

Report to UBC Vancouver Senate External Reviews of Academic Units and Programs, 2016-17

Submission Date: January 12, 2018

Submitted by: Office of the Provost and VP Academic

External reviews were undertaken by UBC for the following academic units and programs between September 2016 and June 2017.

Key findings and recommendations made by the review teams, along with the Faculty and/or Department responses, are summarized on the following pages and comprise the remainder of this report.

	<u>Page</u>
<u>Faculty of Applied Science</u>	
❖ Department of Mechanical Engineering – October 2016	2
❖ School of Community and Regional Planning – March 2017	4
<u>Faculty of Arts</u>	
❖ Department of Art History, Visual Art & Theory – March 2017.....	6
❖ Arts Co-op Program – May 2017	8
❖ Department of Psychology – March 2017.....	10
<u>Centre for Teaching, Learning and Technology</u>	
❖ CTLT – November 2016	12
<u>Sauder School of Business</u>	
❖ Sauder School of Business – January 2017	14
<u>Faculty of Science</u>	
❖ Institute for Resources, Environment and Sustainability – October 2016	16

Department of Mechanical Engineering
Faculty of Applied Science
Summary of External Review: October 2016

Key Findings of the Review Committee:

- *The Department is well-established and is highly regarded nationally and internationally for its top-notch education and research activities. Overall it is running smoothly. The Committee found that faculty, support staff and students are enthusiastic and collegial, and are highly supportive of the current Head's leadership.*
- *Faculty members and support staff have demonstrated a high degree of commitment to high quality teaching and program delivery. It is clear that high quality teaching has been a historical and ongoing priority of the Department.*
- *The Department has made conscious effort to attract female faculty and now has four; however the 2 out of 32 in the research stream is quite lower than the national average. A more aggressive and proactive approach should be used to attract top quality female faculty members.*
- *The major challenge facing the Department is lack of adequate space and facilities. Office, lab, and classroom space used by the Department is scattered, and some is in dire need of upgrade or replacement. This is inhibiting the Department to efficiently carry out its basic functions and to effectively progress.*
- *There is strong research activity in the Department. The collegial environment positions the Department well for collaborations to pursue multi-disciplinary research. More effort should be made to encourage such collaborations.*
- *The Department has seen considerable success with the internationally award-winning MECH2 program which uses an innovative and integrated teaching approach that has seen overwhelming support from, and benefit to, students.*
- *The percentage of female students has increased steadily since 2006, currently at 24%. The Department should be congratulated and encouraged to continue this trend.*
- *In general, the issues and recommendations raised in the last external review were diligently addressed. However, there are a few major ones still outstanding: (1) high housing costs at UBC, (2) the need for high quality space to unify Department activities and (3) the need to hire more female faculty.*

Key Recommendations of the Review Committee:

- *Promote collaborative research environment and culture of research excellence.*
- *Implement graduate recruitment events to attract graduate students.*
- *Increase financial support to graduate students.*
- *Be more proactive in reaching out to female candidates in hiring.*
- *Increase international exchange programs.*
- *Promote more international presence in the academic community.*
- *Work with the Dean's Office to pursue the upgrade and improvement of space and facilities in the Department.*

Department's Response:

- The Department agrees that research culture and collaboration should continue to be a focus. It currently has many initiatives focused on fostering high quality research, such as extensive teaching relief and start-up grants for new research stream faculty and external seminar series with high profile international researchers. We will seek new ways to foster a strong research culture.
- The Department agrees that improvements are needed in the graduate student recruitment program. The Department believes that it is prudent to carry out graduate recruitment when it is most efficient to do so, such as when faculty members visit other top universities or attend conferences. We acknowledge the need to improve our methods of “piggybacking” our efforts onto the larger APSC recruitment events, by, for example, having professional graduate student recruitment brochures available and training the APSC presenters, with Mech-specific information.
- The Department agrees that its graduate students would benefit from higher levels of financial support and accordingly we have regular increases coded into our GA research stipend policy. However, we must balance that desire with the reality of limited research funding. The Department will re-examine how scholarship money it controls is allocated to ensure we can offer competitive packages to top students and reasonable financial support to all students.
- The Department agrees that increasing the diversity of the faculty pool is essential for the health of the unit. To increase the likelihood of attracting strong female applicants, we start by ensuring all our advertisements are as broad as possible, and the language of ads is checked to ensure it is non-gendered. We then actively contact Departments at other top universities and encourage them to recommend good diversity candidates. All search committees receive “unconscious bias” training by the Associate Dean and are requested to bring forth the best diversity candidate for consideration by the Department, unless there are no suitable diversity candidates. We plan to enhance our efforts to recruit female faculty by advertising in the Society of Women Engineers careers page, the WEPAN site, with IEEE WIE and with the Women in Engineering Division of ASEE. The Department is very open to suggestions of additional strategies.
- International exchange programs create unique opportunities and offer new perspectives to students. The Department is currently working actively with the Dean's Office to increase international exchanges, through the Coordinated International Experience program which has our full commitment.
- The Department agrees that it should further promote our international presence. Evidence of our already-substantial presence ranges from the fact that multiple faculty members are Editors-in-Chief or Associate Editors of prestigious journals to the fact that the Department has hosted multiple international research conferences (e.g., for the IEEE). The Department already supports the hosting of visiting foreign faculty and graduate students, and that support will be enhanced.
- The Department would be delighted to have improved space and facilities and is ready to work with the Dean's office, Campus and Community Planning, or any other group to pursue facility improvements.

