professional programs and in Kinesiology programs is evident regionally and nationally and to remain competitive, we must delivery high quality accredited programs.
2. Psychology (Cognitive/Development) - need for cognitive Psychology with additional strengths in developmental and quantitative domains. The position will fill teaching and supervision needs in experimental/neuroscience areas of psychology, and therefore support the Neuroscience option, an option which encourages interdisciplinary study by connecting students with related advanced courses from biology, chemistry, philosophy, and kinesiology. The position will help maintain sufficient course offerings in area of biological and cognitive bases of behavior to ensure graduates can meet Professional Psychologist registration requirements.
3. English (Canadian Literature and Theory) - Critical position which is fundamental to the delivery of the Acadia English program and central to the core mission of the university –

beyond building capacity and enriching program through contributions to core, upper-level electives, Honours and Graduate offerings, this tenure stream position will enable the department to continue to fulfill the significant service teaching obligations.

4. Computer Science (Modern Software Engineering / Human Computer Interaction) - Expertise in modern software engineering and human computer interaction, with interest in mobile applications, game development and graphics. The Unit indicated that they are interested in attracting a faculty member who is a woman and has a strong interest in computer science pedagogy at all levels and who would foster stronger links with the School of Education, and continue strong connection with the Nova Scotia Department of Education and Department of Labour and Advanced Education.

5. Economics (Environmental) - position will allow Department to expand existing course offerings to not only Economics majors, but also to students from other programs such as Environmental & Sustainability Studies, Environmental Science, Business Administration, Biology, Politics, and others. Provides capacity for providing Honours and other advanced supervision to students interested in environmental and policy issues and research.

6. Classics (Ancient Historian) - To maintain Classics as a core discipline and to ensure on-going work of the unit enhancing contributions of Classics to History, Comparative Religion, Women's and Gender Studies, and the multidisciplinary minors. This position will also serve to fill a gap in the current History offerings as there are no Ancient Historians currently.

7. Education (Math Education) - Responsible for the area of mathematics, science and technology education essential to work of the SOE, and a prerequisite for supporting the education of teachers, both elementary and secondary, with the Province and beyond. The School of Education is currently lagging other Nova Scotia faculties of education and will prove to be detrimental to future student recruitment.

8. Biology - Microbiology is a fundamental part of Biology programs at post-secondary institutions and Acadia has not had a tenure-track Microbiologist since 2011. This position will provide support for 3000 and 4000 level course offerings and research experiences for students (identified as pre-health science or ecology, evolution and conservation biology disciplines).

9. Community Development - This position will focus on the area of community leadership development (identified as a significant gap through an internal review). This position is essential to the viability of both Community Development and Environmental and Sustainability Studies programs.

10. History (Atlantic World: Diasporas and Decolonization) - To fill some of the geographic and chronological gaps with a position in the field of Atlantic World History, an area of research and teaching that has grown dramatically in recent years. Position will allow unit to develop courses that respond to the needs of minoritized groups, specifically Indigenous and African-Canadian students.

11. Politics (Political Theory) - Need specialist in field of political theory, able to teach courses in the history of (Western) political thought, and in post-colonial political theory. The reliance on contingent labour has created a risk of uneven teaching quality, lack of continuity for students in upper level courses.

12. Psychology (Clinical/Applied) – will fill teaching and supervision needs in clinical/applied areas of psychology, supporting core teaching and supervisory roles for both undergraduate and graduate programs, as well as the applied option.

Seven Tenure Track Submissions received, reviewed but not ranked include:
Theatre, Sociology, Economics (Financial), Politics (Indigenous), Music (Therapy), Education (Social Studies Education), Kinesiology (Social Science)

Librarian Position Request Rankings

The APC reviewed the two submissions for continuing librarian positions received from the Research Services Sector of the Vaughan Memorial Library. The two positions were presented to the APC by the Acting University Librarian outlining the rationale for the ranking within the sector. After deliberation, the following ranking was unanimously approved by the APC.

Position One: In addition to departmental liaisons the diversity and inclusion coordinator will help our team strive to ensure an inclusive and accessible environment for this diverse community. As the coordinator for international students, they will also work to augment the services and support the library provides to our large and diverse population of students from around the world. They will also work to deepen and expand the important relationships the library is developing with the public library, community organizations, local businesses and community members.

Position Two: In addition to departmental liaisons the digital initiatives coordinator will help our team to further develop a learning environment where information technology connects librarians, faculty, students in a unique way and launch innovative digital projects that support the teaching and research mission of the university.

Instructor (Probationary) Position Request Rankings

Four submissions were received by the APC. The Deans presented rationales for the position requests and outlined the process used within their faculties for ranking. After deliberation and discussion, the APC unanimously approved the following ranking:
1. Engineering
2. Kinesiology
3. Biology
4. Earth & Environmental Science

Rationale for Rankings:
1. Engineering - Current position will be vacant on July 1 and position is necessary to meet accreditation requirements and obligations to Dalhousie in delivering program. Plays key role in planning and coordinating the delivery of lab program with the other six schools that make up the Associated University system for Engineering. Much of that planning, and virtually all the lab maintenance/restocking, takes place over the summer months. Continuity in the role is important.
2. Kinesiology - Additional support for Kinesiology labs is required – cannot deliver current labs with only two instructors in the School based on contact time as per the collective agreement. Cannot find qualified part-time instructors in core kinesiology areas in the geographical area, nor can they attract someone qualified on a per-course basis.
3. Biology - No longer have an instructor for BIOL2070L which is part of 2nd year core course in Animal Biodiversity – position vacant due to that instructor moving to tenured position in the unit. Position needed to maintain strengths in Animal Biology/Evolution and enhance course offering for students in ENVS and ESST programs.
4. Earth & Environmental Science - To meet the ballooning number of labs required and professional registration (GEOL/ENGO) and accreditation (ENVS) requirements.

APC Members:
Heather Hemming, Chair, Vice-President Academic (Acting)
Glyn Bissix (Paul Callaghan designate)
Jeff Hennessy
Jeff Hooper
Ann Smith
Matthew Lukeman
Andrew Biro
Craig Bennett
John Colton
Brianna Jarvin

Respectfully submitted:

Dr. Heather Hemming (Acting Vice-President Academic) and
Chair of the Academic Planning Committee

Curriculum Committee (Policy): Motion to Senate, 10 April 2017

The **Curriculum Committee (Policy)** was directed by Senate at its 12 September 2016 meeting to develop a clear and consistent mechanism/process for degree and program changes, including program creation or closure. The committee recognises that both program creation and program closure are relatively rare events, but the steps leading up to each action may arise from a variety of sources. An overview of these situations with examples from our experience gives context to the process and is presented below:

1. **Program creation**
   New programs or degrees can arise through several routes:
   a) Imposed from outside (e.g., directive from government, accrediting body, external working group, suggested by a unit review). Example: Education programs in the 1990s when the Teachers College in Truro and the Education programs in Dalhousie and St. Marys were rationalized, and relocated to Acadia and Mt St Vincent).
   b) Imposed from inside (directive from President, VP-Academic). Examples: Nursing program (ca. 2005), BSc majors in Biochemistry and Molecular Biology (ca. 2007)
   c) From a planning committee – a result of intentional planning by a body set up for that purpose. Examples: Environmental and Sustainability Studies (ca. 2004).
   d) From the Dean(s) – the deans have a broad overview of the registration numbers, enrolment pressures, areas of available space and opportunity and are well placed to act relatively quickly to market forces. Examples: Food Science (late 1980s), Environmental Science (1995), Arts interdisciplinary minors.
   e) From the units – this is the basic bottom-up model, commonly developed as a result of unit planning retreats, and probably the one most often employed. Examples: Electronic Commerce, Environmental Informatics streams in the BCS degree; neuroscience option in Psychology; Actuarial Science; Environmental Geoscience.
   f) From students – conceptually a group of students could devise a new program or option and suggest it to a unit, dean, or the APC. Examples: none known.
   g) By metamorphosis – as need becomes apparent, and a common set of courses is taken by many students, it gets noticed that it would be beneficial to identify a particular stream for marketing purposes. Examples: BASc (Applied Science), Arts interdisciplinary minors, Community Development.

