

**Sustaining the Academic Priorities of
St. Francis Xavier University
2013-2018**

Report of the Presidential Task Force

Presented to President Kent MacDonald
October 1, 2014



October 1, 2014

Dear President MacDonald and StFX Community,

On behalf of the Presidential Task Force, I am pleased to introduce our report, "Sustaining the Academic Priorities of St. Francis Xavier University 2013-2018." In June 2013, the StFX Board of Governors approved the establishment of the Presidential Task Force and defined its mandate for this process. Members of the Task Force and the StFX community have worked extremely hard over the past year to develop and carry out a comprehensive examination of all our academic programs, and all our academic support and administrative programs. The goal was to identify priorities for the future and offer recommendations about where we can best concentrate our time, energy, and resources so that StFX continues to be successful in our mission of higher education, scholarship, and service. This report makes recommendations related to these priorities as well as cross-cutting observations that emerged from our review of the submissions and data. It is my strong belief that this report provides a solid foundation to inform future planning and decision-making at StFX.

Although a diverse group with responsibilities across campus, the Presidential Task Force members held in common the belief that this process would be of most value to our community if we were transparent in our approach and methodology, if we took time to consult with the StFX community, if we were clear regarding our evaluation criteria, and if we created equal opportunities for each program to submit both quantitative and qualitative information. The commitment to these beliefs was evident in the rigour with which members of the Task Force adhered to consistent, fair, and reliable processes in their decision-making, and in the high quality of comments on program submissions that you will find in the report. Dr. Jeff Orr, as Project Manager, and Candice Finbow and Gina Sampson as Project Coordinators, worked diligently to organize and facilitate a consistent process across a massive array of data submissions, meetings, and other communications. As Chair, I had a bird's-eye view of the talent, dedication, and sheer effort that Task Force members brought to this endeavour. It was substantive and substantial, and makes this work extremely valuable to our community.

There no doubt will be debate over some of the outcomes -- we anticipate that -- but without reservation I can confirm that every single one of the 121 academic support and administrative program and 147 academic program submissions was discussed and deliberated through a comprehensive process and from the perspective of prioritizing the program's role at StFX going forward. It will be important for us to remember that the category placements and associated recommendations are not judgments on the people who operate or participate in the programs, whether faculty, staff or students. Rather, they represent a consolidation of information that can be used to help determine how we can best fulfill our academic mission of teaching and learning, scholarly and creative development, and service to our disciplines and communities.

This review and prioritization journey has taken one full year and tremendous effort by many members of the campus community. Much of that time and effort involved collaborative learning about what we value as a community, what information will best help us make good decisions, and how we can most effectively share information for transparent and high-quality decision-making. The report emphasizes that one key to ensuring the future sustainability of StFX will be continuing to discuss, collaborate, and share information with a focus on planning and ongoing improvement.

We are very pleased that the President is committed to sharing this report so promptly, and to ensuring that the decision and implementation phases are informed by its findings. We agree with the President that there is need for feedback from the community, and draw your attention to the recommendations on next steps in the concluding remarks of the report.

In closing, I wish to convey my personal thanks to the many members of the StFX community who contributed, both directly and indirectly, to this process. This has been a monumental task that was completed on top of the regular work of operating the University. It is my hope that the spirit of dedication, collaboration, and mutual respect which has infused this entire process will continue to guide us as we move forward.

We look forward to your response to this report and to seeing its contribution to the continued growth and development of StFX as a vibrant community of higher learning and scholarship that engages students, faculty, and community in fulfillment of its mission.

Regards,

A handwritten signature in blue ink that reads "Leslie A. McLaren". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Leslie A. McLaren
Chair, Presidential Task Force

Task Force Membership

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Jeff Orr Dean of Education	Project Manager
Task Force Members	
Bob Hale Director of Ancillary Services	Student Life
Charmaine McPherson Associate Professor, Nursing	Chair, Faculty of Science
Dave Risk Associate Professor, Earth Science	Elected Faculty of Science Representative
Denton Anthony Assistant Professor, Business	APP Committee Member
Helen MacGregor Director of Finance	Director of Finance
Jacques Boucher Associate Professor, Human Kinetics	APP Committee Member
Janice Landry Director of Continuing and Distance Education	Director of Continuing and Distance Education
Leo MacPherson Director of Athletics	Director of Athletics
Lisa Lunny Borden Associate Professor, Education	Chair, Faculty of Education
Lynne Murphy University Librarian	University Librarian
Matt Meyer, Associate Professor, Education	APP Committee Member
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Shannon Morell Acting Registrar	Registrar

Task Force Membership (continued)

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Project Staff	
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SECTION 1. BACKGROUND

In June 2013 the StFX Board of Governors, responding to a December 2012 motion by faculty members serving on the Board, approved the Terms of Reference for the Presidential Task Force: Sustaining the Academic Priorities at StFX 2013-2018 (see Appendix A). This Task Force, composed of a representative group of students, faculty, staff, and administrators, was directed to undertake a prioritization process that would lead to a comprehensive examination of all programs across the University. The Task Force was given the responsibility for identifying priorities to support the position of StFX as a nationally recognized, high-quality, mainly undergraduate institution with graduate programs in key strategic areas. The motion recommended that the University use a process such as the one outlined in *Prioritizing Academic Programs and Services (2010)* authored by Robert Dickeson. Through this process, Task Force members would be guided in analyzing and prioritizing all programs by identifying areas that are the highest priority for attention, their alignment with the values, culture and academic mission of StFX, their level of need, and/or their potential to strengthen the University. The process would also identify areas that are operating sustainably, as well as those that require revision and those that are of lower priority and could be reduced or restructured to free attention or resources for other areas. The recommendations of the Task Force were to be made with a vision to the future and to inform strategic, evidence-based decision-making for the next five years.

The Dickeson model encourages adaptation for the unique needs of individual institutions, and the Task Force was committed to customizing the approach to allow for the most meaningful application to StFX. Members agreed that StFX approach would have the following characteristics:

- The goal of the process would be program prioritization; thus, it would be necessary to examine programs in relation to each other. As such, the prioritization process would be comparative and would focus on answering the following question: Where should the University focus its attention for the future?
- The Task Force would be comprised of a community of peers who would design and direct the process.
- Self-study reports submitted by the programs themselves would be the focus of the analysis. Where possible, institutional data would be provided to supplement these reports, and the programs would be encouraged to respond to this centrally-provided information.
- All academic, academic support, and administrative programs would be reviewed, though in two separate groups. Although a similar process would be used for each group, the approaches would be adapted to best recognize the diverse mandates of the programs.
- Both quantitative and qualitative information would be requested and considered in the assessment. Qualitative information would be critical to ensuring adequate voice to programs and for setting the context.
- All activity of the Task Force would be guided by a commitment to collaboration, transparency and evidence-based decision-making.

Each of these characteristics of the StFX approach is described more fully in subsequent sections of this report.

SECTION 2. THE PROCESS OF PRIORITIZATION

Task Force Membership

The Task Force was comprised of a representative group of members of the campus community (see Appendix B). Initially there were 25 ex-officio student, faculty, staff, and administrative members. The faculty and student representatives all held elected leadership positions within the Academic Senate, Faculties, or Students' Union, and were appointed to the Task Force representing these elected offices.

Task Force members spent considerable time discussing their roles and were in agreement that, in order to ensure the future sustainability and advancement of StFX, they must act as stewards of the entire University, rather than representatives of their own departments or programs. While their representation of various groups enables them to contribute specific expertise, Task Force members committed themselves to decision-making processes that limited the self-interest of particular programs and thus assisted with the cultivation and maintenance of this stewardship culture. For example, members adopted and adhered to strict conflict of interest protocols (see Appendix C).

As the process evolved, the Task Force membership changed slightly. Two of the original delegates left the University and were replaced by staff members representing similar areas. After Spring Convocation, a new representative of the Students' Union joined the Task Force to replace recent graduates. Additions were also made to the Task Force membership to ensure balanced representation within each review team, including three members of professional staff appointed from academic support and administrative areas and two faculty members elected from the Faculty of Science to add expertise from the bench sciences. For details about the changes in membership, see Appendix B.

A project management team coordinated and supported the work of the Task Force, led by Leslie MacLaren, Academic Vice-President and Provost and Task Force Chair, and consisting of Jeff Orr, Project Manager and Dean of Education, and two full-time Project Coordinators. In addition, significant staff resources from the Technology Services Group (TSG), Institutional Analysis, the Registrar's Office, Finance, and the Academic Vice-President (AVP) and Deans' Offices were mobilized to support the process, particularly through the collection of centralized data and the creation of an online question template.

Methodology

The Task Force began meeting at the end of September 2013 and held 15 meetings from then until the beginning of May. These meetings were typically four-hour working sessions during which the group designed and oversaw the implementation of the project. The major phases of the project are shown in Figure 1.

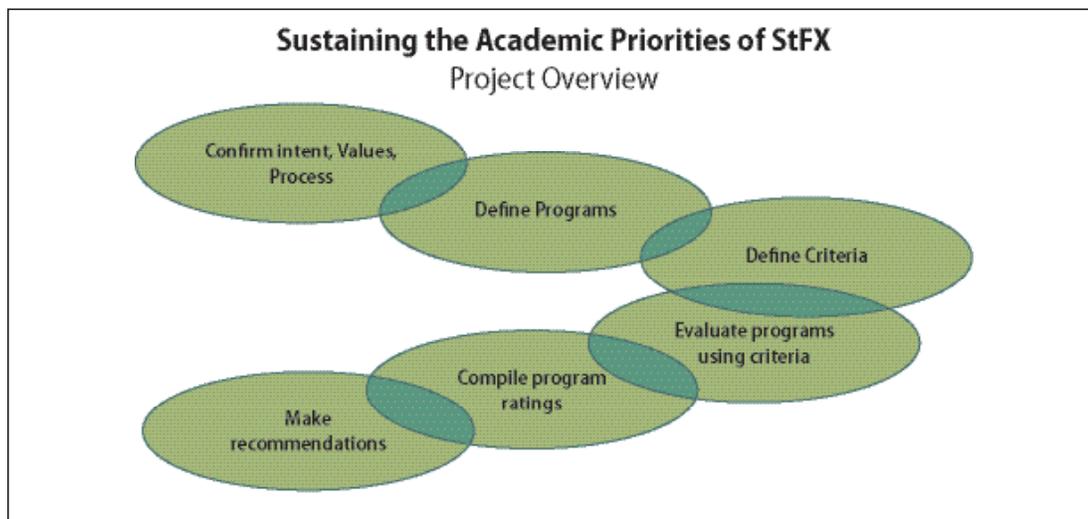


Figure 1. Major phases of the Presidential Task Force work.

Confirming Intent, Values, Processes

From the outset, the Task Force members committed to the values and principles that define StFX and to developing a working culture that demonstrates those values.

Establishing Guiding Principles

After extensive discussion and deliberation, and after consulting University documents, the Task Force adopted the following guiding principles. The committee agreed that it was not creating a mission statement for the University, but rather establishing a set of principles to be used as touchstones throughout this process.

- StFX prides itself on the excellence of its teaching, research and service, its rich traditions and lengthy history of social justice and leadership, its many distinguished graduates, and its dedicated and engaged alumni network.
- StFX is dedicated to enabling students to attain an education that supports intellectual and personal growth in an intimate setting on a well-appointed residential campus. The Xaverian commitment to Excellence, Honesty, Respect and Generosity frames that experience.
- StFX is a community of scholars: students and faculty share an intellectual life, and the twin goals of teaching and research must be kept in careful balance so that teaching is informed by active research, and research is pursued with a view to our teaching mission.
- StFX, from its founding, has always had a mission for service. Our graduates will be prepared for and will wish to serve and lead in their communities, locally, nationally and globally.

Collaboration

The Task Force committed to being collaborative both in its internal operations and in its design of the prioritization process. Task Force meeting discussions were participatory and most decisions were reached by discussion leading to consensus. With the exception of the report review phase, the Task Force operated from the committee-of-the-whole rather than subdividing into working groups, an approach that facilitated communication between members from various areas of campus and supported consensus decision-making.

The Task Force was also committed to open collaboration in soliciting and responding to campus community feedback. Over the course of six months, the campus was invited to engage in the process through a variety of means (see Appendix D).

Initial Information Sessions

- Public information sessions were held and attended by community members.
- Targeted information sessions were attended by chairs within the Faculties of Arts and Science and by approximately 50 program managers and coordinators.
- Invited information visits were also held with specific groups and departments.

Consulation on the Process

- Late-stage drafts of the list of programs, the evaluation criteria and weightings, the template questions and rubrics were circulated to the campus community.
- Feedback was received through email, an online feedback form, and personal discussions with Task Force members.
- Task Force members hosted a series of round table discussions where they collected feedback from approximately 40 faculty and staff members.

Collaboration During Template-Completion Phase

- Over one hundred faculty and staff members attended a series of workshops organized to bring together people from various areas of campus to share approaches and receive feedback on completing reports.
- At the invitation of programs, the management team participated in group and individual meetings with Chairs and Coordinators, managers and individuals.
- Authors were encouraged to collaborate on the submissions within their departments and mechanisms were built into the submission form to support that process.

Transparency

The Task Force was committed to keeping the StFX community apprised of its work. The Presidential Task Force website was updated regularly with meeting summary notes, resources, draft documents, FAQ, etc. The AVP informed the campus community through email, townhall meetings, and regular presentations to Senate, University Faculty, and Board of Governors. The presentations from these meetings were made public on the website.

Task Force members committed themselves to the principle of transparency for the report review process. Members used an evaluation rubric, which was shared widely so that authors and contributors would have a clear understanding of how the reports would be evaluated. To support transparency around the results, the Task Force committed to providing qualitative comments for each program in order to demonstrate the rationale for placing that program in a particular category.

Evidence-Based Decision Making

The Task Force valued both quantitative and qualitative evidence, and designed question templates that would allow authors to provide and use both kinds of data in ways that were most meaningful for them. In addition, insitutional data was compiled centrally and provided to all programs for their consideration and response.

Members committed themselves to reviewing programs based only on the evidence provided, and not requesting or soliciting additional and/or ad hoc information. This approach was considered important to maintaining review consistency.

Defining Programs

The Terms of Reference for this Task Force stipulated that all academic and academic support and administrative functions of the University be examined.

Members agreed to follow the Dickeson model in the way that programs are identified for review. Dickeson argues that focusing the prioritization process at the departmental level does not provide the level of detail needed to inform strategic decision-making. Departments are administrative units, not units of function, and it is the functional level where time, energy, and resources are expended and where priorities for University sustainability and future success are best determined. As a result, wherever practical, the Task Force organized the work of departments into “programs,” which Dickeson describes as a function or collection of activities of the University that consumes resources. By focusing on data collection at this program level, the Task Force ensured that it had the necessary information to make specific recommendations.

For the purpose of this prioritization, the programs on campus were divided into two groups: an Academic Programs group and an Academic Support and Administrative Programs group. The Academic Programs group consists of 147 programs that share the common characteristic of granting credentials. Primarily, these programs are degree options within academic departments or interdisciplinary programs (Honours, Masters, Advanced Majors, etc.), but they also included credentials offered through other departments, such as the Coady International Institute and Continuing and

Distance Education. Faculty research, creative and service activity were not assessed as separate programs. Rather, recognizing that these faculty roles are central to the delivery of the academic mission, they were examined as they related to each criterion within specific programs. All other functions of the University were reviewed in the Academic Support and Administrative Program (ASAP) group. The 121 programs in the ASAP group represent a diverse set of functions including academic support, student services, and operational support units. All programs in both groups were evaluated through the same basic process and using the same criteria; however, different indicators and data were identified in the two groups.

Establishing Criteria

The committee spent considerable time developing appropriate criteria and indicators. While the criteria are based on the Dickeson model, they were customized and adapted for StFX to provide Task Force members with the most meaningful information possible. The relative criteria weightings were determined collectively by the Task Force to best align with the guiding principles (see page 3) and with the task of prioritizing programs (see Figure 2).

ACADEMIC CRITERIA	WEIGHT	ACADEMIC SUPPORT & ADMINISTRATIVE CRITERIA	WEIGHT
History, Development & Expectation	5	History & Function	5
External Demand	10	Demand	20
Internal Demand	10	Quality	20
Quality Inputs	10	Size, Scope & Productivity	15
Quality Outcomes	10	Cost & Revenue	15
Size, Scope & Productivity	15	Importance	15
Revenue	7.5	Opportunity Analysis	10
Costs	7.5		
Importance	15		
Opportunity Analysis	10		

Figure 2. Criteria and relative weightings for Academic and ASAP program review.

For programs in the ASAP group, some criteria were combined to recognize that not all criteria are applicable to every program. (For example, many services such as Facilities Management and the Registrar’s office have limited external demand.)

To review the criteria definitions, see Appendices E and F.

Collecting Centralized Data

The review process required programs to provide and respond to both qualitative and quantitative data.

Academic programs were provided with a set of 34 common data tables comprised of enrolment data, student performance metrics, full-time equivalency numbers, financial information, and other data. For a list of the centrally provided data tables, see Appendix G. These tables were compiled using institutional data, and, reflecting the Task Force members’ commitment to transparency, all tables were shared with every department. This meant that academic programs could compare their information with that from other departments and thus develop a clearer understanding of their position within the University.

The project management team oversaw the compilation of this data, which was undertaken by a working group of staff members involved in institutional data collection and sharing. Generally, each table consisted of five years of data, though when it was readily available, more years were provided.

For programs in the ASAP group, only financial cost/revenue data was centrally provided. This was due to the wide variation in mandate and function among programs in this group. ASAP programs were asked to self-identify the indicators that were most appropriate for each criterion and to provide data to support those indicators.

A survey of each department's physical space is in progress at the time of this report writing. While the results were not available for use in this prioritization process, they may provide a valuable resource to inform future planning.

After the initial release of the data tables, programs had the opportunity to review the information. Departments were able to request clarification or additional information as needed. This was particularly important for interdisciplinary programs and programs with high numbers of joint majors and/or cross-listed courses, as these enrolments can be under represented in the current centralized data system. Staff consulted with interdisciplinary programs and were able to provide some supplementary information. Programs were also encouraged to offer explanatory information when the centralized data did not accurately represent their work.

Creating Templates and Rubrics

Question Templates

Two separate question templates were created, one for the Academic group and one for the ASAP group (see Appendices H and I). The Task Force drew from best-practice models to identify indicators and questions that would address each criterion and adapted those questions to reflect the priorities and context of StFX. In all, over 100 indicators were considered by the Task Force and then streamlined to create a meaningful set of metrics from which to develop the template questions. Questions were designed to solicit similar information from each program, but were also constructed to allow programs to add additional, unique information as needed.

The Task Force compiled initial drafts of the questions, which were then reviewed and revised through a multiphase approach. Six Task Force members were asked to complete pre-pilot templates on programs from their areas. Significant revisions were made after feedback from these programs. Drafts of the templates were then released to the campus community to solicit additional feedback, and four round-table sessions were held with members of the campus community. Two significant changes to the academic template emerged from this process. First, academic departments expressed concerns about repetition and the additional work associated with completing one report for each program in the department. TSG responded to this concern by developing an online submission form that embedded program-level responses within one departmental response form, thus streamlining the process for academic departments. Second, several departments requested that the Advanced Major degree options be examined as distinct programs; this request, too, was accommodated.

After the campus-wide consultation, three ASAP and three academic programs not affiliated with Task Force members piloted the question templates, centralized data, and online submission form. The ASAP pilot programs were Facilities Management Cleaning, Finance Procurement, and Career Services. The Academic Departments that completed pilots were Economics, Chemistry and the Coady Institute's International Centre for Women's Leadership. This process identified other improvements, particularly around the online submission process, which were then implemented.

Rubrics

Evaluation rubrics were developed for the ASAP and the Academic program question templates (see Appendices J and K) and these were revised through the same consultation process described above. The rubrics were circulated widely to promote transparency and to ensure that report authors would clearly understand how their programs would be evaluated.

The rubrics were designed to support norm-referenced evaluation. In other words, programs were assessed relative to comparators. Although there were several questions within each criterion to guide authors to provide relevant information, the rubrics applied to each criterion holistically, rather than question-by-question. This allowed authors more flexibility to concentrate their responses on the questions that were most relevant to their program, and to indicate those that did not apply.

Submitting Reports

The two sets of reports were completed in overlapping time frames: the ASAP templates were released on March 17, 2014 with responses due by April 25, and the Academic templates were released on March 27, 2014 with responses submitted by May 16. This overlap in the scheduling allowed the Project Management team to better support the needs of each group.

Task Force members committed themselves to a process that would allow programs to best represent their work, and Task Force staff offered extensive support to programs as they completed their reports. In addition to the series of workshops held during the report-completion phase, the project management team also held numerous workshops at the invitation of individual departments and responded to a high volume of individual email and telephone inquiries. Task Force staff members offered support for technical questions, clarification and interpretation of the data tables, and advice and feedback on the content of specific questions. By the submission dates, the team had interacted with representatives from almost every program on campus.

Reports were submitted through an online database created in-house by staff in TSG, which allowed for flexibility in customizing the format and data storage. The system was designed to offer both “author” and “read-only” access to facilitate collaboration within departments and programs. Reports from the ASAP group were typically authored by managers or coordinators, and the online system also allowed ASAP Directors to review and approve reports before their final submission.

Program reports were completed during one of the busiest periods of the year for both ASAP and Academic programs, yet 100% were confirmed submitted within 48 hours of the deadlines.

Reviewing Programs

During the report review phase, Task Force members adhered to strict rules of procedure to ensure the integrity of the process, including avoiding conflicts of interest and respecting confidentiality. For a list of declared conflicts of interest, see Appendix L. Members adopted practices to ensure that approval for decisions was representative: 75% of members were required to achieve quorum and motions required the support of 75% of members to pass. In practice, regular attendance was over 90%, and most decisions were achieved through deliberation to consensus. The working culture allowed members to speak freely and frankly and to make collaborative decisions while maintaining the integrity of the process.

Twenty-four Task Force members and two student representatives completed the initial report review process between May 9 and June 13, 2014. Subsequent consultation to review and confirm results took place throughout the summer as needed.

The Task Force adopted a multi-phase approach for the review of reports. All reports were reviewed by individuals, small groups, sub-committees. This multi-layered approach ensured that each program was extensively reviewed multiple times by multiple people and that decision-making was focused at the team and group levels rather than at the individual level. Procedures to minimize conflicts of interests remained in place through all review phases.

During the review phase, the Task Force was divided into two 13-member sub-committees: one sub-committee reviewed the 121 Academic Support and Administrative programs and the other reviewed the 147 Academic programs. The members were assigned to groups respecting their expertise (i.e., faculty members reviewing academic programs; staff members and administrators reviewing ASAP) and respecting the principle of transparency (i.e., some crossover participation), see Figure 3.

ACAD PROGRAM REVIEW SUB-COMMITTEE	ASAP REVIEW SUB-COMMITTEE
9 Professors (representing all Faculties)	2 Professors
3 Administration/Professional Staff members	7 Administration/Professional Staff members
1 Student	1 Student
	3 Academic Deans

Figure 3. Composition of ACAD and ASAP Review Sub-committees.

Each sub-committee was further divided into three small teams of four, with the student representative participating between groups. Teams were assigned approximately 75% of the reports within the program group. Every program report was reviewed by at least two teams, and to assist with validation of the results, about 25% of the programs were reviewed by all three teams.

The report review phase began with a norming process during which all sub-committee members reviewed the same reports, both individually and as teams, and practiced using the scoring rubric to develop consistency. Results were compared and members determined standards for various results. Throughout the scoring phase, results were compared for consistency.

Each program report was reviewed using the same process. Program reports were read and scored individually by at least eight sub-committee members on two teams. The programs were then discussed at the small-team level, with each team deliberating independently. Team members worked together to achieve consensus and submitted results, qualitative comments, and recommendations. Team results and comments were compared for consistency, and if at least two teams made the same recommendation, that recommendation was moved to the next stage. When teams did not initially come to the same conclusion, they came together for discussion to reach consensus. In the few instances when the two teams did not agree on a placement, the third team read the report and participated in the voting. Once all programs were initially placed, members reviewed the overall results for consistency and revisited programs that placed on the margins between categories. Any decisions to change initial placement required support by 75% of the people who read the report.

Defining Categories

The Terms of Reference for the prioritization recommended that programs be identified in one of four categories: enhance, sustain, revise, or recommend for phase-out. The Task Force opted to increase the number of categories from four to five and to adapt the language associated with the categories to more clearly represent its recommendations while still maintaining the integrity of its mandate as directed by the Board of Governors. The five categories used by the Task Force for this prioritization are described in Figure 4.

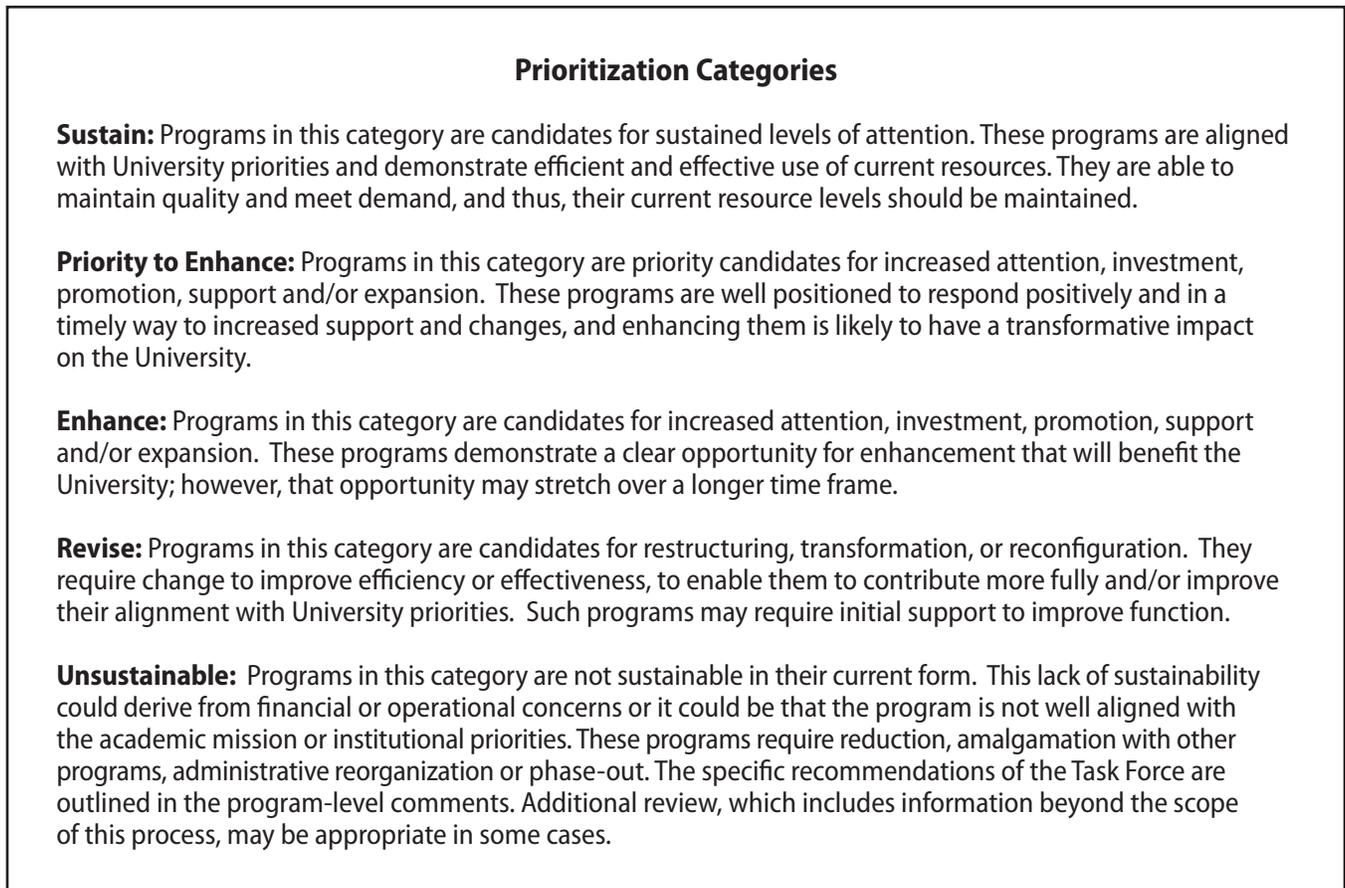


Figure 4. Categories used in the StFX prioritization process.

Determining Placement of Programs

The Task Force used the numerical scoring and qualitative comments from the individual and small-team review phases to inform discussions and to guide the process. In the final decision-making stage, qualitative comments were considered along with numerical scores, and final recommendations were made based on holistic review of all the information discussed. Decisions about the placements were made based on the information that was available through the centrally provided data and the template submissions.

The Task Force opted not to impose a specific distribution of programs between categories. Programs were placed in the categories that Task Force members determined were most appropriate based on all the information available for the review process. No limits or restrictions were made to require either an even distribution within the categories or similar distributions between the two program groups. The Task Force believes this approach best reflects its recommendations and most accurately represents the priority of individual programs within the University.

Throughout this deliberation phase, members recused themselves and left the room during the review of programs for which they had declared a conflict of interest. The percentage allocation across placement categories was not different for programs with declared conflicts compared with the allocation for the global program set, suggesting there was no advantage to programs with representation on the Task Force.

Once all the initial placements were made and confirmed, results were further tested for reliability through a review conducted by the project staff. Staff members compared results for programs assessed at different times during the review period to ensure that the scoring remained consistent. They also compared results with quantitative and qualitative data. Any anomalies were brought to the sub-committees for further discussion of the programs and confirmation of the results. Project staff compiled the qualitative comments based on group discussions and submissions from the review teams. These comments were then reviewed and approved by the Task Force members.

Once results were confirmed, the recommendations were brought to the full Task Force for final approval.

SECTION 3. RESULTS

The results and recommendations of this process are shown through the placement of each program in one of five categories and through the program-level comments that provide a rationale for each placement. It is worth emphasizing that the placement of a program within a category is not a score or a grade, nor is it a rating of a program's intrinsic value. The review took into consideration indicators of past performance, but also considered other criteria, including the program's importance to the University's academic mission and its potential to respond to opportunities. In other words, the strongest programs were not automatically identified for enhancement. Similarly, the programs that described significant challenges were not necessarily identified as unsustainable. The goal of the Task Force was to provide recommendations that would enhance the academic sustainability of StFX over the next five years.

Overview of Results

Figure 5 provides an overview of the number and percentage of programs placed in each category.

	ALL ACADEMIC		ALL ASAP	
	Programs	% of total	Programs	% of total
Sustain	48	33%	40	33%
Priority to Enhance	15	10%	7	6%
Enhance	18	12%	31	26%
Revise	48*	33%*	34	28%
Unsustainable	18	12%	9	7%
Total	147	100%	121	100%

Figure 5. Number and percentage of Academic and ASAP programs in each category.