School of Community and Regional Planning
Faculty of Applied Science

Summary of External Review: March 2017

Key Findings of the Review Committee:

- *The unit is academically strong with excellent faculty, staff and students working together in a collegial way. The School is effectively delivering on its mission. The School and its faculty enjoy immense international respect, as indicated by acclaim and awards received.*
- *Graduates of SCARP have proven successful in the planning field, and many doctoral graduates win national scholarships (such as SSHRC) and have gone on to great success as planning educators.*
- *The School's biggest challenges relate to program development, succession planning and the improvement of facilities.*
- *There is a lack of gender parity and limited diversity amongst faculty.*
- *There is a low proportion of junior faculty to senior faculty, and equity concerns. This could affect ability to attract and retain junior faculty members; the unit and UBC need to continue to work to meet the needs of junior colleagues (e.g., housing, research support, space).*
- *There are concerns about space connectivity, quality and allocation. The primary issue is finding a way to bring the various components of SCARP together; the reviewers concluded that the School has a reasonable amount of space but it is not currently configured to address some program and research needs. Lack of contemporary technology and infrastructure to support classroom innovation in the existing space can undermine creative programming.*
- *The professional master's program (MCRP) attracts very well-qualified students. Recent changes to the program constitute an important step toward meeting the needs of graduating students and employers. Students would also benefit from clearer pathways through the curriculum. The doctoral program has a long, successful history and continues to attract excellent candidates. Doctoral students expressed a wish for more teaching opportunities.*
- *Planning is well underway for new undergraduate course offerings, which seem well-considered and pedagogically sound. SCARP could also explore opportunities for continued learning opportunities for professionals.*
- *Collaboration around the Master of Engineering Leadership in Urban Systems has created a promising new program. SCARP can also consider partnerships with other Departments at UBC to create collaborative programs.*

Key Recommendations of the Review Committee:

- *Consider expanding the unit's strategic plan to more robustly identify SCARP's pedagogical, scholarly and service aims.*
- *Assess whether an internship of 3 credits (80 hours) provides enough work experience for students. Build stronger connections with SCARP's alumni network and local professions to enhance opportunities for internship placements and alleviate student anxieties about locating work experiences. The profile of the internship program could be raised to the benefit of all parties: greater clarity for host organizations and students alike. A joint student/faculty/alumni review committee could improve relationships, activities, strategies.*

- *Administrators and some faculty members are in a different building from students and other faculty, and this is seen to undermine departmental cohesiveness and communication. Storage space or underutilized common space in WMAX could be reconfigured to support junior faculty members launching research programs. Similarly, students lack and need appropriately equipped work space, including increased computing capacity for GIS and design software.*
- *Encourage student initiative to generate in-house proposals for better uses of SCARP spaces.*
- *Begin succession planning to ensure committed funds for the continued viability of the Indigenous Community Planning program, a clear strength and highlight of SCARP.*
- *Doctoral students have few opportunities to teach in the program. Preparing doctoral students for the academic job market necessitates finding ways to help students develop teaching skills. Explore more TLEF help, professional development courses, guest lectures, and teaching certificates.*
- *Develop a hiring plan linked to program needs and objectives. Anticipate future retirements and discuss their implications for program development.*
- *If student supervision is calculated as a component of assigned teaching loads, ensure that supervisory duties for graduate students are equally distributed and effectively delivered. Concerns about the unevenness of supervision arose frequently in the site visit and in submissions the reviewers received.*
- *To provide more clarity for students on administrative staff duties, consider relocating some support staff to WMAX for more direct contact with students. The SCARP website could include and update photos of staff so that students know and recognize “who does what”.*
- *Generate effective program materials that outline frameworks for students developing their program plans, or databases of potential employers and mentors, to make student advising more straightforward.*

