

# Academic Unit Planning

## **PROCEDURES**

December 2022

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## INTRODUCTION

Memorial University is guided in its mission by Memorial's 2021-26 strategic plan, "Transforming Our Horizons", which identifies the main priorities and values of the institution. It is supported by faculty-level and unit-level plans that provide detail at each administrative level. There are also institution-wide frameworks that focus on social justice, infrastructure and finance. These plans and frameworks set priorities and direction so that the institution will achieve progress in fulfilling its mission. The following procedures outline the overarching philosophy and process for academic unit planning at Memorial University, informed by institution-level decanal plans and frameworks. Each unit is required to prepare a plan that supports its Faculty and Institution strategic plans. Academic Units<sup>1</sup> are primary contributors to the successful achievement of the mission. As a result, on a regular basis the Units must assess their activities and plan for the future.

Academic Unit Planning (AUP) is a Unit-level process that helps to shape education, research and community engagement at Memorial University. The AUP process brings faculty, staff, students and community representatives together to reflect on current contributions and to explore exciting ways forward.

AUP is intrinsically-forward looking. Its purposes are to:

- reflect on the value and effectiveness of current activities, curriculum offerings, practices and processes
- promote academic planning that aligns with the University's Mission and Strategic Frameworks and relevant institutional plans and initiatives
- evaluate the Unit's success in achieving its existing goals and its contribution to the University's Mission
- provide an occasion for Units to identify new opportunities and synergies, and find ways to pursue them
- consider the perspectives of colleagues outside Memorial

Certain overarching principles guide the AUP process. These are:

- Inclusiveness
- Collegiality
- Relevance
- Responsibility and Accountability
- Innovation
- Exploration and Discovery

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<sup>1</sup>For the purposes of this document, an Academic Unit is defined as a Department, a non-departmentalized Faculty, a School, a cluster of programs as defined by the Dean. A list of Academic Units by Campus is provided in Appendix A.

## **THE ACADEMIC UNIT PLANNING PROCESS: AN OVERVIEW**

Units launch academic unit planning every seven years at the St. John's Campus and Grenfell Campus, and every five years at the Marine Institute. However, the process may be initiated at a different time by the Academic Unit Planning Committee (AUPC) to align the process with an external accreditation cycle or upon recommendation of a Dean of Record<sup>2</sup> or Vice-President (Academic).

The AUPC, a senate committee, establishes a multi-year review schedule in consultation with the Deans of Record. Each review begins with an information session. This session familiarizes Unit members with the process and expectations thereof.

The general activities for the AUP process are outlined below. Specific activities and timelines for each campus are further outlined in Appendices B, C, and D.

- Information session
- Self-Study
- External Panel Site Visit established
- Self-Study submitted
- Site Visit conducted
- External Panel Report submitted
- Formal Response and Action Plan submitted
- Formal documents submitted to the AUPC for process review. AUPC determines if the process is properly completed.
- One- to two-page lay summary submitted for online publication
- Unit submits one-year update with Dean of Record providing update on progress. Update forwarded to AUPC for review.
- Unit submits three-year update with Dean of Record providing update on progress. Update forwarded to AUPC for review.

### **Alignment of Accreditation with the AUP Process**

A number of Memorial University programs are subject to external accreditation review. Some aspects of external review are similar to AUP but they are distinct processes undertaken for different purposes. Accreditation ensures that established standards are maintained. AUP takes a more holistic approach to analysis that includes graduate and undergraduate programs, research and public engagement. AUP produces an action plan that lays out the Unit's future direction, taking into account the mission, vision, values and strategic direction of the University. Accreditation is not a substitute for an AUP process.

Recognizing that overlap does exist between accreditation and AUP, it is the intent of these procedures to provide Units the flexibility to manage these processes efficiently. Units are

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<sup>2</sup> For the St. John's Campus, the Dean of Record for departmentalized Faculties, is the cognate Dean of the Faculty or School. In the case of non-departmentalized Faculties or Schools, the Associate Vice-President (Academic) serves as the Dean of Record. For the Marine Institute, the Dean of Record is the Associate Vice-President (Academic and Student Affairs) Marine Institute. For the Grenfell Campus, the Dean of Record is the Vice-President (Grenfell Campus).

encouraged to consider how information gathered for one process can be used to support the other.

The AUP process may be undertaken before, during or after external accreditation review. Normally, both processes are completed within a year of each other, but they may occur any time during the accredited/approval period and use existing information. The Unit must inform the AUP coordinator and the Dean of Record how it intends to complete these processes; the coordinator will schedule the AUP. Units may wish to consider the following when deciding in which order the AUP review and accreditation are to occur:

1. While serving different purposes, if planned effectively the AUP and Accreditation processes may act in synergy. If conducted prior to the accreditation process, the AUP process may identify issues which can be addressed prior to the accreditation self-study being undertaken. If undertaken after the accreditation process, AUP has the potential to support recommendations made during an accreditation process.
2. Documentation prepared for accreditation may be referenced for AUP. This may include accreditation reports and/or accreditation letters from the past reviews. This information need not be repeated within the body of the AUP report.

## **ORGANIZATION AND RESPONSIBILITY**

### **Academic Unit Planning Committee of Senate**

The Academic Unit Planning Committee of Senate is responsible for overseeing the AUP process. The specific role of the committee is to:

- Review and approve the schedule of reviews.
- Monitor adherence to timelines of the AUP process and refer any concerns to the Vice-President (Academic).
- Review all Unit AUP reports at three stages:
  - Following completion of the Action Plan
  - After the one-year update
  - After the three-year update
- Review submitted AUP documentation. Significant issues and/or concerns arising from the AUP process or AUP documentation are forwarded to the Vice-President (Academic) for information and follow-up.
- Participate in the Information Session with the Academic Unit as necessary.

### **Centre for Institutional Analysis and Planning**

The Centre for Institutional Analysis and Planning (CIAP) coordinates the AUP process on behalf of the Office of the Vice-President (Academic).

CIAP's coordination role includes:

- Develop the schedule for AUP reviews, in consultation with the cognate Deans or Vice-Presidents
- Confer with Unit Heads to schedule the AUP process

- Arrange the External Panel Site Visits (travel, accommodations, hosting, etc.)
- Assist, as required, in the gathering of supporting materials for both the Self-Study and the External Panel
- Serve as custodian for all documents relating to the AUP process
- Perform other duties, as required, in support of the AUP process

### **Dean of Record**

The Dean of Record oversees the AUP process for units within their faculties/schools and is responsible for ensuring those units remain on-track and follow the AUP Procedures. The Dean of Record should be in regular communication with unit heads throughout the AUP Process and challenges experienced by units should be brought to the attention of the Dean of Record.