All of these routes are viable methods for the conception of a new program. Any new program must be approved not only by Senate but also by the Maritime Provinces Higher Education Commission (MPHEC). In order to effect the introduction of a program, a detailed analysis is completed, as required by MPHEC, which addresses issues including:

- Program objectives
- Content (develop a program proposal)
- Admission requirements
- Student outcomes and their relevance
- Demand (market assessment)
- Space, library implications
- Human resource implications
- Home (which department will house it, or will it be its own department, or interdisciplinary?)
- Cost (develop a 10-year business plan)
- Need for the program and overlap with other universities

The analysis is compiled as Curriculum Committee Form 5, which uses many of the questions from the parallel MPHEC form, required for submission to the Province. MPHEC approval is required before provincial funding of the program is assured.

Program Closure

The termination of a program can be effected by several routes that mimic the program creation methods:

a) Imposed from outside (directive from government, external working group, suggested by a unit review). Example: Education programs were closed by a Dept of Education rationalization exercise in the early 1990s at the Teachers College in Truro and Dalhousie and St. Mary's universities.

b) Imposed from inside (directive from President, VP-Academic, Senate). Examples: possibly the BSA degree (Secretarial Administration), 1980s; French Honours program, ca. 1990

c) From a planning committee – a result of intentional planning by a body set up for that purpose. Examples: none known

d) From the Dean(s) – the deans may be called upon to deal with an urgent situation arising from attrition, loss of staffing, funding, etc. Example: Food Science (1990s); Recreation Management (ca. 2012).

e) From the units – individual units may recognise a program is no longer attracting students, or has become outdated or unnecessary. In many cases these closures result in retrenching with new programs being formed. Examples: Home Economics; Economics MA

f) From students – less likely to happen, although student complaints might trigger the closure of a program. Examples: Biochemistry and Molecular Biology (ca. 2012) where insufficient courses were available for completion of program following departure of key faculty members.

g) By metamorphosis – where a program gradually changes focus and a new program is developed out of a residue of courses. Examples: Recreation Management → Community Development; Physical Education → Kinesiology

Several routes exist whereby a program may be identified for closure, and it is necessary to formalize the procedures involved. Furthermore, closure of a program may occur to various extents: full termination, probation for a period, or downsizing (e.g., Honours → major → minor → service courses only). Following the recognition of a potential program to be limited or terminated by one of the routes outlined above, a new Curriculum Committee Form 6 should be employed. This form will ensure that all parties are consulted and relevant information gathered before the decision to close the program is enacted. A critical component of the process for any programs with students currently registered will involve the introduction of an external review of the program before the motion to close the program is placed before Senate.

The Curriculum Committee (Policy) presents this analysis with the appended Form 6: Program Closure for approval by Senate.

Acadia University Senate Curriculum Committee 2016-2017
Form 6: Program Closure

1. Department or School

2. Program under consideration for closure

3. Presented to Faculty Council? ☐Yes ☐ No ☐ Future Meeting

4. Date proposal was or will be submitted to Faculty Council?

5. State the reason(s) for closing this program. Please be specific.

6. Outline the current uptake of the program being terminated. Indicate the number of students in the program over at least the past 5 years.

7. Are any students currently registered in or participating in the program?   ☐Yes ☐ No
   If yes, go to Question 8. If no, go to Question 10.