* The academic sub-committee clustered the 11 Advanced Major programs in the Faculty of Arts and the 6 Co-operative Education programs in the 'Revise' category to emphasize the need for system-wide review in these areas. Consequently, a high number of academic programs were placed in this category.

Number of Academic Program Graduates by Category

Figure 6 indicates the number of graduates for 2011, 2012 and 2013 from academic programs placed in each category. This data counts students who completed graduate degrees or undergraduate degrees and diplomas; it does not include those who earned certificates or graduate diplomas. The table gives some perspective on the relative impact that programs within each category have had on StFX students and also provides context to guide future decisions.

TOTAL GRADUATES PER PROGRAM IN EACH CATEGORY					
	2011	2012	2013	Average	Average %
Sustain	545	504	424	491	40%
Priority to Enhance	118	126	126	123	10%
Enhance	257	267	424	316	25%
Revise	250	281	243	258	21%
Unsustainable	54	62	44	53	4%
	1224	1240	1261	1242	100%

Figure 6. Number and percentage of graduates for 2011, 2012 and 2013 from academic programs placed in each category.

Program-Level Results with Recommendations

The specific results for each program are presented in two tables in Part B of this report.

- Academic Program Results with Comments
- Academic Support and Administrative Program Results with Comments

SECTION 4. OBSERVATIONS, THEMES AND RECOMMENDATIONS

As the analysis and scoring associated with the prioritization process unfolded, Task Force members began to identify a number of broad and recurring observations and themes. These general observations, derived from the review of both Academic and Academic Support and Administrative Programs (ASAP), indicate several challenges and opportunities for the University as a whole. As the patterns emerged, members considered the position of each issue relative to the key principles informing the Terms of Reference for this process. In particular, members drew on the Task Force mandate to prioritize areas that are best positioned to sustain the academic goals of the University. This focus on sustaining the academic mission became the lens through which all programs were viewed. From this focus on sustainability and academic priority setting, the following five broad themes emerge:

- **Building a Sustainable Future**
- **Planning Strategically**
- **Developing the Whole Student**
- **Collaborating to Maximize our Potential**
- **Differentiating StFX**

Building a Sustainable Future

Central to the prioritization activity was the question of how to best allocate resources so that the University will be well positioned to take advantage of emerging opportunities and build resiliency through times of change. As Task Force members considered the data provided in the self-study reports, the following observations about how best to support the long-term sustainability of the University emerged.

• **Human Resource Sustainability**

The program reports provide Task Force members a window into the expertise and dedication of faculty and staff across the institution. Not only do the reports describe the knowledge and skills employees bring to StFX, they also highlight the extraordinary levels of service that people provide, particularly when that service is directly in support of students. What also becomes evident through the reports is the extent to which some departments appear to be working at the limits of their capacity. Many departments report that they are stretched as increasing levels of demand are combined with hiring freezes and/or staff reductions. In some instances, departments describe how they have been able to adapt processes and policies to meet that increased demand, so while stretched, some report they are still able to provide high-quality service. Other departments provide evidence of how they have adapted to the increased pressure, but indicate that they remain under-resourced. In still other reports, there is a lack of information provided to demonstrate how programs have been responding to these challenges. The Task Force assessed all of this data in relation to the sustainability of each program and its contribution to the overall sustainability of the University, and made recommendations accordingly.

The program reports also illustrate a number of additional ways in which the sustainability of the University's human resources is potentially at risk:

- o The reports describe the amounts of extraordinary work regularly undertaken by StFX faculty and staff. This work is often invisible and goes beyond the strict limits of job descriptions; however, people voluntarily take on these tasks because they deem them necessary and important.
- o The reports express concerns that opportunities for innovation, collaboration or greater outreach may be lost in some areas where faculty and staff are over-extended.

- o The Task Force also identifies the risks associated with the lack of succession planning in a number of programs. This succession planning relates both to upcoming retirements, and to building systems and practices to ensure that institutional knowledge is not lost when there are faculty or staff changes.
- o The reports from many program areas also describe a lack of professional development opportunities for staff and faculty. This lack of regular access to professional development restricts the ability of some programs to maintain current best-practice standards.

The Task Force is concerned about the long-term impact of these issues on productivity and quality, and notes specific examples of unsustainable practices in the program comments (see Part B). The Task Force also recognizes that support to all staff is vital during periods of change so that people can address challenges and maximize opportunities.

• **Financial Sustainability**

The financial health of the University is critical to ensuring long-term quality and excellence in the delivery of our academic mission. The financial status of individual programs was in many cases difficult to assess because most budgets are allocated and monitored at the departmental level, rather than the program level. In addition, revenue allocations to ASAP and Academic programs are difficult to determine since the government operating grant is no longer aligned with enrolments.

In assessing the financial sustainability of programs, the Task Force adhered to the principle that all programs should be able to clearly demonstrate good stewardship of resources, which includes providing evidence of ongoing review, planning and innovation within a department to strengthen its contributions to the University.

• **Academic Program Sustainability**

Robust Degree Options:

A fundamental component of fostering a robust university involves ensuring that all degree options are vibrant and of high quality. The Task Force understands that each degree option has inherent costs in terms of time or administrative oversight, and as such, recommends that degree options that are not actively being used or have had little or no enrolment over a number of years be considered for phase-out.

Some departments are in various stages of seeking to secure Senate and/or MPHEC approval for program expansion or reconfiguration, which could potentially serve to grow, stabilize, or re-allocate enrolment in these departments. The Task Force recommends enhanced emphasis on the requirement for programs to demonstrate sustainable enrolments in Senate and Committee on Studies review and approval processes.

Advanced Majors:

The program review raises a series of questions about the Advanced Major degree. This degree option has evolved distinctly in the Faculties of Arts and Science, with different program requirements and departmental uses in each faculty. While in Science, the Advanced Major is relatively popular among both students and faculty, in the Faculty of Arts, Advanced Majors are rarely subscribed and, in many cases, departmental reports endorsed eliminating this option. The Task Force recommends that the Advanced Major in the Faculty of Arts be formally reviewed.

MA and MSc Degrees:

StFX promotes itself as primarily an undergraduate University, but in fact, there are over four hundred graduate students enrolled in nine graduate programs. The MSc and MA programs are small, sometimes operating without MPHEC approval, and are largely run by faculty as a secondary ad hoc activity. While there are many benefits to offering MSc and MA programs, including opportunities to attract international enrolment, enhance faculty research, attract high quality faculty, and respond to community needs, graduate programs also present clear challenges. The Task Force notes that some

departments may not currently have the resources to offer rigorous and quality Master's degrees. Other departments may risk eroding the quality of their undergraduate programs if they stretch valuable resources and attention away from undergraduate programs to support their graduate degrees. Moreover, both the Academic and ASAP Task Force reviewers note that the administrative infrastructure to oversee and support graduate programs is under-resourced and requires restructuring and enhancement. These observations, along with the uneven results of the MA/MSc programs in this review process, support the need for a more systematic review. The Task Force recommends the establishment of a campus-wide strategic direction around graduate programs that considers the quality of student learning and the merits of committing the necessary resources to sustain quality programs. Planning for successful graduate programs should draw on the capacity of academic departments that currently support strong models, and will also require clear direction and leadership from the Office of the Associate Vice President Research and Graduate Studies. Planning for graduate programs should also allow for flexibility and innovation (for example, consideration of intra- and inter-University collaborative approaches). Further, the practice of offering programs that do not have MPHEC approval (or an application in progress) should be addressed.

• **Research Sustainability**

In keeping with the Task Force guiding principle that research and scholarship are key to achieving academic excellence (see page 3), the reports from academic departments demonstrate the quality and importance of contributions that StFX scholars make to the exchange of ideas and advancement of knowledge regionally, nationally and internationally. Creative accomplishments are many. It is evident to Task Force members that the benefits of rigorous research and creative activity include enhanced learning opportunities for our students, higher capacity to recruit and retain high-quality faculty, contributions to the advancement of knowledge, and enrichment of diverse communities.

Across a range of departments, the academic program reports identify cross-cutting challenges in fostering active research programs at a small, primarily undergraduate institution: the changing external funding climate, fragmented administrative and infrastructure support, small numbers of graduate students dispersed among small Masters programs, and the challenge for faculty members to balance undergraduate teaching, scholarship and service expectations. The Task Force also observes unevenness in research productivity between and within some departments, and, in several departments, a lack of clarity with respect to expectations for faculty research productivity. To enhance research and scholarship at StFX, the Task Force recommends an update to its research strategy that includes consideration given to infrastructure and administrative support as well as clearer expectations for faculty and other researchers.

• **Sustainability of Physical Infrastructure and Technology**

Many programs housed in buildings that were a part of the recent growth and renewal of the physical campus report improved capacity to offer high quality programming. However, there remain some buildings with significant issues around the quality of space. Some programs in these buildings report that inadequate space is compromising the quality of operations and functionality in addition to raising concerns about potential health and safety issues. A number of programs report that their location presents barriers to collaboration with related programs and thus results in inefficiencies. Many programs also report that their quality and potential to seize opportunities is inhibited by a lack of adequate or up-to-date equipment or other physical resources, and some indicate that departmental and program-level planning is restricted by a lack of clear policy around equipment and infrastructure renewal.

The Task Force recommends that planning for renewal of physical infrastructure be a primary component of a collaborative, integrated planning and budgeting processes. Particular attention should be given to areas that are most closely associated with the academic mission, e.g., academic lab and teaching space.

Many reports indicate the use of new technologies is creating efficiencies. However, some programs note they have not been able to obtain upgraded or required new technology or the necessary training to maximize current technology. Providing programs with the technology resources including support and training is necessary to ensure quality and efficiency.

Planning Strategically

The Task Force strongly recommends the development of a campus culture where institutional data is collected and shared. This information should inform collaborative, transparent decision-making.

• Communicating Strategic Planning

It is essential that the University establish an open, collaborative and evidence-based process to determine and articulate its future. A recurring theme implicitly and explicitly reflected in Academic and ASAP reports was the need for defining and communicating institutional priorities to inform decision-making at the program or departmental level. Many programs report that they are poised to respond to change, but require clarity around the institutional direction, for example, with respect to academic program recruitment, globalization strategies, and a potential Health Sciences focus in academics. Programs also appear to be responding to anticipated needs in isolation from each other and without a unifying vision to coalesce innovation. This practice reinforces operational silos and reduces the capacity of the University to maximize opportunities.

Internationalization:

The Task Force recommends the University develop a coherent and comprehensive strategy for internationalization. This plan should explore all potential challenges and opportunities and prioritize key initiatives associated with fostering a more global campus. This will involve both bringing international students to StFX and providing international experiences for Canadian students. Planning should also explore opportunities to build global awareness through other collaborations and partnerships for students, faculty and staff. Many programs indicate that they are poised to participate in the development of this strategic direction, and the reports provide evidence of significant current or emerging international partnerships that offer potential to support this process. In particular, the Task Force identifies the Coady International Institute as a key asset that offers tremendous potential to enhance the internationalization of academics, student life, research and scholarship; program reports demonstrate that this opportunity is not being fully utilized. Developing a more global campus community will require systematic and coherent support infrastructure for students, faculty and staff (e.g., language training, systems to support the integration of students into student life, cultural competencies for staff and faculty).

Health Sciences:

The Task Force recommends the University clarify and communicate a strategic direction with regard to a focus on Health Sciences. Many programs identify opportunities to further develop teaching and research capacity in the health sciences, and some see potential opportunities and growth in a targeted response to demand for health sciences. In some cases, departments see Health Sciences opportunities as part of their faculty succession planning. Other departments have already begun to build capacity around the health sciences. The Task Force also recommends that if the academic health sciences departments become a focused area for growth, research directions in these disciplines should also be bolstered to reinforce the position of StFX as a centre of excellence in this area. In addition, administrative changes and enhancements will be required to support this growth.

• Supporting Evidence-based Decision Making

Task Force members repeatedly observed that transparent sharing of institutional data informs strong decision-making. This is particularly evident in the review of academic program reports where considerable institutional data were shared among departments and where the departments that engaged carefully with the data were better able to accurately describe their work. In the ASAP reports, where centrally provided data was largely unavailable, some programs demonstrate a history of internal data-tracking to measure both demand and quality. The Task Force observed that the ASAP program reports which provide clear and measurable indicators of demand and quality also usually demonstrated a history of successfully adapting to change. Many ASAP reports, however, indicate that programs lack the capacity or resources to accurately track data, and they often make decisions based solely on staff observation and experience, a method that is particularly challenging in situations of staff turnover. The evidence indicates that programs in the ASAP group need support in developing, tracking and measuring program quality, demand, and other important metrics so there is consistency in reporting this information to support informed evidence-based decisions.

The campus-wide sharing of data for this project has been an important step towards greater transparency and has broadened the collective understanding of trends and patterns across programs. This sharing built awareness and appreciation of how each program contributes to the University. Many program authors commented on how useful they found the data, and many also provided helpful feedback on improving the data for longer-term use. Continual access to this information will allow the University to use information about important indicators such as quality, cost-effectiveness, and demand to inform decisions on an ongoing basis. Improving the accuracy and ease of use of information such as management information storage and retrieval systems, as well as enrolment and financial information, are important considerations for University-wide and program strategic planning. The Task Force recommends a priority investment in processes, mechanisms and systems to collect, store and share data on a continuous basis and to use that data to support program review and planning.

Developing the Whole Student

From the outset, the Task Force noted that attending to the development of the whole student is central to the StFX experience.

• Strengthening Student Services

Task Force members note the crucial role that Student Services programs play in the personal and academic success of students. A strong student services unit is necessary in any university, but particularly so on a campus with a residential focus. The program reports from the Student Service areas frequently demonstrate that, while demand for services is increasing, the capacity of these programs to provide services has not kept pace. The reports also note that frequent leadership changes have presented numerous additional challenges. Student Services areas require the establishment of a unified strategic direction related to the development of the whole student. Future attention to leadership and collaboration in Student Services is necessary to enhance quality and sustainability.

• Focusing on Health and Wellness

The Task Force recognizes the significant contribution that many programs play in the promotion of student health and well-being. Providing diverse groups of students with opportunities to cultivate physical, spiritual, ethical, creative, and psycho-social dimensions is a key component of the University mission. These programs provide the further benefit of both attracting and retaining students and also providing support for at-risk students. The Task Force notes that some programs associated with the development of the whole student are under-resourced while others are not well connected to the academic mission. It is recommended that a number of these programs be restructured to better promote the health and well being of a wide cross-section of students.

Collaborating to Maximize our Potential

Task Force members had the unique perspective of observing units from all over campus with many diverse mandates and interests. Members were able to identify relationships and similarities between programs that were not captured in individual program reports. The Task Force sometimes observed programs operating in isolation with few mechanisms or processes to help them see their position as one component of a broader institutional focus on the academic mission.

• Enhancing Internal Demand Connections

Academic departments demonstrate varying levels of understanding of, and commitment to, serving internal demand from other academic departments. This internal demand, defined as enrolment by non-majors, is often bolstered by careful planning and can take the form of cross-listed courses, required courses, popular electives, joint degrees, etc. Departments that have consciously and carefully developed strategies to respond to the needs of other programs generally have higher levels of internal demand, which has contributed to their overall organizational health and stability. When done well, inter-departmental and inter-program collaborations benefit students and strengthen the University. However, the Task Force observed few accountability mechanisms within the organizational culture for promoting and sustaining high-quality internal demand collaborations among departments and programs, and this warrants further investigation.

• Amalgamating and Linking for Efficiency

Task Force members identified a number of examples where programs supplement, complement, and in some cases, duplicate services being offered by other programs. This is more common among the academic support and administrative programs, but it is also evident in academic programs where very similar courses are sometimes offered by more than one department. In some cases this apparent duplication makes sense; in others, rethinking and reorganizing this duplication may improve efficiency while saving scarce resources for other activities or improving quality. The program-level comments contain a number of recommendations for cross-training to support programs when demand is high or to provide additional support as required. Some program reports made recommendations for the elimination of duplicated services, and these are identified in the comments. The Task Force also noted areas where programs have not yet identified internal collaboration as an opportunity to be explored and encouraged.

• Creating Incentives for Innovation

Many program reports indicate opportunities that could be seized upon to strengthen the position of individual programs and the University as a whole; others identify barriers that limit their ability to respond to opportunities. The Task Force identified both pockets of successful innovation on campus and programs where innovation appears more challenging to implement. The Task Force recommends that supports, incentives, and processes be put in place to facilitate innovation. Further elimination of administrative silos and collective establishment of strategic directions may foster more collective responsibility for innovation across the University.

Differentiating StFX

While reviewing program reports, Task Force members recognized that the University currently has resources and ability in a number of key areas that offer potential to further distinguish the institution. Enhancements to these areas, when undertaken strategically, will allow the University to build on its tradition of excellence and cultivate a sustainable future.

• Advancing Interdisciplinary Programs

Several of the interdisciplinary programs received high scores on all criteria, especially for indicators of anticipated demand, quality, and opportunity analysis. While some are relatively new and currently have low enrolment, demand for these programs is stable or growing, even in a context of overall enrolment softening in Arts and Sciences. The Task Force recognizes the quality of learning experience, innovation and collaboration evident in many interdisciplinary programs. These programs offer the further advantage of supporting enrolment in affiliated departments. Many departmental reports identify significant potential to develop new interdisciplinary course offerings or programs.

While interdisciplinary programs offer important opportunities, the reports identify a common challenge: the staffing model relies on a limited number of cross-appointments to both deliver courses and administer the programs. This model potentially poses challenges to the sustainability and quality of the programs if and when succession is required and may also impact the functioning of home departments. Analysis of true enrolment and cost effectiveness also is difficult to determine with the available data, and the Task Force recommends mechanisms to improve the accuracy of information specific to these programs. Attention to the development of high-quality, sustainable interdisciplinary programs will require resources and administrative leadership. The Task Force recommends that the University strategically consider opportunities to focus attention on a limited number of interdisciplinary programs in key areas. With adequate resources and attention, these programs offer significant potential to further distinguish the University.

• Promoting Experiential Learning

The Task Force members note the range and quality of experiential learning opportunities that enhance the student academic experience at StFX. These opportunities include high impact approaches to teaching and learning embedded in the curriculum. Departments that report significant commitment to experiential learning typically scored high for quality, and often for demand as well. In addition, a number of the formal experiential learning programs were identified for enhancement based on their demonstrated capacity to support important academic, career, and citizenship outcomes for students. Based on evidence of areas of significant and demonstrated capacity, the Task Force recommends that the University identify and promote key experiential learning opportunities as a central component of the academic experience.

• Connecting the Community and the University

Initiatives to connect the campus and the community have been part of the historic mission of the University and continue to offer potential to differentiate the institution. Despite their common interest, the Task Force observed that these programs have, over time, diverged in their approaches, creating overlap in mission, administrative inefficiencies, and reinforcing siloing across campus. Moreover, these programs often have insufficient academic and pedagogical oversight, high levels of isolation, and uneven sharing of campus expertise. In some cases, they offer very little connection to on-campus academic programs and/or have structures that are barriers to participation and engagement of faculty and students. However, the relative isolation of some programs has also enabled creativity that is significant and important. While it is important the University continues responding to community needs, the Task Force strongly recommends that all outreach activities demonstrate a close and ongoing connection to the research and teaching mission of the University. The Task Force recommends that the University focus its strategic direction for community outreach in areas that best leverage its academic resources and respond to identified community needs.

• Enriching Undergraduate Research

Many academic reports highlight the value of research opportunities offered to undergraduate students at StFX, particularly in honours programs. Involvement in research can enrich the academic experience educationally, professionally and personally. It is clear to Task Force members that many StFX faculty members see substantial merit in the engagement

of undergraduate students in research, and are justifiably proud of student accomplishments in this area. This point-of-pride was referred to as a differentiator for StFX, and as an opportunity to attract, engage, develop and retain top students that could be better highlighted in marketing and recruitment.

StFX students have the prospect of being engaged in quality research programs from the very beginning of their academic experience, although opportunities vary across disciplines. In some cases this reflects the nature of the discipline, but in others there is capacity to expand undergraduate research opportunities that would benefit students and faculty. The Task Force recommends that supports to enhance undergraduate research opportunities be considered at the departmental, Faculty and institutional level as appropriate, with the objective of assisting faculty to expand this activity.

• **Developing Student Leadership**

In recent years, the University has actively promoted campus-wide initiatives that provide opportunities to develop student leadership. Numerous programs report additional initiatives they have developed for students to take leadership roles: student membership on advisory committees, peer-mentoring models, and student internships, for example. Several student leadership ventures honour the historic mission of the University by cultivating a critical understanding of and commitment to social justice. The Task Force supports the potential of leadership initiatives to enrich the student experience and to further distinguish the University; however, it identifies a need for a broad consultative process to direct growth in this area. The Task Force also recommends that leadership initiatives be supported by a clear and strong affiliation with the academic mission of StFX.

SECTION 5. CONCLUDING REMARKS

By design, the Task Force focused its analysis at the program level in order to develop a clear picture of where the University is currently expending time, energy and resources. This perspective is important for determining where attention can be reallocated to strengthen the University. However, it addresses only on existing programs and their related opportunities as identified in the program reports; it does not consider additional initiatives that might benefit StFX. Accordingly, the results of this process need to be considered an integral component of a broader institutional planning process.

The program prioritization work has been a learning exercise for members of the campus community. It has provided a comprehensive look at the University in a way that enables people to develop a broader view of their programs' role in relation to the overarching academic mission. This process has provided a framework for sharing institutional information, provided emphasis on data and evidence, encouraged people to reflect on their programs, and opened dialogues among people from all over campus. For these reasons alone, the exercise has had significant value.

This review has both required and demonstrated the commitment of StFX faculty, staff and students to the institution. All stages of the Task Force work -- confirming values and intent, identifying programs, setting criteria, completing and assessing templates, and developing recommendations -- were carried out to maximize the integrity of process and demonstrate respect for the value and effort that faculty, staff and students contribute to their programs. The resulting recommendations describe opportunities to improve the overall sustainability of StFX and its ability to remain aligned with its core values and principles. There is every reason to remain enthusiastic about the University's future.

Next Steps

The formal mandate of the Task Force ends with the submission of this report to the President. President MacDonald has indicated that it will be released promptly to the campus community, an action that is strongly endorsed by the Task Force.

The Task Force recommends the following next steps in this program prioritization process:

1. That the President appoint a coordinating committee to oversee the feedback, decision and implementation processes.
2. That program-specific responses be made available to the community.

Individual programs would be invited to provide written feedback on their specific program results. These public comments will provide context for further decision and action. The time window for this response should be approximately three weeks, and the responses would be compiled in a document that will accompany this report.

3. That a broader feedback process be established to enable members of the campus community to discuss and debrief.

This would include opportunities to discuss various aspects of the program prioritization work more generally, or to comment on outcomes in other programs.

4. That the President, other Senior Administrators, and the Senate consult with Directors, Deans and other appropriate program stakeholders to discuss results and responses and to develop an overall schedule for decision and implementation. This schedule should be shared with the campus community.

Some recommendations will have more impact and take more time and consultation to complete than others, and not all recommendations can be decided upon and implemented at once. Developing an overall schedule would inform faculty, staff and students of expected timelines and processes for deciding upon and implementing of individual program follow-up. In keeping with existing practice, in-course students must be able to complete their academic programs with access to key academic supports. Accountability and responsibility for implementing recommendations will depend upon the nature of the individual program recommendations.

5. That the “Observations, Themes and Recommendations” section of this report be referenced in strategic planning processes. Whether such planning is at the institutional, committee, Faculty or departmental level, relevant recommendations should be considered.
6. As is important for continued transparency, that the Coordinating Committee make regular updates to the campus community on follow-up to the Task Force Report and Response documents.