The role of the Dean of Record in AUP includes:

- Confer with units heads to ensure adherence to timelines and AUP procedures
- Receive and review all AUP reports before sending the documents to the AUP coordinator
- Attend AUP launch meetings, scheduled meetings with AUP panels, and other AUP-related meetings as necessary
- Provide support to units, as necessary, throughout the process
- Consider, and make recommendations to the VP (or delegate), regarding requests for extensions of deadlines

### **Office of the Vice-President (Academic), Vice-President (Grenfell Campus), and Vice-President (Marine Institute)**

Academic Unit Planning falls under the purview of the Office of the VPA at St. John's Campus, the Vice-President (Grenfell Campus) at Grenfell Campus, and Vice-President (Marine Institute) at Marine Institute. The VP (or delegate) engages with all AUP processes.

The role of the Office of the VPA, VP(GC), and VP(MI) in AUP includes:

- Confer with the Academic Unit Planning Committee and CIAP to ensure the AUP process is timely and productive
- Receive and review AUP reports, including advice and recommendations from the Academic Unit Planning Committee
- Attend AUP launch meetings, scheduled meetings with AUP panels, and other AUP-related meetings as necessary
- Consider and render decisions on requests for extensions of deadlines

### **External Panel**

Each Unit is reviewed by an External Panel that examines the self-study and related documents, conducts a Site Visit, and prepares a report. The panel can either be held on-site or remotely, depending on the needs of the unit.

The Panel will normally be composed of four members (Panelists) from outside of the Unit, all from disciplines related, so far as possible, to those within the Unit. The following describes the composition and process for selection of the Panelists:

- One Memorial University of Newfoundland member from outside the Unit who will be chosen by the Dean of Record.
- One Memorial University of Newfoundland member from outside the Unit who will be chosen by the Unit's Faculty.
- Two members from outside of Memorial University of Newfoundland (faculty from other institutions or other professionally qualified individuals) representing the discipline(s) of the Unit. These will be chosen by the Dean of Record in consultation with the Dean of Graduate Studies (for Units with a graduate program). At least one of these will be chosen from a list of three or more names provided by the Faculty of the Unit.

To ensure a fair and objective assessment, panelists are encouraged to self-identify any real or perceived conflict of interest<sup>3</sup>.

The Dean of Record will appoint one of the internal members to be Chair of the Panel. After consulting with the Chair of the Panel and the Unit Head undergoing the AUP process, the dates for the Site Visit will be established.

## **ACADEMIC UNIT PLANNING PROCESS**

The full planning process is organized into three parts: Self-Study, Panel Appraisal, and Follow-up. Each is described below. Please note that, once the self-study, panel report, unit response, and action plan have been reviewed by the AUPC, the unit is asked to provide a one- to two-page lay summary of the process thus far to be published online.<sup>4</sup>

For an overview of AUP activities and timelines specific to each campus, see Appendices B, C, and D.

## **SELF-STUDY**

The Unit will first undertake a Self-Study following the guidelines provided. The Unit will complete a Self-Study report within 12 months (3 months at the Marine Institute) following the initial information session.

The Self-Study phase is central to the AUP process, as it provides the basis for further deliberations and goal setting within the context of University priorities. The Unit should consider the following as it prepares its Self-Study.

- Encourage full participation of faculty, staff, and students and allow time for adequate discussion of relevant issues
- Encourage external stakeholder input

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<sup>3</sup> In accordance with the [Memorial University Conflict of Interest Policy](#).

<sup>4</sup> Lay Summaries are posted on the AUPC website: <https://www.mun.ca/senate/standing-committees-of-senate/academic-unit-planning-committee/planning-process/aup-reports/>.

- Review and reflect on work within the context of unit- or faculty-level plans and priorities
- Review and reflect on work within the context of the University's strategic plans and frameworks
- Provide a clear picture of activities (i.e. teaching, research, and engagement) and how objectives are being met
- Provide a clear indication of aspirations
- Comment on the value and utility of offerings and processes

To avoid dramatic increases in workload in connection with the AUP, Units should endeavor to maintain files containing current information and statistics pertinent to the planning process. It is also recommended that Academic Unit Planning be a standing agenda item for discussion at Unit meetings.

### **Purpose**

The Self-Study process and documentation should reflect on and include:

- Assessment of strategic direction of the unit
- Unit description (enrolment, teaching, courses, programs, organization, management and resources)
- Unit contributions to the academic discipline, the University and its frameworks and planning initiatives, and to the community
- Description of plans or proposed innovations
- Successes and barriers as well as future opportunities and challenges

### **Responsibilities**

The Unit Head will determine the most appropriate approach to the development of the Self-Study document (e.g. appointment of a faculty member, establishing a committee, etc.)

Students, faculty, staff, and external stakeholders, should be engaged in some manner (meetings, interviews, surveys<sup>5</sup>, etc.) during the preparation of the self-study documents and the Site Visit.

Faculty members will provide:

- either a CV, a standard Research Council personal information form, or other documentation of activity
- representative course outlines, assignments and typical exam question papers for these courses

**Student engagement in a meaningful manner is a priority consideration in the AUP process. To that end, at least two undergraduate students** and, where applicable, at least **two graduate students**, chosen by students within the Unit, should participate in the Self-Study and consult with the Panel during the Site Visit.

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<sup>5</sup> All surveys require approval from the Institutional Survey Oversight Committee and are subject to the [Institutional Surveys policy](#).



## **Self-Study Document**

The Self-Study is the central element of the AUP process. It must be reflective and forward-thinking. It is not a report on the state of the Unit but should assess its work in relation to the University planning documents as well as focusing on its future strategic direction. Ideally, it will achieve a proper balance between details and inclusiveness, and available resources (especially time). The Self-Study must provide enough information to be useful and understandable by the Panelists.

The Self-Study document must provide a clear description of the Unit, its objectives and how those objectives are being met. The documentation should be concise and pertinent to the AUP process. While the diversity of disciplines in the University will mean that not all areas of assessment or indicators will apply in the same way to every Unit and program, there is an expectation that a standard set of topics and indicators will be addressed. A full list of suggested Self-Study topics and indicators are outlined in Appendix E, Recommended Format for the Self-Study Document.

The Self-Study document should be no longer than 30 pages. Supporting documentation may be provided in Appendices. The Dean of Record reviews the document for completeness.

## **EXTERNAL PANEL VISIT AND REPORT**

### **Review of the Self-Study Document**

Members of the External Panel will have received the Self-Study document for review in advance of the Site Visit. Panelists are encouraged to request additional materials, as needed.