8. Summarize the recommendations from the external review of the program.

9. Explain arrangements being made for existing students in the program.

10. Has the proposed program closure been discussed with students?   ☐Yes ☐ No

11. If 'Yes', do students approve of it?   ☐Yes ☐ No

12. If you checked 'No' to questions 10-11 above, please explain.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
└─────────────────────────────────────────────────────────┘
```

13. Explain how this program closure will alter, in any substantive way, the way any other programs are currently delivered?

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

14. Has the proposed program closure been discussed with faculty members and other involved units? ☐ Yes ☐ No

15. If 'Yes', do other units approve of it? ☐ Yes ☐ No

16. If you checked 'No' to questions 14-15 above, please explain.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```
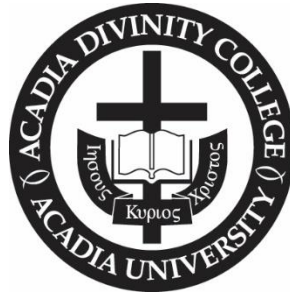
17. Will this program result in the deletion of any new courses? ☐ Yes ☐ No

18. If yes, please list all course numbers to be deleted below, and fill out *Form 2 Course Deletion* for each.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

19. Will this program closure result in the modification of any existing courses? ☐ Yes ☐ No

20. If yes, please list all new course numbers below, and fill out *Form 3 Proposed Modification to an Existing Course* for each.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

21. Please provide any additional information that you feel may be useful to the Curriculum Committee in its deliberation.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

New Courses

Approved by Faculty of Theology, December 5, 2016
Approved by the Senate of Acadia Divinity College, March 20, 2017

EVAN 3073   *Theology and Practice of Short-Term Mission*

This course prepares students to engage in short-term mission. They develop a theology of mission as it relates to Short-Term Mission trips. Topics covered: theoretical foundations of cross-cultural mission; the benefits and risks for the sending partner, mission team, and receiving partner; team preparation; leading Short-Term Mission trips; and elements of the post-experience debriefing.

DISP 3036   *Mission Praxis*

Through preparation and through guided participation in an intensive international short-term mission trip, students experience cross-cultural mission and engage in reflective practices during and after the mission experience. Prerequisite: EVAN 3073.

Motion from Senator Paul Doerr

Whereas: the Senate Admissions and Academic Standing (Appeals) Committee routinely re-admits practically all first year students who appeal their academic dismissal from Acadia (including those who miss the deadline);

therefore, be it resolved that the Senate Admissions and Academic Standing (Policy) Committee review all regulations, policies, procedures and practices regarding probation and dismissal at Acadia and report back to Senate at the earliest opportunity.

Motion from the Academic Program Review Committee (APRC)

Regarding Self-Study Document

Motion: That Senate approve the document "External Review Procedures for Academic Units or Programs", as circulated.

Background: The document used by units when preparing self-studies for external reviews has not been revised in any substantive way since 2005. Recently, the Maritime Provinces Higher Education Council (MPHEC) has released guidelines for "quality assurance frameworks" that all Maritime universities are required to follow. The self-study document has therefore been revised, both to update it and to bring it into compliance with MPHEC's requirements.

Summary of Changes:

1. The Preamble to the document has been extensively revised, to update it and to make it fit into the MPHEC framework.
2. The required criteria that must be addressed in any self-study document have been extensively revised, to match MPHEC's guidelines.
3. Remaining items that were addressed in the previous version of the self-study document are retained as optional information that units may choose to include, if they feel they would be helpful to the external reviewers.
4. The actual procedures have changed only slightly, to comply with MPHEC guidelines:
    a. At least one of the external reviewers must be from outside Atlantic Canada
    b. At least one of the internal reviewers must be a senior scholar (full professor or equivalent time in position)
    c. It is made clear that student involvement is expected at all stages of the review process
    d. Follow-up review processes will now be completed three years after the initial review, not two
    e. It is clear who initiates the follow-up review processes (the APRC), what the timeline is (6 months), and that the results of the follow-up review shall be reported to Senate

Associated Documents: The previous version of the document, and the MPHEC guidelines, will be circulated, along with the revised document, for Senators' background information.

External Review Procedures
for Academic Units or Programs

~~Preamble~~ Guiding Principles

The Maritime Provinces Higher Education Commission (MPHEC) recommends that all universities in the Maritime provinces develop a quality assurance framework, to continuously improve all of their functions and units, and to improve accountability and transparency. The goals should include regular analysis of, and continuous improvement in, *all* sectors of the university (e.g., administration, research, etc.), and should apply to *all* aspects of students' university experience. This document, however, focuses specifically on the process of performing regular external reviews of all academic programs or units on campus. These units might include departments, schools, interdisciplinary programs, the Library, and Open Acadia. Reviews are most commonly conducted at the individual unit level, but could also be conducted at a broader level, such as reviewing a degree program, or a Faculty as a whole[1].

Reviews of academic programs / units should be student-centered, and have a strong focus on teaching and learning. They should assure the ongoing quality of the academic programs, and ensure that stated goals and outcomes for students can be achieved. The major questions to be answered by the external review process are "**Is the program doing what it should be doing?**", and "**How well is the unit achieving what it set out to accomplish?**".

In making these assessments, criteria should reflect the university's core mission and values, and link to the university's strategic and other plans. Note that "**The mission of Acadia University is to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders.**" Note also that an Acadia education, as defined by Senate, "1. Is rigorous and liberal and requires students to gain knowledge and understanding within and across disciplines. 2. Focuses on the whole student and fosters healthy academic, social, and residential experiences to develop well-rounded critical thinkers, engaged citizens, and lifelong learners." Both members of the unit and members of the review team should be sure to familiarize themselves with the latest version of Acadia's Strategic Plan and Strategic Research Plan.

~~The Acadia University mission statement clearly identifies that the purpose of the institution is academic. Its focus is "providing a liberal education based on the highest standards in a~~

---

[1] Throughout, please substitute relevant terms when and where appropriate. For example, for Head, substitute Director, Program Co-ordinator, or Director of Open Acadia; for Dean, substitute University Librarian, etc. When in doubt as to the appropriate roles for a particular review, consult with the VPA and/or the APRC.

scholarly community that aims to ensure a broadening life experience for its students, faculty and staff. "

Many academic programs at Acadia University have much in common and as a result are clustered by Faculty, but each has different features and is somewhat unique. All units are the responsibility of one Senate and one Board of Governors and each has the responsibility to align with and contribute to the mission and priorities of the University as a whole.

Academic programs at Acadia University are the direct responsibility of four Faculties, seven Schools, close to twenty academic departments or programs, Open Acadia, and the Library. Because of this complexity the academic review process at Acadia University, while coordinated in a central way, is properly based in those Faculties, Schools, Departments, and programs.

Times and circumstances have changed since the Senate's Academic program cluster review process was developed and implemented. In July 2004 Acadia University actively engaged in developing a strategic plan that identified the mission, values and priorities of the University. Another important step in this focus on academic centrality at Acadia was to refine the Senate's Academic program review process to clarify and put into effect the plans and priorities of the institution through its individual units.

Purpose of a Unit Review

The purpose of a unit review is to sustain, and wherever possible, enhance the quality of each academic unit's activities, and through each unit the University as a whole.

The responsibility of each unit review is to provide information, both qualitative and quantitative, and recommendations that can serve as a basis for planning. The review should identify strengths and weaknesses and serve to support program development and refinement. The reviews will lead to more focussed unit planning to address undergraduate (and where applicable graduate) programs, research opportunities and unit infrastructure and administration.

Reviews may be at the Departmental level, School level, Faculty level, or across Departments and Faculties for programs that are interdisciplinary (ie Women's Studies). The Library and Open Acadia will also be reviewed. From these reviews, more will be learned about the structure and quality of undergraduate (and applicable graduate) programs and instruction, the contribution of each program to related disciplines and fields of study, the scope and significance of the program of research being pursued, the degree to which programs meet students' learning needs and goals, the appropriate characteristics of staffing complements, the priorities and aspirations of each unit and the extent to which they are being realized, the particular challenges and opportunities faced by the unit, the degree to which the unit is meeting internal and external service responsibilities, and the role the unit plays in meeting the University's mission, values and priorities.