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Adult Education	<p>This department demonstrates a good fit with the guiding principles of the University and stands out as a positive example of a solid collaboration with the Coady, though evidence demonstrates limited connections with other academic departments. The Master's program is relatively unique nationally, and evidence demonstrates steady external demand with waiting lists capped by contractual realities. The program has above-average quality inputs with an award-winning curriculum (Curriculum Innovation Award 2011 from Commission of Professors of Adult Education), a large component of reading and writing activities, and a commitment to curriculum review. Faculty research output is strong, as members are well published, with profiles outside of Canada. The report provides evidence of student quality performance. Program costs are relatively high due to the program's delivery model. Recommendation that the Master's be sustained as it is managing well with the current level of resources; however, the cost model should be monitored to see that cost-effectiveness is maintained.</p>	Masters in Adult Education	Sustain
Anthropology	<p>This small department is functioning well in offering its diverse programs. Its profile and output is greatly enhanced by the CRC position. Internal demand for General programs is proportionally high though 100-level course enrolments have been trending downward because of changes to course caps imposed by the department due to high enrolments. External student demand is modest but stable, whereas there is strong demand for faculty expertise especially with regards to Aboriginal issues. Evidence demonstrates a strong focus on curriculum outcomes and a faculty that is responsive to the career needs of students. The report presents significant evidence of innovative and creative programming, with leadership in interdisciplinary programs and other connections across the institution and beyond, especially with Indigenous communities. The report also demonstrates a significant commitment to experiential learning, including service learning, fieldwork and students presenting research. The quality and output of faculty research is average overall. Student quality as demonstrated in post-graduation success is relatively strong. Above-average scores were received for size, scope and productivity, including a high enrolment-to-teaching FTE ratio. Above-average scores for revenues and costs demonstrate this department's cost effectiveness. The General program is a candidate for enhancement based on the high levels of demand and on evidence of high engagement teaching practices. Enhancing this program should also build capacity for the Majors and Honours programs. Though the department reports that the Advanced Major is a viable and practical option, it averages only one graduate every other year. The Advanced Major should be reviewed as part of an overall review of this degree option in the Faculty of Arts. The Honours and Majors programs demonstrate high quality but modest enrolment. Enhancement of the General program should build capacity for these programs.</p>	General courses	Enhance
		Majors	Sustain
		Advanced Major	Revise
		Honours	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Aquatic Resources	<p>Although modest in size, this interdisciplinary program scores significantly above-average in importance on the basis of regional relevance, uniqueness, and environmental and social significance. Average to above-average scores in all criteria. External demand is stable at the approved program cap size, and evidence suggests that investment in expansion of this program could attract more students to the University. The program does not currently support internal demand; however, access to the 100-level course might be attractive for students across campus and possibly increase transfers to the Majors program. Evidence demonstrates strong collaboration among the seven core departments. Quality of student and faculty inputs is comparatively high, with significant evidence of experiential learning opportunities. Commendable tracking of student outputs provides strong evidence of job-related and graduate school success. Evidence demonstrates above-average cost effectiveness and the report provides strong evidence that revenue could be increased with good promotion. Although the Majors program is sustainable with current faculty allotment, the program is dependent on key individuals, so a succession plan is crucial. Growth with current faculty is limited by the capacity for intake into the first-year course in Aquatics. Evidence suggests that investment in a dedicated Aquatic Resources faculty member would enable an increase in the enrolment cap, create the capacity for further growth, and position the program to further differentiate the University. This program demonstrates success in promoting a career-oriented education of high academic caliber that could be a model for StFX.</p>	General courses	Priority to Enhance
		Majors	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Art	<p>This department's programs emphasize examining historical, conventional, traditional and local art forms. The report articulates a clear sense of the importance of visual literacy for all students and demonstrates its relevance in a liberal arts institution. Art's programs are relatively unique in the region, and the report provides evidence of the department's role in attracting students to campus. While demand for its Minors is below average, the General courses score above average for internal demand relative to other programs in the Faculty of Arts. Many of the studio courses are at capacity due to space and safety issues, and evidence demonstrates that demand for studio courses exceeds capacity. The General courses score above average in cost-effectiveness. This program has an appropriate range of courses in its curriculum, despite the decreased number of course sections offered in the past few years and the demonstrated impact this has had on reducing enrolment. Based on evidence of demand and quality, the General course program is a candidate for enhancement with possible new program directions as outlined in the report; however, it is recommended that the current delivery model be sustained for cost-effectiveness. The Minors are both very small programs, and it is recommended that they undergo further discussion about ways to continue to build program coherence with part-time offerings. The Minor in Studio Art, which is run entirely with part-time faculty, has varied outcomes for students, and its contribution to the academic mission needs clarification. Evidence demonstrates that the Minor in Art History attracts strong students and has good collaborations with other departments. This program makes a good case for transforming its offerings by establishing more direct participation in the Humanities Colloquium and by developing other partnerships. The Minors are candidates for transformation.</p>	General courses	Enhance
		Minor Art History	Revise
		Minor Studio Art	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Biology	<p>Biology is a large department that serves many other departments on campus. It is comprised of very productive researchers who do a commendable job of engaging students in research. Total external demand is significantly above average for non-professional programs in the Faculty of Science; however, external demand for Advanced Major and Honours programs has declined significantly, and at a faster rate than other departments in the Faculty of Science. Enrolment for the Majors continues to be highly variable. Co-op external demand is very low. Internal demand for General courses, although flat, is the highest in the Faculty of Science, demonstrating that the department provides a valuable service. Evidence demonstrates that the department has above average quality outputs for faculty. Student inputs are above average, with good success rates in entrance scholarships and undergraduate student research awards. The department provides strong research opportunities for students, and students have commendable publication rates. Additionally, the department does a commendable job of tracking student success, with evidence demonstrating that about 60% of graduates work in bio-related fields. In relation to the rest of the Faculty of Science, the department scores above average for size, scope and productivity, with above-average class sizes at the 100- and 200-level and consistently one of the highest enrolment-to-teaching FTE ratios. Cost effectiveness is above average due to the high number of enrolments in General courses. The department scores above average for its opportunity analysis. Overall, despite challenges, this is a dynamic department. It is recommended the General courses be considered a priority for enhancement to address challenges around current lab facilities and to strengthen the department's service to other programs. Enhancing the Major program will draw attention to faculty succession in relation to health sciences. The department is currently highly aquatics based, and could serve health sciences opportunities better by rebalancing around non-aquatic fields. The Advanced Major and Honours programs should be sustained. While enrolment declines in these programs should be carefully monitored, evidence demonstrates that the department has been responsive and innovative in promoting its degree options. The Co-op program should be reviewed as part of a review of all Co-op options across campus. The issue of MPHEC approval and university support for the Master's program needs to be resolved, and the Master's should be reviewed as part of a university-wide review of MA and MSc options.</p>	General courses	Priority to Enhance
		Majors	Enhance
		Advanced Major	Sustain
		Honours	Sustain
		Co-op	Revise
		Masters	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Business	<p>This growing department is now the largest on campus, producing the highest number of graduates annually. Evidence demonstrates robust external demand, with application rates doubling enrolment caps. Business has positively integrated liberal arts courses into its programs, which distinguishes its programs from those at comparator institutions. It also creates important internal demand for other departments on campus. These features have led to Business scoring significantly above average in importance. Evidence demonstrates quality of faculty and of teaching practices. The high number of PhDs is commendable, and faculty provides a high level of service in advising, outreach, and events to enrich the learning experience of students. Research productivity is modest, but improving. Apart from accounting, limited evidence is provided around the tracking of graduates. The department has above-average scores for size, scope and productivity and cost effectiveness. The report presents well-conceived opportunities including curricular changes, fundraising, internationalization, certificates, and endowed chairs. It could be beneficial if students outside of Business had the opportunity to take courses, as it would contribute to their breadth of learning. However, high levels of external demand for programs and high enrolment-to-faculty ratios mean the department does not currently have the capacity to support internal demand. This should be considered as part of future planning. Business may wish to explore more collaborative opportunities with other programs. The General Degree and the Majors program are candidates for enhancement. The Honours, with its low enrolment, should be sustained; however, enhancing the General and Majors programs should build capacity for a robust Honours program. Demand for Co-op is low, and this program should be reviewed as part of a review of all Co-op options across campus.</p>	General Degree	Enhance
		Majors	Enhance
		Honours	Sustain
		Co-op	Revise
Canadian Studies	<p>The program did not complete a formal program review form. It did submit evidence to demonstrate that the Minor consists of a collection of cross-listed courses with no dedicated or required courses. Evidence also demonstrates significantly limited demand for the Minor with on average fewer than one student declaring a Canadian Studies Minor each year. This program is unsustainable and a candidate for phase-out.</p>	Minor	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Catholic Studies	<p>The Catholic Studies program provides a focused, interdisciplinary liberal arts education that embodies the principles that inspired the University and reflects the values of the Xaverian tradition. The Majors and General programs score above average for history. The programs scores significantly below average for both external and internal demand as it relates to enrolment. Catholic Studies has far fewer course enrolments than any discipline offering a Major, and it produces significantly fewer graduates. The report provides limited evidence to demonstrate how this trend can be reversed. Evidence demonstrates the program benefits from dedicated, high quality faculty who make a significant contribution to the academic life of the University. Revenue is small and far below average. The report presents ideas for how to develop Catholic Studies through an interdisciplinary Honours BA, a distance education certificate, and the Coady, but it is not clear how these ideas would produce increased demand for the Catholic Studies Majors or General academic programs. While it is important that the University continue to respect and support Catholic Studies as a scholarly discipline and offer dedicated courses, there is no evidence that the programs should be administered separately outside of Religious Studies. Both the Majors and General programs are unsustainable, and candidates for administrative reorganization as their courses can be offered as a stream or concentration within Religious Studies. This administrative change would still enable affiliated faculty members to continue to contribute to the rich tradition of Catholic scholarship on campus. The program reports that there may be the possibility of an endowment for this unit; this should be pursued as a mechanism to support Catholic Studies research and learning. Opportunities presented for other models of delivery of Catholic Studies content (e.g., Interdisciplinary Honours BA and distance certificates) should also be explored.</p>	General courses	Unsustainable
		Majors	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Celtic Studies	<p>Celtic Studies enables students to study topics that few other universities in North America can provide. Evidence demonstrates an above-average connection with the mission and heritage of the University and with local community traditions. Enrolment numbers are significantly below average and have declined further in recent years (though current numbers suggest a shift in the trend). This decline in enrolment is likely caused, at least in part, by significant instability in the faculty complement in recent years. Evidence demonstrates a good demand for the academic expertise of faculty and strong connections with the local community. Measures of student quality at the Honours level are strong. Revenue is below average; however, the department has funding from endowed chairs that significantly offset the costs. Without these endowments, the department would be in a large deficit. Celtic Studies is stretched trying to offer many specialized programs with too few students, and is currently challenged to provide more than General courses. The opportunity analysis demonstrates that the department is pursuing promotional opportunities to increase enrolments and other strategies to rebuild its capacity. It is important that the endowed chair positions be filled and that the department formulate an energetic plan to revitalize the undergrad programs, perhaps by reconfiguring the programs as interdisciplinary concentrations through cross appointments. The General courses program is sustainable in the current model; however, the Major and Honours degree are candidates for restructuring as the program works to rebuild capacity. The number of Advanced Major graduates is significantly low, and the option should be reviewed as part of an overall review of the Advanced Major option in the Faculty of Arts. The Master's program provides evidence of external interest in this niche area; however, the department does not currently have the capacity to support it, and the program has not had any course enrolments since 2009. The Master's is currently unsustainable; after the department rebuilds capacity, consideration could be given to revitalizing the program. The Master's should be reviewed as part of a university-wide review of MA and MSc options. Celtic Studies occupies a clear niche that offers potential for differentiating the University; it should be supported as it rebuilds and restructures its programs.</p>	General courses	Sustain
		Majors	Revise
		Advanced Major	Revise
		Honours	Revise
		Masters	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Chemistry	Chemistry is a quality department that provides a valuable service to the Faculty of Science and the University, and evidence demonstrates its commitment to this service role. Overall external demand is above average and enrolment in the Advanced Majors and Honours programs has been relatively stable. Enrolment in the Major programs is declining. External demand for service, as manifested in the Chemistry outreach program, is above average and aligns well with the guiding principles. Internal demand for enrolment is above average. Evidence demonstrates that the quality of students is above average. Faculty have very strong research records with a good record of involving students in research papers, which illustrates a capacity to build student researchers. The department demonstrates an awareness of and commitment to safety, which is commendable and also supports the program's quality. The department scores above average for importance and size, scope and productivity. The report identifies opportunities for connecting with other departments to further develop pre-professional degree patterns. While Chemistry has high quality physical space, the report indicates that equipment depreciation and lack of replacement is a challenge. Recommend that General, Majors, Advanced Majors and Honours programs be sustained. The report provides limited evidence of demand for the Master's program. The program is significantly smaller than other StFX MSc programs, with less than one-third of the enrolments of its comparators. Limited evidence is provided about curricular quality, student completion rates, and student success. While the Master's program offers benefits to faculty and other Chemistry programs, the Task Force considers the current model unsustainable, and it is recommended for review as part of a university-wide review of MA and MSc programs.	General courses	Sustain
		Majors	Sustain
		Advanced Major	Sustain
		Honours	Sustain
		Master's	Unsustainable
Classical Studies	This small, interdisciplinary program provides a foundation in ancient languages, which contributes to the study of the humanities and to liberal arts education. The report provides evidence of quality with dedicated faculty and good retention and completion rates. The General program appears to be cost effective, primarily due to courses being taught by part-time faculty, or as overloads or directed studies, which is not a sustainable model. Although demand is significantly below average, the General program is a service program that contributes to the strength of other programs. The course offerings and department size are very small relative to external comparators. The program demonstrates potential for seizing opportunities and indicates support for the proposed Pre-Modern Studies Program. The Minor program has no enrolled students, and the program reports there are insufficient resources to offer all the courses required for the Minor ; the Minor is not currently active, and the model is unsustainable. The General program is a candidate for transformation as the courses it offers could be enhanced by closer affiliation with the Humanities Colloquium, Religious Studies, or with a possible Pre-Modern Studies program.	General Courses	Revise
		Minor	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Coady International Institute	<p>This new program, founded in 2010, is committed to the advancement of women’s social, economic and political empowerment. It scores significantly above average in importance as it embodies the guiding principles of the University. Evidence indicates this program is already significantly above average for demand, with very high application rates that continue to grow steadily and far exceed the program’s capacity. Traditional metrics for student quality inputs and outputs are not appropriate for this cohort; however, limited evidence of alternative measures is provided. The program is self-funded through external grants and is very successful in obtaining highly competitive funding due largely to its reputation of quality. This program is significantly above average for cost effectiveness as it is self-sustaining. The program is unique, as the centre is one of very few in the world. The report outlines significant and mutually beneficial opportunities for the integration of this program with the broader University. Synergies from these opportunities would enhance the undergraduate experience, including the University’s internationalization strategies and academic initiatives. This program is well positioned to respond to the enhancement of the Coady’s formal connections to the academic mission of the rest of the University. It is recommended that support to further enhance these affiliations be a priority for investment.</p>	International Centre for Women’s Leadership	Priority to Enhance
	<p>This program, which is rooted in the traditions of the Antigonish Movement and the development of co-operatives, promotes social justice and civic-minded leadership across Canada and globally. The program is unique and shows evidence of its ability to evaluate and adapt to change. The program has high demand with the number of graduates more than doubling in the past four years, and with the Coady having over 425,000 website hits and 30,000 video and podcast uploads this year alone. The program offers unique opportunities for StFX students who participate in the Youth Internship Program. Although standard metrics for student quality inputs and outputs are not applicable, the report provides significant anecdotal evidence of graduate success after program completion; for example, a Nobel Peace Prize nominee and Rhodes Scholar are among its graduates. Faculty/staff quality is evident with good research, publication and fieldwork records. This program is currently significantly above average for cost effectiveness as it is 97% externally funded. However, Coady’s largest funder recently signed a five-year agreement that does not cover costs for most of the off-campus programs, and these activities are now being adapted for delivery on a cost-recovery basis. The report presents strong opportunities for the integration of this program with the University, including opportunities for international service learning and internship placements, support for the University’s internationalization strategies, and potential collaborations between Coady and StFX faculty. This program is well positioned to respond to the enhancement of the Coady’s formal connections to the academic mission of the rest of the University. It is recommended that support to further enhance these affiliations be a priority for investment.</p>	Off Campus Capacity Building and Innovation	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Coady International Institute (continued)	<p>The Coady was founded in 1959 and grew out of the traditions of the Antigonish Movement and Extension in response to international demand for promoting citizen-led change. The program maintains its strong affiliation with the University's guiding principles. Goals of the program include building leadership, knowledge, and capacity in the development sector and promoting innovative citizen-led practices that strengthen local economies, build community resilience, and promote accountable democracies. Demand for the Certificate program offerings have increased, with graduate numbers increasing threefold and the program responding by increasing offerings. Diploma enrolment has been stable. Traditional metrics for student quality inputs and outputs are not appropriate for this cohort, though limited evidence of alternative measures is provided. However, the program is self-funded through external grants and is very successful in obtaining highly competitive funding due largely to its sustained quality. The program offers significantly above-average opportunities. In particular, it identifies the potential to strengthen links between Coady and undergraduate experience by developing joint courses, enhancing diversity and the quality of campus life for international, Aboriginal and other under-represented students, strengthening StFX's reputation as a place for service learning, and building connections with the Chair in Social Justice. This program is well positioned to respond to the enhancement of the Coady's formal connections to the academic mission of the rest of the University. It is recommended that support to further enhance these affiliations be a priority for investment</p>	On Campus Development Leadership	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Computer Science	<p>Evidence provided demonstrates a need for the skills and expertise of computer science graduates; however, enrolment in the Honours, Advanced Majors and Majors programs is significantly below average for the Faculty of Science. Internal demand is also significantly below average; however, the department has introduced a new 100-level course that has modestly increased enrolment for General courses. The Master's program represents over 20% of total departmental enrolments. Faculty research quality and productivity are above average, as are other measures of quality. Evidence of service activity is modest. The department's programs are well below capacity, with the lowest enrolments in the Faculty of Science. The department reports it has been working to formalize transfer agreements with universities in China, which may offer potential for some growth. The report also suggests that if computer science becomes a teachable subject in NS schools, demand may potentially increase; no evidence is provided about the status of this process. Scores for opportunity analysis are below average, as the report provides limited evidence of ongoing curricular changes or outreach initiatives to attract more students. The General, Major, Advanced Major and Honours programs are all candidates for significant restructuring as the current delivery model is not sustainable. The Co-op program is a candidate for review as part of a review of all Co-op programs across campus. Evidence demonstrates the Master's program attracts quality students and has stable external demand. The Master's program does not have MPHEC approval; however, it has the potential to support international recruitment and faculty research productivity. It is recommended that the Master's be reviewed as part of a University-wide review of MA and MSc options, with particular focus on the need for MPHEC approval and strategies to maintain a stable complement of students.</p>	General courses	Revise
		Majors	Revise
		Advanced Major	Revise
		Honours	Revise
		Co-op	Revise
		Masters	Sustain
Continuing & Distance Education	<p>This program serves the outreach and adult education traditions of the University. The program demonstrates that it fills a marketing niche in that it is the only non-credit certificate program on spirituality offered in Canada. Evidence demonstrates that demand is declining and that courses are currently at less than half of their capacity. Very limited evidence is provided to demonstrate quality inputs or outputs, although evidence demonstrates the completion rate is generally very high. The program delivers surveys at the end of courses, though evidence of results is not provided. Average scores are shown for cost/revenue, as the program runs on a cost-recovery model and has been innovative to manage costs. Below-average scores for opportunities analysis. This Certificate should be sustained as long as the cost-recovery model is maintained, however, the program's marketing strategy should be substantially revised. The program presents no evidence of a plan to address declining demand and limited evidence of past low- or no-cost marketing strategies, though it identifies potential markets. The effective use of social media should be explored. Additionally, programs affiliated with the University should be able to demonstrate evidence of quality, and the program should be restructured with this in mind. The Certificate is a candidate for restructuring.</p>	Certificate in Spirituality	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Continuing & Distance Education	<p>This program serves the outreach, adult education, and spiritual traditions of the University. The program demonstrates that it fills a marketing niche in that it is the only Catholic content diploma program offered by distance education in Canada. Evidence demonstrates that demand is declining significantly and the program is far below capacity. The program provides evidence that it used high-level quality evaluation in its development stage; however, it provides limited evidence of ongoing review. The program was accredited by MPHEC until 2005 and is currently under review, though no evidence of the status of this review is provided. The program provides high engagement learning opportunities through practical and service components, though the effectiveness of these practices is not discussed. The program is running on a cost-recovery model and demonstrates a small profit in the past year. The program's print-based delivery model increases costs, and the program does not identify the barriers to moving to online delivery. It is recommended that online delivery be explored to build opportunities for greater access and cost-effectiveness. The program identifies some specific potential markets, especially with Catholic school boards, which require more active development. Low- or no-cost marketing strategies, such as the effective use of social media, should be employed. This Certificate is a candidate for restructuring.</p>	Diploma in Ministry	Revise
Continuing & Distance Education	<p>The diploma program emerged from a partnership with the L'Arche community and remains closely affiliated with it both in terms of content development and because L'Arche funds enrolment for its staff. This program has average scores for most criteria with above-average scores for history and quality inputs. The program supports the historical and contemporary missions of the University. Earning above-average scores for evidence of quality instruction, the program was awarded the Canadian Association of University Continuing Education Award for Program Excellence (2012). Demand has been decreasing, and the program is not operating at capacity. Current demand, outside of professional development for L'Arche employees, is not demonstrated. The program identifies a reduced marketing budget and tuition fees as barriers to growth. The program provides limited evidence of using no- to low-cost marketing strategies, particularly social media, as promotional tools. The program is currently investigating some sources of funding to support bursaries that would offset costs for participants, many of whom work in the non-profit sector where PD funding is limited. This high quality certificate should be sustained as it pursues funding opportunities, explores other marketing strategies, and forges further on-campus connections with academic departments, including pursuing credit offerings.</p>	Intellectual Disabilities Studies	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Development Studies	<p>This is a relatively young, unique interdisciplinary program that is growing in demand and has developed strong relationships with other programs as well as the Coady. The majority of the criterion scores are above average to significantly above average. All programs have above-average internal and external demand with modest but significantly increasing enrolment and demand for expertise. The General program currently does not offer a 100-level course which could potentially provide a gateway to growth for other programs. The grades of incoming students are average relative to other departments; however, there have been two winners of Major entrance scholarships, which is notable relative to the number of students. Evidence demonstrates robust numbers for Honours students relative to the size of faculty complement, showing an ability to attract quality students. Student experience and experiential learning is varied and rich. Evidence suggests the programs are cost effective. Development Studies scored significantly above average in importance and for supporting the guiding principles of the University. The report provides above-average evidence of potential opportunities, including those that will further teaching and research collaborations with other programs. With only one FTE, Development Studies' capacity to take advantage of these opportunities is restricted and as a result of this, its quality could be unsustainable in the long term. The General, Major and Honours programs are all priority candidates for enhancement as they offer significant potential for recruitment and for advancing the University's social justice and internationalization missions. Enhancements should prioritize academic curriculum development and teaching supports. Although the Advanced Major report states this program is comparatively more utilized than other Advanced Major programs in the Faculty of Arts, it is recommended that all Faculty of Arts Advanced Major programs be re-evaluated.</p>	General courses	Priority to Enhance
		Majors	Priority to Enhance
		Advanced Major	Revise
		Honours	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
<p>Diploma in Adult Education</p>	<p>The program indicates that it is a national leader in the delivery of training and development programs, and it is one of a number of programs recognized by the Canadian Society for Training and Development. The centrally provided data for demand, student/faculty quality, and size, scope and productivity are not appropriate for this program; however, the report provides very few alternative indicators for these criteria. Thus, the program scored below average to significantly below average in most areas. External demand for the program has decreased significantly over the past five years. The program provides no evidence of meeting or developing internal demand through affiliations or collaborations with any on-campus programs, nor of how it could collaborate with on-campus programs to advance its own programs. Only limited anecdotal evidence is provided on student success or on the quality of consultants who deliver the program. These consultants are not StFX employees but represent the University through the delivery of the program. The program does present anecdotal evidence of the satisfaction of its students and their employers. The program indicates it has the ability to take in more students, but is limited by a lack of time and funding for marketing and promotion. The evidence provided shows the program is cost-effective, generating more in revenue than costs. The program presents opportunities to develop a partial online delivery model, which would also be cost effective. The report provides limited evidence of the program's current links to the guiding principles or academic mission of the University, though the program had historic ties to the Master's in Adult Education. Opportunity analysis does not identify potential collaborations with other StFX programs, and there is no academic oversight. This Diploma program is a candidate for significant transformation as closer, sustained affiliations with other University programs are needed for this program to be considered an active part of the University's outreach mission.</p>	<p>Diploma in Adult Education</p>	<p>Revise</p>

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Earth Sciences	<p>Earth Sciences demonstrates a long history of growth and innovation. Evidence demonstrates that this is a high-caliber department with a record of achievement that enhances the reputation of the University. The department has modest but consistent external demand for enrolment in all its programs and average internal demand. Some growth is seen in the Major and Master's programs. The report provides evidence of significantly above-average external demand for the expertise and skills of faculty. The quality of incoming students appears on par with the Faculty of Science; however, evidence demonstrates significantly above-average student research awards and productivity at both the undergraduate and Master's levels. High-quality student outcomes are also evident by the success rate of graduate students and by the rate of students obtaining careers in their field. This department demonstrates exceptional faculty quality with outstanding research productivity and success, both nationally and internationally. The report provides significant evidence of quality teaching practices; notable is the degree to which students are involved in high-calibre research with faculty. The enrolment-to-teaching FTE ratio is low, and the report indicates that the undergraduate programs are not at capacity. The Master's program is at or near capacity and is the largest MSc on campus. Evidence demonstrates that the Master's is of high quality and enriches undergraduate experience in the department. The opportunities analysis presents a number of low-cost outreach strategies for increasing enrolment in the General, Majors, Advanced Majors, Honours, and Master's programs. The department demonstrates it currently has the capacity and resources to implement these changes, and growth of the undergraduate degree programs should be a priority for its attention.</p>	General courses	Sustain
		Majors	Sustain
		Advanced Major	Sustain
		Honours	Sustain
		Masters	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Economics	<p>Economics has recently implemented many innovative and creative changes, which are realizing positive effects and creating robust, dynamic programs with a growing reputation. Although external demand is below average, with a decrease in the Honours and Advanced Major programs, the Major program has shown steady enrolment with some growth. External demand for faculty expertise is high with media requests, government advising, etc. bringing recognition to the department and the University. Internal demand has grown significantly in recent years, especially in 300- and 400-level courses, contributing to a number of Honours and Majors programs in other departments. Economics has developed excellent collaborations with other departments in various faculties through teaching and co-supervision of quality students. Quality output of faculty and students is strong with high rates of student graduate school placement and/or careers in economics. Economics scored significantly above average for size, scope and productivity. Class sizes are significantly higher than Faculty averages in 100- and 200- level courses and approximately average for 300 and 400. Enrolment-to-faculty ratio is consistently one of the highest in all faculties. Research productivity has been modest but has recently been growing both in awards and research funding. The department is very cost effective, contributing significantly to University revenue. The report demonstrates this department's history of review and adaption, and presents above-average opportunities for the future. It is recommended that the General, Major and Honours programs be priorities for enhancement in order for the department to seize potential opportunities. The department indicates that it does not actively promote the Advanced Major option. The Advanced Major should be reviewed as part of an overall re-evaluation of this degree option across the Faculty of Arts.</p>	Advanced Major	Revise
		General courses	Priority to Enhance
		Honours	Priority to Enhance
		Majors	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Education	<p>The Faculty of Education offers BEd degrees in elementary and secondary education, along with certificates in niche areas for practicing teachers. All programs demonstrate a history of review, re-evaluation and innovation. Evidence suggests external demand for the Bachelor's programs is softening. Application rates have decreased significantly, though the program is still meeting provincially set caps and maintaining steady enrolments. External demand for certificates is strong, with increasing enrolment. The programs are among the largest on campus and contribute to the sustainability of the institution. The report indicates 75% of Bachelor's graduates find employment in their field; however, employment opportunities in the region are less common with many students finding employment nationally or internationally. External demand for faculty expertise is strong with evidence of media requests, consultancy, etc. Although the programs do not have the capacity for internal demand, evidence demonstrates solid relationships with other programs on campus. The programs score above average in quality inputs as demonstrated by high quality, engaged faculty, extensive practicum experiences for students, and a rigorous application process. The department presents significantly above-average use of high engagement learning strategies; notable is its commitment to experiential learning and social justice pedagogy. Programs scored above average in size, scope and productivity. Faculty research productivity is strong with high levels of external funding, publications and research activity. The department implements many cost-saving strategies, including using revenue from consultancy work to provide needed resources, reducing the number of course sections, and using faculty over-loads and part-time faculty. While the report demonstrates the use of part-time faculty makes pedagogical sense, the extended use of faculty overloads may not be sustainable. The programs demonstrate they are of above-average importance to the institution and strongly aligned to the University's guiding principles. The report identifies additional opportunities to address regional, national, and international needs and to strengthen collaborations with other departments. It is recommended the Elementary and Secondary programs be sustained. The Certificate program should be considered for enhancement as it demonstrates a growing demand.</p>	Certificates	Enhance
		Elementary BEd	Sustain
		Secondary BEd	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Education	<p>The department demonstrates significant evidence of alignment with the social justice and outreach traditions of the University. Particularly notable is its connection to and support of underrepresented groups in general and Aboriginal education in particular. The two Master's programs mostly exist to provide part-time, educational upgrading opportunities for working professionals, with relatively small numbers of candidates pursuing thesis-based research. Both programs demonstrate above-average evidence of responsiveness and innovation. The programs demonstrate the ability to quickly adapt both content and delivery models to meet specific community needs. External demand for traditional programs is decreasing, although the department demonstrates planning to shift content areas to respond to changes in external interest. In addition, the decline in traditional areas of interest is offset by increased enrolments in theme-based cohort programs, meaning that overall enrolment in graduate programs has been stable. These programs do not have internal demand for enrolment, but demonstrate evidence of on-campus research and service collaborations. Evidence of quality student inputs is limited. The programs demonstrate significant evidence of high engagement teaching activities. Evidence of graduate success is largely anecdotal, but appears average relative to other departments. Measures of full-time faculty research success and productivity are strong. The programs' scores for size, scope and productivity are above average. The report indicates a need to carefully balance the roles of full-time faculty with those of the significant number of part-time instructors who contribute to the program (approximately 50% of the FTE complement is part-time). While the report indicates the significant cost savings and the pedagogical value of this delivery model, its sustainability and quality assurance should continue to be carefully monitored. The opportunity analysis for these programs is above average as they demonstrate that the department is actively pursuing opportunities to offer its programs both nationally and internationally. Both Master's programs should be sustained, as they have demonstrated a history of entrepreneurial spirit, quality monitoring and innovation.</p>	Masters (Administration)	Sustain
		Masters (Curriculum)	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Education (continued)	<p>This innovative program began in the summer of 2011 and is unique both as the only PhD program in Education in Nova Scotia and for its inter-university governance and delivery model. Data on demand and student quality were not centrally provided for this program, and the report provides little evidence or information related to these criteria. Some evidence of external demand is provided, demonstrating that application rates are higher than intake caps. The program has no capacity for internal demand but demonstrates relationships with other programs on campus. There is some evidence of quality of students with one student holding a SSHRC doctoral grant and another an NSHRF scholar. The research productivity of the department's faculty members is strong with high levels of external funding, grants, publications and awards. The program maintains quality by committing to offering courses taught by tenured and tenure-track faculty; however, the report notes challenges around the sustainability of relying on faculty to accept teaching overloads. Although the report does not clearly articulate opportunities, the program offers potential to differentiate the University and to make a significant contribution to inter-university collaboration by distance education in the region. This PhD program should be sustained as it continues to establish itself and while attention is given to monitoring quality and potential.</p>	PhD	Sustain
Engineering	<p>The two-year Diploma program in Engineering demonstrates its commitment to ongoing review and reassessment as is required to maintain its affiliation with Dalhousie University and its accreditation by the Canadian Engineering Association Board. External demand for admission is very strong, with twice as many applications as spaces in the program. Enrolment has been steady and increasing over time. The program demonstrates an average level of internal demand through cross-listed courses. Evidence demonstrates the program attracts high quality students with a relatively high number of major entrance scholarship winners and average to above-average entrance grades. The program provides an average level of high engagement learning activities. The report provides limited evidence of faculty quality inputs and outputs. Evidence demonstrates below-average research productivity, although there is some evidence of research activity with students. Class sizes are small, but the program is at capacity. The program appears to be cost effective, and it is recommended that it be sustained; however, the program reports significant overloads for faculty members, which may not be sustainable and should be carefully monitored. The report provides some evidence of opportunities, including a joint BSc with Physics, and identifies potential to increase its enrolment cap.</p>	Diploma	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
English	<p>A robust literature department is an essential component of a liberal arts university. The English department has above-average external and internal demand compared to other departments in the Faculty of Arts; however, overall course enrolment has been in a significant decline over the past seven years, at a rate far in excess of the downward trend in the Faculty of Arts. Graduation numbers for the Honours program have been variable and are currently low. The report provides evidence of above-average faculty quality on the basis of traditional measures, and evidence also demonstrates that the department attracts and produces quality students. Notable is the performance of Honours students post-graduation. The report provides limited evidence of high engagement teaching strategies. While English has had a reduction in FTE allotment and is offering significantly fewer credits than it has historically, there is limited evidence that demand for enrolment currently exceeds the department's capacity: class size has been stable over time and is low relative to comparators; enrolment-to-teaching FTE ratio is also stable. The opportunities analysis presents limited evidence of planning to increase enrolment. For example, the report does not discuss how the course renewal that was pursued but not approved by the academic Senate, might have improved enrolment, nor does it discuss the status of current initiatives. It is recommended that English actively pursue opportunities to rebuild enrolment. The department acknowledges the need for revision, and the General, Major and Honours programs are all candidates for restructuring. English recommends the elimination of the Advanced Major; this program should be reviewed as part of a review of all Advanced Majors across the Faculty of Arts.</p>	General courses	Revise
		Majors	Revise
		Advanced Major	Revise
		Honours	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Environmental Sciences	<p>Environmental Sciences is a relatively new interdisciplinary program, which graduated its first students in 2010, builds upon existing departmental strengths, and maintains an interdisciplinary balance. The program demonstrates below-average, though stable, demand. The program's current course structure and its limited dedicated courses may be contributing factors. However, the report also demonstrates evidence of significant potential to grow. The program provides above-average evidence of its ability to attract top students. The report also provides significantly above-average evidence of student quality and above-average evidence of student success. Student participation in research is significantly above average with participation at the regional, national, and international levels and success in publication. Student performance post-graduation is also strong. Students have access to high quality infrastructure, and the support of high quality faculty. Environmental Sciences has no dedicated faculty or staff resources, and while it operates at nominal financial cost, it does have a cost in terms of faculty and staff time. Environmental Sciences is under-resourced, and evidence demonstrates that its potential for higher enrolment is not being realized. The University promotes the success of Environmental Science students in its generic promotional material; however, the program suggests developing a direct targeting campaign to attract additional students to the University. The program needs immediate support on a number of key issues. The issue of MPHEC approval needs to be addressed quickly, and the report indicates that some restructuring of the program is needed before this is likely. Opportunity analysis identifies a number of cost-effective strategies to support the program, including low-cost options</p>	Advanced Major	Enhance
		Honours	Enhance
Extension Department	<p>Extension has an above-average connection to the history and guiding principles of the institution through its commitment to rural community development. Evidence demonstrates that Extension, both currently and historically, has contributed to the development of healthy communities and advanced the reputation of the University. The department demonstrates external demand for its programs, consulting service, and staff expertise. The department's programs demonstrate cost-effectiveness and generate significant and sustained external funding, which mostly offsets the cost of operation. The program's success in maintaining funding over the long term implies quality programming, although limited evidence is provided about how quality is measured. The report argues for the importance of university-supported development organizations; however, it provides very limited evidence of the ways in which the department currently functions as a bridge between the scholarly resources of the University and the local community. While the report indicates that faculty and student interest in Extension activities is growing, it provides no evidence to support the statement. The report indicates that its organizational placement does not allow it to maximize its potential to nurture campus-community connections. The position of Extension as a primary example of community outreach has gradually been changing with the development of other programs that directly build the capacity of students and draw more closely upon academic expertise. The programs need restructuring to foster closer integration</p>	(see over)	