### **Site Visit**

The date of the Site Visit will be established approximately two months prior to the Site Visit occurring.

All Panelists will participate in all aspects of the Site Visit and in the preparation of the Panel Report. It is the responsibility of the Panel chairperson to ensure that members of the Panel work together throughout the process.

Units may hold these panel reviews in-person or remotely, depending on the needs of the unit. In-person site visits will normally be held over two days, while remote site visits will occur over an extended period to allow for ease of scheduling and comfort of participants.

The Unit Head, in consultation with the Dean of Record, will prepare a schedule for the Site Visit. It is important that faculty, staff, students (undergraduate and graduate), alumni and external stakeholders of the Unit meet with the Panel. The Dean of Record must ensure that all interested parties are invited to participate. The Panelists may also conduct other interviews that they or the Unit Head deem appropriate. The Panelists invite written comments when individuals are unable to meet with the Panel. With the consent of the Dean of Record and members of the Unit, some interviews may be conducted, and information gathered, by the Memorial internal panelists prior to the arrival of the external panelists. Such material should be shared with other panelists in a timely manner. A sample Site Visit itinerary is provided in Appendix F.

At the beginning of the panel process, Panel members will discuss how they wish to proceed with the review. Then they will meet with the Unit Head and/or the Dean of Record. This meeting serves as an orientation and gives Panelists the opportunity to ask questions about the planning process and the Unit. For in-person panel visits, the Unit Head or Dean of Record then escorts the

Panelists on a tour of the Unit's facilities and of other campus facilities pertinent to the Unit's operations. For remote panel visits, CIAP and CITL will collaborate with the unit to prepare a photographic tour of the facilities which will be provided to panelists ahead of the review.

The Site Visit will include time for the Panelists to meet alone to outline their report and to distribute the writing responsibilities. At the conclusion of the Site Visit, the Panelists will hold exit meetings with the Dean of Record, the Unit Head and all interested members of the Unit to outline the highlights of their findings.

### **Process for Submitting the Panel Report**

The draft report of the Panel is due one month following the completion of the Site Visit and will be submitted to the Dean of Record. The Dean of Record, will be responsible for verifying the report for factual accuracy. Following any necessary revisions by the Panel, the Final Report of the Panel is submitted to the Dean of Record who forwards it to the Unit Head for circulation to faculty and staff within the Unit.

### **Expectations of the Panel's Final Report**

It is the responsibility of the Panel chairperson to ensure that the Panel Report reflects the views of all Panelists. The Panel Chairperson should also review the report to ensure that it respects individual privacy. The Panel Report should:

- Place the Unit in the larger context of the discipline as studied and taught in Canada and should assess the Unit according to the norms for that discipline
- Address any major issues facing the Unit
- Comment on the alignment and compatibility of the Unit's purpose, achievements, plans and goals with those of the University's mission, its frameworks and planning initiatives
- Provide recommendations that, in the view of the Panel, will lead to improvements
- Focus on the Unit as a whole without reference to individuals and be written to inform both the Unit and Senate

The points usually addressed in the Final Report are outlined in Appendix G.

## **FOLLOW-UP**

### **Unit Response to the Panel Report**

The Unit prepares a formal response to the Panel Report and submits it to the Dean of Record. The response must indicate acceptance of or disagreement with the key recommendations contained in the Panel Report. The Unit response is due no later than 30 days from receipt of the Panel Report.

### **Action Plan**

The Dean of Record and the Unit Head meet to discuss the final AUP report, which consists of:

- Self-Study Document
- Panel Report

- Unit Response to the Panel Report

The Unit Head, in consultation with the Dean of Record, formulates an Action Plan, which includes a timeline and assignment of responsibilities. This is circulated to faculty/staff within the Unit for discussion and comment (see suggested outline for the Action Plan presented in Appendix H). The Action Plan is submitted to the Dean of Record within three months of the Unit Head receiving the Panel Report.

**NOTE:** The response to the Panel report and the Action Plan may be combined and will be due three months after receipt of the report by the Unit Head.

### **Review by the Academic Unit Planning Committee**

The final AUP Report (consisting of the Self-Study Document, the Panel Report and the Unit Response to the Panel Report) and the Action Plan are forwarded to the AUPC.

The AUPC will consider the AUP documentation. Significant issues and/or concerns with respect to either the AUP process and/or AUP documentation are forwarded to the Vice-President (Academic) for information and follow-up. The AUPC will communicate to the Unit when it has completed its review.

### **Review by the Vice-President (Academic)**

The final AUP Report (consisting of the Self-Study Document, the Panel Report and the Unit Response to the Panel Report) and the Action Plan are forwarded to the Vice-President (Academic), for discussion with respect to implications for the Unit's operation, academic programming and resource requirements. Documents related to academic units at the Grenfell Campus and Marine Institute are also forwarded to senior leadership at those campuses.

### **AUP Lay Summary by the academic unit**

One month after receiving the communication from the AUPC, the Unit prepares a lay summary of the process thus far, to be posted online. A template for the lay summary can be found in Appendix I.

### **One-year Progress Report**

One-year after submission of the final AUP Report and the Action Plan, the Unit Head will submit to the Dean of Record a report on progress on the items in the Action Plan (see Action Plan Guidelines presented in Appendix H for the suggested format of the one-year Progress Report). The AUPC will review the one-year progress report. Significant issues or concerns will be forwarded to the Vice-President (Academic) for information and follow-up.

### **Three-year Progress Report**

Three-years after submission of the final AUP Report and the Action Plan, the Unit Head will submit to the Dean of Record a report on progress towards implementation of the Action Plan (see Action Plan Guidelines presented in Appendix H for suggested format of the three-year Progress Report). As the Marine Institute follows a five-year AUP cycle, academic units on that campus are not required to submit a three-year update.