School’s Response:

- The School recognizes the issues identified in the report, and the recommendations provide a framework for further refinement and clarification of the initiatives underway at SCARP. The School intends to use the review report as the basis of its Strategic Planning exercise in 2017.
- The need to consolidate facilities has been an ongoing problem for decades, and is further compounded by the deterioration of the School’s main space in West Mall Annex. Without this consolidation in good quality space, the ambitious agenda we are undertaking will be difficult to accomplish.
- Renewal of the faculty, addressing the faculty gender imbalance, and succession planning of SCARP leadership are all issues of concern to us and to which we will devote careful planning.
- The report provides useful feedback on student responses to our initiatives, which will be considered along with other student feedback we receive.
- The report also offers suggestions on how to move forward on initiatives such as our proposed undergraduate program. The criteria suggested to evaluate the success of such a venture is very useful.
- The School found it puzzling that a lack of clarity was noted regarding various staff roles. SCARP staff has worked diligently to provide a comprehensive SCARP website that provides all of the information that students need, including staff roles and responsibilities, as well as developing policies and procedures with student input.

Department of Art History, Visual Art and Theory
Faculty of Arts

Summary of External Review: March 2017

Key Findings of the Review Committee:

- *The department is a highly productive, well-functioning unit that successfully brings together faculty and students with multiple areas of expertise and interests.*
- *Reviewers felt that the department was energetic and had strong leadership, staff was effective and devoted, students were “engaged and thoughtfully committed”, and faculty members were forward-looking and exhibited strong feelings of department loyalty.*
- *The department has taken full advantage of prior reviews, and has built up momentum in moving out of “silos” and has developed a coherent identity and growth strategy.*
- *The growth of the department depends on careful selection of a new Head who will guide the department into its next iteration.*
- *The fact that the department is comprised of several sub-specialties is a strength, but also presents challenges related to strategy, advising, and fairness.*
- *The department has resource challenges in terms of space and graduate funding that will need to be addressed to allow for growth and to remain competitive.*

Key Recommendations of the Review Committee:

- *It is important to carefully select a Head to succeed Scott Watson who can balance the different interests of the department and guide it into the future. The Head should be selected from outside the department due to a lack of suitable candidates within. The selection should be made with an eye toward future growth, in visual arts (VISA) in particular, but in the department’s role in leading the Humanities in general.*
- *The department should study the K-factor budget formula to consider ways to increase budget resources and enrolments, and to allow VISA faculty to lower their teaching load from the current 3:3.*
- *Physical space is used in an ad hoc manner, and can be consolidated for greater storage, classroom, and studio space. The department should undergo thorough and regular reviews of how it uses physical space, and additional space should be allocated, especially through an updated Lasserre building.*
- *The undergraduate program should be revised in consultation with faculty and students. The department should consider implementing a writing intensive curriculum with more lower-level, large-enrolment courses and fewer upper-level courses.*
- *The department should provide greater support and transparency to graduate students, including more advising, greater financial resources, and clear policies and procedures in the form of an updated handbook.*
- *The Critical Curatorial Studies (CCST) stream should be merged into ARTH and VISA programs. Teaching for it should be spread out across the department, and it should be more flexible in its requirements.*
- *The department should consider how it relates to other units and programs within the Faculty of Arts, such as the Coordinated Arts Program or other BFA programs.*
- *Internal and external communications ought to be clear and consistent to increase transparency and ensure equity. Regularly maintained e-mail lists and a redesigned website would aid in this regard.*

Department Response:

- The department appreciated the complimentary nature of the review report, but noted multiple errors, which were corrected in the response, and which posed a challenge to adopting many of the recommendations contained therein. Many of these errors stemmed from the assumption that the Belkin Art Gallery is a part of AHVA, which it is not. The review was also extraordinarily long, containing about 123 recommendations, many of which are impractical in the UBC context.
- The department respects the suggestion that the new Head come from outside AHVA, but feels that there are several viable candidates who could assume the position from within the department. The department felt that the report underemphasized the research output of its research scholars and the impressive service that they provide the department, the Faculty, and UBC.
- Course offerings are currently being re-evaluated to increase lower-level, high-enrolment classes. The department would like to consider how to lower course loads for VISA instructors, and has submitted a proposal to this effect to the Dean's Office.
- The physical space is used in a mindful manner, and what may seem to be ad hoc space allocation is, in fact, intentional and necessary, as described in the Response.
- The department already has a graduate handbook, revised in Summer 2017, and there are many advising structures in place for graduate students of which the review committee did not seem aware. The department acknowledges that central funding for graduate students needs to increase.
- Instruction for CCST courses will be spread across the department, as recommended. It is already integrated into VISA, and the department will explore how to better integrate it into ARTH, though there are structural issues with doing so. The program is already quite flexible, and the review committee may have read suggestions and best practices for students in the program as requirements.
- Links will be explored with the Coordinated Arts Program and the BFA in Music, however, the challenge in doing so will be incorporating studio courses into program requirements.
- The department recently redesigned its website, prominently posts its policies and procedures, and currently maintains regular several e-mail lists for faculty and students.

Faculty Response:

- The Faculty has already approved a move in the teaching load of VISA faculty from 3:3 to 3:2.
- The Faculty has adjusted the Art History K-factor to the more common (and lower) factor for humanities departments (50).
- The Faculty will pursue the procedures outlined in Policy 22 to replace the new Head. It is rare to seek a Head from outside the department, and does not seem necessary in this case.
- The Faculty will provide staffing resources to meet the growing needs of the department and has already increased staffing levels devoted to facilities.
- The Faculty encourages the department to consider new and creative ways to increase enrolments in conversation with the Dean of Arts Office, especially on the Art History side.
- The Dean of Arts will work with the Assistant Dean, Facilities to consider how spaces might be renovated for the use of AHVA faculty and students, particularly considering buildings like Lasserre.
- The Faculty has revised its graduate funding formula and has added \$.5M in funding to graduate fellowships. We have also attracted new 4YFs/year through the Academic Excellence Fund. In addition, we have matched donations to the President's Blue&Gold Campaign of \$1M for both graduate and undergraduate support. Along with the restoration of a G+PS funding formula that improves Arts' funding, these measures will go a long way to improving the funding for graduate students in Arts.

**UBC Arts Co-op Program
Faculty of Arts**

Summary of External Review: May 2017

Key Findings of the Review Committee:

- *The program is highly regarded by students, alumni and employers as well as within the university.*
- *Program staff demonstrate a high degree of professionalism and genuine care for their students. The reviewers found that current students and alumni were extremely complimentary of the staff in the Arts Co-op Office and praised their expertise and dedication.*
- *The newly-implemented coaching model for first-year students is commendable and well-received by students, although there were concerns about reduced coaching support in second and third years. The coaching model is resource-intensive.*
- *Retention is an issue given the high rate of students not completing the program. More student feedback, including from those who leave the program or do not secure a work term, would be valuable.*
- *The program currently serves mainly undergraduate students, but there is increasing interest in expanding it for graduate programs.*
- *There was mixed student feedback about the perceived relevance, compensation and quality of jobs on the job board.*
- *The current decentralized model at UBC has potential to result in brand confusion and difficulty for new employers trying to find a gateway into relevant programs.*
- *The reviewers felt that all faculties would benefit from a stronger mechanism for cross-faculty postings and referrals, despite the challenges associated with cross-postings.*
- *The reviewers commended the work of the Associate Dean Student Success in engaging in a logic model to identify and gauge factors influencing student success.*

Key Recommendations of the Review Committee:

- *Differentiate staff roles, and explore the development of an entirely new organizational structure with dedicated student coaching and business development expertise.*
- *Optimize the data management system to track key metrics, which will help staff have a better understanding of the sectors in which students seek employment and track reasons for withdrawal.*
- *Complete an analysis of the program's current admissions requirements and determine which entrance requirements correlate to student success, both in terms of securing the first work term and achieving success in the workplace.*
- *Conduct market research, possibly using an external consultant, to assess both student and employer demand, particularly focusing on sectors experiencing growth in Greater Vancouver where most students complete their work terms.*
- *Increase visibility of the program to prospective employers, perhaps through past-employer testimonials, video clips, and profiles of students who have secured roles in non-traditional sectors.*
- *Evaluate current communications and marketing activities. The office may want to replace some of the print materials and monthly newsletter with social media messages, which afford more frequency and brevity, and might be more effective in the digital age. Increase online presence.*
- *Although it is beyond the control of Arts and the external review's scope, reviewers encouraged the UBC Co-op Council to consider a shared software system that allows for easy cross-posting of multi-disciplinary jobs between faculties.*