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Extension Department (Continued)	<p>The Leadership Program is externally funded and has been successful at achieving and maintaining funding, and even generating some revenue, over the long term. The report indicates that external demand is stable and anticipated to grow, although limited evidence is provided. The program provides evidence of high engagement instructional techniques and participant satisfaction, though no quantifiable indicators of participant success are provided. The program is funded by government to support people external to the University. The program provides very limited evidence of how this external work is connected to or supports the academic mission of the University. While the report indicates that there are connections to students and faculty, no evidence is provided. The program identifies the potential of offering the program to students, perhaps through partnership with the McKenna Centre. The Leadership Program is a candidate for significant transformation to rebuild its connection to the academic mission of the university.</p>	Leadership Program	Revise
	<p>The Self-employment Benefits Program is externally funded and cost/revenue neutral. It has been successful at achieving and maintaining funding over the long term. The program is funded by government to support people external to the University. Evidence demonstrates an increased demand since 2008. The program provides evidence of high engagement instructional techniques and participant satisfaction. The report demonstrates quality outputs, indicating that of 100 business ventures initiated by program participants, 90% remain. This program is operated at 13 other sites in the province where it is delivered by CBDs; StFX is the only university offering this program. The program indicates that its resources have been used with a number of on-campus groups, though no evidence is provided to quantify the size or scope of these collaborations. Natural synergies with such campus programs as Continuing Education and Business are mentioned; however, limited evidence is provided about how these will engage with students or faculty. The Self-employment Benefits Program is a candidate for significant transformation to rebuild its connection to the academic mission of the university.</p>	Self-employment Benefits Program	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
History	<p>History is a foundational discipline and an important subject for any liberal arts education. This department has experienced a clear downward trend in enrolment across all programs, well in excess of the general decline in the Faculty of Arts. Similarly, there has been a significant decrease in internal demand, though internal demand remains above average for the Faculty of Arts. The report indicates that programs have been challenged with enrolment declines, and identifies initiatives that it has undertaken to increase enrolment, including the creation of promotional YouTube videos. Evidence demonstrates that student quality inputs appear on par with the Faculty of Arts. Student graduate success for Tri-Council funding is strong. Evidence demonstrates good faculty research quality and productivity. The department's level of service is above average. Collaboration with other programs is demonstrated through involvement in the Humanities Colloquium, Social Justice Colloquium, interdisciplinary programs and through the variety of cross-listed courses. Although credit offerings have been reduced, enrolments have decreased to a greater degree, keeping enrolment-to-teaching FTE ratios within the average range for the Faculty of Arts. In comparison to other departments in the Faculty of Arts, quantitative data suggests that History is adequately resourced and has the capacity to increase student enrolment. The department's opportunity analysis identifies numerous strategies that could enhance Faculty of Arts generally; however, it provides limited evidence about curricular changes or outreach initiatives to increase its enrolment. It is recommended that the department continue to monitor the impact of its new courses on enrolment. The General program should be sustained based on strong enrolments in 200-level courses; however, the Majors and Honours programs are candidates for restructuring based on significant declines in enrolment. The Advanced Major is a candidate for review as part of an overall review of this degree option in the Faculty of Arts.</p>	General courses	Sustain
		Majors	Revise
		Advanced Major	Revise
		Honours	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Humanities Colloquium	<p>This innovative program demonstrates a strong alignment with institutional principles and stands as an example of how a small university can creatively plan to support liberal arts education. The Humanities Colloquium demonstrates above-average external demand, operating at or above capacity since it began. The program also provides some evidence that it attracts new students to the institution, including students from outside of the region. Evidence also suggests that the program builds demand for the humanities in subsequent years of study, although that evidence is largely anecdotal. The program demonstrates that it attracts high quality students and that it is delivering high quality outcomes. Evidence suggests that the formation of a learning-living community enriches student experience and supports high levels of student engagement. The report indicates that the Humanities Colloquium has not been highly promoted and that potential exists to increase recruitment. The program also provides some evidence that it is serving to offset declining enrolments in the Faculty of Arts. Evidence demonstrates that the program is cost effective in that the average HC class is somewhat larger than normal for the Faculty of Arts. The program's opportunity analysis focuses on expanding its offerings into a second year, and potentially, into a joint Major. The Task Force recommends enhancing support to create a Year 2 option; however, more information and evidence would be needed to consider expansion into a full degree option. Increasing recruitment initiatives may also allow the University to offer a second section of the program, which may contribute to boosting first-year enrolment in the Faculty of Arts. The Humanities Colloquium could also benefit from support to formally assess its impact on recruitment, retention, and student learning. The impact of the learning-living community component of the program should also be assessed, as the results should inform planning to expand the HC model to other first-year interdisciplinary programs such as the new Social Justice Colloquium. The Humanities Colloquium is a priority candidate for enhancement as it demonstrates significant potential to offer an enriched academic experience while differentiating the institution. In addition, its model of interdisciplinary program delivery should be considered for expansion in other areas, particularly as a potential strategy for enhancing recruitment into the Faculty of Arts.</p>	Humanities Colloquium	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Human Kinetics	<p>Human Kinetics offers high demand programs which are relatively unique or, in the case of the BA in HK, unique in the region. Evidence demonstrates that there is sustained and significantly above-average demand for admission. Application rates are more than double the program caps, and the department has been admitting students beyond its cap for the past three years. Human Kinetics maintains national accreditation, which indicates that it meets best practice standards. Evidence of student quality is average due to the variability in student performance in various streams, which is not addressed in the report and requires further review. The department provides above-average evidence of quality teaching and student success post-graduation. The report also indicates average levels of faculty research success, and above-average levels of faculty productivity. HK is notable for its evidence of on-campus collaboration and community outreach. The report indicates that HK currently accepts students on a first-come-first-served basis, potentially turning away very strong students, and identifies the need for a new acceptance strategy. The department's high enrolment-to-teaching FTE ratio relative to similar programs, combined with admitting students beyond its cap, demonstrates that that it is operating at or above capacity. HK also demonstrates that it is challenged by a below standard infrastructure. It demonstrates significantly above-average importance to the University because of its size, external demand, and its potential to differentiate the institution. Opportunity analysis demonstrates significant potential for positive collaboration with other departments in the Faculty of Science. The Honours program has relatively stable, though low demand. Evidence demonstrates average quality student inputs and outputs, with a significant number of students presenting and publishing research. The Majors program demonstrates significantly above-average demand; however, declining entry averages are a concern. Honours and Majors programs are priority candidates for enhancement based on their importance to the University, need for infrastructure enhancement, and potential to contribute to the sustainability of the University. The Advanced Major option is only used as a default for students who do not successfully complete the Honours requirements, and there has been only one graduate in the past seven years. The Advanced Major is a candidate for phase out.</p>	Major (General)	Priority to Enhance
		Advanced Major	Unsustainable
		Honours	Priority to Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Human Nutrition	<p>Human Nutrition demonstrates a commitment to its rich history, particularly through sustained community outreach, and provides significant evidence of adaptability and innovation. This program is relatively unique in the region and provides above-average evidence of success in faculty research and outreach activities. Demand for enrolment is above average and growing, with the department exceeding its enrolment cap for the first time in 2013. HNU provides significantly above-average evidence of high engagement teaching practices. Particularly notable are the department's commitment to curriculum review, experiential learning (especially service learning), and student involvement in research. Above-average score for size, scope and productivity, as class size is above the Faculty of Science average and research productivity is strong. The department scores significantly above average for cost-effectiveness, as costs are well below those of comparator departments. Opportunity analysis presents some strong, low cost ideas for seizing opportunities, such as the creation of articulation agreements. The department is in the process of adding tenure-track faculty members; however, it also demonstrates the need for additional enhancements that could build capacity to support increased enrolment. The General course, Majors (General degree), Advanced Major, Honours, IDI are candidates for enhancement based on their potential to contribute to the positive reputation and sustainability of the institution. The report indicates that Co-op has not developed to its potential and that significant structural changes in timing and length of the internship may be necessary to support growth. This program is a candidate for review along with all Co-op options across campus.</p>	General courses	Enhance
		Major (General)	Enhance
		Advanced Major	Enhance
		Honours	Enhance
		Co-op	Revise
		Integrated Dietetic Internship	Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Information Systems	<p>The BIS degree is the only dedicated bachelor's degree of its kind in Canada, and it offers professional training in an area of industry demand. However, the department's report acknowledges that enrolment, particularly external demand, has been an ongoing challenge. The program scores below average on measures of external demand, with enrolment consistently and significantly below its target. On measures of internal demand, the department scores below average, with evidence demonstrating that Business students generate almost all of the department's internal demand. Students transferring from Business into IS also increase external demand numbers and demonstrate the close affiliation of the two departments. The evidence does not describe the percentage of non-Business affiliated students that make up enrolment. The report presents evidence of faculty research quality and faculty engagement in the community. The report does not provide evidence of graduate success post graduation. The department provides a clear and frank analysis of its challenges in addressing external demand, and provides evidence to demonstrate that it has pursued options to increase demand, though these have not been successful. The report also identifies that BIS has a significant role in support of Business programs. The opportunity analysis presents additional strategies aimed at attracting post-degree and post-diploma (NSCC) students, which could increase enrolment in upper-year courses and are worth developing. All programs are unsustainable in their current form. Given the close affiliation between Business and IS, and given that IS programs (including potential new programs described above) could be offered as streams of a business degree, the General courses, Majors, and Honours programs are candidates for amalgamation or administrative restructuring. All Co-op options are subject to review to assess institution-wide structural barriers that limit enrolment.</p>	General courses	Unsustainable
		Majors	Unsustainable
		Honours	Unsustainable
		Co-op	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Math and Statistics	<p>Evidence demonstrates that Mathematics and Statistics is a high quality department that makes a significant contribution to other departments through collaboration and a high volume of service teaching. This department has stable, but modest external demand; however, this is balanced by significantly above-average internal demand, particularly when cross-listed courses are considered. Evidence demonstrates above-average quality in all measures, particularly in student quality inputs and outputs. The program also demonstrates significant societal importance as a response to increased need for STEM skills. Notable is the department's commitment to high engagement learning activities, particularly outside of the classroom. Research activity with students is significantly above average, as are the success of students in receiving internal and external funding. Evidence demonstrates significantly above-average levels of success from some graduates, though more general evidence of the performance of students post graduation is limited. The department demonstrates good faculty research success, though on some measures it is difficult to distinguish whether the success is primarily in Math/Stats or in Computer Science. Costs are significantly below average, especially when the cost for Computer Science is removed. The report indicates that none of the department's programs is at capacity, but the department identifies potential and capacity to grow. The department has recently initiated a process of outreach and recruitment activities. Opportunity analysis identifies a number of low-cost initiatives that have already begun and could increase enrolment. The Majors, Advanced Major and Honours programs should be sustained. The General courses program is a candidate for enhancement. The department is currently working to revitalize the delivery of Math 100, and this enhancement should be supported. Additionally, enhancing the complement of statisticians would support the integrated delivery of statistics courses across campus. The Co-op program was approved in 2014 and currently has no enrolments. The program should be carefully monitored as part of an overall review and restructuring of all Co-op programs.</p>	General courses	Enhance
		Majors	Sustain
		Advanced Major	Sustain
		Honours	Sustain
		Co-op	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Modern Languages	<p>The Modern Languages department has a long and important history at StFX, and the study of languages is a fundamental component of both a liberal and a professional education. Overall enrolment in French and German has been fairly constant, though modest relative to other departments; however, demand for the French Honours and Advanced Major is consistently and significantly below average. Demand for the French Majors is softening. Evidence demonstrates a constant decline in enrolment in Spanish courses, which is notable even relative to the overall decline in Faculty of Arts enrolment. Demand for the Spanish Major is significantly below average. Low and declining enrolments in Modern Languages pre-date the recent decline in the number of credits the department has been able to offer. Levels of research productivity and faculty service are average compared to that of similar departments. The department demonstrates high engagement teaching activities: Spanish is notable for its commitment to service learning and German for its internationalization activities. The report's opportunity analysis describes potential avenues to increase enrolment; limited information about the status or implementation of these initiatives is provided. Collaboration within the University should be considered as one strategy to promote growth in demand, particularly for the General programs. For example, Modern Languages makes a strong case, for reconsidering a second-language requirement as part of the StFX Arts degree. The department requires other initiatives to increase enrolment in its General programs as a way to build capacity for its degree options. The French Honours has consistently low enrolment; nevertheless, it is an important degree option to ensure a robust Modern Languages department. French Honours is a candidate for transformation. French Advanced Major is unsustainable and is a candidate for further review as part of a broader review of the Advanced Major within the Faculty of Arts. French Major provides compelling evidence of its role in serving the teaching profession and should be sustained. The French, Spanish and German General programs should be sustained as all are important offerings in a contemporary liberal arts institution. The report indicates that students must go abroad for a year to fulfill degree requirement for the Spanish Major and that this presents a barrier to enrolment. Given its limited demand and complex delivery model, this program is unsustainable in its current form. The Spanish Major is a candidate for re-examination and potential reconfiguration as a Spanish Minor. Mi'kmaq is not regularly offered, and may be better housed back in Education, which has been the only driver of its demand.</p>	French -General courses	Sustain
		French-Majors	Sustain
		French - Advanced Major	Unsustainable
		French--Honours	Revise
		German - General courses	Sustain
		Mi'kmaq - General courses	Unsustainable
		Spanish - General courses	Sustain
		Spanish-Major	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Music	<p>The Music department has a long and important history at StFX, and the study of fine arts is a fundamental component of a liberal education. In addition, evidence demonstrates that the department makes a significant community contribution at the local, regional, and national levels. All programs in the department score significantly below average on measures of external demand and on demand for enrolment from non-Majors, and these low enrolment numbers have been sustained over time. Evidence demonstrates high-quality student inputs, particularly for the Honours program. Though minimal evidence is provided to demonstrate student success post graduation, anecdotal information suggests that the department produces strong musicians. Evidence of faculty quality is also above average, particular in relation to creative activity. Size, scope and productivity scored significantly below average. While the FTE allotment is designed to support the disciplinary standard of one-to-one instruction, this model is expensive and unsustainable with existing student numbers. Cost effectiveness is significantly below average and evidence demonstrates that the program is operating well under capacity as it enrolls far below its enrolment target. The report indicates that Music has undergone curriculum revisions to increase internal demand; however, limited evidence of the success or current status of these initiatives is provided. Limited evidence is provided to demonstrate collaboration with other departments to support growth in internal demand. The opportunity analysis describes few initiatives for increasing enrolment in the degree options beyond offering more scholarships; strategies for growing the current scholarship fund are not discussed. Additional strategies for growing internal demand are not described. Limited information is provided to distinguish between the six programs in the department, and an amalgamation of programs should be considered as a way to focus attention and resources. A strong Honours program is important to sustain the attractiveness and quality of the department; it is recommended that the department consider combining the Honours BA and Honours BMus as a way to focus attention. Music indicates that historically there has been little demand for the Major option and that it has limited enrolment; this program is unsustainable and is a candidate for phase out. The Advanced Major should be reviewed as part of an overall review of Advanced Major degrees in the Faculty of Arts; however, it is a candidate for phase out as a strategy for consolidating degree offerings in the department and for enhancing the Honours program. It is recommended that Music focus its attention on the transformation of the General program in order to build enrolment before consideration of continuing investment in performance-based programs. The Diploma in Jazz is a unique degree option nationally, which plays to the strengths and expertise of the department; however, with limited enrolment, this program is unsustainable and a candidate for reduction.</p>	General courses	Revise
		BA Major	Unsustainable
		BA Advanced Major	Unsustainable
		BA Honours	Revise
		BMusic Honours	Revise
		Diploma in Jazz	Unsustainable

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Nursing	<p>The School of Nursing is one of the largest and most interconnected units on campus, and it demonstrates significant strengths. Nursing programs are highly subscribed and the school is currently admitting students above its admission cap. In addition, it creates significant internal demand for other departments. Nursing prepares high quality nurses, as demonstrated by significant success on licensing exams, and also supports some areas of high quality research, although URPTA results indicate uneven research productivity. Nursing embodies the institution's mission for social justice, community connections, and support for diversity with its social justice focus in research, teaching, and outreach activities. Evidence also indicates that the School of Nursing is facing significant challenges: pressure from high levels of external demand, needed renewal of facilities, shifting accreditation standards, requirements for simulation labs, pressures on clinical placements, provincial expectations, and faculty and staff turnover. Although hiring for tenure-track positions is underway, further turnover is anticipated and may be challenging given current demographics and the competitiveness for Nursing PhDs. The report demonstrates a lack of clarity related to curricular change. The score for opportunity analysis is low, as the report does not address solutions to the identified pressures. In particular, the report does not describe internal initiatives to address challenges. Nursing has provided compelling evidence of the need for significant human resource, infrastructure and organizational renewal, and for curriculum review, especially in relation to clinical and simulation programming. The School must demonstrate internal leadership in relation to this much-needed and significant restructuring. The School of Nursing is important to the community, the province and the sustainability of the University; therefore, once the current challenges have been addressed, Nursing should be considered a high priority for enhancement. The General degree program, Advanced Major, Honours, Post-degree and Certificate programs are candidates for transformation. The Post RN Program is unsustainable because of demographic changes and the program is a candidate for phase out.</p>	Major (General Degree)	Revise
		Advanced Major	Revise
		Honours	Revise
		Certificate in Continuing Care	Revise
		Certificate in Gerontological Nursing	Revise
		Post RN BScN	Unsustainable
		Post Degree	Revise

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Philosophy	<p>This small department demonstrates its relevance to the University as a foundational component of liberal arts and professional education. Philosophy scores above average for history, size, scope and productivity, quality inputs and outputs, and importance based on evidence of very high quality faculty research, an extensive record of service, and commitment to student engagement. The department demonstrates a commitment to innovation and collaboration, particularly around developing new courses to meet identified demand from other departments and through the success of the Humanities Colloquium. As a result of its innovation, Philosophy has maintained relatively stable enrolments while managing a decline in course offerings, and despite overall enrolment declines in the Faculty of Arts. Evidence demonstrates above-average student quality; evidence of student success post graduation is notable. Philosophy has been operating at a reduced complement of tenured faculty, and relies on the continuous appointment of an LTA, which is necessary to maintain its high quality. The enrolment-to-teaching FTE ratio is above the Faculty of Arts average. The score for opportunity analysis is above average as Philosophy demonstrates it is positioned to continue collaboration with other departments. The department's observations about its relevance to campus-wide initiatives around leadership are particularly notable. The General, Major and Honours programs should be sustained. The report indicates that the Advanced Major option serves a role for some students in the department; however, the Advanced Major degree option should be reviewed as part of an overall re-evaluation of this degree option across the Faculty of Arts.</p>	General courses	Sustain
		Majors	Sustain
		Advanced Major	Revise
		Honours	Sustain
Physics	<p>Physics is a fundamental discipline for a broad science education. This is a high quality, rigorous department with above-average external demand for faculty expertise. Enrolment in the Major and Honours program is relatively flat, with the Advanced Major experiencing a recent decrease. Overall student external demand is below average for the Faculty of Science. Demand for the General program is stable, but lower than most programs in the Faculty of Science and has the capacity to increase. Physics attracts very strong students with excellent student accomplishments, including a significantly above-average level of research involvement. Quality of faculty inputs and outputs is above average, including research productivity. Evidence also demonstrates that the number of graduates relative to the size of the faculty complement is in line with other small institutions in Canada. Above-average score for opportunity analysis. The opportunities presented for transforming both General and Majors programs are imaginative and worth consideration. Changes to these programs could potentially build enrolment and create more capacity for the Honours and Advanced Major programs. The report identifies strategies for increasing enrolment, some of which are connected to planning for faculty succession; evidence of the current status of these initiatives is limited. It is recommended that Physics consult broadly to identify more initiatives that could potentially engage a wider range of first-year students, increase enrolment, and increase access to its programs.</p>	General courses	Revise
		Majors	Revise
		Advanced Major	Sustain
		Honours	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Political Science	<p>Political Science has a strong tradition of balancing scholarly activity with broader engagement in political and public affairs. This department scores significantly above average for quality and above average for internal and external demand. In addition, internal demand is supported through significant involvement in interdisciplinary programs and notable demand from non-majors for enrolment in 300-level courses. The department provides evidence of strong research productivity and quality relative to external comparators. Evidence also demonstrates significant student quality outcomes, including First-Class Honours and Distinctions and graduate scholarship success. Evidence provided demonstrates that the Honours program is one of the most rigorous in the country, and it has above-average demand relative to other Honours programs in the Faculty of Arts. Both the class size and the enrolment-to-teaching FTE ratio is within the Faculty of Arts averages, and the department reports that it has the capacity to grow all its programs. Political Science notes that it will be challenged by anticipated retirements in the coming years, which will need attention. Through its opportunity analysis, the department demonstrates adaptability and innovation and is capable of taking advantage of opportunities with its current level of resources. The General, Majors and Honours programs should be sustained. The report indicates that the Advanced Major is a helpful option for students; however, this degree option should be reviewed as part of an overall review of this degree option for the Faculty of Arts.</p>	General courses	Sustain
		Majors	Sustain
		Advanced Major	Revise
		Honours	Sustain
Psychology	<p>Psychology is a large, active department with good productivity. The department has the highest levels of internal and external demand in the Faculty of Arts, and it currently has the highest number of graduates of any program outside of the professional programs. The department has recently added a BSc Major option, which may attract additional students. The number of enrolments in 300-level courses by non-majors is notable. The report provides evidence of high quality, innovative teaching practices including an ongoing commitment to curriculum renewal, service learning, online learning, and peer mentoring. Psychology's engagement of students in research is also significant, with high numbers of publications and conference presentations with students. Overall faculty research productivity is above average, although the URPTA rate is below average. The enrolment-to-teaching FTE ratio is significantly above average, indicating a pressure on class size. In its opportunity analysis, the report identifies a number of needs related to faculty complement, space, and equipment that are important for sustaining its high quality. General and Majors programs are candidates for enhancement as a means to ensure continued quality. Enhancements to these programs will also support the sustainability of the Honours program. The Advanced Major program has low levels of demand and the department does not anticipate growth; this degree option should be reviewed as part of an overall re-evaluation of Advanced Majors across the Faculty of Arts.</p>	BA/BSc Major	Enhance
		BA/BSc Advanced	Revise
		BA/BSc Honours	Sustain
		General courses	Enhance

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Religious Studies	Religious Studies provides evidence of clear vision, purpose, and sustained productivity. Evidence also demonstrates a significant willingness to adapt to change and to remain contemporary both in research interests and in program offerings. While external demand is very low in an absolute sense, the department has remained relatively stable in the context of a drop in enrolment in Arts in general, and in the humanities in particular. Religious Studies has a history of seizing opportunities to meet demand from other departments, particularly in support of professional programs. This has contributed to the stability of its internal demand relative to its comparators. Evidence demonstrates average to above-average quality inputs and outputs and significant international research affiliations that enrich the department. The department is among the most robust in the region in terms of size and curricular scope. Religious Studies demonstrates an above-average importance to the values of the University, particularly in its promotion of diversity. It is recommended that General, Major and Honours programs be sustained. With only one graduate in the past seven years, the Advanced Major degree option should be reviewed as part of an overall re-evaluation of this program in the Faculty of Arts.	General courses	Sustain
		Majors	Sustain
		Advanced Major	Revise
		Honours	Sustain
Sociology	Sociology scores above average for history and importance, as it demonstrates its strong connection to the historical roots of the University while adapting to current trends and demand. Overall demand for programs in this department is above average. External demand has been trending downward, even with the high number of joint Majors. However, Sociology produces an above-average percentage of Faculty of Arts graduates. Internal demand has been softening, but is above average. High quality student outcomes with award-winning graduates include a recent Rhodes Scholar. Evidence demonstrates an average level of external demand for faculty expertise and average quality inputs and outputs. The department scores above average for cost effectiveness. Sociology has high levels of demand; however, the enrolment-to-teaching FTE ratio is average when compared to other social science disciplines. Also relative to other social sciences, class size is below average at the 100 and 200 levels and above average at the 300 and 400 levels. Overall, evidence demonstrates that Sociology is near capacity. Opportunity analysis presents no-cost to low-cost options for enriching the programs and the campus culture, which should be pursued. It is recommended that General, Major and Honours programs be sustained. The department recommends that the University reconsider the role of the Advanced Major ; this degree option should be reviewed as part of an overall re-evaluation of this option in the Faculty of Arts.	General courses	Sustain
		Majors	Sustain
		Advanced Major	Revise
		Honours	Sustain

Academic Program Results with Comments

DEPARTMENT OR INTERDISCIPLINARY PROGRAM	COMMENTS	PROGRAM	CATEGORY
Women's & Gender Studies	<p>Women's and Gender Studies demonstrates its close alignment with the social justice and leadership philosophies of the University, and provides evidence of above-average quality of interdisciplinary scholarship and pedagogy. This program has significantly low, but relatively stable external enrolment. Internal demand is above average for its size. Additionally, this program contributes to the internal demand for other departments through its significant number of cross-listed courses. The program provides evidence of above-average quality inputs including significant community connections and the sustained use of high engagement teaching strategies, including a required practicum for Advanced Majors. WMGS has been enriched by a dedicated FTE complement. The quality of incoming students is within Faculty of Arts averages. Women's and Gender Studies provides above-average evidence of quality outputs, including faculty research and service and average evidence of student success post graduation. The program's active participation in the Social Justice Colloquium and the Feminist Research Hive demonstrate its commitment to innovative interdisciplinary approaches. Evidence demonstrates both WMGS current strength and its potential to grow. The program scores above average in opportunity analysis. Some low-cost changes such as securing a dedicated student work space have great potential to enhance this program. The opportunity analysis also provides evidence to demonstrate potential student interest in an Honours program, and there is significant potential for additional collaboration with other programs. The Majors and General programs are candidates for enhancement based on demonstrated quality and potential to distinguish the University. Demand for the Advanced Major is low and the report recommends phasing it out if an Honours program is developed. The Advanced Major should be reviewed as part of an overall re-evaluation of this degree option across the Faculty of Arts.</p>	General courses	Enhance
		Majors	Enhance
		Advanced Major	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
<p>Academic Vice-President & Provost</p>	<p>Academic Advising</p>	<p>Advising scored significantly above average in importance because of the crucial role it plays in serving students and the academic mission. The program also scored above average in many other criteria including quality, demand, size, scope and productivity, and opportunity analysis. Advising plays a very important role in student retention and satisfaction. Evidence suggests that enhancement of this area has great potential to add quality to the student academic experience. Investing in systems and people that enable closer attention to individual student academic program planning is considered a high priority. Advising demonstrates strong collaborations with other programs and has implemented initiatives including cross training with other advisors and the new student registration website that are a model of internal partnerships. The program outlines opportunities for the need for enhanced technology requirements in web development and maintenance to improve efficiency and effectiveness.</p>	<p>Priority to Enhance</p>
<p>Academic Vice-President & Provost</p>	<p>Antigonish Review</p>	<p>This program provides evidence of its success as one of the most important small literary journals in Canada and that this has been achieved with a minimal investment from the University. The program contributes to the institutional guiding principles of contributing to cultural development, as well as to the University's reputation. However, demand for the magazine is decreasing. In addition, the program demonstrates a limited role in student development, and its connection to academic departments is minimal. The program identifies the need for a faculty member to serve as editor and indicates there are potential candidates, but provides no evidence as to the barriers to this process. Without a stronger connection to the academic mission of the University, this program is unsustainable, and given its dependence on external funding this program is recommended as a candidate for phase out.</p>	<p>Unsustainable</p>

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
<p>Academic Vice-President & Provost</p>	<p>Art Gallery</p>	<p>This program provides strong evidence of its local importance by demonstrating its support of the local visual arts community and the extent of its collaboration with the community. The program strengthens campus-community connections; however, the gallery provides limited evidence of contributing to a robust undergraduate learning experience. The University should support the operation of the Gallery in so far as it serves student learning and academic programs. A strong connection to student learning is necessary to consider the gallery for additional support. The program benefits from active board oversight, and undertakes significant fundraising, but the impact of those revenues on program costs is unclear from the evidence provided.</p>	<p>Revise</p>
<p>Academic Vice-President & Provost</p>	<p>Course-Based Service Learning</p>	<p>This program scored above average or significantly above average in most categories, including importance, quality, and size, scope and productivity. The program provides solid evidence of the importance of experiential learning to the whole student and demonstrates the program's importance to the academic mission of the University. Evidence demonstrates an above-average level of efficiency and effectiveness. The program provides significant evidence of high quality achievements locally, regionally and nationally. Opportunity analysis demonstrates that additional resources could be used to expand access across more academic programs and to support the development of additional and enriched opportunities. Evidence demonstrates this is a unique, high-quality, academic program that is well positioned to respond to enhancements. This program has experienced a reduction in resources, and if enhanced, has the potential to distinguish and differentiate the University at the local and national level.</p>	<p>Priority to Enhance</p>

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
<p>Academic Vice-President & Provost</p>	<p>Executive Management & Administration: Academic Vice President Office</p>	<p>This program is of high importance to the academic mission of the University and has above-average scores in most areas. This office has a great number and diverse range of direct reports that place its scores for size and scope comparatively high. Evidence demonstrates that the program is under-resourced relative to comparator institutions. The office has had additional administrative resources added recently, but has also taken on additional responsibilities. The program recommends that its current organizational structure be reconsidered to make space for other important leadership activities such as strategic enrolment planning, an internationalization strategy, and staff-faculty development, all of which will have positive impacts on the quality and sustainability of the University. The program identifies the need, when feasible, for the addition of a new associate dean position. If implemented strategically, this could broaden functionality for both this program and the Dean's offices.</p>	<p>Enhance</p>
<p>Academic Vice-President & Provost</p>	<p>Immersion Service Learning</p>	<p>This program has above-average scores for most criteria and is significantly above average in quality, importance and opportunity analysis. StFX has been a national leader in this area, and this program distinguishes StFX from other institutions, offers marketing and recruitment potential, and positions StFX well for growth. The program contributes significantly to student academic and personal development, and also offers significant learning for the faculty members who participate. Evidence demonstrates that the program is understaffed and underfunded. Additional levels of support, including stable funding, have great potential to enhance quality and to increase the attractiveness of StFX and its academic programs.</p>	<p>Enhance</p>