## APPENDIX A: ACADEMIC UNITS BY CAMPUS

Unit	Associated programs	Unit Head	Dean of Record
<b>St. John's Campus</b>			
Faculty of Business Administration		Dean	AVPA
Faculty of Education	with Education and Francophone Literatures and Cultures	Dean	AVPA
Faculty of Medicine	Biomedical Sciences	Assistant Dean, RGS	Dean
	Community Health and Humanities	Assistant Dean, RGS	Dean
Faculty of Nursing		Dean	AVPA
School of Human Kinetics and Recreation		Dean	AVPA
School of Music	with Ethnomusicology	Dean	AVPA
School of Pharmacy		Dean	AVPA
School of Social Work		Dean	AVPA
<b>Faculty of Engineering and Applied Science</b>			
Civil Engineering		Department Head	Dean
Electrical and Computer Engineering		Department Head	Dean
Mechanical Engineering		Department Head	Dean
Ocean and Naval Architectural Engineering		Department Head	Dean
Process Engineering		Department Head	Dean
<b>Faculty of Humanities and Social Science</b>			
Anthropology		Department Head	Dean
Archaeology		Department Head	Dean
Classics		Department Head	Dean
Economics		Department Head	Dean
English	with Communication Studies	Department Head	Dean
Folklore		Department Head	Dean
Gender Studies		Department Head	Dean
Geography		Department Head	Dean

History		Department Head	Dean
Linguistics		Department Head	Dean
Modern Languages, Literatures and Cultures		Department Head	Dean
Philosophy	with Medieval Studies	Department Head	Dean
Political Science	with Law and Society	Department Head	Dean
Religious Studies		Department Head	Dean
Sociology	with Police Studies	Department Head	Dean
<b>Faculty of Science</b>			
Biochemistry		Department Head	Dean
Biology		Department Head	Dean
Chemistry		Department Head	Dean
Computer Science		Department Head	Dean
Earth Sciences		Department Head	Dean
Mathematics and Statistics		Department Head	Dean
Ocean Sciences		Department Head	Dean
Physics and Physical Oceanography		Department Head	Dean
Psychology		Department Head	Dean
<b>Marine Institute</b>			
School of Ocean Technology		School Head	AVP(ASA) MI
School of Maritime Studies		School Head	AVP(ASA) MI
School of Fisheries		School Head	AVP(ASA) MI
<b>Grenfell Campus</b>			
School of Fine Arts		Dean	Vice-President (Grenfell Campus), or designate
School of Arts and Social Sciences		Dean	Vice-President (Grenfell Campus), or designate
School of Science and the Environment		Dean	Vice-President (Grenfell Campus), or designate

## APPENDIX B: ACADEMIC UNIT PLANNING PROCESS FOR THE ST. JOHN'S CAMPUS

Time	Activity
<b>Self Study</b>	
AUP start	<b>Information session:</b> The AUP Coordinator and the Associate Vice-president (Academic) (AVPA) meet with the Unit to outline the AUP process.
Immediately following Info session	<b>Self-Study:</b> The Unit Head establishes process for the Self-Study.
Six (6) months after AUP start	<b>External Panel and Site Visit date established:</b> The Dean of Record consults with the Unit Head regarding prospective External Panel members and the dates are established for the Site Visit.
Up to one year after AUP start	<b>Self-Study submitted to Dean of Record:</b> The Dean of Record reviews the report for completeness then forwards the report to the AUP Coordinator for distribution to the External Panel.
<b>External Panel Review</b>	
Approximately one month after submission of Self-Study	<b>Site Visit conducted:</b> The Panel conducts a Site Visit with the Unit and meets with stakeholders.
One month after the Site Visit	<b>External Panel Report submitted to the Dean of Record:</b> The Dean of Record verifies the factual accuracy of the panel report. Following any necessary revisions by the Panel, the report is sent to the Unit Head who circulates it to faculty and staff within the Unit.
<b>Action Plan</b>	
Three months after receipt of panel report by Unit Head	<b>Unit Submits Formal Response and Action Plan:</b> The Academic Unit prepares a formal response to the Panel Report. The Dean of Record and Unit Head meet to discuss all AUP reports and the recommendations that have been made. The Unit Head, in consultation with faculty, staff, and students, formulate an Action Plan. The Dean of Record and Unit Head hold a follow-up meeting to make any necessary amendments to the Action Plan. The Dean of Record submits the Unit Response and Action Plan to the AUP Coordinator.
Following receipt of the Formal Response & Action Plan	The <b>AUPC reviews</b> all AUP reports to determine if the process was properly completed.
<b>Follow-Up</b>	
One month following AUPC approval of AUP package	<b>Unit submits Lay Summary to AUPC:</b> The Unit Head submits a one- to two-page summary for online publication.
One year after AUPC review of the Formal Response & Action Plan	<b>Unit submits one-year update to Dean of Record:</b> The Unit Head submits a report on progress towards implementation of the Action Plan to the Dean of Record. The update report is forwarded to AUPC for review.

Three years after submission of the Formal Response & Action Plan	<b>Unit submits three-year update to Dean of Record:</b> The Unit Head submits a report on progress towards implementation of the Action Plan to the Dean of Record. The update report is forwarded to AUPC for review.
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## APPENDIX C: ACADEMIC UNIT PLANNING PROCESS FOR THE GRENFELL CAMPUS

Time	Activity
<b>Self-Study</b>	
AUP start	<b>Information session:</b> The AUP Coordinator (via video-conferencing), AVP-Research and Graduate Studies (if involving a graduate program), and the Dean will meet with the Unit to outline the AUP process.
Immediately following Info session	<b>Self-Study:</b> The Unit Head establishes process for the Self-Study
Six (6) months after AUP start	<b>External Panel and Site Visit date established:</b> The Dean of Record consults with the Unit Head regarding prospective External Panel members and the dates are established for the Site Visit. If involving a Graduate Program, the Dean will also consult with the AVP (Research and Graduate Studies).
Up to one year after AUP start	<b>Self-Study submitted to Dean of Record:</b> The Dean of Record reviews the report for completeness then forwards it to the Senior Administrator's Group for verification. The Dean then forwards the Self-Study to the AUP Coordinator for distribution to the External Panel.
<b>External Panel Review</b>	
Approximately one month after submission of Self-Study	<b>Site Visit conducted:</b> The Panel conducts a Site Visit with the Unit and meets with stakeholders.
One month after the Site Visit	<b>External Panel Report submitted to the Dean of Record:</b> The Dean of Record verifies the factual accuracy of the panel report, in consultation with the Senior Administrator's Group. Following any necessary revisions by the Panel, the report is sent to the Unit Head who circulates it to faculty and staff within the Unit.
<b>Action Plan</b>	
Three months after receipt of panel report by Unit Head	<b>Unit Submits Formal Response/ Action Plan:</b> The Academic Unit prepares a formal response to the Panel Report. The Dean of Record and Unit Head meet to discuss all AUP reports and the recommendations that have been made. The Unit Head, in consultation with faculty, staff, and students formulate an Action Plan. The Dean of Record and Unit Head hold a follow-up meeting to make any necessary amendments to the Action Plan. The Dean of Record submits the Unit Response and Action Plan to the AUP Coordinator and the Senior Administrator's Group
One month after the receipt of the Formal Response & Action Plan	The <b>AUPC reviews</b> all AUP reports to determine if the process was properly completed.