- *Increase visibility of jobs to students by working with software providers to implement a filtering tool on the job board, so that students can more easily view roles most relevant to them. Consider discontinuing daily notifications, which discourage students from searching for jobs via the system.*
- *The Faculty should retain a centralized model of co-op for both graduate and undergraduate programming, particularly since graduate students joining the program may result in new and different operational needs and challenges.*

Program Response:

- The unit is dealing with high demand for its services; it currently admits only half of those applying for positions. Student demand is already well-understood, but in determining how and whether to admit more students, the unit needs more information on employer needs and demands.
- Co-op is developing more of an online presence and is moving away from print communications. The unit is now using HootSuite to manage Twitter communications and has replaced larger print documents with shorter digital documents.
- The unit is working on a series of videos to promote Co-op programs. Co-op students now have the option to fulfill their work term assignment by creating a video that can be shared with prospective and current co-op students. The unit is launching a new employer education campaign using the videos, some created by TAXI (a marketing and strategy company) and some by students.
- The assigned advisor program has been revised to streamline student-advisor interactions, and a strategy is being developed to reach out to senior co-op students.
- Based on analytics that will be provided by a Research Analyst, the unit will adjust the intake process, revise the work term assignment structure, and reconfigure staff roles and job descriptions.
- The Unit consulted with Symplicity staff at the University of Toronto to change the way students are tracked and data is collected. Based on these consultations, the unit is exploring ways to improve how students search for and view job postings.
- The unit will work with the Dean of Arts office to help implement some of the cross-faculty and university-wide recommendations made in the review.

Faculty Response:

- The Faculty of Arts currently subvents the Co-op program, and will continue to do so as it is a unit of tremendous value to the faculty.
- The Dean of Arts will initiate a cross-Faculty conversation to consider ways to minimize overlap in Faculty-based Co-op programs that results in multiple Faculties competing for positions with the same employers.
- The Dean will empower the Co-op Program to coordinate and to work for coherence amongst departments and schools offering career enhancement programs of their own.
- The Dean will propose a central UBC unit that supports all Co-op programs while maintaining faculty-specific programs that provide customized service for students. The Dean will request that the university dedicate resources to such a hybrid system of resource sharing, and to implement software that will facilitate information and expertise-sharing across faculties.
- The Office will consider ways to include more graduate students in Co-op. Building on initiatives in certain departments, the Associate Dean Research and Associate Dean Communication & Innovation will be tasked with liaising with Co-op and units to increase graduate student participation.
- The Dean of Arts will support hiring a Research Analyst to conduct a climate survey to gauge student demand, employer needs, growth potential, and staffing and resource requirements. The Analyst will also review the Co-op fee structure, develop metrics for measuring student success, and provide suggestions for communications and marketing strategies.

Department of Psychology
Faculty of Arts

Summary of External Review: March 2017

Key Findings of the Review Committee:

- *The Department is a scientific leader and is ranked at the top of Psychology departments in Canada and among the top departments internationally. The Head is a skilled, dedicated and respected leader. Department members conveyed a general view of departmental governance as democratic and consultative. Reviewers sensed a positive spirit of community in the department.*
- *The previous review recommended a less centralized governance and this has been followed. However, the current number of standing committees (20) may need to be trimmed.*
- *A significant portion of the budget seems devoted to seven major content areas; this may have the effect of limiting departmental funds available for other, more communal uses.*
- *Until recently the department was housed within a single building, but growth, collaborations, and changing needs have led to the movement of Faculty, students and labs to other buildings. There is a risk that some areas could become isolated from the rest of the department.*
- *The department has been quite successful in recruiting excellent junior faculty in recent years and has addressed the previous review recommendation to increase mentoring and support for junior faculty. The faculty body is gender-balanced and there is reasonable diversity among faculty members in terms of minority status and sexual orientation.*
- *Psychology is the most popular major for undergraduate specialization at UBC, and the large number of students results in a fairly high student-to-instructor ratio.*
- *Graduate programs are excellent but there are challenges in areas such as completion times, graduate student funding, shortage of required classes, and insufficient numbers of teachers in certain specialties. Graduate students are very productive in publishing.*
- *The level of research activity is consistently high across the department and faculty members have been very successful in attracting grant support for their research.*
- *Community engagement efforts are strong and effective. Members of the department play a strong role as public intellectuals, frequently providing media interviews and expert opinion.*