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Academic Vice-President & Provost	International Exchange Office	<p>This efficiently run program has average to above-average scores for most criteria. It has experienced a significant increase in demand, though overall participation numbers remain relatively low. The program reports several areas in which quality could be measured, but reports that FTE complement creates barriers to gathering such data. Evidence of student participation in relation to comparators is not available and size, scope and productivity need more attention before additional resources are allocated. This program is partially funded through an endowment and so is cost-effective. There is potential to raise levels of student participation, and it is recommended that changes be linked to creation of an integrated international office where additional supports may enhance quality, demand and sustainability.</p>	Enhance
Academic Vice-President & Provost	McKenna Centre	<p>While the physical space has existed since 2011 and sporadic programming has taken place since then, the McKenna Center Leadership program began in 2014 with the hiring of a part-time executive director. A strategic plan is being finalized, including strategies for fundraising and programming. Since the program is new, it is too early to evaluate its quality or effectiveness; however, it is recommended that the process of exploring its potential role as part of a larger agenda around leadership be sustained. As this evaluation is undertaken, planning should be informed by extensive consultation with the campus community. It is recommended that programming be in support of the academic mission, and that opportunities to develop leadership skills should be available to all students through a financially sustainable model.</p>	Sustain
Academic Vice-President & Provost	Research Ethics Board	<p>This program scored above average in quality, size, scope and productivity, and importance. The REB is externally mandated, and it is imperative that it function well. Recent changes that require ethics approval for undergraduate honors theses have significantly increased demand. The program has also experienced an unusually high turnover of administrative support staff in the past five years. It is recommended that the University address the necessary enhancements to ensure better and more efficient usage of Romeo software. Additional enhancements noted in the report have the potential to improve sustainability of this essential program.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Academic Vice-President & Provost	Theatre Antigoinish	Evidence demonstrates this program plays an important role in supporting the student cultural experience during the academic year and has some important informal connections with academic departments. The program has average scores for demand, cost effectiveness, quality, and is above average for size, scope and productivity. It is well connected to Festival Antigoinish, and together they support strong connections to the wider community, which also supports recruitment. The program is self-sustaining and should be continued with the current level of resources.	Sustain
Accommodations	Accommodations Management: Residences	This program is essential to the University's guiding principles as a primarily undergraduate, largely residential campus. Evidence demonstrates that demand has generally been strong, although there is a recent small drop in occupancy percentage. Demand for this program is directly related to the number of students being served and this number seems currently stable as occupancy levels are trending towards recovery. The program demonstrates evidence of adaptability as the restructuring of operations is creating better efficiencies to address these earlier occupancy challenges. Opportunity analysis is strong with plans for automating functions, while recognizing the changing nature of student needs. The program recognizes that deferred maintenance to some buildings is significant and will need to be addressed.	Sustain
Accommodations	Accommodations Management: Summer	The program demonstrates its importance in generating revenue and in creating recruitment opportunities as it showcases the University to potential students. Its demand is consistent and growing with additional marketing/advertising resulting in increased bookings. The program's sustained Canada Select rating, positive comments and repeat business indicate high quality. Evidence demonstrates an efficiently and effectively operated program that provides significant summer employment for students. Changes to the program's organizational structure and the move to professional housekeeping have had a positive impact. The opportunities identified are relatively low cost in relation to potential revenue increases. The program is a candidate to be sustained with investments in software tools to complement existing priorities as this program self-identifies as having an appropriate level of human resources.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Advancement	Donor Stewardship	This program scores above average in importance and size, scope and productivity. It generates important revenue that is targeted towards supporting the general operations of the University. The program has a good system for communicating its directions and achievements with the Board of Governors. These could be more regularly shared within the internal campus community to communicate its level of impact. Some investment in a new CRM tool to efficiently monitor and manage donor stewardship across related programs is recommended.	Sustain
Advancement	Major and Planned Gifts	This program scores significantly above average in importance and above average in size, scope and productivity. It generates important revenue and provides evidence of innovation. The program has a new position to seek athletic donations, with promising results. The program has identified affinity fundraising as a potential strategy for securing further targeted donations for the four streams of study (Science, Arts, Business and Education). The program has a good system for communicating its directions and achievements with the Board of Governors, and it is recommended that this information be shared more broadly with the campus community. Some minor investment in a new CRM tool to efficiently monitor and manage donor stewardship across related programs is recommended. Additional temporary help for a health sciences capital campaign could be a priority if the University develops this strategic direction. The program identifies potential for an employee incentive program to fund the position and to reduce the required investment.	Enhance
Alumni Affairs	Alumni Communications	This program demonstrates its above-average importance to the University, as alumni engagement is crucial to the institution's success. With above-average scores for demand, quality, and size, scope and productivity, the program has clear and appropriate goals and strategies for ensuring effective communication with alumni. The evidence provided demonstrates current cost-effectiveness, although costs will increase as the alumni base continues to expand. Alumni Communications is able to maintain its high quality with current resources because of strong collaborations with other programs. The program identifies potential opportunity for the expanded use of social media.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Alumni Affairs	Alumni Stewardship	This program received above-average scores for importance, cost-effectiveness, quality, size, scope, and productivity. Building and maintaining strong relationships with alumni is important to the sustainability of the institution, and this program provides evidence of a clear sense of function, responsiveness to demand, and effective initiatives. Evidence also demonstrates rising demand, which the program is positioning itself to meet. The FTE complement of the program is small relative to comparator institutions. The program is effective at its current resource level; however, the alumni base is increasing and changing, and this program should be considered for enhancement as opportunities become available.	Enhance
Alumni Affairs	Events	This program has above-average scores for demand and importance, both of which have been increasing with new directions and growth in events. This is a high-quality program that is run very efficiently and is above average for size, scope and productivity. There is robust and increasing demand for attendance at all events as the University continues to implement strategies to engage with the wider alumni network. This increase in demand supports increased alumni affinity and potential avenues for fundraising. The program presents opportunities for enhanced use of IT solutions which could be shared with other programs.	Sustain
Athletics	Athletic Therapy	Athletic Therapy scored above average on importance, demand, size, scope and productivity and cost effectiveness. Indicators of quality are given, although they are not always supported with evidence. The resources currently allocated to this program are significantly less than those allocated to similar programs at comparator institutions. Opportunities are presented which would build the capacity for more student therapists, but these are tied to improvements in the facility and in the enhancement of full-time staff to mentor these students. The report indicates that an enhanced program could generate revenue, though no evidence is presented about how this would work. This program demonstrates its potential, and should be considered for enhancement as opportunities become available.	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	Athletics & Recreation: Senior Management & Planning	<p>This program scores above average for history, function and importance; however, the current funding model of varsity athletics is not financially sustainable, as most of the teams operate at a deficit. The program provides significant evidence of planning and adaptability. It has implemented a strategic plan for 2013-2018, which contains a wide range of goals and identifies over twenty initiatives to support financial sustainability. The report provides very limited evidence of the implementation or current status of most of these. However, there has been notable success in increased fundraising revenue for 2013-14, though the role of the newly created dedicated-fund-raising position is not discussed. Given the changes in CIS rules regarding student recruitment, the program acknowledges it needs to adapt in significant ways, which suggests a need for a more comprehensive review of varsity athletics. Additional support for this program is recommended as the program pursues this review and as it develops a sustainable model. Athletics should determine, for instance, how it can leverage the success of higher profile sports into support for lower profile but equally valuable varsity sports and for vital club sport, intramural and recreational opportunities to provide access for all students.</p>	Enhance
Athletics	Basketball - Men's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Men's Basketball demonstrates effectiveness in delivering quality success as an AUS and CIS competitor. This is a high-profile program that brings regional and national attention to the University with CIS top-ten rankings 50% of the time in the past four years. It has an average percentage of conference all-stars based on the size of the league and a high incidence of national ranking (50%). Student academic performance, however, is below average, with the second-lowest ratio of Academic All Canadians among StFX teams. The program is paying out more in AFAs than its current budget allows, and is accumulating multi-year deficits making it significantly below average in cost effectiveness (with the third-highest accumulated deficit). AFAs and student academic performance should be carefully monitored as part of an overall restructuring strategy for funding varsity athletics.</i></p>	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	Basketball - Women's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Women's basketball</i> team performance has recently improved with a second-place ranking in AUS, but the program has no recent CIS rankings and an average number of conference all-stars compared to the number of teams in the league. Student academic performance is strong with an above-average ratio of Academic All Canadians to number of players per year. Not currently running in a sustainable fashion, the program pays out more in AFAs than its current budget allows and is accumulating multi-year deficits. This program is significantly below average in cost effectiveness (with the fourth-highest accumulated team deficit).</p>	Revise
Athletics	Cross Country - Men's & Women's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Cross-country</i> has significantly above-average scores for quality and cost effectiveness. The program has among the highest percentage of conference all-stars and regularly achieves high success at the AUS. Academically, the team has the highest ratio of Academic All Canadians of any team on campus. The program performs significantly above average in cost-effectiveness as it is not accumulating a multi-year deficit and has a low operating budget. Volunteers are instrumental in the overall success, which may not be sustainable in the long term, so it is recommended that the team be considered for enhancement as the need arises.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	Football - Men's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Football</i> has taken steps to improve the quality of overall coaching for the team and evidence demonstrates it is appropriately resourced relative to comparator institutions. The program has strong alumni support, brings media attention to the institution, and draws consistent game attendance. In measures of quality, evidence demonstrates the team performs below average compared to other varsity teams. In its four-team league, the program has qualified for AUS playoffs twice in the past five years. The team has a below-expected number of conference all-stars based on the size of the league. Student academic performance is below average, with the lowest ratio of Academic All Canadians of any team at StFX. The program is paying out more in AFAs than its current budget, and scores significantly below average in cost effectiveness with the highest accumulated multi-year deficit of any varsity team despite its significantly higher operating budget. The evidence provided indicates this program is not currently financially sustainable, and requires significant, immediate attention with consideration of alternative models. If significant efficiencies and improvements cannot be demonstrated, this program is recommended for consideration for phase out.</p>	Unsustainable
Athletics	Ice Hockey - Men's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Men's Hockey</i> is important as it is high profile and draws regional and national attention. It has an average performance in the CIS compared to other StFX teams, ranking in the top ten 24% of the time. The team has a low percentage of conference all-stars, and its connection to the community is very good. In terms of student quality, the team has a relatively high ratio of Academic All Canadians in comparison to most men's teams. The University men's hockey team scores above average in terms of cost effectiveness, as it has a surplus in its special account and is not accumulating a multi-year deficit, although it has a very high operating budget compared to other varsity teams.</p>	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	Ice Hockey - Women's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Women's Hockey</i> scored above average in quality and importance and is very high profile and draws regional and national attention and is in the top ten CIS rankings 100% of the time. The connection to the community is also very good. The program has a very high percentage of conference all-stars. In terms of academic performance, the team has a moderate ratio of Academic All Canadians in comparison to most teams. The program is paying out more in AFAs than its current budget. This program is significantly below average in cost effectiveness with the second-highest accumulated deficit multi-year deficit of any varsity team. While the team demonstrates high quality on all metrics, evidence provided suggests its current funding model is not sustainable and needs restructuring, especially given the substantially higher operating budget for men's ice hockey.</p>	Revise
Athletics	Rugby - Women's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Women's Rugby</i> is above average in quality and importance. It draws regional and national attention and has been in the top ten CIS rankings 100% of the time. The team's connection to the community is also very good. The program has a significantly high percentage of conference all-stars. In terms of academics, the team's ratio of Academic All Canadians is below average relative to other varsity teams. The team is cost effective in that it has accumulated a comparatively small multi-year deficit and has one of the lowest operating budgets. This program generates successful results year-over-year despite its small operating budget, and evidence suggests that enhancements to this high-profile sport are likely to bring even greater exposure for StFX as a leader in women's athletics.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	Soccer - Men's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Men's soccer has had an above-average performance in terms of CIS top 10 rankings and has an above-average percentage of conference all-stars relative to the size of the league. The team has a moderate ratio of Academic All Canadians in comparison to most teams. The program scores below average in cost-effectiveness as it is paying out more on Athletic Financial Awards than its current budget. While the team demonstrates good quality, evidence provided suggests its current funding model is not sustainable and needs restructuring.</i></p>	Revise
Athletics	Soccer - Women's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Women's Soccer appears to be growing with overall general public interest in soccer. The team has won an AUS championship in the past five years, but has among the lowest percentages of conference all-stars. Student academic performance is above average with one of the highest ratios of Academic All Canadians of any team. The program is paying out more in AFAs than its current budget allows, and is average for cost effectiveness with a median level of multi-year deficit relative to other varsity teams. AFAs and student academic performance should be carefully monitored as part of an overall re-organizational strategy for funding varsity athletics.</i></p>	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	StFX Leadership Academy	<p>This is a new program, which began in 2012 following a best-practice model. The program scores significantly above average for quality and demonstrates its potential to be an important marketing and recruitment tool. The program relies on volunteers for its FTE complement. No evidence was provided to demonstrate cost/revenue or to explain its funding sources, so long-term sustainability is unclear. In addition, the program does not provide evidence of the potential impact that its fundraising could have on other Athletics fundraising. The program shows evidence of its alignment with University priorities, and enhancing it may help distinguish the University. However, it should be sustained while it evolves, tracks its success, and establishes its financial sustainability. In particular, it is recommended that the program track the impact that its participants have beyond their role in Athletics, and it should continue to explore opportunities to expand its mandate and affiliations.</p>	Sustain
Athletics	StFX Soccer Camp	<p><i>Camps provide positive University exposure to participating youth and their families. They offer potentially important opportunities for recruiting and increasing the profile and awareness of StFX. Direct revenue is realized through housing, food services, etc. Additionally, camps provide opportunities for mentorship and employment for student athletes.</i></p> <p>Soccer Camp received average scores in most criteria, though it provided limited evidence of quality. The program scores above average in demand and opportunity analysis. Evidence demonstrates its cost effectiveness. Soccer is a global phenomenon and evidence reveals this program's strong outreach activity in local communities, which has tremendous potential to support exposure of youth to campus. This is commendable in that it supports the University's guiding principles and offers potential recruitment and promotional opportunities. The program is a candidate for enhancement.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	Track & Field - Men's & Women's	<p><i>The program reports for varsity teams provide little variation in evidence on criteria associated with function, demand, importance, revenue and opportunity analysis. More evidence is provided in items associated with quality, size, scope and productivity, and cost, and these allow for greater differentiation. Track and Field has above-average scores for quality and cost effectiveness. The program has a high percentage of conference all-stars. The team ratio of Academic All Canadians is not available. In terms of cost effectiveness, the program performs significantly above average. It is not accumulating a multi-year deficit and has a low operating budget. New facilities are increasing the demand and visibility for the program and have the possibility of drawing new indirect revenue from hosting meets. Volunteers are instrumental in the overall success, which may not be sustainable in the long term, so it is recommended that the team be considered for enhancement as the need arises.</i></p>	Enhance
Athletics	X-Men Football Camp	<p><i>Camps provide strong University exposure to participating youth and their families. They offer potentially important opportunities for recruiting and increasing the profile and awareness of StFX. Indirect revenue is realized through housing, food services, etc. Additionally, camps provide opportunities for mentorship and employment for student athletes. This program received below-average scores in all areas, and provides significantly below-average evidence of quality, demand and opportunity analysis. There is no clear evidence of sustainable demand and revenue. This program is unsustainable and is a candidate for reduction or phase out.</i></p>	Unsustainable
Athletics	X-Men Hockey Camp	<p><i>Camps provide strong University exposure to participating youth and their families. They offer potentially important opportunities for recruiting and increasing the profile and awareness of StFX. Additional revenue is realized through housing, food services, etc. Camps provide opportunities for mentorship and employment for student athletes. X Men Hockey Camp scores average to above average on most criteria. This program generates a yearly profit, demonstrates high-quality programming, and is adapting to the needs of camp participants. Demand is strong year-over-year with a high percentage of repeat attendees. The partnership with Antigonish Minor Hockey is also a benefit.</i></p>	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Athletics	X-Women Hockey Camp	<p><i>Camps provide strong University exposure to participating youth and their families. They offer potentially important opportunities for recruiting and increasing the profile and awareness of StFX. Revenue is realized through housing, food services, etc. Additionally, camps provide opportunities for mentorship and employment for student athletes. X Women Hockey Camp received average scores on all criteria. The program exposes youth to StFX at an early age, which is potentially important for recruiting. This program creates mentorship opportunities and employment for students. Financial information is insufficient to determine if this is a full-cost recovery program.</i></p>	Sustain
Athletics	Xavier Basketball Camp	<p><i>Camps provide strong University exposure to participating youth and their families. They offer potentially important opportunities for recruiting and increasing the profile and awareness of StFX. Revenue is realized through housing, food services, etc. Additionally, camps provide opportunities for mentorship and employment for student athletes. Basketball camp has average scores for most criteria. Quality of instruction is very good and this camp provides good experience to camp attendees. This camp is one of the largest basketball camps in the region and provides indirect revenue for campus through residence and food services. This is a mature program that increases the awareness of the University to many students who may choose StFX for their PSE. While appreciating the history of how the program began, this program is privately owned with some of the profits supporting the men's and women's basketball programs. There should be exploration of a realignment and revision of this program when appropriate in the future.</i></p>	Revise
Campus Store	Academic Regalia	<p>This is an important, cost-effective, and well-run program that provides evidence of a reliable level of customer service. The program understands its importance as a key player at significant moments in students' academic career. The program is sustainable with current resource levels. An online booking system, which could be created with minimal support from TSG, would improve efficiency.</p>	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Campus Store	Books, Course Packs & Teaching Materials	This program received average to below-average scores in most criteria with above-average scores for opportunity analysis. The program demonstrates responsiveness and adaptability in a retail market that is rapidly changing and where changes may severely affect the viability of the business model of a campus bookstore. Current responses include the development of a campus e-book store and a book rental option, though it is too early to determine the success of these initiatives. The program should continue its systematic review of retail operations on campus.	Revise
Campus Store	Clothing & General	This program has a clear and important purpose, but the report identifies the location as the single most important barrier to profitability and provides evidence that moving the merchandise, especially clothing, would generate more revenue. Sales numbers for high-profit items such as clothing and branded goods have increased over the past five years; however, sales of office supplies have significantly declined over the same period. Overall, this program needs to be revitalized and consideration given to the duplication of services that result from this program being similar to, and in close proximity with, the student-run clothing store.	Revise
Campus Store	Mail Services	This program is above average in importance. It demonstrates a clear purpose and good quality, but is not sustainable as currently structured because the FTE has been cut from 2.5 to one in recent years, leaving the program challenged to cover shifts. The University should explore options for combining similar services or sharing responsibilities through cross training to provide backfill and streamline delivery. The opportunities identified are low/no cost and should be considered for implementation.	Revise
Communications	Communications & Media Relations	This program has above-average scores on quality, demand, size, scope and productivity and importance. It plays a key role in helping to differentiate the institution and communicating its guiding principles. The program demonstrates evidence of ongoing planning and responsiveness. It is recommended that the program actively engage with the broader campus community as it develops communication strategies. The program should be considered for enhancement as significant changes in social media and video are creating new areas of demand. Enhancements would be relatively low cost compared to expected beneficial outcomes.	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Communications	Marketing, Advertising & Creative Services	This program scored significantly above average on most criteria, including quality, demand, size, scope and productivity, and importance. The program demonstrates significant evidence of ongoing review and reassessment including responding well to change. It is well positioned to implement the needed enhancements that it has identified, in particular the re-establishment of the digital communication specialist position. Evidence demonstrates that the program is crucial to the public's positive identification of the University and to increasing and sustaining interest with supporters. This program has important roles to play in communicating University priorities and in consulting with the broader University community regarding communications strategies. The program is well positioned to support the work of distinguishing the University from other post-secondary institutions.	Priority to Enhance
Conference Services	Conferences & Special Events	Demand for this program is above average. It also has a clear set of quality goals and is achieving them with a highly efficient staff. This is a program that could improve demand with a dedicated person responsible for sales and marketing to create incremental revenue and to reduce the high cost of overtime. The program has very good potential to create revenue and create positive University exposure.	Enhance
Conference Services	Keating Centre Operations	Above-average scores for size, scope and productivity, importance and opportunity, but below-average scores for cost and revenue. The program has dual roles to be connected to both the StFX and local communities, and provides evidence of fulfilling this mandate. The program has sustained demand throughout its functions, and its services are important to a wide range of stakeholders. The program is sustainable under its current configuration, but it could improve demand and generate more revenue with a dedicated person responsible for sales and marketing, affiliation with other on-campus event planners, and/or cross training opportunities for student employees.	Sustain
Conference Services	Xavier Express Management	This program is an example of a creative approach to developing inter-program synergies which balance the pragmatic need for bus transportation by internal stakeholders with opportunities for mobile marketing of the StFX brand. The program provides evidence of strong demand and good quality. Evidence demonstrates cost effectiveness as the program generates revenue through both fees and sponsorships. It also contributes to the cost effectiveness of internal programs that use its services. The program is sustainable as long as it continues to generate revenue.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Continuing & Distance Education	Distance Education Program Administration	This program scores average to below average for all criteria. Evidence demonstrates changing demand trends among various programs. The duplication of services between this program and the Faculty of Education should be reviewed to isolate potential efficiencies. The program is a candidate for restructuring because its services could be more appropriately offered in combination with another program.	Revise
Continuing & Distance Education	Distance Nursing Program Administration	Evidence provided describes a mature and effective program that is very successful in the delivery of an online education model. It has above-average scores for size, scope and productivity, and cost effectiveness. The program has demonstrated an ability to adapt its delivery methods to respond to changing needs. However, it indicates that demand for this program in its current form is expected to decline significantly in the near future. Enrolment is steady at present, and the program should be sustained at current levels as it works on determining its future purpose on the basis of the plans it presents in its opportunity analysis.	Revise
Continuing & Distance Education	Non-Credit Programming	This program's commitment to community outreach does fit the guiding principles of the University. However, evidence of quality and demand for non-credit courses is not clear. While the program emphasizes its courses have the potential to supplement undergraduate student learning, there is very limited evidence of demand from current students. The demand for community outreach activities (particularly the seniors programming) has been more robust and is partially supported by external funding. While StFX maintains its commitment to local community engagement, its resources must be strategically allocated to programs that enrich the local community while simultaneously enriching the academic experience. The program is not revenue generating and the human resources allocated could better be distributed elsewhere. This program is unsustainable and is a candidate for reduction.	Unsustainable

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Continuing & Distance Education	Online Undergraduate Programming	<p>While average scores were received for most criteria, this department scored above average for demand as registration numbers have trended upwards while on-campus course enrolments during spring and summer are declining. Above-average scores for size, scope and productivity indicate that the program is appropriately staffed. No evidence is provided about the internal demand for courses from StFX students versus demand from outside of campus. The program suggests the creation of a faculty/administration advisory committee, which should assist in a variety of ways, including providing feedback to support strategic decisions about course offerings. The duplication of service with the Registrar's Office should also be streamlined.</p>	Revise
Dean of Arts	Dean of Arts Office: Senior Management & Planning	<p>This program scores average to above average for all criteria. It experienced considerable change when the Faculties of Education and Business were created in 2009, thus reducing the overall number of faculty and students associated with the program. Evidence demonstrates that demand has been relatively constant since that time although increases in the need for student learning accommodations continue to put administrative time pressures on this office. The office reports that the addition of a third academic advisor has significantly improved student supports. Strategic review as planned should identify other opportunities for growth and enhancement of this program, including potential and feasibility for a shared Associate Dean of Students and Curriculum. This program will benefit from enhancements to the AVP Office. Recommendation this program be sustained and reviewed again after strategic planning is completed.</p>	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Dean of Arts	Writing Centre: APEX	<p>This program has average to below-average scores in all areas. The program reports that approximately 60% of students in the program have a successful year while they are enrolled, though no evidence is available to demonstrate the program's success at retaining at-risk students through to graduation. Evidence suggests the program has been continually adapting to meet the needs of at-risk students, with an increasing focus on non-academic needs. The program indicates that its location within the Writing Centre is anomalous and that similar programs are typically located within Student Services or a Learning Commons. A re-location or re-visioning should be undertaken to help maximize the potential of the program to support at-risk students until graduation. Its services would more appropriately be offered in conjunction with other programs, specifically Student Services, where the combining of resources would be beneficial and synergistic. This program is a candidate for significant restructuring.</p>	Revise
Dean of Arts	Writing Centre: Campus Services	<p>This program is important as a contemporary University requires a robust writing centre to support students of all skill levels and to support faculty in promoting writing excellence. The program provides limited evidence of achieving performance objectives and below-average evidence in quality. Below-average scores in size, scope and productivity resulting from a significant reduction in the FTE allocation in recent years that has contributed to a simultaneous decrease (by almost 40%) in the number of student appointments. The program provides evidence that it is under-staffed and no longer has a dedicated writing instructor, identifying opportunities for alternative delivery models as well as systematic training of instructors. It also suggests relocating the physical space for more visibility and access to resources. Evidence demonstrates that this program requires a significant restructuring.</p>	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Dean of Arts	Writing Centre: eXcel	The program scores significantly below average in demand, which is low and has been declining. The program has demonstrated very limited evidence of quality or long-term effectiveness in supporting first-year student retention. The program has not demonstrated it would benefit from additional resources. The program identifies opportunities for improving writing instruction to all students, such as opening entry to students from all academic years. The program does not indicate how these changes would affect the central mandate of the program as a first-year retention initiative. The function of this program could be repackaged with Student Life as part of a holistic, University-wide approach to first-year retention. Additional opportunities to build writing capacity among students appear better aligned with other Writing Centre programs (i.e., Campus Services). This program is unsustainable and is a candidate for phase out as its functions are better offered through other programs.	Unsustainable
Dean of Arts	Writing Centre: LEAP	An ESL program that addresses academic issues is highly desirable; however, currently there is a very low level of demand for this program and limited opportunities for the future are identified. While this program generates revenue, there is limited evidence of measures indicating a quality service to clients. It is unsustainable and is a candidate for phase out or reduction because its services or activities could be more appropriately offered by, or in combination with, another program or an entity outside of the University. In addition, it is recommended that any future commitment to ESL training be integrated into a coherent University-wide internationalization strategy.	Unsustainable
Dean of Business	Co-operative Education	Co-op Education has experienced a slow but steady increase in demand and has a strong track record of job placement post graduation. The program received above-average scores for importance and cost-effectiveness and provides above-average evidence of quality. Co-op Education identifies significant structural challenges that limit its capacity to grow. These challenges include the limited range of summer courses, the existence of 6-credit courses, and the institutional messaging around the 4-year degree. The program provides evidence that it is well positioned to become a key experiential learning initiative for the University and to potentially benefit enrolment in a diverse range of academic programs. As such, the program is a candidate for enhancement. In order to broaden its scope, however, this program would require significant additional support, including enhanced resources, changes to institutional barriers, and a review of its organizational placement.	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Dean of Business	Dean of Business Office: Senior Management & Planning	The program scores average to above average in all areas. This office was established with the creation of the two new faculties in 2009. Evidence demonstrates that the program is appropriately sized relative to its comparators. Demand is constant with a steady increase in students. Plans for sustained growth and curriculum review have been initiated. A sustained level of support is recommended.	Sustain
Dean of Education	Dean of Education Office: Senior Management & Planning	The program scores above average scores for importance and history/function, and has a track record of innovation and productive collaboration. Evidence demonstrates an appropriate level of quality and demand. The program is capable of sustained high-level performance with no additional support at this time. The program identifies opportunities to improve global expansion with new partnerships to grow the University's reach and reputation, which should be explored.	Sustain
Dean of Education	Education Student Advising	This program combines recruiting and program administration in one position. Above-average scores for quality demonstrate that it is tracking and fulfilling its mandate. While evidence suggests that opportunities are promising, more concrete evidence of planning is needed. The position title does not seem to clearly reflect the range of responsibilities described. Clarification of priorities is necessary.	Revise
Dean of Science	Animal & Plant Care	This program scores above average for demand, importance, quality, and size, scope and productivity. It is highly important to a select number of faculty and students. Cost effectiveness of the program varies depending on the research by faculty, and as long as faculty productivity continues at its current rate, this program is capable of maintaining its current quality and meeting demand. Due to external requirements, the program must meet stringent quality standards, which puts pressure on the existing internal resources and may necessitate enhancement that could be met with additional student employment.	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Dean of Science	Dean of Science Office: Senior Management & Planning	The program received above-average scores on all criteria. Level of student and faculty demand has been stable over time. Evidence demonstrates the program is under-resourced relative to comparator institutions, but also shows that the program is effective and efficient and producing positive results. This office has also taken on additional non-Dean of Science-specific responsibilities that are stretching its resources. The program is well positioned to enhance the priorities of the University and further secure the University's future in the area of science by attending to identified opportunities related to internationalization and articulation agreements with other institutions. Potential changes in the faculty related to enhancing the role of health sciences are also important for sustaining overall faculty of science enrolment and should be supported as appropriate.	Enhance
Dean of Science	Electronics Workshop	The Electronics Workshop meets a specialized need that provides very important support for research. Evidence demonstrates that the program's demand is constant. No quantifiable measures of quality were provided. Having in-house expertise cuts down on contracting costs. The report identifies low-cost opportunities for acquiring some temporary staff. The program is capable of maintaining current quality and demand with no additional resources.	Sustain
Dean of Science	Machine Shop	The Machine Shop scores above average in demand and importance with evidence to suggest an appropriate level of quality. The program is expecting the arrival of new equipment within the year, which it notes will have a positive impact on quality and efficiency. The program is capable of maintaining its current quality and demand with no additional support at this time. However, the program makes the case for enhancement on the basis of changing technology, such as adding a 3-D printer. The program also indicates that it does not operate on a cost-recovery model for work performed for various departments and programs on campus. If it did, there may be sufficient revenue available to justify additional equipment purchases that would in turn address the need to refresh equipment.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Dean of Science	Microscopy Suite	<p>This specialized program is above average in importance with significant evidence of high-quality support for student and faculty researchers across the physical and biological sciences. Microscopy Suite scores are above average for size, scope and productivity. The program provides evidence of using its resources effectively to support high-quality teaching and research. This program is currently sustainable as a result of the research programs of its users. Future faculty turnover may result in changes in demand and revenue that may need to be revisited.</p>	Sustain
Extension	Business & Economic Development	<p>This program is closely aligned with the founding principles of the University but does not provide evidence of supporting the academic experience. The early focus of the University was tied to providing outreach in support of the wider community, and this commitment to community outreach continues at StFX. However, the position of Extension as a primary example of community outreach has gradually been replaced by other programs that more directly build the capacity of students and draw more closely upon academic expertise. The evidence provided demonstrates that the Business and Economic Development Program meets an external demand and provides quality service. The program identifies faculty and students as stakeholders; however, very limited evidence is provided to demonstrate its connection to those stakeholders. This program is externally funded. Limited evidence is provided as to the sustainability of that funding and there is a lack of clarity about the University's overall financial contribution to Extension. The program's current exploration of funding sources to support a StFX Innovation Centre is a positive move. It is recommended that any support of this initiative by the University be closely tied to the program's capacity to enrich academic experience. While StFX maintains its commitment to local community engagement, its resources should be allocated to programs that enrich the local community while simultaneously enriching student academic experience. Without a stronger relationship to the academic experience, this program is not sustainable and is a candidate for reduction.</p>	Unsustainable

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
<p style="text-align: center;">Extension</p>	<p style="text-align: center;">Field Work</p>	<p>This program is closely aligned with the founding principles of the University but does not provide evidence of supporting the academic experience. The early focus of the University was tied to providing outreach in support of the wider community, and this commitment to community outreach continues at StFX. However, the position of Extension as a primary example of community outreach has gradually been replaced by other programs that more directly build the capacity of students and draw more closely upon academic expertise. The evidence provided demonstrates that the Business and Economic Development Program meets an external demand and provides quality service. The program identifies faculty and students as stakeholders; however, very limited evidence is provided to demonstrate its connection to those stakeholders. This program is externally funded. Limited evidence is provided as to the sustainability of that funding and there is a lack of clarity about the University's overall financial contribution to Extension. The program's current exploration of funding sources to support a StFX Innovation Centre is a positive move. It is recommended that any support of this initiative by the University be closely tied to the program's capacity to enrich academic experience. While StFX maintains its commitment to local community engagement, its resources should be allocated to programs that enrich the local community while simultaneously enriching student academic experience. Without a stronger relationship to the academic experience, this program is not sustainable and is a candidate for reduction.</p>	<p style="text-align: center;">Unsustainable</p>
<p style="text-align: center;">Facilities Management</p>	<p style="text-align: center;">Custodial</p>	<p>This program scored significantly above average in demand and importance and above average in size, scope and productivity and quality. The program affects all students, faculty, staff and guests of the University in areas of aesthetics, health and safety. Custodial provides strong evidence of its role in supporting both the human and the physical environment on campus. Despite the growth in campus square footage that has increased the demand for this program, the overall FTE has been reduced, leaving Custodial challenged to meet the basic needs and expectations of users. Cost effectiveness is evident; however, there is no contingency of resources for unpredicted challenges (e.g., flu outbreak). The report outlines needs for increased resources, including equipment replacement, to maintain and improve the University's physical environment.</p>	<p style="text-align: center;">Priority to Enhance</p>