<b>Follow-Up</b>	
One month following AUPC approval of AUP package	<b>Unit submits Lay Summary to AUPC:</b> The Unit Head submits a one- to two-page summary for online publication.
One year after AUPC review of the Formal Response & Action Plan	<b>Unit submits one-year update to Dean of Record:</b> The Unit Head will submit a report on progress towards implementation of the Action Plan to the Dean of Record. The update report is forwarded to AUPC for review. This report will also be forwarded to the Senior Administrator's Group.
Three years after submission of the Formal Response & Action Plan	<b>Unit submits three-year update to Dean of Record:</b> The Unit Head will submit a report on progress towards implementation of the Action Plan to the Dean of Record. The update report is forwarded to AUPC for. This report will also be forwarded to the Senior Administrator's Group.

## APPENDIX D: ACADEMIC UNIT PLANNING PROCESS FOR THE MARINE INSTITUTE

Time	Activity
<b>Self-Study</b>	
AUP Coordination	<b>MI Academic Working Group</b> coordinates AUP start dates for schools in consultation with CIAP, according to a five-year cycle
AUP start (January)	<b>Information session:</b> The AUP Coordinator and AVP(ASA) MI meet with faculty, staff and students of the school to provide information about the AUP process.
Immediately following Information session	<b>Self-Study:</b> The School Head establishes a process for the Self-Study and the school has three months to complete it.
Two (2) months after AUP start (March)	<b>Establish External Panel and Site Visit date:</b> AVP(ASA) MI consults with School Head regarding prospective External Panel members and the dates are established for the Site Visit.
Three months after AUP start (April)	<b>Self-Study submitted to AVP(ASA) MI:</b> The AVP(ASA) MI forwards the report to the AUP Coordinator for distribution to the External Panel for review.
<b>External Panel Review</b>	
After submission of Self-Study (September)	<b>Site Visit conducted:</b> The Panel conducts a Site Visit with the school and meets with stakeholders.
One month after the Site Visit (October/November)	<b>External Panel Report is submitted to AVP(ASA) MI:</b> the AVP(ASA) MI verifies the factual accuracy of the panel report. Following any necessary revisions by the Panel, the report is sent to the School Head who circulates it to faculty and staff within the school.
<b>Action Plan</b>	
After receipt of panel report by School Head (November/December)	<b>School Prepares Formal Response:</b> During the School retreat(s), the school discusses a formal response to the Panel Report. Following the retreats, the School Head prepares and submits the draft formal response to the AVP(ASA) MI. Subsequently the AVP(ASA) MI and School Head meet to discuss the draft AUP Report (consisting of the Self-Study, Panel Report, and the school's response), particularly any recommendations that have been made.
After receipt of draft AUP report by AVP (ASA) MI (April)	<b>Draft AUP Report submitted to Marine Institute Annual Planning Retreat:</b> During the planning retreat, the draft AUP Report will be presented and discussed. Priorities, timelines, resource allocations, and an assignment of responsibilities will be determined and Action Plan developed. The AUP Report with Action Plan will be finalized and submitted to the AVP (ASA) MI and forwarded to the MI Academic Working Group for review.
One month after MI Planning Retreat (May/June)	<b>AUP Report with Action Plan submitted to AVP(ASA) MI and then the AUP Coordinator:</b> The AVP (ASA) MI submits the AUP report and Action Plan to the AUP Coordinator for forwarding to the AUPC for review.

<b>Follow-Up</b>	
One month following AUPC approval of AUP package	<b>Unit submits Lay Summary to AUPC:</b> The Unit Head submits a one- to two-page summary for online publication.
One year after submission of the Action Plan	<b>School Head submits one-year update to AVP(ASA) MI:</b> The School Head will submit a report on progress towards implementation of the Action Plan to the AVP(ASA) MI. This report will be forwarded to the MI Academic Working Group. The Action Plan update will be forwarded to the AUPC for review.
Three years after submission of the Action Plan	As Marine Institute follows a five year AUP planning cycle, units are not required to submit a three-year update.

## **APPENDIX E: RECOMMENDED FORMAT FOR THE SELF-STUDY DOCUMENT**

*The Self-Study should achieve a proper balance between details and inclusiveness, and available resources (especially time). The Self-Study document should be NO LONGER than 30 pages. Supporting documentation can be provided in Appendices. The Self-Study should provide enough information to be useful and understandable by professionals outside of your Unit, within and outside the University. The Self-Study should be considered as the central element for the panel appraisal.*

*The following provides the topic areas that your Unit should focus on in their Self-Study report. While the diversity of disciplines in the University will mean that not all topics will apply in the same way to every Unit and program, the following areas will normally be addressed:*

### **Executive Summary**

Provide a one-page executive summary of the report for publication on the Vice-President (Academic) website.

### **1. Self-Study Process**

Briefly describe the process undertaken to develop your Self-Study document, as well as who was involved in the process, such as faculty, staff, students and external stakeholders.

### **2. Unit Background**

Provide an overview of your Unit. This may include a brief account of your Unit's history, structure and key developments that have taken place in recent years. This section may also provide an assessment of the extent that recommendations identified in the previous AUP process have been addressed.

### **3. Strategic Objectives**

Briefly describe the strategic initiatives of the Unit (if applicable, provide a strategic plan or strategic direction and objectives that guide your Unit and describe the process undertaken to develop these). Highlight any examples of achievements and the extent that the current activities of your Unit are in line with strategic objectives. Summarize perceived changes required to better meet your Unit's objectives.

Briefly summarize examples of alignment with (1) the University Teaching and Learning Framework, (2) the University Research Strategy, (3) the University Public Engagement Framework and other planning documents within the University. Describe any perceived changes required to better meet the University's mission and objectives.

### **4. Undergraduate Program**

#### **4.1 Curriculum**

Provide an overview of your Unit's undergraduate program offerings. Briefly describe the extent that the curriculum delivered is consistent with calendar descriptions, course requirements, degree requirements and standards for admission. Provide an overall assessment of your Unit's curriculum, such as the extent that:

- your Unit is effectively performing its undergraduate teaching and learning function
- class sizes are appropriate to accomplish teaching and learning goals

- student/faculty ratios are appropriate
- the curriculum is sufficiently rigorous and cohesive
- the curriculum is comprehensive and rigorous in comparison to similar programs in Canada
- Program delivery methods (for example: in-class, online, blended or partnering with other departments) are operating effectively

Comment on the extent that your Unit collaborates with other Units to deliver its curriculum and whether there are further opportunities for collaboration.