Roles and Responsibilities for Coordination of a Review:

The coordination overall management of all unit reviews of academic units / programs is primarily thethe responsibility of the Office of the Vice-President, (Academic (VPA)), who is ultimately accountable to Senate in this regard. To co-ordinate particular reviews, the VPA will work in close working in partnership with the Senate's Academic Program Review Committee (APRC), along with the relevant Dean(s);, and the units or programs under review; in the case of the library, with the University Librarian and library staff;, and in the case ofwith Open Acadia, with the Director of Open Acadia. The recommendations of the APRC Committee on the basis of the review process are advisory. Specifically, the Vice-President (Academic) and the APRC will:

- Develop a schedule for reviews in consultation with the relevant Deans, who themselves will consult with Heads and Directors;.
- Receive, review, and comment on the self-study report from the Unit;
- Appoint the review team;
- Develop terms of reference for the review team, in consultation with the unit;
- Receive and transmit the report of the review team to the Unit;
- Receive the unit's response to the review panel report;
- Meet with the Dean and unit head (or University Librarian and library staff) to discuss the report and the unit's response;
- Report regularly to Senate on the status of reviews;
- Identify issues of University-wide concern and make recommendations concerning them to appropriate bodies or individuals.

The Review Process

Time FrameFrequency

Reviews should take place in accordance with a 5 to 7-year cycle, with no unit or program exceeding 10 years between reviews. Newly-established programs should be reviewed after the first cohort has graduated. In scheduling reviews, efforts should be made where possible to coincide with unit accreditations and whenever possible with the review or update of closely related units.

Time Frame

Ideally, the review process is completed over a 16 12 to 18-month period, as indicated in the following schedule. Time frames may vary, depending on the size of the unit being reviewed.

Flow of Activity

- APRC to inform Senate as to which units are to be reviewed in the coming year.
- Self-study initiated; review team nominees submitted to VPA Academic

- Self-study received by APRC
- Terms of reference determined and Review team established; documentation sent to review team
- Review takes place (2 to 3 days)
- Report received by APRC and transmitted to unit
- Unit's response received by APRC
- APRC meets with Unit to discuss the report and the Unit's response
- APRC provides prioritized recommendations to Senate, after first discussing with the unit and relevant Dean.

Approximately three years after the initial external review, the APRC initiates a follow-up review with the Unit to assess the success of implementation.

Unit Self Study

Each academic unit being assessed should initiate a self-study process, involving both faculty and students from the program or unit. The self-study can be both descriptive and analytical. It should explicitly address, and be structured according to, the assessment criteria outlined below. However, it may also address other issues the unit deems relevant. The self-study should addressmight address such aspects as the unit's history, current status, pending changes, future prospects, and opportunities. Strengths and limitations of the program under review should also be critically examined. Where relevant, the results of an external accreditation process may be included, and/or substituted for the unit self-study, as long as the relevant criteria are addressed.

While the self-study procedures are for Tthe members of the unit canto determine precisely how to divide up the tasks of the self-study. However, tThe most successful self-studies are those that involve the majority, if not all, of the members of the unit.

as many asIn particular, as many members of the unit as possible should participate in examining pending changes, and future prospects and opportunities. Students should be involved in the self-study process, including serving on relevant committees, and taking part in surveys designed to collect data on outcomes. The quality of the self-study report is enhanced if a small steering group is responsible for its preparation, and drafts are circulated to all members for comment. Members of the APRC are available to provide advice on the development of the self-study, if requested. The result of the self-study is a report that serves as a primary document for the external unit review team. The most successful self-studies are those that involve the majority, if not all, of the members of the unit.

The review requires a frank but balanced consideration of both strengths and areas for improvement, and strategies for future changes. It is also essential that the self-study take into consideration the larger institutional issues and the mission, goals, and priorities of the University. The result of the self-study is a report that serves as a primary document for the external unit review team. The most successful reviews are assisted by reports that are well organized, clearly written, and complete but concise. The quality of the self-study report is enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment. Members of APRC are available to provide advice on the development of the self-study if requested.

A suggested format for the self-study report is as follows:The self-study must address the following criteria, as laid out by MPHEC:

1. Identify the program's goals, i.e., its learning outcomes, degree expectations, and (where relevant) its alignment with the standards of any relevant regulatory or accrediting bodies. What is the program setting out to accomplish?

2. Justify why these particular goals have been selected. Why are they the most appropriate ones for the unit? i.e., address the question "Is the program doing what it should be doing"?

3. Consider also the goals, directions, priorities, and mission of Acadia University as a whole. Are they well-aligned with the unit's goals? If not, why not, and what are the consequences?

4. Discuss the appropriateness of the program's structure, method of delivery, and curriculum for achieving its identified goals.

5. Highlight the achievement of students and graduates, in light of the program's stated goals.

6. Assess the appropriateness and effectiveness of the methods used to evaluate student progress and achievement, in light of the program's stated goals.

7. Comment on the capacity of the program faculty and staff to deliver the program and quality of education needed to achieve the program's goals. Consider the capacity of faculty and staff to meet the needs of both existing and anticipated future student enrollments.

8. Highlight the strengths of the program's faculty. Consider the quality of their teaching and supervision; their achievement in research, or other scholarly or creative activity; and their professional activities and service, as related to the program under review.

9. Comment on the appropriateness of the support offered to the unit's learning environment. This section could include assessing support offered by the library, other relevant units on campus (e.g., Student Services, Registrar's Office, Research and Graduate Studies, Technology Services), as well as human, physical, technological, and financial resources available to the unit. Does the unit have the support it needs from all sectors to achieve its stated goals?

10. Describe the effectiveness and appropriateness of the use made of existing resources in the unit (including human, physical, technological, and financial resources). How is the unit best working with what it already has, to attempt to meet its stated goals?

11. Assess the appropriateness of relevant academic policies, given the program's stated goals. Are issues such as admission criteria, graduation requirements, requests for transfer credit, student appeals, etc., appropriately aligned with the program's goals? Assess the appropriateness of the unit's governing and decision-making bodies and structures to oversee these policies on an ongoing basis. Are policies aligned with the unit's goals, and are good structures in place to oversee the relevant policies?

12. Define the indicators the unit is using to determine if it is meeting its goals, and provide relevant data to allow assessment of the program's quality. Some possible indicators might be enrolment rates, graduation rates, time-to-completion rates, student satisfaction ratings, or measures of graduate outcomes (e.g., employment rates, employment in field of study, acceptance to further study, graduate satisfaction, employer satisfaction, etc.). These indicators may be more descriptive or more analytical, and should align with the program's stated goals.

In addition to these required elements, the unit should feel free to include any other information that it feels will be useful to the external reviewers in understanding the unit, and assessing its current strengths and directions for future improvement. Such information is optional. It might include, but is not limited to:

- A brief history of the unit
- Membership in professional or registration / certification organizations
- Past and projected enrollment trends
- Titles and supervisors of recent student theses
- Description of the space available for the program
- Levels of support provided for student assistantships, awards, scholarships
- An appendix with a brief profile / CV of all academic staff, in a uniform format
- A comparison to similar programs at other institutions
- Identification of what makes the program unique
- Assessment of the use of technology to support teaching and research activities
- Assessment of efforts to internationalize the program
- Assessment of formation of meaningful interdisciplinary linkages, and/or plans for such linkages in the future
- A description of the unit's involvement in community service activities

Review Team Selection