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Facilities Management	Energy & Utility Services	<p>This program scores above average in most areas and significantly above average in importance, demand and cost/revenue. It has an appropriate level of quality and demand, and is capable of maintaining its current level of performance with no additional support. Evidence demonstrates that this program provides real costs savings to the University with a high level of return on investment. The program has a strong track record of measuring efficiencies. There is potential for increasing communications to the University community about the success of the program and educating about the behaviors that are most energy efficient. The program provides evidence of potential initiatives, such as the implementation of the Energy Savings Plan, which have the potential to deliver additional savings, but have not yet been approved.</p>	Sustain
Facilities Management	Grounds & Transport	<p>This program has above-average scores in demand and size, scope and productivity as demand has been increasing and the FTE complement has remained relatively stable. It is essential to the safety and wellbeing of the entire University campus. The evidence demonstrates a well run and administered program. The staffing level is appropriate to continue its current level of service, and appropriate elements of this program have been contracted out to leverage necessary specialized services. It should be noted that with the addition of new facilities, the workload and FTE will have to be reviewed.</p>	Sustain
Facilities Management	Maintenance	<p>This program scores significantly above average in size, scope and productivity, demand, and cost effectiveness. Evidence demonstrates that the program is meeting significantly increased demand with reduced resources, including a 20% reduction in FTE over the past 10 years despite a notable increase in campus square footage during the same period. This program has an important impact on infrastructure and demonstrates evidence of strategies to achieve its goals, including a shift to proactive planning through preventative maintenance. An increased FTE complement and more investment in needed repairs would allow this program to respond to service requests in a more timely manner and to address preventative measures to reduce the significant deferred maintenance shortfall, which now represents 22% of assets. Evidence demonstrates that this program will need enhanced resources to address the growth and age of the physical campus.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Facilities Management	Projects	Evidence demonstrates this is a high-quality program with good opportunities. This program is efficient and effective when demand is high. Currently, evidence suggests below-average demand. The program is essential to the maintenance of the University and there is a need to maintain appropriate staffing levels even when demand is temporarily low in order to build capacity, maintain internal expertise, and allow time for thorough project planning and design. However, current and anticipated future demand levels should be closely monitored. Current complement appears to be high in relation to the fiscal climate and demand levels. Recommendations include analysis of timeline and scope of current and future capital projects, and maintenance of project management at commensurate levels.	Revise
Facilities Management	Safety and Security Services	Program has adapted well to change in the past, but evidence suggests there should be a more comprehensive approach to planning for anticipated needs, especially the creation of a campus-wide emergency response plan, planning for upcoming changes to provincial legislation, and the co-ordination of cross training. There is a lack of clarity around the appropriateness of the program's size because of limited evidence around comparator institutions. Size should be reviewed and the program should continue efforts to develop plans for emergency response.	Revise
Finance & Administration	Accounting Services	The program scores average to above average in all areas. The collection and payment of bills is an essential component of the University that must be well resourced. This program scored significantly above average for demand, but this demand is stable. Evidence demonstrates that this program is properly sized for effectiveness and productivity and is achieving its objectives. New software available to this and affiliated programs will enable it to continue to automate some services, increasing opportunities for efficiency inside and outside of the program. The report indicates that new program areas and initiatives within the University place additional levels of demand on Accounting Services, and this impact should be monitored.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Finance & Administration	Executive Management & Administration: Office of the Vice-President Finance & Operations	This program's scores are significantly above average for size, scope and productivity, importance and demand. The program is critical to the financial success and sustainability of the University. The program also provides leadership support for many important service areas that the University community relies on for success. The program identifies a key enhancement that will allow for the creation of greater efficiencies and effectiveness related to a major financial systems upgrade that will improve functionality of all affiliated programs. The program also identifies some minor changes related to liability and governance roles, all of which are necessary as they are integral to the University's long-term success.	Enhance
Finance & Administration	Finance Operations	This program has above-average scores in most criteria and significantly above-average scores in size, scope and productivity. This program is very important for overall University success related to its role in managing audits, liability and financial projections. Evidence demonstrates that the current size does not allow this program to be sufficiently proactive to address important audit and analysis work, which has increased significantly. The program should be considered for enhancement, as it requires additional human resources to achieve the higher levels of quality that will support the overall University's financial sustainability and effectiveness.	Enhance
Finance & Administration	Financial Systems & Reporting	This program scores above average in importance, demand, and history/function. It provides a crucial research support function, and the complexity of reporting compliance is increasing. The program has an appropriate level of quality and demand, and is capable of maintaining its current quality with no additional support at this time. A new financial software package is critical to realizing efficiencies in this program and its affiliated programs and could increase time available to be devoted to compliance functions. The program also indicates a need for review of the roles and responsibilities between this program and RSG to define roles, further improve service and create efficiencies.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Finance & Administration	Procurement Services	Procurement scores above average in importance, demand and opportunity. The program makes efficient and effective use of current resources. Evidence demonstrates the program is functioning well and is developing new approaches to increase efficiencies, but consideration should be given to the implications of the liability aspect of this portfolio. The shipping and receiving function should be carefully reviewed and possible synergies with campus mail service and FM stores should be considered to improve efficiency and address low FTE numbers in both areas. The program is capable of maintaining current quality and demand with current resources.	Sustain
Food Services	Catering	This program, operated by Sodexo Corporation, shows consistent demand and has demonstrated ongoing efforts to assess and improve on quality and to respond to the needs of its customers. It is essential to the general operations of the University with the majority of business being related to on-campus events. The program has the opportunity to generate more revenue for ancillary services if the number of events hosted by the University increases.	Sustain
Food Services	Meal Plans	The program scores above average for importance and for quality improvements. This program, which is operated by Sodexo Corporation, has made changes to improve its food services and is also making efforts to operate from a position of ecological sustainability, which is an important element of quality. The program is making ongoing efforts to seek feedback on its services in order to respond to student needs. It is dependent on demand for residences but is operating within an appropriate level of service for current demand and should be sustained.	Sustain
Human Resources	Payroll and Benefits	This program has above-average scores in importance and size, scope and productivity, as evidence demonstrates it is significantly smaller than similar programs at comparator institutions. The program is vital and evidence demonstrates both good planning and sustainability. The program presents strong evidence in support of shifting some of its resources to an employee-engagement strategy that would require a small initial investment in technology. It is also recommended that consideration be given to this program's reference to changing the organizational placement of HR to support its increased role as part of organizational planning and development.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Human Resources	Health, Wellness and Safety	This program scores high on quality and size, scope and productivity related to its successful reorganization which has integrated employee health, wellness and safety programs. The program provides evidence that it is achieving its objectives of supporting employees to return to work and is efficiently handling the increasing demand related to its aging workforce. The program does not provide evidence of how it is responding to preventative health and wellness. Evidence demonstrates this is an important program that is sustainable with its current resources.	Sustain
Human Resources	Human Capital & Organizational Development	This program scored significantly above average in size, scope and productivity and cost/revenue. Evidence demonstrates that the program is significantly under resourced relative to comparators. The program has a clear sense of purpose, but evidence shows that it is challenged by the level of demand, which is increasing. The program demonstrates a need for a University-wide employee-engagement strategy. It is recommended that consideration be given to the report's comments on the organizational placement of HR and HR's potential role as part of overall organizational renewal.	Enhance
Human Rights & Equity	Human Rights & Equity	The function of this office is crucial to the University, but the report provides limited evidence of internal demand for services. The Task Force recommends exploring a different model of delivery as some of the program's current resources could better be used to support more educational programs to promote a culturally aware, diverse, and safe campus. Evidence provided suggests a refocus on the internal audience and an increase in the visibility of this program. There is limited evidence provided in the report to suggest that the current level of internal demand justifies a full-time FTE. This program is a candidate for reduction as it is unclear that demand supports its current resource level.	Unsustainable

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Information Technology Services	IT Support Services	This program scored above average on quality, importance and size, scope and productivity. It demonstrates a clear sense of purpose and importance, and demand is constant if not increasing, although areas of demand are shifting. The program is encouraged to review current resources and practices to maximize efficiencies and improve wait times. If the anticipated increase in demand of Moodle occurs, there may be a need for enhancement.	Enhance
Information Technology Services	Management Information Systems	This program scored above average or significantly above average in quality, size, scope and productivity, importance and demand. Evidence demonstrates a high-quality program with significant focus on planning and adaptability. The complexity and specialty of the demands placed on this program have grown multi-dimensionally. The report also demonstrates that an increased emphasis on data-based decision-making will increase demands on the program. Additionally, a significant number of programs from across the University have identified a need for improved information systems to enhance quality and efficiency, which will require specialized MIS consultation. MIS enhancement has the potential for significant internal benefits to many other programs.	Priority to Enhance
Information Technology Services	Media Services	This program provides a vital service to the academic teaching function of the University and scores above average in demand, importance, quality and size, scope and productivity. The program function in support of classroom teaching is sustainable in its current configuration and evidence demonstrates that it delivers on its objectives. Support for StFX events (not conference events) is creating additional demands that are difficult to meet with current human and technical resources. The pressure on this program is exacerbated by increasing demand for rapidly changing technologies such as video conferencing and requests for webcasting of events. If an increase in responsibility continues to occur, it could put a strain on the current resources. Consideration must be made with respect to enhancing these services as demand grows and changes.	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Information Technology Services	Technology Infrastructure Services	Evidence demonstrates that this program supports and maintains systems that are fundamental to the success of all programs across campus. It has above-average scores in all areas, and is significantly above average in history/function, quality and demand. The report provides significant evidence of planning and adaptability. The program makes efficient use of current resources and evidence demonstrates that it is appropriately sized. Opportunities outlined have a strong likelihood of addressing the needs of the program which will lead to better service for the campus community, but the report identifies required investments that will be necessary to upgrade infrastructure that are not currently budgeted.	Enhance
Information Technology Services	Telecommunication Services	This program has above-average scores in importance; however, it is going through a transition driven by external forces as students increasingly use personal cell phones rather than residence landlines. The program has shifted its focus toward providing an increasing number of higher value services (e.g., faculty/staff cellular support, conference-call support) and identifies several opportunities to reconfigure service delivery. This program should be supported as it continues adapting to the future.	Revise
Library	Archives	Above-average scores for importance provides strong evidence of this program's role in preserving institutional history. There are some indications that demand is decreasing, but it is unclear whether this is due to inadequate storage, the limited ability to digitize and catalog materials, or other external factors. The current move to increased digitization has great potential. More careful tracking of usage numbers by specific groups is needed to quantify the potential need for additional support. Opportunities presented should be prioritized and implementation strategies developed. The function of this program should be reviewed as part of an overall review of library operations to find efficiencies and opportunities.	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Library	Research Services	<p>This program has average scores in most criteria and above-average scores in demand and importance. Library research services are critical for scholarly research and study. The program has consistent demand and appears to be adapting to the changing needs of the various stakeholders. Evidence provided demonstrates that the quality of current services is good and that the program has strategies for monitoring and improving quality, though it has recently lost staff. However, with changes in technology and new demands on information retrieval, such as open access and copyright regulations, research library tools must be continually upgraded.</p>	Enhance
Library	Access Services	<p>This program, which enables the use of the library's collections, scores above average in importance. Its environment is rapidly and radically changing from print to electronic resources, and evidence demonstrates the program is adapting in this transition. This program demonstrates it is making efficient and effective use of its current resources, which have been reduced. Evidence suggests if the program continues its path of cross training and development of human resource skills associated with the shift to electronic resources and services, it has the capacity to maintain its current quality and adjust to demand.</p>	Sustain
Library	Collections Services	<p>This program scores above average in importance and average for most other criteria. It contributes significantly to student and faculty research and thus to the University's guiding principles. Limited evidence is provided about how new collection priorities are determined in light of current funding realities. Evidence demonstrates a need for enhancement of collections, but there is also a need for transformation to improve the alignment of collection and institutional priorities. Evidence also supports a reconfiguration of how collections are procured. Once these issues are addressed, enhancement of this program should be considered a priority as it is important this program has the necessary resources to support the academic needs of the campus.</p>	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Library	Office of the University Librarian: Senior Management & Planning	<p>This program has an above-average alignment with the University's guiding principles. The library is essential for the academic success of both students and faculty; plus the environment serves as critical space for studying. Evidence demonstrates that the administrative function is in need of transformation to maximize the library's capacity to fulfill its essential role in the academic mission of the University. The program reports in-house usage has declined significantly while online usage is increasing. Evidence demonstrates this is significantly affecting the role of the library and its staff. Significant reconfiguration of library collections and services is needed. The infrastructure, both physically and organizationally, must be addressed to improve the capacity of this program and its affiliated programs. However, once addressed, enhancement of the library should be a high priority.</p>	Revise
Office of the President & Vice Chancellor	Executive Management & Administration: President and Vice Chancellor Office	<p>This program scores above average for importance and size, scope and productivity. The program is of critical importance to the success of the University. Evidence demonstrates that it has a smaller support team than comparator institutions. The hiring of a new president means that the program will be revised, transformed, and reconfigured. Strategic planning will need to be emphasized, and administrative supports will need to be added, including mechanisms to support faculty and staff as key stakeholders.</p>	Revise
Recreation	Club Sports	<p>This program has above-average scores in all criteria. It provides significant evidence of cost effectiveness and high demand. Club Sports demonstrates that it provides opportunities for many students to engage in positive activities and develop leadership skills. The program has an impact on student recruitment, engagement and satisfaction. Although the program is capable of maintaining its current quality and demand with no additional support, the demand is very strong for new and existing clubs. There is a potential to leverage this interest in club sports for attracting and retaining high-quality students. Therefore, enhancement has great potential to be a good investment.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Recreation	General Fitness and Wellness	An above-average score for importance reveals this program's significance to the University's guiding principles of educating the whole person. The program demonstrates evidence of high-quality offerings, which support recruitment and the health of the campus community. The program has adapted well to change, including a recent decline in FTE complement. Program demand is strong, and in a number of areas the facilities cannot support current demand, which may lead to participants going elsewhere for services. Addressing opportunities is dependent on infrastructure renewal.	Sustain
Recreation	Intramurals	With above-average scores in demand, importance, and opportunity analysis, evidence demonstrates that this high-demand program provides significant value for a residential University. This program demonstrates its importance for student engagement and supports student wellbeing. Significant changes in structure and re-organization in the past year have had a positive impact, and the program is adapting and functioning well. The opportunities as outlined are reasonable and achievable.	Sustain
Recruitment & Admissions	Admissions	Admissions scores above average for importance and opportunity analysis, but below average for quality. This program is critical to the success of the University, but is struggling to maintain high levels of service due to reduced FTEs. Evidence demonstrates this program could use further expertise in specific areas (e.g., international admissions, IB admissions), which it could develop internally. It also notes it would benefit from enhanced support from TSG with Banner applications. This program identifies a weakness in its ability to plan because focus is on service delivery. Synergies may be found through reconfiguration of related programs. It is recommended that this program explore the reorganization of its workload with the Scholarships Office. In addition, the program should review its function in relation to activities such as academic planning and priorities and a University-wide internationalization strategy, after which Admissions should be considered for enhancement.	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Recruitment & Admissions	Campus Tours & Special Events	<p>Average scores in most areas but above average in importance, as this program is key to the overall recruitment strategy. There has been significant change in emphasis and approach in recent years, indicating adaptability and responsiveness. Demand has grown significantly. The program report does not identify academic departments as current internal stakeholders, but does indicate an opportunity in collaborating with academic units on campus to develop further messaging to prospective students.</p> <p>The program has an appropriate level of demand and is capable of maintaining current quality. As local student demand continues to shift to out-of-province demand, there will be a need to re-think the current scale and emphasis.</p>	Sustain
Recruitment & Admissions	Recruitment	<p>Recruitment received above-average scores in importance and demand. The program provides evidence of many initiatives, but demonstrates limited evidence of the success of these initiatives or of an overall institutional plan to direct activities. The program notes that although there has been a push for international recruitment, it has come with minimal investment in necessary supports, which limits potential success. The program also reports that its organizational placement should be reconsidered in relation to an overall institutional plan. Any further enhancement of this vital function should come after reorganization to align with broader institutional strategies, once developed.</p>	Revise
Recruitment & Admissions	Scholarships	<p>This program focuses on the administration of the scholarship office and does not deal with the management of the scholarship fund itself. The program scored below average for demand and size, scope and productivity, indicating that it may be overstaffed for the demand and size of the workload. While scholarship staff is cross-trained with Admissions, limited evidence is provided about the ways in which this program FTE supports the Admissions office.</p> <p>The opportunities analysis presents numerous straightforward initiatives that would not require initial investment and appear manageable; no evidence is provided about their current status. The program identifies potential synergies with Financial Aid and the potential for organizational realignment.</p>	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Registrar	Courses and Scheduling	The program scored above average in all criteria and significantly above average in importance and opportunity analysis. The program provides significant evidence of the way it affects many aspects of University function and operations. It has great potential to improve the efficiency and effectiveness of many academic program areas for the ultimate benefit of students. The program reports the benefits of investing in course and exam scheduling software to increase classroom and lab utilization while reducing student conflicts. The program outlines strong opportunities to improve efficiency and effectiveness.	Priority to Enhance
Registrar	Institutional Analysis	Institutional Analysis scored above average or significantly above average in most categories including demand, size, scope and productivity, importance, and opportunity analysis. The program has strong collaborations with other programs and a clear sense of its mandate. Evidence demonstrates a focused set of goals that leverage the services of other academic support programs for the advancement of the academic mission. Institutional Analysis demonstrates it has a significant role to play in supporting data-driven decision-making; thus, the demand for this program is anticipated to increase. The program has already implemented some key changes with technology and administrative realignment which position it well to support academic planning.	Priority to Enhance
Registrar	Student Financial Aid	With above-average scores for demand and importance, this program demonstrates evidence of above-average quality. The program has high productivity given the FTE complement, which is less than that of comparator institutions. Regular overtime is required to meet demand. High investment of time for processing and compliance with the US Federal Student Loan system should be re-examined as part of a University-wide review of strategies around international recruitment. This program indicates opportunities to explore realignment with similar functions such as the Scholarship Office to maximize efficiencies and provide opportunities for cross-training.	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Registrar	Student Records	This program has average scores for most criteria and above-average scores in importance. The program has an appropriate level of quality, and has implemented a significant number of automated processes that have allowed for efficiencies. Evidence provided shows an overall decrease in demand for some key services. This program is capable of maintaining quality with current resources, although it is under-resourced at peak times of the year.	Sustain
Research Services Group	ACEnet	With above-average scores in quality, demand and importance, this program provides a significant research function for a limited number of faculty. The program also demonstrates its impact and is a solid model of inter-University collaboration in an area and approach that is of increasing demand and relevance. This program provides additional evidence of its importance through its relationship with the Industry Liaison Office and its work toward a potential StFX Innovation Centre. The program has a history of adaptability and is sustainable with limited investment from the University as long as external funding is in place.	Sustain
Research Services Group	Associate Vice-President Research & Graduate Studies: Executive Management & Administra- tion	The program received above-average scores for importance, size, scope and productivity, and cost/revenue. The program provides evidence of quality and growing demand. The evidence demonstrates that the department in which this program is located is cost effective relative to similar departments at comparator institutions. The report prioritizes a review of activities within the RSG to maximize efficiencies around high-value activities. This review should be undertaken before consideration for enhancement of this program is given. However, the program provides strong evidence for the need to specifically enhance the supports for the oversight of Graduate Studies, which is growing in demand and complexity and has recently been added to this program.	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Research Services Group	Industry Liaison	<p>Industry Liaison demonstrates above-average importance and a significant growth in formal agreements over the past three years. Limited evidence is provided to demonstrate the percentage of faculty members (or students) who use the service annually. Most of the budget is provided through external funding, and the program has demonstrated effectiveness in maintaining that funding for over 10 years. This reliance on external funding may not be sustainable; however, as long as funding is available the program could be an area of future growth as the government increasingly supports R&D collaborations. Evidence demonstrates that this program is performing well, but there is some overlap with other functions within the RSG. These overlap areas should be reviewed as part of an overall review of function and distribution of work with the RSG.</p>	Revise
Research Services Group	National Collaborating Centre for the Determinants of Health	<p>This program is a stand-alone, federally funded unit operating within the Research Services Group. The program provides significant evidence of its importance to the region as well as to the University's reputation. While demand is largely external to the campus, the program provides evidence of a significant increase in demand from, and affiliation with, both faculty and students since 2012. Opportunity analysis demonstrates strong potential for building a closer connection to research and teaching at StFX, particularly through sharing of knowledge-mobilization skills. The program is mostly self-sustaining, and should be sustained while external funding is available.</p>	Sustain
Research Services Group	Research Grants Office	<p>This program received average scores in most areas but above-average scores for importance and quality. It provides strong evidence of user satisfaction; however, there is a need identified in the report for consistently available administrative support. Given the potential synergies that could develop within the Research Services Group through cross training and the development of the ROMEO database, it is recommended that more coordination be done within RSG to obtain efficiencies before enhancements are considered.</p>	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Research Services Group	Research Operations	This program scores above average in importance, demand, and size, scope and productivity, demonstrating that this is an important function that is appropriately sized. There are average to below-average scores in other criteria. The program is crucial for the research function of the University, as the requirements of external funding agencies are becoming more complex and the time required to oversee compliance is increasing. Evidence indicates that further investigation and development of ROME0 is vital to its sustainability. The program identifies inefficiencies that result from not maximizing the use of the ROME0 system, but has not demonstrated why an additional FTE is required to manage the system. Internal cross training to support ROME0 and a restructuring of the workload in the RSG will create efficiencies around administrative work.	Revise
Student Life	Aboriginal Advisor	This program provides a very important service on campus that is in keeping with the University's guiding principles. However, it indicates that there is more to be done to determine the priority areas for action and to coordinate recruitment and retention strategies for Aboriginal students. Furthermore, limited evidence is provided regarding the current level of demand, though evidence does indicate there is potential for increasing demand. This program requires restructuring to identify and enhance services as part of a strategic integration of academic and student services advising.	Revise
Student Life	Black Student Advisor	This program provides a very important service on campus that is in keeping with the University's guiding principles. However, the program indicates that there is more to be done to determine the priority areas for action and to coordinate recruitment and retention strategies for students of African ancestry. Limited evidence is provided about the level of current or future demand. This program requires restructuring to identify and enhance services as part of a strategic integration of academic and student services advising.	Revise

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Student Life	Career Services	<p>This program has above-average scores for most criteria and significantly above-average scores for importance and opportunity analysis. The program has a clear function but, at .5 FTE, which was a reduction in staff, evidence suggests it is currently under-resourced, which has a negative impact on program quality. The program also indicates that its organizational placement within the institution is a barrier to effective operation and to maximizing its potential. The strategies outlined in the opportunity analysis are appropriate, and the program is a candidate for enhancement.</p>	Enhance
Student Life	Chaplaincy Services	<p>Chaplaincy has an above-average alignment with the University's guiding principles. The program demonstrates awareness and stewardship of its heritage. Evidence provided suggests the program has similar or more human resources than are available at comparator institutions. The report provides limited evidence of demand. The program indicates it is supported by a Chaplaincy Advisory Committee and by a committee of students representing various faith traditions; however, limited evidence is provided about the roles and contributions of these groups. The program also provides few indications of how it has taken steps to adjust to the changing spiritual needs of the current student demographic and to be inclusive of the broad faith perspectives, particularly at ceremonial events. The Task Force strongly recommends an increased emphasis on multiple faith traditions through a substantial and strategic reallocation of time, focus and emphasis.</p>	Revise
Student Life	Community Code of Conduct	<p>This program has average scores in most criteria, but is above average in importance for student success and provides evidence that it is effective in achieving its mandate. Having made important linkages to many internal and external stakeholders, the program demonstrates plans for further development of relationships with such offices as the Equity Advisor and other advisors that can be met as efficiencies continue to be found through its new information-management system. Program size, scope and productivity is average relative to comparators, and the program is capable of sustaining and expanding its activities within its current resource level.</p>	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Student Life	Counselling	<p>While this program is crucially important to campus, the report provides very limited evidence regarding its quality, size, scope and productivity, or opportunities. While evidence suggests the program may be under-resourced, this cannot be adequately assessed from the information provided. The program reports that it has experienced considerable structural and supervisory change over the past five years, while also indicating some increase in demand. The program reports that a recent external review supported restructuring to maximize efficiencies. The recent formation of a student advisory committee and ongoing awareness of the acuity of mental illness in the student population are key reasons to transform this program. It requires an urgent infusion of leadership support and planning and, following this, the program should be considered a candidate for enhancement.</p>	Revise
Student Life	Disability Resources Support/Tramble Rooms	<p>This program has above-average scores in most areas, and is especially strong in quality, demand, and importance. The program was founded to meet an essential need and provides significant evidence that it is fulfilling its mandate. The program demonstrates its role in the recruitment and retention of students. Demand has been significantly increasing over the past decade with no additional resources. This program is a candidate for enhancement. Additionally, there are significant opportunities for developing even closer alignment with Academic Advising, the Writing Centre, and the Registrar's Office with closer connections to academics. As a result of a recent review, the program is currently being reorganized and strengthened and this process should continue to be supported.</p>	Enhance
Student Life	Health	<p>This program is significantly above average in size, scope and productivity, and importance, and has experienced constant, high demand. This program contributes to students' health and wellness and, therefore, plays an important role in University success. As a result of a recent review, the program is currently being reorganized and strengthened, including further consolidation of services with Counselling to define operational protocols and strategies to meet those goals. The program in its current format could be sustainable, but due to the shifting needs identified in relation to mental health services, this area of the program should be considered for enhancement.</p>	Enhance

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Student Life	International Advisor	<p>This program has above-average scores in most areas and has the potential to play a key role in the further internationalization of the campus. Evidence shows this program requires further investment to support international students. The program has solid and realistic plans associated with opportunity analysis that have the potential to improve the quality of supports for international students. There is also strong evidence that recent organizational and locational alignment with the Dean of Science office has potential to improve access to services as part of a more integrated strategy for internationalization.</p>	Enhance
Student Life	LGBTQ	<p>The program has above-average scores for importance, size, scope and productivity, and cost effectiveness. Demand is growing and this program is aligned with University priorities. Demonstrating the positive impact of its leaders' voluntary commitment, the program provides a strong example of faculty leadership in support of social justice and student services. In its current form, the program is sustainable and makes only a minor request for enhancement. However, under opportunity analysis, the program identifies a number of promising ideas for further collaboration with other equity advisors and consideration of a locational change to support closer affiliation.</p>	Sustain
Student Life	Orientation Week	<p>This program is important to the wellbeing and sustainability of the University. It provides evidence of quality and of being well organized, and receives average to above-average scores in most areas with significantly above-average scores for opportunity analysis. The program has a very good idea of the positive and negative aspects of its function and appears to have solid ideas about how to address them. Recommend initiatives to improve safety and accessibility, particularly around issues of inclusiveness, sexual assault, and alcohol abuse. The program plays an important role in supporting the student experience and does a good job of cost effectiveness and mitigating financial risk. This program is better resourced than those at comparator institutions and evidence provided suggests it is capable of sustaining and improving its high-quality services with current resources.</p>	Sustain

Academic Support and Administrative Programs Results with Comments

DEPARTMENT	PROGRAM	COMMENTS	CATEGORY
Student Life	Residence Life	<p>This program has above-average scores in most areas. Evidence shows that the program has a significant impact on creating a positive, healthy and safe residence life experience, which is crucial to students' academic and social success. There is evidence of cost effectiveness with current resources, but the program has challenges meeting its aspirations for proactive strategies for changing residence cultures. Opportunity analysis identifies some solid ideas for addressing the challenges of the timing and frequency of staff turnover with investment in professional development and training. It is recommended that these issues be addressed, including with additional personnel as needed.</p>	Enhance

Appendix A: Terms of Reference

Presidential Task Force

Sustaining The Academic Priorities of StFX 2013-2018

The University, recognizing the changing environment of teaching and learning in Nova Scotia, and recognizing the changing enrollment patterns of students attending St. Francis Xavier University (StFX), proposes a Presidential Task Force to identify and recommend avenues for sustaining the academic priorities of the University 2013-2018.

The following structure is advanced in accordance with the motions passed at the March 2013 Board of Governors' meeting.

President's Task Force on Program Prioritization

In the Academic Priorities Planning process undertaken by the Academic VP, Associate VP Research, Deans, University Librarian and Department Chairs & Coordinators in 2010, the following guiding principles were identified for StFX's future:

1. StFX is a small, high quality, primarily undergraduate, residential university.
2. At StFX we recognize a mutual dependence and cooperation between the traditional arts and science disciplines, on the one hand, and the professional disciplines, on the other. Professional disciplines are grounded in the theoretical bases of arts and science disciplines, and an undergraduate education that prepares its graduates for leadership and service requires the focus of professional programs. Undergraduate enrolment should be distributed among these areas.
3. StFX is a community of scholars: faculty and students share an intellectual life and common project. This means that the twin goals of teaching and research must be kept in a careful balance: teaching must be informed by active research, and research must be pursued with a view to our teaching mission.
4. StFX, from its foundation to serve the needs of the diocese of Antigonish, has always had a mission for service. Our graduates, it is hoped, will be prepared for and will wish to serve various communities, locally, nationally, and globally.
5. StFX is home to graduate programs in certain niche areas that reflect, in some cases, the outreach mission of the University, and in others the research needs of certain disciplines.

The President's Task Force shall have the responsibility of identifying priorities to support the strategic direction for StFX as a nationally recognized, high quality, mainly undergraduate institution with graduate programs in key strategic areas.

The process is intended to determine how best to approach the allocation of resources for the future sustainability and advancement of StFX. All dimensions of the University, both academic and non-academic, including administrative groups, shall be the subject of assessment to determine if the units or groups are of the appropriate configuration, size, and quality to serve best the goals of the University. What programs or units, academic or non-academic, administrative or non-administrative, should be sustained, enhanced, revised, or phased out?

The Task Force shall be composed of members of the Academic Planning and Priorities Committee (APP) as its core group. However, the President will not sit on this Task Force. For the information for the Board of Governors, the membership of the Academic Priorities and Planning Committee is:

President of the University

Academic Vice-President (Chair)

Deans of the four Faculties

Vice President Recruitment and Student Experience

Student's Union Vice-President or his/her designate

University Librarian

Six members elected by Senate - four faculty Senators and two student Senators

Terms of Reference (continued)

Further members of the Task Force will be Associate Vice-President Research, Chair of General Faculty, Secretary of Senate, Chairs of the four Faculties, Director of Student Life, Student Chair of the Quality of Life Committee, Director of Athletics, Director of Finance, Registrar, and the Director of Continuing Education.

The Academic Vice-President & Provost (AVP) will Chair the Committee and oversee the Program Prioritization process. The Committee may decide to form sub-committees or working groups to address various elements. The AVP will make regular progress reports to the Senate, Board of Governors and other appropriate University bodies, beginning in early October 2013.