#### **4.2 Student enrolment and retention**

Provide an overview of enrolment (e.g. the number of undergraduate students, majors, non-traditional students, etc.) as well as a comparison to the previous five years. If possible, comment on the following:

- level of success of your Unit's undergraduate program in attracting qualified students
- extent that student admissions criteria is attracting suitable numbers of qualified applicants
- extent that recruitment activities are suitable for attracting appropriate numbers of qualified applicants
- extent that student demand for the program is sufficient
- alignment with the University Enrolment Plan
- reasons for gaps or barriers to reaching enrolment targets

Provide an assessment of student retention. If possible, comment on the following:

- the extent that retention rates are satisfactory
- reasons for positive or negative retention trends
- if retention is a concern, strategies that could be introduced to address the issue

#### **4.3 Program outcomes**

Comment on the primary areas of employment for your Unit's graduates as well as the proportion of graduates successfully pursuing professional employment opportunities and/or gaining admission to a graduate program or post-secondary program.

Assess whether program offerings are current, relevant and meet employer demands.

#### **4.4 Satisfaction with the Undergraduate Program**

Describe the process undertaken to assess student and graduate satisfaction. Provide an assessment of student or graduate satisfaction and any actions undertaken to address concerns.

### **5. Graduate Program**

#### **5.1 Curriculum**

Provide an overview of your Unit's graduate program offerings. Briefly describe the extent that admission requirements and program and assessment standards of students are rigorous and consistent with those used in other graduate programs in Canada. Provide an overall assessment of your Unit's curriculum, such as the extent that:

- your Unit is effectively performing its graduate teaching, learning and supervision responsibilities
- the curriculum is sufficiently rigorous and cohesive

- the curriculum is comprehensive and rigorous in comparison to similar programs in Canada and elsewhere
- student demand for the program is sufficient
- online courses are offered and their impacts on student learning

Comment on any challenges faced with delivering the graduate program. Identify any opportunities for new program offerings.

## **5.2 Student enrolment and retention**

Provide an overview of enrolment (e.g. number of students in Masters, Doctoral or other graduate programs) as well as a comparison to the previous five years. If possible, comment on the following:

- level of success of your Unit's graduate program in attracting qualified students
- extent that student admissions criteria is attracting suitable numbers of qualified applicants
- extent that recruitment activities are suitable for attracting appropriate numbers of qualified applicants
- alignment with the University Enrolment Plan
- reasons for gaps or barriers to reaching enrolment targets

Provide an assessment of student retention. If possible, comment on the following:

- attrition and graduation rates over the past five years
- reasons for significant positive or negative trends
- the average time for completion of the program and extent that it is appropriate
- the extent that student financial support is at a level appropriate for the scope of graduate education activities desired within your Unit
- if retention/low graduation is a concern, strategies that could be introduced to address the issues

## **5.3 Program outcomes**

Comment on the primary areas of employment for your Unit's graduates and provide examples of graduates successfully pursuing professional employment or post-doctoral opportunities. Assess whether program offerings are current, relevant and meeting employer demands.

## **5.4 Satisfaction with the Graduate Program**

Describe the process undertaken to assess student and graduate satisfaction. Provide an assessment of student or graduate satisfaction and any actions undertaken to address concerns.

## **6. Faculty Research and Scholarship**

Describe your Unit's research sources and overall funding, including level of productivity of researchers (provide CVs with evidence of funding and publications, dissemination of research). Provide a comparison to similar institutions regarding research productivity and quality, where possible. Comment on overall research activity, including:

- potential barriers to research success within your Unit
- opportunities that may contribute to future research success

Assess the extent that your Unit is generating external funding to their full potential, including a comparison to similar institutions regarding external funding obtained. Comment on research funding challenges and opportunities for growth.

Provide an assessment of the perceived balance of teaching, research, creative work and service in the workloads of faculty and professional staff. If relevant, provide examples of research impacting teaching and service.

## **7. Public Engagement and University Collaboration**

### **7.1 Community Partnerships**

Summarize your Unit's relationships with community partners for program delivery. Identify strengths and challenges of partnerships. Provide an analysis of whether some partnerships are more effective than others and why. Comment on further collaboration opportunities that may exist.

### **7.2 Public Engagement**

Provide an overview of your Unit's participation in public engagement. Describe how:

- your Unit is fulfilling opportunities to engage with and support the community
- faculty and staff are active and recognized participants in regional, national, and international professional organizations
- faculty and staff are effectively engaged in relationships with business, government, cultural, or other relevant communities
- your Unit, where appropriate, effectively introduces and engages students with professional public engagement opportunities

### **7.3 Collaboration with other University Units or programs**

Summarize how your Unit encourages and contributes to interdisciplinary activities and to other Units in the University. This may include roles of faculty in the University's research centers and interdisciplinary research groups or in collaborative teaching initiatives. Provide an assessment of whether your Unit should apply its efforts and resources in new or different ways in order to enhance its role within the University and community.

## **8. Organizational Structure and Unit Resources**

### **8.1 Governance and organizational processes**

Describe your Unit's governance structure, policies and procedures and the extent that these support the achievement of your Unit's objectives. If available, provide further information such as an organizational chart, committee structure and governance documents (e.g., constitution/by-laws) or any other relevant policies or procedures.

### **8.2 Financial resources**

Provide an overview of your Unit's financial resources (including an operational budget for the previous five years). Provide an overall assessment of your Unit's resources, such as:

- level of success in obtaining new funding requests (internal)
- funding generated from external sources (including an appropriate share of indirect cost recovery)
- the extent that your Unit deploys its resources effectively
- an assessment of ways to improve efficiency and optimize use of resources

### **8.3 Human Resources**

Provide an overview of your Unit's human resources (e.g. FTE faculty, professionals and staff rank, and function). Provide an assessment of whether your Unit's structure leads to efficient and effective achievement of objectives, including the extent that:

- your Unit is properly staffed to support its teaching, research and engagement responsibilities
- administrative structures are effective and efficient to support the successful operation of your Unit
- the reporting structure ensures managerial efficiency and administrative effectiveness
- faculty and staff resources are used effectively

### **8.4 Facilities**

Provide an overview of your Unit's facilities (e.g. space, equipment, computing, laboratory and library resources, etc.) including:

- the extent that facilities are adequate to deliver programs
- the extent that your Unit has access to the resources necessary to support programs
- the management and utilization of facilities

Describe any initiatives taken to address Unit needs.

## **9. Overall Unit Assessment**

### **9.1 Unit successes**

Describe your Unit's strengths (and internal or external factors that have contributed to successful outcomes for your Unit). Provide examples of your Unit's successes over the last five years.

Identify future opportunities for your Unit or initiatives that may allow your Unit to better meet objectives and strategic goals.

### **9.2 Unit challenges**

Describe your Unit's challenges (and internal or external factors that have impeded success among your Unit). Provide examples of challenges faced over the last five years. Provide an assessment of whether your Unit is trying to do too much with the resources available.

