

 <b>DALHOUSIE UNIVERSITY</b>  <b>SENATE POLICY FOR FACULTY REVIEWS OF ACADEMIC PROGRAMS</b>	Policy Sponsor: Senate	\$ S S U R Y D O ' D W H 6 H Q D W H ' H F H P E H U % R D U * R Y R H U Q R U V ) H E U X D U \
	Responsible Unit: Provost, Faculties	Revisions: 6 H Q D W H  % R D U G

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This policy is intended to ensure that each Academic Program at Dalhousie University is reviewed on a cyclical basis. Faculty reviews of Academic Programs are one means by which Faculties

demonstrate responsibility and transparency to their communities and critically assess progress towards its own goals.

Related Policies:

x Senate Reviews of Faculties Policy and Procedures

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This policy governs Faculty reviews of all credit bearing Academic Programs at Dalhousie University. <sup>1</sup>

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<sup>1</sup> Also governs reviews of graduate programs offered jointly with the University of King's College, and FASS reviews of joint undergraduate programs with King's

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1. "Academic Program," means a program, including, but not limited

- f. Students benefit from engagement and learning opportunities outside of the classroom.
- g. Programs require strong resources beyond the classroom.
- h. Dalhousie seeks to increase diversity and inclusion through program design and delivery.
- i. Programs success requires effective and efficient leadership and management.
- j. Programs are required to adhere to university and faculty aca

## Appendix A: Procedures

### for Senate Policy for Faculty Reviews of Academic Programs

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The results of an act review should be submitted to the appropriate committee for review. A substitute act should be submitted to the appropriate committee for review.

- Reviews of Academic Programs should proceed in a timely manner, and follow a general timeline that allows the entire review process to be completed within an academic year.

	Self Study Preparation (B.)	Review Committee Process (C.)	External Reviewers (D.)	Review Committee Report (E.)
Model #3	January - March	April - July	July	July - August September (1 - 4), January (5 - 6)

B.

- d. c.
  - i. On site and online program delivery methods should show evidence of a strong support for learners.
  - ii. How effective is the delivery of the program with regards to supporting students' achievement of the stated program goals and in meeting the demands of current and anticipated enrollments?
  - iii. How does the performance of the faculty members (including the quality of teaching and supervision, research, scholarship, professional and creative activity) contribute to the program under review, in relation to the program goals?
- e. Student Success Indicators. Program design and delivery should support student success.
  - i. What does the evidence indicate about the program's attractiveness to students (e.g., enrolment trends, student diversity, program capacity, etc.)?
  - ii. To what extent

- i. How effective and efficient are the management, organization and decision making structures for the program, including human resource and budgetary management?
  - ii. Is the program sustainable, from staffing, student enrolment, and resource perspectives?
  - iii. How does admissions and recruitment for the program align with program and Faculty level planning and strategic enrollment management?
- j. ,

5. The Review Committee will meet with the Dean; faculty; staff; students; and where applicable, external stakeholders.
6. In addition to the information provided in the self study, including standard data package, the Review Committee shall collect other pertinent information, including written and oral input from individuals and groups within, and where appropriate, outside the Program/Unit/Faculty.
7. The Review Committee shall identify any factors over and above those listed in section D.6. in the *Senate Policy for Faculty Reviews of Academic Programs* that it would like the external reviewers to consider.
8. The Review Committee shall prepare a confidential report as set out in section F.

D. External Reviewers

1. In consultation with the Program Director, the Dean shall provide the Review Committee with a list of



2 The reports, recommendations, and follow up from Academic Program reviews will inform Senate

1. Deans will provide an annual summary report to the Provost and Vice President Academic on program reviews undertaken, program reviews planned for the next academic year, and on responses to recommendations contained in previous reviews.<sup>2</sup>
2. The Provost and Vice President Academic will provide a comprehensive annual summary report to SAPRC.
3. The Senate Vice Chair (Academic Programs) shall inform Senate.

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<sup>2</sup> For programs subject to accreditation, please provide to the office of the AVP Academic, on a yearly basis or as they become available, official results, status updates, and self study documentation.