The composition of the review team is vital to the success of the process. All members must have credibility both inside and outside the unit under review. Typically, the review team will consist of four members. Two will be internal to Acadia, one from a closely related discipline or area, and the other representing the University at large. At least one of these members shall be a relatively senior faculty member (e.g., full professor, or equivalent length of service). The internal reviewers' roles shall include providing the external reviewers with clarifications on

Acadia's context. The review team will also include at least two impartial experts in the relevant area, external to the institution, with at least one coming from outside of Atlantic Canada.

The unit is requested to provide the VPA with the names and contact information of ~~The Unit is requested to provide the names of~~ 4 to 6 nominees for the roles of external reviewers, ensuring adequate representation of individuals from outside Atlantic Canada. The unit will also provide the VPA with 4 to 6 suggestions for internal reviewers, ensuring adequate representation of more senior faculty members. A ~~including contact information for the external members of the team and also nominees for the internal members of the team to the Vice-President (Academic). A~~ very brief statement shall be given for each nominee, regarding the rationale for their selection. Members of the review team should be chosen to avoid any conflict of interest, or possible appearance thereof. Where and when appropriate, one of the four members of the team may be replaced by a representative of the relevant professional association. Where appropriate, results of external accreditation may be included in, or possibly substituted for, portions of the external review (with agreement of the VPA and APRC).

~~about each of the external nominees in which there is a rationalization for the participation of each must accompany the submission. Nominees will be contacted by the VP Academic and Dean of the Unit under review.~~

~~Typically the review team will consist of four members. The APRC will designate the Chair of this team. Two members normally will be chosen from the Acadia University community, one representing a closely related discipline or area, and the other representing the University-at-large. The other two members, including the chair, will be impartial experts in the particular discipline or area, normally chosen from other universities. For a library review, two University Librarians will be chosen from other universities. Members of the review team should be chosen to avoid any appearance of conflict of interest. Wherever it seems appropriate, however, any one of the four members may be replaced by a representative of the relevant professional association.~~

~~The size of the review team will be determined by the size and complexity of the unit under review. For small units a review team of two (one internal and one external) may be appropriate.~~

Terms of Reference for the ~~of~~ Review Team

General terms of reference for external review teams will be provided to all members of the team before their visit, along with any special notes relevant to the specific review. These special notes, if any, will be established by the VPA, working with the APRC, the relevant Dean(s), and the unit under review. The terms of reference will~~are~~ normally be reviewed at the outset of the site visit with the VP Academic (Chair of APRC), Dean, Dean of Research &

21

Graduate Studies, Head of Unit and the members of the review team.~~–~~ If specific issues unique to the Unit under review have been~~are~~ identified, they will be ~~identified~~ clearly noted and reviewed during this meeting.

Without intending to restrict the scope of the review, the expectation is that the review team will provide an opinion about the strengths and weaknesses of the unit. Again, the guiding principles shall be whether the goals identified by the program seem appropriate, and whether the program seems to be meeting the goals which it has set out. ~~'s teaching, research, and service programs. This will include an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided, the effectiveness of the unit's organization, the quality of the working environment, the relations of the unit to others, the quality of educational opportunities provided to students (both undergraduate and graduate where applicable) and the effectiveness of the means or measures to evaluate student and program success. In~~In -particular, the review team is expected to offer recommendations for improvement and innovation.

As a research institution, the scholarly activities of faculty and students will contribute to the advance of the field of study under question.~~–~~ It is essential that the review team provide an opinion about the quality of the research and scholarly or developmental activities of the program, and the effectiveness of the relationships between the teaching and research dimensions of the programs—particularly for the early research experiences, honours programs, and at the graduate level.

~~In addition, the Vice-President (Academic), working with APRC, the Dean of the Faculty, and the unit under review will in each case determine more specific issues to be addressed by the review team.~~

Site Visit

The review team for each review will meet at the University for an appropriate period of time, normally two to three days, and prepare a comprehensive report on the unit reviewed.~~–~~ It will consult widely in the preparation of this report. ~~ with academic and administrative staff, students, administrators, and alumni involved with the programs and activities of the unit under review. ~~

Typically, the review team's time will provide opportunities for consultation within the academic unit (faculty, staff and students, with particular care taken to ensure student involvement); with relevant faculty not directly involved in the reviewed program; with relevant members of the University administration; and with the wider network of stakeholders, such as employers, graduates, professional associations, the local community, etc.

Tother individuals inside and outside of the University who influence or who are influenced by the activities of the unit and graduates of the program. Particular efforts must be made to ensure student participation. The on-site consultations normally commence with a working dinner hosted by the University administration, and end with an exit interview with the Vice-President (Academic), the Dean of Research and Graduate Studies, and the Dean of the Faculty; for the library, the Vice-President (Academic), Dean of Research and Graduate Studies, and the University Librarian.

The visit of the review team is to be advertised widely to the University community, with an invitation for those who have a vested interest in the program(s) to contribute a written brief to the team, which is normally submitted though the Chair of APRC, prior to an advertised date. Such briefs are for use by the review team, and will be held in confidence by the members of the review team.

The schedule of interviews during the visit will be developed by the unit under review, with appropriate input from the Office of the Vice-President (Academic).

Report

While preparing the report, the Vice-President (Academic), the Dean of Research and Graduate Studies, and the Dean of the Faculty, or the University Librarian will be available to provide any additional information requested. The findings and recommendations of the review team should be presented in the form of a brief, concise, written report (with an executive summary), which will be received by the Vice-President (Academic) on behalf of the Academic Program Review Committee. Provided that matters of individual sensitivity or confidentiality are handled with appropriate discretion, the report (in its entirety) will be made available to the Dean, the unit under review, the Library, the APRC, and other interested parties. Normally, the report will be considered a public document and at the completion of the review process will be available to members of Senate, along with the unit's response.

Response and Implementation

On receipt of the report, the members of the unit will meet in committee for discussion. The unit head will then prepare their response. The response will address the issues raised, and clearly outline priorities and future directions and initiatives for the unit over the next 3 to 5 years. As such, it should be prepared in close partnership with the Dean/University Librarian. The response will be transmitted to APRC. The Unit Head will be invited to meet with the APRC to discuss the Unit's response, and to receive any comments from APRC which will inform the faculty's long-term planning. After a final consultation with the unit and relevant Dean, the APRC will bring prioritized recommendations based on the review before Senate.

Follow-Up

Approximately threewo years after the review, (and therefore mid-way before the next review, the) APRC will initiate a follow-up with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it, and respond to any comments from the APRC. In particular, the unity will be asked to describe initiatives and plans until the next review takes place. This follow-up report procedure will normally be completed within 6 months of initiation. Results of this The follow-up process will be reported to Senate, and the follow-up report and any comments from the APRC will be made available on requestto Senate.

This document was revised extensively in February 2017, and approved by Senate in March 2017. Note that it draws heavily on the document "Guidelines for Maritime Universities' Quality Assurance Frameworks", as released by MPHEC in 2016.

No substantive changes made to document approved by Senate June 13, 2005 – revisions to re-order and streamline process only.

GUIDELINES FOR MARITIME UNIVERSITIES' QUALITY ASSURANCE FRAMEWORKS (2016)

1. PURPOSE OF THE GUIDELINES

These *guidelines* aim to assist institutions in establishing or improving their quality assurance frameworks (and related policies and processes) and to support the Commission when assessing the frameworks in place.

2. GUIDING PRINCIPLES

A successful university quality assurance framework[1] is guided by:
2.1 The pursuit of continuous improvement;
2.2 A focus on learning;
2.3 The necessity of encompassing all functions and units of an institution;
2.4 Accountability and transparency; and
2.5 The documentation and implementation of policies, guidelines and procedures.

3. SCOPE OF A UNIVERSITY'S QUALITY ASSURANCE FRAMEWORK