Identify challenges or barriers that your Unit may anticipate over the next five years and provide proposed strategies to address these.

### **9.3 Areas for development and enhancement**

Summarize proposed changes or enhancements that could be implemented by your Unit, faculty, staff and administrators to better meet objectives.

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*Your Unit is encouraged to reference existing documentation to answer questions from the above and provide as Appendices if it is deemed relevant to the current report. This may include:*

- *Accreditation Reports and/or accreditation letters from the past reviews;*
- *Calendar description of undergraduate curricula and programs;*
- *Statistical data on course enrolments, class size, and number of majors and number of minors, etc.;*
- *Assessment surveys of students and alumni; and*
- *Reports from previous reviews and pertinent information from the Strategic Plan or any similar exercise.*
- *Do NOT include CEQ results.*



## APPENDIX F: SAMPLE PANEL VISIT ITINERARY



**[Unit Name/Program]**  
Site Visit Itinerary – [Date]

### Academic Unit Planning

Thursday, [Date] Room:		Friday, [Date] Room:		Saturday [Date]
9:00 AM	Welcome Breakfast – Panel members meet with Associate VP(Academic), Dean of Record, Dean of Grad Studies, AUP Coordinator	9:00 AM	Organizational Meeting: Panel & AUP Coordinator	Panel: Draft Report  Room:
9:30 AM		9:30 AM	Unit Head	
10:00 AM	Organizational Meeting: Panel & AUP Coordinator	10:00 AM	[Unit to determine]	
10:30 AM	Unit Head Tour of Facilities	10:30 AM	[Unit to determine]	
11:00 AM	[Unit to determine]	11:00 AM	[Unit to determine]	
11:30 AM	[Unit to determine]	11:30 AM	[Unit to determine]	
12:00 PM	Panel Lunch with Unit Head and 2 Guests	12:00 PM	Panel Working Lunch	
12:30 PM		12:30 PM		
1:00 PM		1:00 PM		
1:30 PM	[Unit to determine]	1:30 PM	[Unit to determine]	
2:00 PM	[Unit to determine]	2:00 PM	[Unit to determine]	
2:30 PM	[Unit to determine]	2:30 PM	[Unit to determine]	
3:00 PM	[Unit to determine]	3:00 PM	Panel confers for exit meetings	
3:30 PM	Coffee Break	3:30 PM	Exit Meeting with Dean of Record (Panel shares preliminary findings)	
4:00 PM	[Unit to determine]	4:00 PM	Exit Meeting with Unit Head (Panel shares preliminary findings)	
4:30 PM	[Unit to determine]	4:30 PM	Exit Meeting with Unit Head, Faculty, Students, Staff (Panel shares preliminary findings)	
5:00 PM	Suggested time for panel to confer	5:00 PM	Suggested time for panel to confer	
7:00 PM	Working supper for panel to discuss meetings and report writing	7:00 PM	Working supper for panel to discuss meetings and report writing	

### **Typical Items Included in the Site Visit Schedule**

Site Visits are normally held on a Thursday and Friday.

- An initial meeting AVPA, Dean of Record, and the review panel usually takes place on Thursday morning.
- An organizational meeting takes place with the review panel and AUP coordinator at the start of each morning.
- On both Thursday and Friday the first unit meeting is usually with the Unit Head (morning coffee).
- On Thursday there is a panel lunch with the four reviewers, the Unit Head, and two guests
- If applicable, a tour of facilities is included on the first day.
- Interviews normally take place with the following people, although other individuals/groups who are identified can also be included:
  - Faculty members - individually or in groups
  - Students - undergraduate and graduate
  - Staff
  - Alumni
  - Dean/Associate Dean
  - Dean of Graduate Studies
  - Others, as determined by the unit
- Writing time is provided for the panel on Thursday and Friday either before or after the supper break, and at times throughout the day if the schedule allows.
- The last scheduled meetings are exit interviews (last thing Friday afternoon) with the panel, Dean of Record, Unit Head, and members of the Unit.
- The panel is usually given time before the exit interviews for a meeting to confer.
- The panel has time on Saturday for report writing (usually goes until lunchtime).

## APPENDIX G: RECOMMENDED FORMAT FOR THE PANEL REPORT

The following provides topic areas and questions that the panel should focus on in their report. While the diversity of disciplines in the University will mean that not all topics will apply in the same way to every Unit and program, the following areas will normally be addressed:

### Executive Summary

Provide a one-page executive summary of the report for publication on the Vice-President (Academic) website.

### 1. Panel Visit Overview

Briefly outline the details of the panel visit, including (1) dates of the panel visit, (2) panel members and (3) the types of stakeholders consulted during the panel visit (for example, faculty, staff, students, external stakeholders).

### 2. Strategic Objectives

- What are the strategic objectives of the Unit?
- To what extent are stated Unit objectives being met? What is the evidence for these achievements?
- How does the Unit support the mission and objectives of the University and other programs within the University? i.e. alignment with the University's Strategic Frameworks <http://www.mun.ca/president/initiatives/frameworks.php> and other planning documents within the University.
- How are the efforts of the Unit focused upon achieving the level of excellence (provincial, national, international) to which the Unit aspires?

### 3. Undergraduate Program

- How well is the Unit performing its undergraduate teaching and learning function?
- Is the curriculum sufficiently comprehensive and rigorous compared to similar programs in Canada and elsewhere?
- Are the grading norms consistent with those used in similar programs in Canada and elsewhere?
- Is the Unit properly staffed to fulfill its undergraduate responsibilities?
- Are classes the appropriate size to accomplish its teaching and learning goals?
- Is there sufficient demand from students for the program?
- How competitive are the Unit's undergraduate programs nationally and regionally in attracting and retaining qualified students?
- Are recruiting and retention opportunities being maximized, both by the Unit and by the University?
- Does the University supply the library resources, computing and laboratory facilities, and other resources necessary to support the undergraduate program?
- Is the Unit fulfilling its service responsibilities to other Units in the University and/or community?

### 4. Graduate Program

- How effective is the Unit in performing its graduate teaching, learning and supervision responsibilities?
- Is the research and scholarly productivity of the Unit's faculty appropriate to its graduate responsibilities?

- Are the graduate programs' admissions criteria appropriate?
- How successful are the Unit's graduate programs nationally and regionally in attracting and retaining qualified graduate students?
- Is the curriculum sufficiently comprehensive and rigorous compared to similar programs in Canada and elsewhere?
- Are the assessment standards consistent with those used in graduate programs in Canada and elsewhere?
- Is financial support for students at a level appropriate for the scope of graduate education activities desired within the Unit?
- Is the Unit appropriately resourced to action its responsibilities with respect to graduate programs?
- Does the University supply the library resources, computing and laboratory facilities, and other resources necessary to support the graduate program?