The Task Force will develop criteria for assessment of both academic and non-academic programs. Recognizing that different groupings of programs and offices have different roles within the University, the Committee may develop different sets of criteria for different groups of programs. The Task Force (27 members) shall have access to all relevant enrollment, engagement, and resource data available from the Registrar, Student Services and from Finance and any applicable data available in Departments and units, and shall investigate all aspects of the University's functioning under the following headings:

- Quality of program inputs and processes
- Quality of program outcomes
- External demand for the program or unit
- Internal demand for the program of unit
- Size, scope and productivity of the program
- Revenue and other resources generated
- Costs and other resources involved
- Impact justification and overall essential nature of the program
- Opportunities analysis

(Note: These objectives are consistent with those identified in other Universities' priorities reviews, and are derived from some of those named by Robert C. Dickson in Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance.)

Extensive consultation and periodic "townhalls" shall be undertaken with the University Community by the Task Force in its initial stages, and the data shall be compiled and formulated to a final draft. The consultation format and style shall be determined by the Task Force.

Following its consultative process the Task Force shall identify specific and measurable goals for the University. These goals will be consistent with the mandate of St. Francis Xavier University.

Recommendations may be made to Senate with respect to any relevant non-academic programs. Matters relating to all academic units' and programs' positioning shall be referred by Senate to APP for consideration and re-proposed to Senate by APP. Recommendations regarding non-academic programs that are not under the jurisdiction of Senate shall be referred to the Board of Governors. It is understood that such recommendations would focus on achieving a sustainable model for the StFX of the future, and may involve expansion, reduction, or consolidation of existing/current programs or units, the addition of new programs or units, or the elimination of programs or units.

The Committee shall submit its final report to the President no later than June 30th, 2014.

Note: The Report of the Task Force is received by the President, who after discussion with the Task Force, refers any academic recommendations to the Senate, which in turn refers them to the Academic Planning & Priorities Committee for eventual re-proposal (if accepted) to Senate. The non-academic changes shall be referred by the President to the Board either for support of decisions or for consideration/acceptance of recommendations.

Appendix B: Task Force Membership

Task Force Project Management		Date Joined
Leslie MacLaren Academic Vice President and Provost	Task Force Chair	September 2013
Jeff Orr Dean of Education	Project Manager	September 2013
Task Force Members	Ex-Officio Position	Date Joined
Bob Hale Director of Ancillary Services	Student Life	February 2014
Charmaine McPherson Associate Professor, Nursing	Chair, Faculty of Science	September 2013
Dave Risk Associate Professor, Earth Science	Elected Faculty of Science Representative	February 2014
Denton Anthony Assistant Professor, Business	APP Committee Member	September 2013
Helen MacGregor Director of Finance	Director of Finance	September 2013
Jacques Boucher Associate Professor, Human Kinetics	APP Committee Member	September 2013
Janice Landry Director of Continuing and Distance Education	Director of Continuing and Distance Education	September 2013
Leo MacPherson Director of Athletics	Director of Athletics	September 2013
Lisa Lunny Borden Associate Professor, Education	Chair, Faculty of Education	September 2013
Lynne Murphy University Librarian	University Librarian	September 2013
Matt Meyer, Associate Professor, Education	APP Committee Member	September 2013
Peter Poole Professor, Physics	Elected Faculty of Science Representative	February 2014
Rachel Hurst, Assistant Professor Women's & Gender Studies/ Anthropology	Secretary of Senate	September 2013
Richard Nemesvari Dean of Arts	Dean of Arts	September 2013
Robert van den Hoogen Dean of Science	Dean of Science	September 2013
Shannon Morell Acting Registrar	Registrar	September 2013

Task Force Membership (continued)

Tara Callaghan Professor, Psychology	Chair, Faculty of Arts	September 2013
Tim Hynes Dean, Schwartz School of Business	Dean, Schwartz School of Business	September 2013
Will Sweet Professor, Philosophy	APP Committee Member	September 2013
Yvon Grenier Professor, Political Science	Chair, University Faculty	September 2013
Evaluation Members		Date Joined
Alicia Silliker Students' Union Vice-President 2014-15		April 2014
Dave MacNeil Budget Analyst, Facilities Management		April 2014
Jane MacDonald Manager, Co-operative Education and Career Services		April 2014
Jennie MacDonald Academic Advisor		April 2014
Wendy Morse Manager, Procurement Services		April 2014
Past Task Force Members		Date Served
Corinna Fitzgerald Director Student Life	Student Life	September 2013 - December 2013
Daniel McKenna Student	APP Committee Member	September 2013 - April 2014
Keith De'Bell Associate Vice-President Research	Associate Vice-President Research	September 2013 - July 31, 2014
Laura Sandre Student	APP Committee Member	September 2013 - April 2014
Ramsay Duff Vice-President, Finance and Operations	Student Experience	September 2013 - January 2014
Taylor Mason Students' Union Vice-President 2013-14	Students' Union Vice-President 2013-14	September 2013 - June 2014
Project Staff		
Candice Finbow Project Coordinator		
Gina Sampson Project Coordinator		

Appendix C: The Task Force Conflict of Interest Policy

- The Task Force members will remain constantly aware of avoiding advocacy in any manner as they proceed to rate and deliberate on programs.
- Task Force members will automatically recuse themselves from reviewing programs in departments where they are employed.
- Task Force members will also automatically recuse themselves from reviewing programs with which their spouses, partners, or immediate family members are currently affiliated.
- Student members of the Task Force will automatically recuse themselves from reviewing programs in the department in which they have declared a major.
- Members will also recuse themselves from reviewing any additional program if they believe there may be a perceived conflict of interest.
- University Senior Administrators (AVP, AVP(R) or Deans) on the Task Force will recuse themselves from discussing all programs in their faculty or administrative unit.

Appendix D: Campus Consultation Sessions

Consultation	Date	Time	Location
Information Sessions: All Faculty and Staff (Students welcome)	December 10, 2013	9:30-10:30	Schwartz Auditorium
	December 12, 2013	3:30-4:30	Schwartz Auditorium
Information Sessions: Students (Faculty & Staff welcome)	January 29, 2014	10:15-11:15	Council Chambers
ASAP Managers and Librarians	January, 2014	Various sessions	Various locations
ASAP Managers Information Session	January 20, 2014	2:00 - 3:00	Coady 265
ASAP Managers Information Session	January 20, 2014	3:00 - 4:00	Coady 265
ASAP Managers Information Session	January 28, 2014	3:00 - 4:00	Coady 265
Roundtable Consultation Sessions	February 11, 2014	1:15-2:00	Dennis Hall
	February 11, 2015	2:15-3:00	Dennis Hall
	February 12, 2014	1:15-2:00	Dennis Hall
	February 12, 2015	2:15-3:00	Dennis Hall
ASAP: Workshop Sessions	March 31, 2014	11:30-12:30	Xavier Hall 228B
	March 31, 2014	12:30-1:30	Xavier Hall 228B
	April 1, 2014	1:00-2:00	Xavier Hall 228B
	April 1, 2014	2:00-3:00	Xavier Hall 228B
Academic Programs: Technical Sessions	March 31, 2014	9:45-10:45	Schwartz 256
	April 1, 2014	:15-3:15	Schwartz 257
	April 1, 2014	9:00-10:00	Schwartz 252
	April 2, 2014	11:15-12:15	Schwartz 256
Academic Program Template Workshops	April 11, 2014	10:00 - 11:00	Xavier 228B
	April 12, 2014	11:00 - 12:00	Xavier 228B
	April 14, 2014	9:00 - 10:00:00	Xavier 228B
	April 15, 2014	1:00 - 2:00	Xavier 228B
	April 15, 2014	11:00 - 12:00	Xavier 228B
	April 15, 2014	12:00 - 1:00	Xavier 228B
ASAP Template Workshop	April 10, 2014	3:00 - 4:00	Xavier 228B
	April 11, 2014	1:00 - 2:00	Xavier 228B
Academic Program Workshop Sessions	May 8, 2014	3:00-4:00	Xavier 228B
	May 12, 2014	11:00 - 12:00	Xavier 228B
	May 13, 2014	1:00 - 2:00	Xavier 228B
Academic Department Sessions (as requested)	April and May 2014	Various sessions	Various

Appendix E: Academic Program Criteria

Criterion 1: History, Development and Expectations (5%)

This criterion looks to the past to provide the program with the opportunity to explain its history and development and to show the degree to which the program has adapted over time.

Criterion 2: External Demand (10%)

This criterion examines current and anticipated levels of the interest in this program from stakeholders outside of campus.

Criterion 3: Internal Demand (10%)

This criterion examines the extent to which this program supports other programs internal to the University.

Criterion 4: Quality of Program Inputs (10%)

This criterion examines the quality of this program's resources (e.g., faculty, students, facilities, equipment, etc.) and the practices and activities in place to take advantage of those resources.

Criterion 5: Quality of Program Outcomes (10%)

This criterion assesses the quality of teaching, learning, research/creative, and academic service activities achieved by the program.

Criterion 6: Size, Scope, and Productivity (15%)

This criterion looks at the program's size and scope (the breadth and depth of what it does) and seeks to determine if it is appropriately sized to meet demand and to deliver quality outcomes in an effective and efficient way.

Criterion 7: Revenue and Resources Generated (7.5%)

This criterion assesses revenues generated by the program.

Criterion 8: Costs and Other Expenses (7.5%)

This criterion assesses costs incurred by the program.

Criterion 9: Importance (15%)

This criterion allows the program to build on evidence provided in earlier criteria and to offer summative comments about the ways in which the program is essential to the University.

Criterion 10: Opportunity Analysis (10%)

This criterion looks to the future and allows programs to suggest how they might seize sustainable opportunities to benefit the program and the University.

Appendix F: Academic Support and Administrative Program Criteria

Criterion 1: History and Function (5%)

This criterion provides an overview of the program's mandate, central function, and goals. It also examines the degree to which the program has adapted and responded to change over time.

Criterion 2: Demand (20%)

This criterion examines the extent to which this program is used by other programs or stakeholders within the University and/or outside of the University.

Criterion 3: Quality (20%)

This criterion seeks to measure the quality of a program's inputs (e.g. quality of staff, facilities, equipment, practices, activities, etc.), and to assess the quality of the outcomes achieved by the program.

Criterion 4: Size, Scope, and Productivity (15%)

This criterion looks at the program's size and scope (the breadth and depth of what it does) and seeks to determine if it is appropriately sized to meet demand and to deliver quality outcomes in an effective and efficient way.

Criterion 5: Costs and Revenue (15%)

This criterion examines the cost-effectiveness of the program

Criterion 6: Importance (15%)

This criterion allows the program to build on evidence provided in earlier criteria and to offer summative comments about the ways in which the program is essential to the University.

Criterion 7: Opportunity Analysis (10%)

This criterion looks to the future and allows programs to suggest how they might seize sustainable opportunities to benefit the program and the University.

Appendix G: Academic Data Tables

Table Number	Table Title
1A	Department 6-Credit Enrolment by Course Level
1B	Department 6-Credit Enrolment by Course Level for MA and MSc Programs
1C	External Demand
1D	External Demand for MA and MSc Programs
2A	Graduation Numbers by Department
2B	Graduation Numbers as Percentage of University Total
3	Applications Targets Actuals for BA and BSc
4	Applications Caps Actuals for Direct Entry Programs
5	Internal Demand
6	Major Entrance Scholarships
7	Average Grade at Admission
8	Average Grade at Sophomore
9A	Distinction First Class Honours by Department
9B	Student Research Awards by Department
10A	Faculty FTE
10B	Lab Instructors Nurse Educators Teaching Support FTE
11	Average Class Size by Course Level
12	Average Class Size by Faculty
13	Department 6-Credit Enrolment to Faculty Teaching FTE
14	Faculty 6-Credit Enrolment to Faculty Teaching FTE
15A	Research Expenditures by Department
15B	University Research Publication Teaching Award (URPTA)
16	Departmental Research Metrics
17	Percent of Enrolment by Program
18	Departmental Credits Offered by Level
19	Revenue
20	Department Costs
21A	Cost per 3-Credits by Department
21B	Average Cost per 3-Credits by Faculty
22A	Cost per 6-Credits Enrolment by Department
22B	Average Cost per 6-Credits by Faculty
23 (Supplement)	6-Credit Course Enrolment by Students in Joint Programs
24 (Supplement)	Co-op Graduates by Department
25 (Supplement)	Faculty 6-Credit Enrolment to Faculty Teaching FTE (Supplement to Table 14)

Appendix H: Academic Program Template Questions

Criterion 1: History, Development and Expectations

- 1.1 Provide a brief overview of the history and development of this department highlighting only the most significant events. Concisely describe the evolution of each program within the department. (Department -- 200 words; programs -- 200 words each)
- 1.2 What are the main objectives of this program and why are these objectives relevant for StFX now and in the future? (You may address teaching, learning, research/creative and/or service objectives as applicable). (Programs--150 words each)
- 1.3 Explain the key ways this department has adapted and responded to the changing needs of StFX . Provide evidence to demonstrate the ways in which this program is committed to ongoing review and reassessment. (Department--200 words)

Criterion 2: External Demand

- 2.1 Making reference to the centrally provided data in **Tables 1A, 1B, 1C, 1D, 2A, 2B** and **Table 3** as applicable, describe trends in past and current external demand for this program. (*Does not apply to general courses.*) (Programs – 150 words each)
- 2.2 Using the centrally provided data described in **Table 4**, comment on external demand for programs in this department. For **Coady, Continuing Education, Adult Ed., Co-op** and **other graduate programs**, provide quantitative data on application rates, targets and actual enrolment, and comment on external demand for this program. (This question only applies to the departments or programs indicated in the Table or listed.) (Department –150 words)
- 2.3 Comment on the anticipated demand for the skills and expertise of graduates of this department at local, provincial, national and/or international levels. Some of the following links to such external sites as Maritime Provinces Higher Education Commission enrolment data and / or labour market forecast information as listed below may be of use to you in answering this question. (Department –150 words)
- 2.4 Check the appropriate box to indicate the level of external competition to which this department is subject. Offer additional comments about external competition for this department and/or its programs, as applicable. (Department –150 words; Programs--150 words each)
- 2.5 Identify and briefly describe the most significant examples of how the expertise of faculty and staff in this department is in demand outside of the University (e.g., off-campus research/creative collaborations; off-campus academic service, collaborations and partnerships; media requests; external workshops, presentations, colloquia, boards, etc.). (Department –150 words)
- 2.6 Describe any additional information about external demand for this department and/or its programs that has not been captured elsewhere on this form. (150 words)

Criterion 3: Internal Demand

- 3.1 Using the centrally provided data in **Table 5**, assess the internal demand for enrolment in this department. Explain how StFX programs outside your department are impacted by this department. If your department does not have the capacity to support other programs at StFX because of program caps or external regulations, please explain. (Department –150 words)
- 3.2 Identify and briefly describe the most significant examples of teaching, research and/or academic service partnerships that this department has with other programs and/or faculty within the university. Include courses in your department that are required by StFX programs outside of your department (e.g., service teaching, research collaborations, joint degrees) (Department –150 words)
- 3.3 Describe how each program is impacted (positively or negatively) by other programs in this department. (Programs--150 words each)
- 3.4 Please add any additional information about internal demand for this department and/or its programs that has not been captured elsewhere on this form. (150 words)

Academic Program Template Questions (continued)

Criterion 4: Quality of Program Inputs

- 4.1 Provide an overview of the main areas of disciplinary and/or professional expertise that distinguish this department from similar departments at other institutions. (Department –150 words)
- 4.2 Making reference to the centrally provided data from **Tables 6, 7 and 8**, comment on the ability of this program to attract top quality students. (This question does not apply to General Courses) (Programs–150 words each)
- 4.3 As applicable, briefly describe any specialized or distinctive space or equipment available to support this department. If applicable, identify any needed resources that are necessary to maintain accredited programs or industry standards. (Department –150 words)
- 4.4 What are the most significant practices this department currently uses outside of the classroom to promote academic excellence among students in this program and to create a supportive learning environment? Please quantify your response as much as possible (e.g., frequency of events, participation levels by year of study, etc.). You may wish to consider some of the following items, or other practices as applicable:
- Student involvement in research, including publications and conference participation
 - Academic advising and professional mentoring by faculty
 - Student-to-student learning opportunities outside of class (e.g., peer mentoring, group learning outside of class)
 - Department sponsored speakers, symposia, workshops, etc., attended by students
 - Promotion of diverse perspectives (e.g., cultural background, gender, etc.)
 - Other regularly occurring faculty/student interaction outside of class-time (e.g., end-of-year banquets, faculty participation in society events, etc.)
- (Department—500 words; Programs--150 words each)
- 4.5 What are the most significant practices this department currently uses to promote academic excellence inside of the classroom? Please quantify your response as much as possible (e.g., frequency of events, participation levels by year of study, etc.). You may wish to consider some of the following items, or other practices as applicable:
- Curriculum review and re-assessment at the department level
 - Experiential learning opportunities such as labs, service learning, co-op, field trips
 - Capstone courses, senior seminars, directed studies
 - Varied teaching strategies to accommodate diverse learning styles (e.g., group work, lectures, learning technologies, etc.)
 - Level and amount of writing normally required in this program (where applicable)
 - Level and amount of quantitative reasoning required in this program (where applicable)
- (Department—500 words; Programs--150 words each)
- 4.6 Please add any additional comments about the quality of this department's and/or program's resources (e.g., faculty, students, facilities, equipment) that have not been captured elsewhere on this form. This might include extraordinary qualifications of faculty/staff, extraordinary professional development, high quality infrastructure, as applicable. (150 words)

Criterion 5: Quality Outputs

- 5.1 Using the centrally provided data from **Table 9A and 9B**, comment on this department's ability to develop top quality students. (Department –150 words)
- 5.2 Does this Department track the success of graduates of its program on graduate/professional school entry and/or graduate school awards or on graduate licensing (e.g., Nursing CRNE/NCLEX exam pass rates, dietetic internships)? If yes, describe its success. If no, offer qualitative comments about the success of students after graduation. This may include success in graduate school entry, scholarships, grants, etc. (Department –150 words)
- 5.3 Considering how faculty success is measured in your discipline, identify the most significant achievements by faculty associated with this department in the past five years. This includes high quality and distinctive achievements in research/creative activity, teaching innovation, academic service, etc. (Department—250 words)

Academic Program Template Questions (continued)

- 5.4 Is this program accredited by the Maritime Provinces Higher Education Commission (MPHEC)? If no, explain. (Department – 50 words; Programs –50 words)
- 5.5 Is this program accredited by other external bodies? If applicable, please comment on the status of the accreditation. (Department – 50 words; Programs –50 words)
- 5.6 Please add any additional comments about quality achievements by faculty or students in this department and/or its programs that have not been captured elsewhere on this form. (e.g., extraordinary research quality, student achievements and success post-graduation, h-index, faculty awards and recognitions) (Department—250 words)

Criterion 6: Size, Scope and Productivity

- 6.1A Referring to the centrally provided data in Tables 10A and 10B (Faculty and Staff FTE), please explain any anomalies or special circumstances, including significant overloads. (Department 150 words)
- 6.1B Describe and comment on the FTE allocation of administrative assistants in this department. (Department 150 words)
- 6.2 Referring to the centrally provide data in Tables 11 and 12, comment on how this information demonstrates the appropriateness of this department’s class size. (Department 150 words)
- 6.3 Referring to the centrally provide data in Tables 13 and 14, comment on how this information demonstrates the appropriateness of this department’s student-to-faculty ratio. (Department 150 words)
- 6.4A Complete the following Table 16 Departmental Research Metrics to demonstrate departmental research/creative activity productivity. Please report by calendar year.

TABLE 16

Departmental Research Metrics by Calendar Year	2009	2010	2011	2012	2013
Number of Faculty Holding Tri-Agency Funding as a Principal Investigator					
Number of Faculty Holding Non- Tri-Agency Funding as a Principal Investigator					
Number of Published Peer-Reviewed* Journal Articles					
Number of Published Peer-Reviewed* Books					
Number of Published Peer-Reviewed* Book Chapters					
Number of Peer-Reviewed* Conference Papers					
Number of Peer-Reviewed* papers co-authored with undergraduate and graduate students					
Number of Peer-Reviewed* Creative Works					
Number of Published Completed Non Peer-Reviewed Books, Journal Articles, Book Chapters, and Research/Creative Works (Includes technical reports, grey reports and other acceptable knowledge mobilization modes.)					

*Note that non-peer reviewed items are counted in the final item in this table

Provide and describe any additional research metrics not identified in **Table 16**. (Department -- 150 words)

- 6.4B Making reference to Table 15A and 15 B and Table 16 and recognizing that the quantity of research productivity is often discipline specific, please comment on the research productivity of faculty members of this department. Comment on the time available for research and the extent to which research activity is integrated with teaching in this program. (Department—250 words)
- 6.5 The data in Tables 17 and 18 provide one measure of program efficiency. Please comment on the relationship between program enrolment and the courses allocated to offer the program, and note any changes over time. (Programs – 150 words each)
- 6.6 Please add any additional comments about the size, scope and productivity of this department and/or its programs that have not been captured elsewhere on this form (e.g., increases or reduction in FTE or students; information about the size and curricular scope of similar departments at comparator institutions). (150 words)

Academic Program Template Questions (continued)

Criterion 7 Revenue and Resources Generated

- 7.1 **Table 19** Department and Program Revenue. (Note: Research revenue is reported in Criterion 6) Making reference to Table 19 please comment on each program's revenue patterns. (Programs – 150 words each)
- 7.2 Given the department's current faculty complement and infrastructure, is this program at maximum capacity? If yes, please explain. If you have capacity to grow the program with existing resources, what steps are being taken to increase enrolment, and what have been the results? (Programs – 150 words each)
- 7.3 Please add any additional comments about the revenue of this department and/or its programs that have not been captured elsewhere on this form (e.g., indirect research revenue, endowments). (150 words)

Criterion 8: Costs

- 8.1 Making reference to Table 20, please comment on this department's cost. Any cost item that differs from normal patterns should be explained briefly (e.g., salaries could be higher or lower than usual due to vacant full-time positions, equipment upgrades, etc.). (Department -- 150 words)
- 8.2 **Table 21A, 21B, 22A, 22B** describe the per course and per enrolment cost for this department and for each University Faculty. Please comment on the department's delivery cost. Comment on costs that might be higher than usual because of specific attributes of this program such as specialized equipment, labour intensive teaching, etc. (Department – 150 words)
- 8.3 Please describe how this department has created efficiencies and managed costs and quality. (Department – 150 words)
- 8.4 Indicate how recent budget changes have directly affected resources for your department and this program (faculty, staff, operating expenses) and course offerings (class size, reduced course offerings or options for majors/honours). (Department -- 150 words)
- 8.5 Cost of space allocated to this department will be emailed to department Chairs at a later date for review.
- 8.6 Please add any additional comments about the costs of this department and/or its programs that have not been captured elsewhere on this form. (150 words)

Criterion 9: Importance

- 9.1 Provide evidence to illustrate how this department is important to the guiding principles of the University as described above. (Department -- 150 words)
- 9.2 Describe how each program is important to other programs, departments, and/or the University. (Programs – 150 words each)
- 9.3 Describe how this department is important to the economic and social development of the region, to arts and culture, to the diversity of the campus community, and/or to the University's reputation. (Department – 150 words)
- 9.4 Describe any other relevant information about the importance of this department and/or its programs to the overall operation and functioning of the University, and to the values of University education in general. (150 words)

Criterion 10: Opportunities Analysis

- 10.1 Identify specific changes that are likely to impact the department and/or its programs over the next 5 years. Consider issues both internal and external to the University. What opportunities and/or challenges exist from these changes? (Department – 150 words; Programs – 150 words each)
- 10.2 What key initiative(s) could this department implement over the next five years to strengthen this department and/or its programs and to enhance the quality and sustainability of StFX? (Department – 150 words; Programs -- 150 words each)
- 10.3 Outline how each of the above initiatives could be achieved cost effectively. (Consider human resources, space, non-space capital, technology, equipment, policies and processes, etc.) (Department – 150 words; Programs – 150 words each)
- 10.4 What opportunities exist for greater collaboration between this department and/or its programs and other StFX programs. (Department – 150 words; Programs – 150 words each)

Appendix I: Academic Support and Administrative Programs Template Questions

Criterion 1: History and Function

- 1.1 Please provide a brief overview of the department in which this program is situated. (75 words)
- 1.2 Please provide an overview of the specific program under review. Include a description of its central function(s). If relevant include when and why it was originally established.
- 1.3 Please list the program's key goal(s). (150 words)
- 1.4 For each of the program's goals identified in 1.3, please list and briefly describe the key activities and processes that support the goal(s). (List)
- 1.5 What is the full time equivalent (FTE) paid employee complement assigned to this program?
- 1.6 Please identify and describe the major changes this program has experienced and responded to over the past 10 years. How do these changes reflect the changing needs of the campus? (150 words)
- 1.7 Is the program mandated by government or other stakeholders external to the University? If yes, please explain. Report the results of recent external reviews, if applicable. (150 words)

Criterion 2: Demand

- 2.1 Please identify the key internal and/or external users of the program. Only include stakeholders/programs with which you have regular interaction(s). (List)
- 2.2 What are the key services or collaborations that your program provides on a regular basis to each of the internal or external stakeholders identified in 2.1? Please include quantifiable data to demonstrate the size and scope of these services or collaborations, where applicable. (150 words)
- 2.3 Please identify the indicator(s) you normally use to report the program's level of demand (e.g., student usage, books checked out, number of service requests). (List)
- 2.4 Relative to the demand for this program in 2009-10, indicate the overall change in level of demand for the subsequent four years. Please base your response on the combined impact of indicators in 2.3. (Please click "same" for 2009-10; then complete the remaining years by showing whether demand has increased, remained the same, or decreased compared to 2009/10. Please justify your response in 2.4 by providing supporting data based on the indicators identified in 2.3. (150 words)
- 2.5 Please explain the most significant and likely anticipated changes in demand for this program over the next five years. Explain how this change in demand relates to the changing needs of the campus community? What are the drivers of this change? (150 words)
- 2.6 Please identify any programs on campus that are similar in service or function to this one. Please explain why this similarity of service is necessary. (75 words)
- 2.7 Please add any additional comments about the demand for this program that have not been captured elsewhere in this form. (150 words)

Criterion 3: Quality

- 3.1 Please list and briefly describe the program's goals that relate to quality outcomes. (List)
- 3.2 Please list the qualitative and quantitative indicators the program uses to measure the quality of these goals as identified in 3.1. (List)
- 3.3 Making reference (by number) to each of the quality indicators in 3.2, please provide specific data to show how the program has demonstrated quality performance and has met service expectations over time. Explain. (150 words)
- 3.4 Please provide an overview of the program's ongoing review, planning, and re-assessment strategies. (150 words)
- 3.5 Does the program conduct any user satisfaction surveys or have other mechanisms for formal feedback on user satisfaction? If so, please report these findings. (150 words)

Academic Support and Administrative Programs
Template Questions (continued)

- 3.6 Please describe any recent changes in the program. How have these changes impacted the program's ability to achieve the program's goals and deliver quality (e.g. FTE, innovations, space, technology, policies, process improvements)? (150 words)
- 3.7 Please add any additional comments about the quality of this program's resources (staff students, facilities, equipment, etc.) that have not been captured elsewhere in this form. You may consider any extraordinary qualifications of staff, environmentally sustainable practices, internal or external awards or special recognition, extraordinary investments in professional development, etc. (150 words)

Criterion 4: Size, Scope & Productivity

- 4.1 Please outline the staffing complement assigned to this program and the primary functions of each position. (List)
- 4.2 How has the FTE staff complement changed in the past ten years in relation to the number of people or entities served? How has productivity been impacted by these changes? (150 words)
- 4.3 Please describe any recent changes in the program that have impacted the program's productivity (e.g., innovations, space, technology, policies, process improvements). (150 words)
- 4.4 Provide evidence to show how the size and scope of similar programs at comparator institutions compare to this program? (Size relates to staffing complement compared to useage numbers and scope relates to the range of services offered by the program.) Please select 2-4 comparators and indicate which institutions you have used as comparators. [Comparator institutions are normally Acadia, Mt. Alison, UPEI, Saint Mary's, Trent, and Lethbridge. Programs without comparator(s) in that group may identify other comparators from the Primarily Undergraduate category of the MacLean's ranking in consultation with the Task Force office.] (150 words)
- 4.5 Please comment on how this program's current size and scope is appropriate for fulfilling its key functions effectively and efficiently. Provide evidence to justify your response. (150 words)
- 4.6 Is the organizational placement of this program within the University appropriate? If not, please explain. Are there examples at other universities of better organizational structure to support this function? (150 words)
- 4.7 Please add any additional comments about the size, scope and productivity of this program that have not been captured elsewhere in this form. (150 words)

Criterion 5: Costs and Revenue

- 5.1 Costs table will be emailed to people approving this report.
- 5.2 Any cost item that differs from normal patterns should be explained briefly in the space below including particular significant costs that can be attributed to this program that should be specifically identified. (75 words)
- 5.3 Identify specific factors that will affect the costs of this program in the next three years (e.g., known changes to compliance standards, planned events, required equipment purchases). (75 words)
- 5.4 Assess this program's performance in terms of cost effectiveness (e.g., budget projections versus actuals, benchmarks from similar universities, industry practices). (150 words)
- 5.5 Describe how this program demonstrates good stewardship of resources. What innovations have been put in place within the last three years to ensure the program operates more efficiently and cost effectively (e.g. staff cross-training, reductions in operating costs, changes to processes). (75 words)
- 5.6 Cost of space allocated to this program will be provided at a later date and will be forwarded to you for review.
- 5.7 Please add any additional comments about the costs of this program that have not been captured elsewhere in this form. (75 words)

For programs that generate revenue:

- 5.8 Revenue table will be emailed to people approving this report.