A university's quality assurance framework:
3.1 Reflects its mission and values;
3.2 Is comprehensive and accounting for the full range of its offerings and activities;
3.3 Is linked to the institution's strategic and other plans;
3.4 Includes provisions to cover all of the functions and units of the institution (research, administration, community service, etc.) and applies to the full spectrum of a student's university experience; and
3.5 Is forwarded to the MPHEC.

4. OBJECTIVES OF THE UNIVERSITY'S QUALITY ASSURANCE FRAMEWORK

The objectives of a university quality assurance framework are, at a minimum, to assure the quality of programs and to ensure that stated student outcomes can be realized.

The purpose of each institution-led assessment is to answer the following two questions: first, "How well is the unit or the program achieving what it set out to accomplish?" and second, "Is it doing what it should be doing?"

In answering the above questions, the university examines:
4.1 Inputs; and
4.2 Outputs.

5. STANDARD[2] FOR THE ASSESSMENT OF ACADEMIC PROGRAMS/UNITS

5.1 Central Components

To assess academic programs/units[3], an institutional quality assurance framework would, at a minimum:
5.1.1 Identify the coordinating or administrative unit responsible for the overall management of the quality assurance process. This unit is located at a higher echelon (e.g. vice-president) of the institution's administrative structure, and is accountable to the institution's decision-making bodies.
5.1.2 Assign and distribute responsibility for the various components of the quality assurance framework (deans, department heads, program managers, committees, etc.).
5.1.3 Define the assessment criteria (see section 5.2).
5.1.4 Require a self-study, involving faculty and students participating in the program or unit. The self-study is student-centred as it would aim, in most cases, to assess the student experience and, in the case of academic programs, to assess the quality of learning and teaching. The self-study is structured according to the defined assessment criteria, and is both descriptive and analytical. When and where appropriate, the results of accreditation processes may be included, and/or substituted for this component, or a portion thereof.[4]
5.1.5 Require an external review component, with a sufficiently comprehensive site visit and written report, carried out by at least two experts external to the institution, with at least one coming from outside Atlantic Canada. The external reviewers' team should also include a senior faculty member from the institution to assist the external

---

1. This document refers to an institutional quality assurance framework, which may encompass multiple policies and procedures covering an institution's work in this area (e.g., faculty specific policies that reflect various realities, or separate policies for academic units and other types of units).

2. The Commission uses the term Standard as "A document established by consensus and approved by a recognized body that provides for common and repeated use, rules, guidelines or characteristics for activities or their results, aimed at the achievement of the optimum degree of order in a given context". ISO/IEC Guide 2:1996, definition 3.2

3. For the purpose of this section of the Guidelines, an academic unit is understood as a department or a unit whose mission is preponderantly teaching and whose nature reflects the existence of a demonstrably coherent field of knowledge, normally defined by close cognate disciplines. An academic unit may offer more than one program, but in the context of quality assurance, each program is to be assessed, including curriculum, outcomes, resources, etc.

4. However, the quality assurance framework addresses gaps in accreditation processes (if any) to ensure the same standards are applied across all programs (e.g., reporting back to higher echelons of the institution).

reviewers in the process and provide clarifications on the institution's context. As appropriate, the results of accreditation may be included, and/or substituted for this component, or a portion thereof.[4]

5.1.6 Ensure the participation of students through: membership on committees dealing with program review and quality assurance; participation in surveys designed to collect data on a number of student and graduate outcomes; and mandatory student course evaluations.

5.1.7 Incorporate the participation of faculty not directly involved in the reviewed program (or discipline or unit).

5.1.8 Enable the participation of the wider network of stakeholders, such as employers, graduates, professional associations, the local community, etc.

5.1.9 Define the follow-up mechanisms, which include the procedures, areas of responsibility and expected timelines, along with provisions for follow-up monitoring of progress (usually involving the Senate).

5.1.10 Establish the assessment cycle and related schedule which normally does not exceed seven years (with no programs exceeding, in practice, 10 years between reviews).[5]

5.1.11 Assess newly established programs or units after the first cohort has graduated.

5.1.12 Document the standard timeline for individual reviews, from the preparation of the self-study through to Senate approval of recommendations, normally 12 to 18 months.

5.1.13 Include a communication strategy to inform the university community (students, faculty, staff, etc.) and the general public about a university's quality assurance framework as well as significant changes brought about by quality assurance activities. The communication strategy should include activities to inform faculty, staff and heads of units about the framework, its objectives, assessment criteria, and follow-up processes.

5.1.14 Define the provisions to assess the framework periodically, normally at the end of each assessment cycle, and table the resulting report with decision-making bodies within the institution (e.g., Senate, Board of Governors).

5.2 Assessment Criteria

Each university establishes assessment criteria for reviewing the quality of its programs/units. The assessment criteria are comprehensive in their range and in their use across programs and units; they have a strong focus on students and reflect the institutional mission and values. They are published and include at a minimum the following:

5.2.1 The continuing appropriateness of the program's structure, method of delivery and curriculum for the program's learning outcomes and the degree level expectations;

5.2.2 The achievement by students and graduates of the learning outcomes in light of the program's stated goals, the degree level expectations, and, where relevant, the standards of any relevant regulatory, accrediting or professional body;

5.2.3 The continuing appropriateness and effectiveness of the methods used for the evaluation of student progress and achievement in light of the degree level expectations;

5.2.4 The capacity of the faculty and staff to deliver the program and the quality of education necessary for the students to achieve the stated learning outcomes, and to meet the needs of the existing and anticipated student enrolments;

5.2.5 The continuing performance of the faculty, including the quality of teaching and supervision, and their continuing progress and achievement in research, scholarship or creative activity, and professional activity in light of the program under review;

5.2.6 The appropriateness of the support provided to the learning environment, including but not limited to library and learning resources (e.g., human, physical and financial resources; academic advising; student services; graduate studies office; registrar services; technological services; centres for teaching and learning, etc.), unless such supports are assessed through other means;

5.2.7 The effectiveness and appropriateness of the use made of the existing human, physical, technological and financial resources;

5.2.8 The continuing appropriateness of the academic policies (including admission, promotion and graduation requirements; requests for transfer credit and advanced standing; and appeals) and of the governing and decision-making structures of the academic unit; and

5.2.9 The definition of indicators that provide evidence of quality, including enrolments, graduation rates, time-to-completion rates, student satisfaction level and, as appropriate, relevant measures of graduate outcomes (e.g., graduate employment rates, employment in field of study, employer satisfaction level, further study, etc.).

6. STANDARD FOR THE ASSESSMENT OF OTHER UNITS

A university's quality assurance framework ought to assess all functions and units of the institution. This includes the university's units whose missions are not driven by teaching, and in particular academic support units. The diversity of these units makes the development of general guidelines universally applicable across units and across universities challenging. It is up to the institution to determine whether each unit is assessed more effectively on its own or in conjunction with academic units (see 5.2.6, above).

---

4. However, the quality assurance framework addresses gaps in accreditation processes (if any) to ensure the same standards are applied across all programs (e.g., reporting back to higher echelons of the institution).

5. In exceptional circumstances, review cycles may be interrupted to accommodate other institutional priorities; in these cases, the MPHEC should be contacted and informed of the length/extent of the anticipated interruption (no program should exceed 10 years between reviews).

The Commission will gather information from, and generate discussion with, universities on best practices in the assessment of other units. In the interim, universities are still expected to review these units and, at this stage, the Commission proposes the following four assessment criteria:

6.1   The continuing appropriateness and effectiveness of the service or support provided to the academic programs, students and faculty;

6.2   The capacity of the unit or program to deliver the service or support which its mandate defines;

6.3   The appropriateness and efficiency of the use made of the existing human, physical, technological and financial resources; and

6.4   The contribution of the unit or program to other aspects of the institution's mission and to the student experience.

7.   KEY DOCUMENTS ASSOCIATED WITH A UNIVERSITY'S QUALITY ASSURANCE FRAMEWORK