## **5. Faculty Research and Scholarship**

- Is the balance of research, creative activity, and scholarship of the faculty appropriate for providing first-rate academic programs?
- How does the Unit rank among those in similar institutions regarding research productivity and quality, external funding, academic programs and teaching loads?
- Are research facilities and library resources sufficiently supportive of faculty research and scholarly activities?
- Are faculty generating external funding up to their full potential?
- Are there potential barriers to research success within the Unit?
- Are there opportunities that may contribute to future research success for the Unit?

## **6. Public Engagement and University Collaboration**

- Is the Unit fulfilling opportunities to engage with and support the community?
- Is the Unit, where appropriate, effectively introducing students to professional community service opportunities?
- Are the faculty and staff engaged in regional, national and international professional organizations?
- Are faculty and staff engaged in relationships with business, government, cultural, or other relevant communities?
- Does the Unit effectively reinforce the goals of other Units?
- Do its members encourage and contribute to interdisciplinary activities?
- Should the Unit apply its efforts and resources in new or different ways in order to enhance its role within the University?
- What role are faculty playing in the University's research centers, interdisciplinary research groups, collaborating teaching initiatives and external partnerships?

## **7. Organizational Structure and Unit Resources**

- How effective and appropriate is the Unit's organizational structure and policies and procedures?
- Are promotion and tenure policies appropriate to the Unit's mission and aspirations?
- How successful is the Unit in implementing University employment equity policies?
- Are faculty and staff workloads equitable and appropriate to the Unit's missions?
- Are administrative decisions made and administrative tasks carried out efficiently and effectively?

- Does the reporting structure ensure managerial efficiency and administrative effectiveness within the Unit?
- How well are faculty and staff resources being used?
- Is the Unit receiving adequate resources from its Faculty and from the University at large?
- Are its facilities adequate? (Attention should be paid to space, equipment, computing, laboratory, library resources, etc.)
- Is the Unit adequately staffed?
- If the Unit has made requests for additional resources, which requests does the Panel support and why?
- How might the Unit's resources be redistributed to realize its goals and those of the University?

## **8. Overall Assessment**

- Are the objectives of the Unit appropriate to the mission of the University?
- Is the Unit trying to do too much?
- What opportunities exist that may allow the Unit to better meet their objectives and strategic goals?
- What potential changes or enhancements could be implemented by the Unit, faculty, staff and administrators to better meet objectives?

## APPENDIX H: RECOMMENDED FORMAT OF THE ACTION PLAN

The Action Plan summarizes the Unit's plans to address the key recommendations contained in the Panel Report and facilitates tracking of progress towards established goals. Please use the form below to report on the Unit's action plan, as well as one-year and three-year updates.<sup>6</sup>

### ACTION PLAN IN RESPONSE TO THE ACADEMIC UNIT PLANNING PROCESS OF THE FACULTY/SCHOOL/DEPARTMENT OF XXXX

#### Introduction

Provide a brief commentary on the overall sense of the recommendations and implications.  
(No more than 5 lines)

#### Actions and Status of Recommendations

<b>Recommendation 1:</b>	
<i>(Include the specific recommendation from the Panel Report. Several recommendations of a similar nature or overlapping outcome may be addressed. State all relevant recommendations.)</i>	
<b>Action Plan:</b>	<i>State the actions to be taken by the school to address the recommendation</i>
<b>Timeline to complete:</b>	<i>Short (within one year), medium (2-3 years) or long term (more than 3 years)</i>
<b>Responsible person(s):</b>	<i>Indicate who will be responsible for ensuring that the action to address the recommendation is undertaken and completed</i>
<b>One Year update:</b>	<i>One year after the action plan is submitted, use this space to indicate the status of the action item for the above noted recommendation</i>
<b>Three year update:</b>	<i>Three years after the action plan is submitted, use this space to indicate the status of the action item for the above noted recommendation</i>

Repeat the above table for all recommendations from the Panel Report to be address.

<sup>6</sup> An Excel spreadsheet template for the Action Plan can be found at <https://www.mun.ca/senate/standing-committees-of-senate/academic-unit-planning-committee/planning-process/resources-for-units/>

## **APPENDIX I: RECOMMENDED FORMAT OF THE LAY SUMMARY**

*The Lay Summary document is intended to provide an overview of a unit's Academic Unit Planning process thus far (Self-Study, Panel Visit, Panel Report, Unit Response to Panel Report, and Action Plan), and is published online via the [VP \(Academic\) website](#). This document should be NO LONGER than two pages. In cases where acronyms are used, the full phrase should be spelled out with the acronym in parentheses. The summary should provide enough information for people within and outside the university to understand the process, and should include timelines and high-level details of each step thus far.*

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### **LAY SUMMARY OF THE ACADEMIC UNIT PLANNING PROCESS FOR THE FACULTY/SCHOOL/DEPARTMENT OF XXXX**

#### **Timeline**

**Launch semester:** *please note the semester and year in which the AUP process began for your unit.*

**Action Plan approval:** *please note the semester and year in which the action plan for your unit was approved.*

#### **1. Self-Study Process**

*Briefly describe the process undertaken to develop your Self-Study document, as well as the recommendations or priorities that were highlighted in the Self-Study Report.*

#### **2. Panel Review**

*Briefly describe the panel process and highlight recommendations brought forward by the panel.*

#### **3. Unit Response and Action Plan**

*Briefly describe the highlights of your unit response to the panel report.*

*Briefly describe the actions and timelines outlined in your action plan.*

## APPENDIX J: ADDITIONAL RESOURCES FOR ACADEMIC UNIT PLANNING

The Academic Unit Planning Committee, in collaboration with CIAP and the Office of the VPA, maintains a repository of up-to-date resources for academic unit planning on the Senate Sub-Committee webpage for the AUPC.<sup>7</sup> It is recommended that units familiarize themselves with resources at the beginning of the AUP process. Resources for units include:

### Templates

- Self-Study Report
- Panel visit itinerary
- Panel report
- Action plan
- Lay summary

### Guidelines and Handbooks

- AUP Handbook for Unit Heads
- Considerations for Consulting Students
- Guide for Remote Site Visits
- Considerations for Extension Requests
- Considerations for Accreditation and Academic Unit Planning
- Standard Student Survey Template

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<sup>7</sup> <https://www.mun.ca/senate/standing-committees-of-senate/academic-unit-planning-committee/planning-process/resources-for-units/>