Academic Support and Administrative Programs
Template Questions (continued)

- 5.9 Any revenue item that differs from normal patterns should be explained briefly in the space below including particular significant revenue that can be attributed to this program that should be specifically identified. (75 words)
- 5.10 Identify specific factors that will impact the revenue generated by this program in the next three years (e.g., planned changes in service, planned events, planned campaigns). (75 words)
- 5.11 Please add any additional comments about the revenue of this program that have not been captured elsewhere in this form. (75 words)

Criterion 6: Importance

- 6.1 Please provide evidence to illustrate how this program makes significant contributions to the guiding principles as described above. (150 words)
- 6.2 Please describe how this program promotes and/or supports directly or indirectly excellence in learning, research, teaching and creative activity, emphasizing the development of the whole student. (150 words)
- 6.3 In what ways does the success of this program impact other programs or the operation of the University? (150 words)
- 6.4 Please describe the impact the program has on the economic and social development of the region, to arts and culture, to diversity and/or to the University's reputation. (150 words)
- 6.5 Please describe any other aspects of this program's essentiality that have not been captured above. (150 words)

Criterion 7: Opportunity Analysis

- 7.1 Identify specific changes that are likely to impact the program over the next 5 years. Consider issues both internal and external to the University. What opportunities and/or challenges exist from these changes? (150 words)
- 7.2 What key initiative(s) could this program implement over the next 5 years to improve its quality and sustainability to strengthen both the program and the University? (150 words)
- 7.3 For each of the initiative(s) identified in 7.2, please provide a plan to demonstrate how it could be achieved efficiently and cost effectively. (Please consider collaborations, staff cross-training, space, technology, equipment, policies, process improvements, etc.) (150 words)

Appendix J: Academic Template Rubric

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 1: History, Development, and Expectations	<ul style="list-style-type: none"> • Program demonstrates a very limited sense of its mandate and its position in the University • Program demonstrates very limited evidence of how initiatives are connected to the main objectives of the program • Program demonstrates very limited evidence of its ability to anticipate and adapt to change 	<ul style="list-style-type: none"> • Program demonstrates a limited sense of its mandate and its position in the University • Program demonstrates limited evidence of how initiatives are connected to the main objectives of the program • Program demonstrates limited evidence of its ability to anticipate and adapt to change 	<ul style="list-style-type: none"> • Program demonstrates a sense of its mandate and its position in the University • Program demonstrates that initiatives are connected to the main objectives of the program • Program demonstrates ability to anticipate and adapt to change 	<ul style="list-style-type: none"> • Program demonstrates an above average sense of its mandate and its position in the University • Program demonstrates that initiatives have an above average connection to the main objectives of the program • Program demonstrates an above average ability to anticipate and adapt to change 	<ul style="list-style-type: none"> • Program demonstrates an exceptional sense of its mandate and its position in the University • Program demonstrates that initiatives are exceptionally well-connected to the main objectives of the program • Program demonstrates an exceptional ability to anticipate and adapt to change 	
Criterion 2 External Demand	<ul style="list-style-type: none"> • Very limited demand for entrance to the program • Very limited demand for graduates • Very limited demand for research/ creative and service activities • Strong evidence to suggest decreasing demand 	<ul style="list-style-type: none"> • Limited demand for entrance to the program • Limited demand for graduates • Limited demand for research/ creative and service activities • Some evidence to suggest decreasing demand 	<ul style="list-style-type: none"> • Average demand for entrance to the program • Average demand for graduates • Average demand for research/ creative and service activities • Program is commonly available • Demand likely to remain stable 	<ul style="list-style-type: none"> • Above average demand for entrance to the program • Above average demand for graduates • Above average demand for research/ creative and service activities • Moderately unique program • Evidence of above average increase in anticipated demand 	<ul style="list-style-type: none"> • Exceptional demand for entrance to the program • Exceptional demand for graduates • Exceptional demand for research/ creative and service activities • Exceptionally unique program • Evidence of exceptional increase in anticipated demand 	
Criterion 3 Internal Demand	<ul style="list-style-type: none"> • Very limited internal demand • Very limited evidence of contribution to the quality of other programs 	<ul style="list-style-type: none"> • Limited internal demand • Limited evidence of contribution to the quality of other programs 	<ul style="list-style-type: none"> • Average level of internal demand or no capability to support internal demand • Contributes to the quality of other programs 	<ul style="list-style-type: none"> • Above average level of internal demand • Above average contribution to the quality of other programs 	<ul style="list-style-type: none"> • Exceptional level of internal demand • Exceptional contribution to the quality of other programs 	

Academic Template Rubric (continued)

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 4 Quality of Program Inputs	<ul style="list-style-type: none"> Very limited evidence of the ability to attract top students Very limited quality resources which often hinder program delivery Very limited evidence of activities and practices which promote academic excellence 	<ul style="list-style-type: none"> Limited evidence of the ability to attract top students Limited quality resources which sometimes hinder program delivery Limited evidence of activities and practices which promote academic excellence 	<ul style="list-style-type: none"> Ability to attract top students Average quality resources support the program Activities and practices promote academic excellence 	<ul style="list-style-type: none"> Above average ability to attract top students Above average quality resources support the program Above average level of activities and practices which promote academic excellence 	<ul style="list-style-type: none"> Exceptional ability to attract top students Exceptional quality resources enrich the program Exceptional level of high quality activities and practices which promote academic excellence 	
Criterion 5 Quality of Program Outcomes	<ul style="list-style-type: none"> Very limited evidence of student success Very limited evidence of faculty success in research/ creative activity and service 	<ul style="list-style-type: none"> Limited evidence of student success Limited evidence of faculty success in research/creative activity and service 	<ul style="list-style-type: none"> Average student success Average faculty success in research/ creative activity and service 	<ul style="list-style-type: none"> Above average student success Above average faculty success in research/ creative activity and service 	<ul style="list-style-type: none"> Exceptional student success Exceptional faculty success in research/ creative activity and service 	
Criterion 6 Size, Scope & Productivity	<ul style="list-style-type: none"> Very limited resources have significant negative impact on efficiency Very limited evidence of appropriate levels of research/ creative and service activity given the size of the program and the standards of the discipline 	<ul style="list-style-type: none"> Limited resources sometimes have a negative impact on efficiency Limited evidence of appropriate levels of research/ creative and service activity given the size of the program and the standards of the discipline 	<ul style="list-style-type: none"> Resource level supports an efficient program Average levels of research/ creative and service activity given the size of the program and the standards of the discipline 	<ul style="list-style-type: none"> Resources support a program of above average efficiency Above average levels of research/ creative and service activity given the size of the program and the standards of the discipline 	<ul style="list-style-type: none"> Resources support an exceptionally efficient program Exceptional levels of research/ creative and service activity given the size of the program and the standards of the discipline 	
Criterion 7 Revenue & Resources Generated	<ul style="list-style-type: none"> Total revenue generated is far below revenue generation for programs of similar size and scope Very limited evidence of initiatives to increase revenue through enrolment 	<ul style="list-style-type: none"> Total revenue generated is below revenue generation for programs of similar size and scope Limited evidence of initiatives to increase revenue through enrolment 	<ul style="list-style-type: none"> Total revenue generated approximately equals revenue generation for programs of similar size and scope Initiatives to increase revenue through enrolment, or program is at maximum capacity 	<ul style="list-style-type: none"> Total revenue generated is above revenue generation for programs of similar size and scope Above average initiatives to increase revenue through enrolment 	<ul style="list-style-type: none"> Total revenue generated is well above revenue generation for programs of similar size and scope Exceptional initiatives to increase revenue through enrolment 	

Academic Template Rubric (continued)

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 8 Costs and other expenses	<ul style="list-style-type: none"> Costs substantially exceed the cost of programs of similar size and scope Very limited evidence of initiatives to manage costs 	<ul style="list-style-type: none"> Costs exceed the costs of programs of similar size and scope Limited evidence of initiatives to manage costs 	<ul style="list-style-type: none"> Costs are approximately equal to the costs of programs of similar size and scope Initiatives to manage costs 	<ul style="list-style-type: none"> Costs are below the costs of programs of similar size and scope Above average evidence of strategies for managing costs 	<ul style="list-style-type: none"> Costs are substantially lower than the costs of programs of similar size and scope Exceptional initiatives to manage costs 	
Criterion 9 Importance	<ul style="list-style-type: none"> Program demonstrates very limited alignment with the guiding principles Program demonstrates very limited connection to other programs, departments and the University Program demonstrates very limited connection to external stakeholders 	<ul style="list-style-type: none"> Program demonstrates limited alignment with the guiding principles Program demonstrates a limited connection to other programs, departments and the University Program demonstrates a limited connection to external stakeholders 	<ul style="list-style-type: none"> Program demonstrates alignment with the guiding principles Program demonstrates connection to other programs, departments and the University Program demonstrates connection to external stakeholders 	<ul style="list-style-type: none"> Program demonstrates above average alignment with the guiding principles Program demonstrates an above average connection to other programs, departments and the University Program demonstrates an above average connection to external stakeholders 	<ul style="list-style-type: none"> Program demonstrates an exceptional alignment with the guiding principles Program demonstrates an exceptional connection to other programs, departments and the University Program demonstrates an exceptional connection to external stakeholders 	
Criterion 10 Opportunity Analysis	<ul style="list-style-type: none"> Program demonstrates a very limited role in delivering the University's future Program demonstrates very limited potential for seizing opportunities to benefit the program Program demonstrates very limited potential for seizing opportunities to benefit the University 	<ul style="list-style-type: none"> Program demonstrates a limited role in delivering the University's future Program demonstrates limited potential for seizing opportunities to benefit the program Program demonstrates limited potential for seizing opportunities to benefit the University 	<ul style="list-style-type: none"> Program demonstrates a role in delivering the University's future Program demonstrates potential for seizing opportunities to benefit the program Program demonstrates potential for seizing opportunities to benefit the University 	<ul style="list-style-type: none"> Program demonstrates an above average role in delivering the University's future Program demonstrates above average potential for seizing opportunities to benefit the program Program demonstrates above average potential for seizing opportunities to benefit the University 	<ul style="list-style-type: none"> Program demonstrates an exceptional role in delivering the University's future Program demonstrates exceptional potential for seizing opportunities to benefit the program Program demonstrates exceptional potential for seizing opportunities to benefit the University 	

Appendix K: Academic Support and Administrative Program Rubric

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 1: History and Function	<ul style="list-style-type: none"> • Program demonstrates a very limited sense of its central function and its contribution to the University • Program provides (1) very limited evidence of activities and processes to support program goals and/or (2) considerable evidence of activities and processes that are not clearly aligned with the program goals 	<ul style="list-style-type: none"> • Program demonstrates a limited sense of its central function and its contribution to the University • Program provides (1) limited evidence of activities and processes to support the program goals and/or (2) some evidence of activities and processes that are not clearly aligned with the program goals 	<ul style="list-style-type: none"> • Program demonstrates a sense of its central function and its contribution to the University • Program demonstrates activities and processes that support the program goals and are aligned with the program goals 	<ul style="list-style-type: none"> • Program demonstrates an above average sense of its central function and its contribution to the University • Program demonstrates activities and processes that strongly support the program goals and are strongly aligned with the program goals 	<ul style="list-style-type: none"> • Program demonstrates an exceptional sense of its central function and its contribution to the University • Program demonstrates activities and processes that exceptionally support the program goals and are exceptionally well aligned with the program goals 	
Criterion 2 Demand	<ul style="list-style-type: none"> • Program demonstrates marginal evidence of its ability to adapt to change • Program does not meet most external compliance standards and/or has not identified specific plans to address concerns • Program demonstrates very limited evidence of service and collaboration with other programs or stakeholders • Program has very low levels of usage from most appropriate stakeholders • Evidence suggests significant decline in demand with little justification provided • Program demonstrates very limited evidence that demand is tracked and reviewed to respond to changing levels of demand • Evidence provided suggests significant decrease in anticipated demand • Program has some overlap and redundancy with other programs with very limited rationale 	<ul style="list-style-type: none"> • Program demonstrates limited evidence of its ability to adapt to change • Program does not meet all external compliance standards but has identified specific plans to address concerns • Program demonstrates limited evidence of effective service and collaboration with other programs or stakeholders • Program has low levels of usage from some appropriate stakeholders • Evidence suggests decline in demand • Program demonstrates limited evidence that demand is tracked and reviewed to respond to changing levels of demand • Evidence provided suggests modest decrease in anticipated demand • Program has some overlap in function with other programs with limited rationale 	<ul style="list-style-type: none"> • Program demonstrates an ability to adapt to change as needed • Program meets external compliance standards and / or does not need to conform to external standards • Program demonstrates a track record of effective service and collaboration with other programs or stakeholders • Program has average levels of usage from all appropriate stakeholders • Program demonstrates consistent levels of demand over previous 4 years • Program demonstrates evidence that demand is tracked and reviewed to respond to changing levels of demand • Program demonstrates no significant change in anticipated demand • Program has no overlap in function or redundancy with any other program-OR- Program has some overlap in function with other programs but with strong rationale 	<ul style="list-style-type: none"> • Program demonstrates an above average ability to anticipate and adapt to change • Program demonstrates an above average track record of effective service and collaboration with other programs or stakeholders • Program has above average levels of usage from all appropriate stakeholders • Program demonstrates increased level of demand over previous four years • Program demonstrates above average evidence that demand is tracked and reviewed to respond to changing levels of demand • Program demonstrates an above average increase in anticipated demand with some plans in place to address that change 	<ul style="list-style-type: none"> • Program demonstrates exceptional ability to anticipate and adapt to change • Program demonstrates an exceptional track record of effective service and collaboration with other programs or stakeholders • Program has exceptionally high levels of usage from all appropriate stakeholders • Program demonstrates exceptionally increased levels of demand over previous 4 years • Program demonstrates exceptional evidence that demand is tracked and reviewed to respond to changing levels of demand • Program demonstrates an exceptional increase in anticipated demand and an exceptionally well-defined plan to address that change 	

Academic Support and Administrative Program Rubric (continued)

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 3 Quality	<ul style="list-style-type: none"> • Program demonstrates a very limited use of appropriate quality goals and quality indicators • Very limited evidence of program achieving quality performance and service expectations • Program demonstrates very limited evidence to ongoing planning, review or re-assessment 	<ul style="list-style-type: none"> • Program demonstrates a limited use of appropriate quality goals and quality indicators • Limited evidence of program achieving quality performance and service expectations • Program demonstrates a limited evidence to ongoing planning, review or reassessment 	<ul style="list-style-type: none"> • Program demonstrates appropriate quality goals and quality indicators • Program demonstrates it is achieving quality performance and service expectations • Program demonstrates a commitment to ongoing planning, review & reassessment 	<ul style="list-style-type: none"> • Program demonstrates an above average use of appropriate quality goals and quality indicators • Program demonstrates an above average achievement of quality performance and service expectations over time • Program demonstrates an above average commitment to ongoing planning, review & re-assessment 	<ul style="list-style-type: none"> • Program demonstrates an exceptional use of appropriate quality goals and quality indicators • Program demonstrates an exceptional achievement of quality performance and service expectations over time • Program demonstrates an exceptional commitment to ongoing planning, review & re-assessment 	
Criterion 4 Size, Scope & Productivity	<ul style="list-style-type: none"> • Program demonstrates very limited quality outcomes • Program demonstrates significantly below average levels of effectiveness given its current resources • Program demonstrates a significantly below average level of efficiency given its current resource level • Program demonstrates very limited evidence of appropriate levels of productivity given the size of the program and the standards of the field • Organizational placement significantly limits efficiency, effectiveness, or productivity 	<ul style="list-style-type: none"> • Program demonstrates limited quality outcomes • Program demonstrates below average levels of effectiveness given its current resource level • Program demonstrates a below average level of efficiency given its current resource level • Program demonstrates limited evidence of appropriate levels of productivity given the size of the program and the standards of the field • Organizational placement limits efficiency, effectiveness, or productivity 	<ul style="list-style-type: none"> • Program demonstrates quality outcomes • Program demonstrates an average level of effectiveness given its current resource level • Program demonstrates an average level of efficiency given its current resource level • Program demonstrates average levels of productivity given the size of the program and the standards of the field • Organizational placement is mostly appropriate 	<ul style="list-style-type: none"> • Program demonstrates above average quality outcomes • Program demonstrates an above average level of effectiveness given its current resource level • Program demonstrates an above average level of efficiency given its current resource level • Program demonstrates above average levels of productivity given the size of the program and the standards of the field • Organizational placement is appropriate for efficiency, effectiveness, and productivity 	<ul style="list-style-type: none"> • Program demonstrates exceptional quality outcomes • Program demonstrates an exceptional level of effectiveness given its current resource level • Program demonstrates an exceptional level of efficiency given its current resource level • Program demonstrates exceptional levels of productivity given the size of the program and the standards of the field • Organizational placement is exceptionally appropriate for maximum efficiency, effectiveness, and productivity 	

Academic Support and Administrative Program Rubric (continued)

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 5 Cost and Revenue	<ul style="list-style-type: none"> Evidence that external factors will increase costs of this program with no initiatives to mitigate impact Program demonstrates very limited evidence of stewardship of resources Program demonstrates no evidence of cost effectiveness Evidence demonstrates program generates revenue levels significantly below expectations Evidence external factors will reduce revenue with no initiatives to mitigate this impact Program demonstrates very limited evidence of planning to implement new revenue generating measures 	<ul style="list-style-type: none"> Evidence that external factors will increase costs of this program, however program has initiatives to mitigate impact Program demonstrates limited evidence of stewardship of resources Program demonstrates limited evidence of cost effectiveness Evidence demonstrates program generates revenue levels below expectations Evidence external factors will reduce revenue, however program has initiatives to mitigate this impact Program demonstrates limited evidence of planning processes for implementation of new revenue generating measures 	<ul style="list-style-type: none"> No known external factors that will affect cost of this program Program demonstrates stewardship of resources Program demonstrates cost effectiveness For Revenue Generating and / or Programs Capable of Generating Revenue: Program generates expected revenue levels No known external factors that will affect revenue of this program Program demonstrates planning processes for implementation of new revenue generating measures 	<ul style="list-style-type: none"> External factors will reduce costs of this program Program demonstrates above average stewardship of resources Program demonstrates above average cost effectiveness Program demonstrates revenue levels that are above expectations External factors have above average potential to increase revenue Program demonstrates above average planning processes for implementation of new revenue generating measures 	<ul style="list-style-type: none"> External factors will reduce costs of the program and program has initiatives to maximize savings Program demonstrates exceptional stewardship of resources Program demonstrates exceptional cost effectiveness Program demonstrates revenue levels that are exceptionally above expectations External factors have significant potential to increase revenue of the program Program demonstrates exceptional planning processes for implementation of new revenue generating measures 	

Academic Support and Administrative Program Rubric (continued)

	1 The evidence provided suggests very limited performance within this category	2 The evidence provided suggests limited performance within this category	3 The evidence provided suggests an average level of performance within this category	4 The evidence provided suggests above average performance within this category	5 The evidence provided suggests exceptional performance within this category	SCORE
Criterion 6 Importance	<ul style="list-style-type: none"> • Program provides very limited evidence of its connection to the University's guiding principles • Program demonstrates very limited understanding of its position in the development of the whole student and role in the academic mission • The evidence provided suggests that very few other programs or stakeholders are dependent on this program • Program demonstrates very limited evidence of impact on economic or social development in the region, to arts and culture, to diversity and / or to the University's reputation 	<ul style="list-style-type: none"> • Program provides limited evidence of its connection to the University's guiding principles • Program demonstrates a limited understanding of its position in the development of the whole student and its role in the academic mission • The evidence provided suggests that few other programs or stakeholders are dependent on this program • Program demonstrates limited evidence of its impact on economic or social development in the region, to arts and culture, to diversity and / or to the University's reputation 	<ul style="list-style-type: none"> • Program is aligned with the University's guiding principles • Program demonstrates an understanding of its position in the development of the whole student and its significance to the academic mission • Program demonstrates that other programs or stakeholders are dependent on this program • Program demonstrates an impact on economic or social development in the region, to arts and culture, to diversity and / or to the University's reputation 	<ul style="list-style-type: none"> • Program has above average alignment with the University's guiding principles • Program demonstrates an above average understanding of its position in the development of the whole student and its significance to the academic mission • Program demonstrates that an above average number of other programs or stakeholders are significantly dependent on this program • Program demonstrates an above average impact on economic or social development in the region, to arts and culture, to diversity and / or to the University's reputation 	<ul style="list-style-type: none"> • Program is exceptionally well-aligned with the University's guiding principles • Program demonstrates an exceptional understanding of its position in the development of the whole student and its essentiality to the academic mission • Program demonstrates that an exceptional number of other programs or stakeholders are significantly dependent on this program • Program demonstrates an exceptional impact on economic or social development in the region, to arts and culture, to diversity and / or to the University's reputation 	
Criterion 7 Opportunity Analysis	<ul style="list-style-type: none"> • Program demonstrates very limited potential for seizing sustainable opportunities to strengthen the program and / or the University • Program demonstrates very limited planning for seizing sustainable opportunities to strengthen the program and / or the University 	<ul style="list-style-type: none"> • Program demonstrates limited potential for seizing sustainable opportunities to strengthen the program and / or the University • Program demonstrates limited planning for seizing sustainable opportunities to strengthen the program and / or the University 	<ul style="list-style-type: none"> • Program demonstrates potential for seizing sustainable opportunities to strengthen the program and / or the University • Program demonstrates planning for seizing sustainable opportunities to strengthen the program and / or the University 	<ul style="list-style-type: none"> • Program demonstrates above average potential for seizing sustainable opportunities to strengthen the program and / or the University • Program demonstrates above average planning for seizing sustainable opportunities to strengthen the program and / or the University 	<ul style="list-style-type: none"> • Program demonstrates exceptional potential for seizing sustainable opportunities to strengthen the program and / or the University • Program demonstrates exceptional planning for seizing sustainable opportunities to strengthen the program and / or the University 	

Appendix L: Declared Conflicts of Interest

Member	Department	Program
Bob Hale	Accommodations Management	Accommodations Management (Residences)
		Accommodations Management (Summer)
	Athletics	Athletic & Recreation Administration
		Athletic Therapy
		Basketball - Men's
		Basketball - Women's
		Cross Country - Men's & Women's
		Football - Men's
		Ice Hockey - Men's
		Ice Hockey - Women's
		Rugby - Women's
		Soccer - Men's
		Soccer - Women's
		Track & Field - Men's & Women's
		Xavier Basketball Camp
		X-Men Football Camp
		StFX Soccer Camp
		X-Men Hockey Camp
		X-Women Hockey Camp
		StFX Leadership Academy
	Campus Store	Academic Regalia
		Books, Course Packs & Teaching Materials
		Clothing & General
		Mail Services
	Conferences & Special Events	Conferences & Special Events
		Keating Centre Operations
	Food Services	Catering
		Meal Plans
	Student Life	Community Code of Conduct
		Counselling
		Disability Resources Support/Tramble Rooms
		Health
		Orientation Week
		Residence Life
	Xavier Express	Xavier Express Management

Declared Conflicts of Interest (continued)

Member	Department	Program
Charmaine McPherson	Business	Majors
	Education	PhD
	Nursing	Advanced Major
		Certificate in Continuing Care
		Certificate in Gerontological Nursing
		Honours
		Major (General Degree)
		Post Degree
	Post RN BScN	
Political Science	Major	
Psychology	Major	
Women's & Gender Studies	Major	
Dave MacNeil	Facilities Management	Custodial
		Energy & Utility Services
		Grounds & Transport
		Maintenance
		Projects
		Safety and Security Services
	Library	Archives
	Human Kinetics	Advanced Major
		Honours
Major (General Degree)		
Dave Risk	Academic Vice-President & Provost	Theatre Antigonish
	Earth Sciences	Advanced Major
		General courses
		Honours
		Majors
		Masters
	Environmental Sciences	Advanced Major
		Honour
		Majors

Declared Conflicts of Interest (continued)

Member	Department	Program	
Denton Anthony	Athletics	Basketball - Men's	
		Xavier Basketball Camp	
	Business	Co-op	
		General Degree	
		Honours	
		Majors	
	Jacques Boucher	Athletics	Athletic & Recreation Administration
Athletic Therapy			
Basketball - Men's			
Basketball - Women's			
Cross Country - Men's & Women's			
Football - Men's			
Ice Hockey - Men's			
Ice Hockey - Women's			
Rugby - Women's			
Soccer - Men's			
Soccer - Women's			
Track & Field - Men's & Women's			
Xavier Basketball Camp			
X-Men Football Camp			
StFX Soccer Camp			
X-Men Hockey Camp			
X-Women Hockey Camp			
StFX Leadership Academy			
Recreation		Club Sports	
		General Fitness/ Wellness programs	
		Intramural Program	
Human Kinetics		Advanced Major	
		Honours	
		Major (General Degree)	
Human Nutrition		Advanced Major	
		Co-op	
		General courses	
		Honours	
		Integrated Dietetic Internship	
			Major (General Degree)

Declared Conflicts of Interest (continued)

Member	Department	Program
Jane MacDonald	Dean of Business	Co-op Program
	Student Life	Career Services
	Biology	Co-op
	Business	Co-op
	Computer Science	Co-op
	Information Systems	Co-op
	Math, Statistics Computer Science	Co-op
Janice Landry	Continuing & Distance Education	Certificate in Spirituality
		Diploma in Ministry
		Intellectual Disabilities Studies
		Distance Education Program Administration
		Distance Nursing Program Administration
		Non-Credit Programming
		Online Undergraduate Programming
	Diploma in Adult Education	Diploma in Adult Educaiton
	Education	Certificates
		Elementary BEd
		Masters (Administration)
	Extension	Business and Economic Development
		Field Work
		Leadership Program
		Self-Employment Benefits
Nursing	Certificate in Continuing Care	
	Certificate in Gerontological Nursing	
	Post RN BScN	
Jennie MacDonald	Academic Vice-President & Provost	Academic Advising
	Dean of Arts	Dean of Arts: Senior Management & Planning
	Dean of Business	Dean of Business: Senior Management & Planning
	Dean of Science	Dean of Science: Senior Management & Planning
	Student Life	Aboriginal Advisor
		Black Student Advisor
		International Advisor

Declared Conflicts of Interest (continued)

Member	Department	Program
Keith De'Bell	Research Services Group	ACEnet
		Executive Management & Administration: Associate Vice President Research & Graduate Studies
		Industry Liaison
		National Collaborating Centre for the Determinants of Health
		Research Grants Office
		Research Operations
	Academic Vice-President & Provost & Provost & Provost Office	Research Ethics Board
	Computer Science	Advanced Major
		Co-op
		General courses
		Honours
		Majors
		Masters
	Mathematics and Statistics	Advanced Major
		Co-op
		Honours
		Majors
		General courses
	Physics	Advanced Major
		General courses
		Honours
		Majors

Declared Conflicts of Interest (continued)

Member	Department	Program
Leo MacPherson	Athletics	Athletic & Recreation Administration
		Athletic Therapy
		Basketball - Men's
		Basketball - Women's
		Cross Country - Men's & Women's
		Football - Men's
		Ice Hockey - Men's
		Ice Hockey - Women's
		Rugby - Women's
		Soccer - Men's
		Soccer - Women's
		Track & Field - Men's & Women's
		Xavier Basketball Camp
		X-Men Football Camp
		StFX Soccer Camp
		X-Men Hockey Camp
		X-Women Hockey Camp
	StFX Leadership Academy	
	Recreation	Club Sports
		General Fitness/ Wellness programs
Intramural Program		
Lisa Lunny Borden	Continuing and Distance Education	Distance Education Program Administration
	Facilities Management	Custodial
	Dean of Education	Dean of Education: Senior Management & Planning
	Dean of Education	Student Advising (Education)
	Student Life	Aboriginal Advisor
		Black Student Advisor
		Chaplaincy Services
	Education	Certificates
		Elementary BEd
		Masters (Administration)
		Masters (Curriculum)
		PhD
Secondary BEd		

Declared Conflicts of Interest (continued)

Member	Department	Program
Lynne Murphy	Library	Access Services
		Archives
		Collections Services
		Library Administration
		Research Services
	Dean of Arts	Writing Centre: Writing Essentials
		Writing Centre: APEX
		Writing Centre: Campus Services
		Writing Centre: eXcel
		Writing Centre: LEAP
		Writing Centre: Writing Essentials
Matthew Myers	Continuing and Distance Education	Distance Education Program Administration
	Dean of Education	Dean of Education: Senior Management & Planning
		Student Advising (Education)
	Academic Vice-President & Provost	Theatre Antigonish
	Service Learning	Course-Based Service Learning
		Immersion Service Learning
	Education	Certificates
		Elementary BEd
		Masters (Administration)
		Masters (Curriculum)
		PhD
Secondary BEd		
Peter Poole	Research Services	ACEnet
	Dean of Science	Electronics Workshop
		Machine Shop
	Physics	Advanced Major
		General courses
		Honours
		Majors

Declared Conflicts of Interest (continued)

Member	Department	Program
Rachel Hurst	Dean of Arts	Dean of Arts: Senior Management & Planning
	Student Life	Aboriginal Advisor
		Black Student Advisor
		International Advisor
		LGBTQ
	Anthropology	Advanced Major
		General courses
		Honours
		Majors
	Women's & Gender Studies	Advanced Major
		Majors
		General courses
	Richard Nemesvari	Continuing and Distance Education
Online Undergraduate Programming		
Human Rights & Equity		Human Rights & Equity
Academic Vice-President & Provost		Academic Advising
Dean of Arts		Dean of Arts: Senior Management & Planning
		Writing Centre: APEX
		Writing Centre: Campus Services
		Writing Centre: eXcel
Dean of Business		Dean of Business: Senior Management & Planning
		Dean of Education: Senior Management & Planning
Dean of Science		Dean of Science: Senior Management & Planning
		Animal & Plant Care Facility
Service Learning		Course-Based Service Learning
		Immersion Service Learning
All Faculty of Arts Departments		All Faculty of Arts Programs

Declared Conflicts of Interest (continued)

Member	Department	Program
Robert van den Hoogen	Continuing and Distance Education	Distance Nursing Program Administration
	Library	Access Services
		Archives
		Collections Services
		Library Administration
		Research Services
	Academic Vice-President & Provost	Academic Advising
	Dean of Arts	Dean of Arts: Senior Management & Planning
	Dean of Business	Dean of Business: Senior Management & Planning
	Dean of Education	Dean of Education: Senior Management & Planning
	Dean of Science	Dean of Science: Senior Management & Planning
		Animal & Plant Care Facility
		Electronics Workshop
		Machine Shop
		Microscopy Suite
	Recreation	Club Sports
		General Fitness/ Wellness programs
		Intramural Program
	Student Life	Aboriginal Advisor
		Black Student Advisor
International Advisor		
LGBTQ		
All Faculty of Science Departments	All Faculty of Science Programs	
Shannon Morell	Facilities Management	Energy & Utility Services
		Grounds & Transport
		Maintenance
		Projects
	Office of the Registrar	Institutional Analysis
		Student Financial Aid
		Courses and Scheduling
		Student Records

Declared Conflicts of Interest (continued)

Member	Department	Program
Tara Callaghan	Psychology	BA/BSc Advanced Major
		BA/BSc Honours
		BA/BSc Majors
		General courses
Taylor Mason	Aquatic Resources	Majors
		General courses
	Human Rights & Equity	Human Rights & Equity
Tim Hynes	Athletics	Basketball - Men's
		Xavier Basketball Camp
	Dean of Arts	Dean of Arts: Senior Management & Planning
	Dean of Business	Dean of Business: Senior Management & Planning
		Co-op program
	Dean of Education	Dean of Education: Senior Management & Planning
	Dean of Science	Dean of Science: Senior Management & Planning
All Faculty of Business Departments	All Faculty of Business Programs	
Wendy Morse	Finance and Administration	Procurement Services
		Accounting Services
		Executive Management & Administration: Office of the Vice-President Finance & Operations
Will Sweet	Catholic Studies	Majors
		General courses
	Philosophy	Advanced Major
		General courses
		Honours
Majors		
Yvon Grenier	Political Science	Advanced Major
		General courses
		Honours
		Majors
	Sociology	Advanced Major
		General courses
		Honours
		Majors