Appendix B: Information Requirements for Programs Subject to Accreditation  
for



- iv. What is the extent and outcome of curriculum renewal and academic program modifications since the last review?
  - v. If this is a recently introduced program, has the program unfolded as proposed?  
Click or tap here to enter text.
- c. t . Clarity of program goals and methods of assessment tied to those goals are a beneficial practice in higher education.
- i. Are there clearly stated program level student centred program goals relating to disciplinary knowledge and skills (e.g., collaborative problem solving, critical thinking, creativity, academic literacies and reflective practice) that successful students will have acquired upon graduation)? If not, what progress has been made towards developing goals?
  - ii. What program gaps or deficiencies does an assessment of the relationship between curricular components and program goals reveal (if any)?
  - iii. What measures are used to assess the performance of students relative to these program goals? How well are the students achieving these goals?  
Click or tap here to enter text.
- d. t Í. On site and online program delivery methods should show evidence of a strong support for learners.
- i. How effective is the delivery of the program with regards to supporting students' achievement of the stated program goals and in meeting the demands of current and anticipated enrollments?
  - ii. How does the performance of the faculty members (including the quality of teaching and supervision, research, scholarship, professional and creative activity) contribute to the program under review, in relation to the program goals?  
Click or tap here to enter text.
- e. , í í

- g. **Ž** . Programs require strong resources beyond the classroom.
- i. What academic advising structure is in place for students in the program, and does evidence indicate it provides appropriate and adequate support?
  - ii. How appropriate and adequate are the supports provided to the learning environment (e.g., library and learning resources; student services; physical; technological; human, physical and financial resources, etc.)?
  - iii. What annual processes are in place to review these resources?  
Click or tap here to enter text.
- h. **Đ** , . Dalhousie seeks to increase diversity and inclusion through program design and delivery.
- i. How does the program ensure inclusive content, design and teaching practices that include different ways of learning and knowing, intercultural and international perspectives?
  - ii. If the program controls its own recruitment and admissions, how does the program contribute to access and pathways for historically underserved student populations?
  - iii. How diverse is the faculty complement delivering the program as measured by the categories in the Dalhousie Census? [aggregate data to be provided by Human Resources]. What plans are in place to maintain or increase the diversity?  
Click or tap here to enter text.
- i. **t a** Program success requires effective and efficient leadership and management.
- i. How effective and efficient are the management, organization and decision making structures for the program, including human resource and budgetary management?
  - ii. Is the program sustainable, from staffing, student enrolment, and resource perspectives?  
Click or tap here to enter text.
- j. **š** . Programs are required to adhere to university and faculty academic regulations.
- i. How effective are the academic policies and regulations (including admission, promotion and graduation requirements; requests for transfer credit and advanced standing; and appeals) that govern the program?
  - ii. How are these regulations applied (including relationships with other units; e.g., Registrar's Office, Faculty of Graduate Studies, etc.)?
  - iii. Are relevant regulations, and processes such as those for appeals and waivers, communicated to students in an effective and timely manner (e.g., website content, handbooks and academic calendars, etc.)?  
Click or tap here to enter text.

Program Director (Signature)

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Date: Click or tap here to enter text.

Dean or Associate Dean Academic (Signature)

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Date: Click or tap here to enter text.

Associate Dean, Faculty of Graduate Studies (for graduate programs)

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Date: Click or tap here to enter text.

Associate Vice President Act sA sA sA sA sA sA Date:





Appendix D: Self Study Template  
For *Senate Policy for Faculty Reviews of Academic Programs*



**SELF-STUDY FOR... (PROGRAM NAME(S), UNIT, FACULTY)**

Date:

The self study was completed in [year] and followed the Senate Policy for Reviews of Academic Programs (2018).

Respectfully Submitted,

\_\_\_\_\_ (Program Director)

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### Introduction

#### Program Rationale and Structure

- i. All Dalhousie programs should have clear justification for their intellectual content and programmatic structure.
- ii. Is there a robust evidence based rationale for the program's structure and pathway to graduation, curriculum objectives and program goals? If not, what plans are in place to develop such a rationale? How well is the program achieving what it set out to accomplish?
- iii. How closely aligned are the program outc with that of the unit? The Faculty?

[RESPONSE/CONTENT]

#### Program Renewal and Characteristics

Programs should consider, on a cyclical basis, their defining characteristics and opportunities for renewal.

- i. What are the defining characteristics of the academic program (e.g., differentiating characteristics, evidence of learner centered programming, etc.)?
- ii. What types of experiential learning are embedded within the program (e.g., undergraduate research, work integrated learning, study abroad, simulations, innovation and entrepreneurship, etc.)?



[RESPONSE/CONTENT]

Programs are required to adhere to university and faculty academic regulations

- i. How effective are the academic policies and regulations (including admission, promotion and graduation requirements; requests for transfer credit and advanced standing; and appeals) that govern the program?
- ii. How are these regulations applied (including relationships with other units; e.g., Registrar's Office, Faculty of Graduate Studies, etc.)?
- iii. Are relevant regulations, and processes such as those for appeals and waivers, communicated to students in an effective and timely manner (e.g., website content, handbooks and academic calendars, etc.)?

[RESPONSE/CONTENT]

Appendix A: Data Package