Standardization and documentation of processes and procedures support two goals: a common and transparent process and shorter timelines. To this end, institutions should establish the following policy(ies), templates and standards:

FORMAL, APPROVED QUALITY ASSURANCE RELATED POLICY(IES)

GUIDELINES FOR THE PREPARATION OF THE SELF-STUDY, to include templates/data /source(s) for indicators/measures of quality (e.g., enrolments, graduation rates, time-to-completion rates, student/employer satisfaction level, graduate employment rates, employment in field of study, further study, etc.).

GENERIC TERMS OF REFERENCE FOR EXTERNAL REVIEWERS

COMMON STUDENT COURSE EVALUATION FORM

TERMS OF REFERENCE FOR RELEVANT COMMITTEE(S)

GUIDELINES FOR THE REVIEW OF PROGRAMS THAT ARE ALSO SUBJECT TO ACCREDITATION

27

Preamble

The Acadia University mission statement clearly identifies that the purpose of the institution is academic. Its focus is "providing a liberal education based on the highest standards in a scholarly community that aims to ensure a broadening life experience for its students, faculty and staff. "

Many academic programs at Acadia University have much in common and as a result are clustered by Faculty, but each has different features and is somewhat unique. All units are the responsibility of one Senate and one Board of Governors and each has the responsibility to align with and contribute to the mission and priorities of the University as a whole.

Academic programs at Acadia University are the direct responsibility of four Faculties, seven Schools, close to twenty academic departments or programs, Open Acadia, and the Library. Because of this complexity the academic review process at Acadia University, while coordinated in a central way, is properly based in those Faculties, Schools, Departments, and programs.

Times and circumstances have changed since the Senate's Academic program cluster review process was developed and implemented. In July 2004 Acadia University actively engaged in developing a strategic plan that identified the mission, values and priorities of the University. Another important step in this focus on academic centrality at Acadia was to refine the Senate's Academic program review process to clarify and put into effect the plans and priorities of the institution through its individual units.

Purpose of a Unit Review

The purpose of a unit review is to sustain, and wherever possible, enhance the quality of each academic unit's activities, and through each unit the University as a whole.

The responsibility of each unit review is to provide information, both qualitative and quantitative, and recommendations that can serve as a basis for planning. The review should identify strengths and weaknesses and serve to support program development and refinement. The reviews will lead to more focussed unit planning to address undergraduate (and where applicable graduate) programs, research opportunities and unit infrastructure and administration.

Reviews may be at the Departmental level, School level, Faculty level, or across Departments and Faculties for programs that are interdisciplinary (ie Women's Studies). The Library and Open Acadia will also be reviewed. From these reviews, more will be learned about the structure and quality of undergraduate (and applicable graduate) programs and instruction, the contribution of

each program to related disciplines and fields of study, the scope and significance of the program of research being pursued, the degree to which programs meet students' learning needs and goals, the appropriate characteristics of staffing complements, the priorities and aspirations of each unit and the extent to which they are being realized, the particular challenges and opportunities faced by the unit, the degree to which the unit is meeting internal and external service responsibilities, and the role the unit plays in meeting the University's mission, values and priorities.

Roles and Responsibilities for Coordination of a Review:

The coordination of all unit reviews is the responsibility of the Office of the Vice-President (Academic) working in partnership with the Academic Program Review Committee (APRC), the Dean, and the unit under review; in the case of the library, with the University Librarian and library staff, and with Open Acadia, the Director. The recommendations of the Committee on the basis of the review process are advisory. Specifically, the Vice-President (Academic) and APRC will:

Develop a schedule for reviews in consultation with the Deans, who themselves will consult with Heads and Directors.

- Receive, review, and comment on the self-study report from the Unit;
- Appoint the review team;
- Develop terms of reference for the review team in consultation with the unit;
- Receive and transmit the report of the review team to the Unit;
- Receive the unit's response to the review panel report;
- Meet with the Dean and unit head (or University Librarian and library staff) to discuss the report and the unit's response;
- Report regularly to Senate on the status of reviews;
- Identify issues of University-wide concern and make recommendations concerning them to appropriate bodies or individuals.

The Review Process

1.   **Initiation**

Reviews take place in accord with a 5 to 7-year cycle. In scheduling reviews efforts should be made to coincide with unit accreditations and whenever possible with the review or update of closely related units.

2.   **Time frame**

Ideally, the review process is completed over a 16-month period as indicated in the following schedule. Time frames may vary depending on the size of the unit being reviewed.

   Flow of Activity

- APRC to inform Senate as to which units are to be reviewed in the coming year.
- Self-study initiated; review team nominees submitted to VP-Academic

- Self-study received by APRC
- Terms of reference determined and Review team established, documentation sent to review team
- Review takes place (2 to 3 days)
- Report received by APRC and transmitted to unit
- Unit's response received by APRC
- APRC meets with Unit to discuss the report and the Unit's response
- APRC provides prioritized recommendations to Senate after first discussing with the unit and relevant Dean.

Approximately two years after review, follow up review with Unit to assess success of implementation

3. **Unit Self-Study**

The self-study should address such aspects as the history, current status, pending changes, future prospects, and opportunities. Strengths and limitations of the program under review should also be critically examined. While the self-study procedures are for the members of the unit to determine, as many as possible should participate in examining pending changes and future prospects and opportunities. The most successful self-studies are those that involve the majority, if not all, of the members of the unit.

The review requires a frank but balanced consideration of both strengths and areas for improvement, and strategies for future changes. It is also essential that the self-study take into consideration the larger institutional issues and the mission, goals, and priorities of the University. The result of the self-study is a report that serves as a primary document for the external unit review team. The most successful reviews are assisted by reports that are well organized, clearly written, and complete but concise. The quality of the self-study report is enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment. Members of APRC are available to provide advice on the development of the self-study if requested.

A suggested format for the self-study report is as follows:

A brief history of the unit, the goals of the unit, intended student outcomes, and the place of the unit in the continuing development of the University.

1. An overview of the unit's staffing profile (including student employment), administrative structure, resources and infrastructure, and membership in professional or registration / certification organizations.

2. An overview of student (undergraduate and graduate) enrollment patterns (5-year horizon) and projected enrollment trends within the discipline, distinguishing between courses available campus-wide and those designed specifically for majors in the program.

3. Statistics describing the numbers of students registered in each degree program and the number of degrees awarded during each year of the period under review (five year horizon).

4. The title of the report or thesis and the name of the supervisor from each student who has been an honours candidate during the review period.

5. Information on the special strengths and successes of the programs being evaluated. Detail in this section should include lists of scholarships obtained by students in international, national, and regional competition, employment history of recent graduating students who do not go on to further study (if known) and any other significant achievements or recognition given to students, numbers of students who proceed to post-graduate studies., and faculty awards or recognition for teaching, research, or service to the community.

6. Comparison of similar programs in the region / elsewhere, and identification of how Acadia's program is unique in the region / elsewhere.
7. Assessment of intended and delivered curriculum, including listing any research on the teaching in the unit, and outlining issues and challenges of delivering intended curriculum.

8. Assessment of use of technology to support teaching and research activities.

9. Assessment of efforts to internationalize the program through research, course offerings, or opportunities for exchanges.

10. Where appropriate, the extent to which the unit has, at formal or informal levels, forged meaningful interdisciplinary linkages: for example, this may include evidence of planning for cross curricular assignments, jointly reinforcing laboratory exercises, teaming of professors within closely connected curricular domains, and collaborative planning or study groups involving professors and students. Also: The identification of areas of linkage that are planned in the future, including:
    a. Where appropriate the extent to which unit Heads/Directors have explored (and used) ways in which units can meaningfully collaborate to the benefit of their students and faculty.
    b. Examples of scholarly collaboration between faculty members across units.

11. Where appropriate, provide a description and analysis of the unit's community service program involvements and in particular where the curriculum allows/supports active engagement for students in community-based learning activity. This will include co-op education, fieldwork programs, internships, etc. (if appropriate.)

12. A description of the space available for the support of the programs concerned and a statement on the utilization of current space including a description of any special facilities such as laboratory equipment, field laboratories, and special research opportunities.

13. A description of the principal library resources available for the support of the programs concerned, including the recent and anticipated levels of funding and the extent to which there has been and will be reliance on interlibrary loans and electronic resources. This description is to be developed by Library in consultation with the unit.

14. Departmental budgets for the review period. Examples of where an investment of resources has enhanced the program or conversely where a lack of resources may have affected the program may be highlighted. Include data concerning the funds available for the support of the students within the academic unit during the review period e.g. levels of financial support for assistantships, summer honours thesis awards, in-course scholarships.

15. A critical analysis of the unit's strengths, weaknesses, and areas of potential development including a description of the unit's future plans and program directions within the context of the University's mission, goals, and priorities, and the development of the discipline itself.

16. Views on University-wide directions, concerns, and suggestions for priority areas.

17. Any other information that the academic unit considers will assist the reviewers in obtaining an accurate appreciation of the programs under review.

18. Appendices: The report should also contain a profile of the academic staff in an appendix to the main body of the self-study report. It is highly recommended that the members adopt a uniform and brief format that summarizes the important information from each member's curriculum vitae over the review period. This information should include teaching assignments, scholarship (including publications, research grants, contracts, and other scholarly activity), and service activities.

Self-studies will be augmented by data from the appropriate administrative offices. Such data will address enrolments, teaching, grants and contracts, space, budget, staff and faculty numbers and will be provided within the Faculty and University context. Additional material such as University planning documents and calendars will also be provided. The goal is to provide the reviewers with sufficient information to have a broad understanding both of the unit and the context in which it operates without burdening them with excessive information.

For a library self study, it is suggested that the library consider items listed above (where appropriate) along with:

- Collections: size, content, formats, use patterns
- Output statistics and outcome assessments of services and programs
- Library budget

- Descriptions of services offer
- Staffing levels and responsibilities of librarians
- Space considerations

4. **Review Team Selection**

The composition of the review team is vital to the success of the process. All members must have credibility both inside and outside the unit under review. The Unit is requested to provide the names of 4 to 6 nominees including contact information for the external members of the team and also nominees for the internal members of the team to the Vice-President (Academic). A very brief statement about each of the external nominees in which there is a rationalization for the participation of each must accompany the submission. Nominees will be contacted by the VP Academic and Dean of the Unit under review.

Typically the review team will consist of four members. The APRC will designate the Chair of this team. Two members normally will be chosen from the Acadia University community, one representing a closely related discipline or area, and the other representing the University-at-large. The other two members, including the chair, will be impartial experts in the particular discipline or area, normally chosen from other universities. For a library review, two University Librarians will be chosen from other universities. Members of the review team should be chosen to avoid any appearance of conflict of interest. Wherever it seems appropriate, however, any one of the four members may be replaced by a representative of the relevant professional association.

The size of the review team will be determined by the size and complexity of the unit under review. For small units a review team of two (one internal and one external) may be appropriate.

5.   **Terms of Reference of Review Team**

The terms of reference are normally reviewed at the outset of the site visit with the VP Academic (Chair of APRC), Dean, Dean of Research & Graduate Studies, Head of Unit and the members of the review team. If specific issues unique to the Unit under review are identified, they will be identified during this meeting.

Without intending to restrict the scope of the review, the expectation is that the review team will provide an opinion about the strengths and weaknesses of the unit's teaching, research, and service programs. This will include an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided, the effectiveness of the unit's organization, the quality of the working environment, the relations of the unit to others, the quality of educational opportunities provided to students (both undergraduate and graduate where applicable) and the effectiveness of the means or measures to evaluate student and program success. In particular, the review team is expected to offer recommendations for improvement and innovation.

As a research institution, the scholarly activities of faculty and students will contribute to the advance of the field of study under question. It is essential that the review team provide an opinion about the quality of the research and scholarly or developmental activities of the program, and the effectiveness of the relationships between the teaching and research dimensions of the programs—particularly for the early research experiences, honours programs, and at the graduate level.

In addition, the Vice-President (Academic), working with APRC, the Dean of the Faculty, and the unit under review will in each case determine more specific issues to be addressed by the review team.

6.   **Site Visit**

The review team for each review will meet at the University for an appropriate period of time, normally two to three days, and prepare a comprehensive report on the unit reviewed. It will consult widely in the preparation of this report with academic and administrative staff, students, administrators, and alumni involved with the programs and activities of the unit under review.

Typically, the review team's time will provide opportunities for consultation within the academic unit (faculty, staff and students); members of the University administration; other individuals inside and outside of the University who influence or who are influenced by the activities of the unit and graduates of the program. Particular efforts must be made to ensure student participation. The on-site consultations commence with a working dinner hosted by the University administration and end with an exit interview with the Vice-President (Academic), the Dean of Research and Graduate Studies, and the Dean of the Faculty; for the library, the Vice-President (Academic), Dean of Research and Graduate Studies, and the University Librarian.

The visit of the review team is to be advertised widely to the University community with an invitation for those who have a vested interest in the program(s) to contribute a written brief to the team which is normally submitted though the Chair of APRC, prior to an advertised date. Such briefs are for use by the review team and will be held in confidence by the members of the review team.

The schedule of interviews during the visit will be developed by the unit under review with appropriate input from the Office of the Vice-President (Academic).

7.   **Report**

While preparing the report, the Vice-President (Academic), the Dean of Research and Graduate Studies, and the Dean of the Faculty, or the University Librarian will be available to provide any additional information requested. The findings and recommendations of the review team should be presented in the form of a brief, concise, written report (with an executive summary) which will be received by the Vice-President (Academic) on behalf of the Academic Program Review Committee. Provided that matters of individual sensitivity or confidentiality are handled with appropriate discretion, the report (in its entirety) will be made available to the Dean, the unit under review, the Library, the APRC, and other interested parties. Normally, the report will be considered a public document and at the completion of the review process will be available to members of Senate along with the unit's response.

8.   **Response and Implementation**

On receipt of the report, the members of the unit will meet in committee for discussion. The unit head will then prepare their response.   The response will address the issues raised and clearly outline priorities and future directions and initiatives for the unit over the next 3 to 5 years. As such it should be prepared in close partnership with the Dean/University Librarian. The response will be transmitted to APRC . The Unit Head will be invited to meet with the APRC to discuss the Unit's response and to receive any comments from APRC which will inform the faculty's long-term planning. After a final consultation with the unit and relevant Dean, the APRC will bring prioritized recommendations based on the review before Senate.

9.   **Follow-up**

Approximately two years after the review (and mid-way before the next review) APRC will initiate a follow-up with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and respond to any comments from APRC. In particular they will be asked to describe initiatives and plans until the next review takes place. The follow-up will be reported to Senate and the report and any comments from APRC will be made available on request.

No substantive changes made to document approved by Senate June 13, 2005 – revisions to re-order and streamline process only.