Key Recommendations of the Review Committee:

- *In the next strategic planning process, consider whether there are activities in the common interest that are being neglected because of the emphasis on areas as largely independent administrative units.*
- *Twenty seems like a very large number of standing committees. The reviewers wondered whether some trimming might be possible. It may be useful to consider the trade-offs between the work each committee does and the administrative effort needed to maintain its existence.*
- *Teaching stream faculty are critical to the department given the heavy undergraduate teaching service the department undertakes. The reviewers recommend the expansion of the teaching stream with a focus on tenure-track teaching faculty and 12-month (or multi-year) full-time lecturers to the extent possible.*
- *The department should actively develop strategies to maintain intellectual connection within department, and the administration should limit future moves that distribute resources beyond the department and may strain the intellectual unity of the department.*
- *The reviewers recommend significant support, by upper administration, for improvements to the physical infrastructure in the Kenny Building, or construction of a new building for the department.*

- *Consider options for reducing the number of undergraduate students in order to reduce class size and student-to-instructor ratio. This might include making the entry requirements for the BA program the same as for the BSc program, or hiring more instructors. The latter option would need to be done carefully as 30% of the department's undergraduates are already taught by sessionals.*
- *The department should consider strategies for supporting grant proposal development and submission in areas that are not currently well-supported in the department.*

Department Response:

- The department was pleased with the report and found the recommendations to be insightful and constructive.
- A committee will be struck to re-consider content area divisions in the department. Space restrictions require faculty members to be in different physical places, but the challenge is maintaining intellectual connections within the department. A committee will be struck for this purpose as well. Existing committees will be examined to test their necessity, but since existing committees require little administrative effort and have not been demonstrated to be superfluous, the department believes that committees as presently constituted do not represent a problem.
- The department welcomes the recommendation to hire two research stream professors and instructors in the educational leadership stream. Soft funds will be allocated to hire a grants officer to assist with faculty applying for grants.
- The suggested hires will allow the department to teach smaller-sized classes, and particular attention will be paid to offering such classes. Grading rubrics, however, will likely be preserved; fairness considerations, especially in large, multi-sectioned courses, outweigh the costs in implementing set grading policies.
- The department anticipates that it will be able to offer more graduate-level courses, especially with the new hires suggested in the report. The new graduate funding allocation scheme will allow the department to admit the best graduate students and support existing students, but the Department will nevertheless investigate how it can better serve the needs of graduate students.
- An equity committee has been collecting data on how gender and race affects student and staff experiences in the department, and a report will be forthcoming later this year.
- The department welcomes the suggestion to address structural issues with the Kenny building as soon as possible.

Faculty Response:

- The review is highly laudatory and reflects the Dean's highly positive assessment of the department. The recommendations are well received, and it is anticipated that the recommendations made therein will be met within two years.
- The Faculty of Arts will fund faculty and instructor lines as recommended.
- The Kenny building is a top priority for the Faculty of Arts, and renovations will be made in short order. Over \$1 million has already been set aside by the department for renovating the Kenny building, and the Faculty of Arts will contribute another \$3M. We are awaiting the results from the latest seismic survey but we are working with the Provost's Office to secure University support to move forward on seismic readiness. The Assistant Dean, Facilities will help the department with any temporary spaces or physical needs during the renovation process.
- The department's governance structure is functional and highly successful. Whereas areas of study may be re-examined, there is no pressing need to restructure governance.
- Curricular changes are welcome, but should be made with consultation with other units, since the introduction of pathways and prerequisites will affect other programs.

Centre for Teaching, Learning and Technology

Summary of External Review: November 2016

Key Findings of the Review Committee:

- *The Centre provides a significant and highly-competent service to UBC in supporting quality teaching and learning and professional development for faculty. It plays an immense role in the university's pursuit of outstanding teaching. It strikes a balance between being a concierge (performing design or production tasks) and promoting capacity-building (providing education and support), depending on the situation. CTLT staff are highly responsive and tailor their assistance well to individual needs.*
- *Beyond the diverse array of services it provides, CTLT's emphasis on "customer" orientation is exemplary and it adapts its assistance to faculty and department priorities, thereby respecting faculty autonomy and avoiding a "one size fits all" approach.*
- *The review committee appreciated CTLT's evidence-based approach to its practices.*
- *CTLT has a collaborative and integrative approach in its outreach to other UBC units. The relationship to UBC-O is very positive, and this should be upheld to ensure both Vancouver and Okanagan campuses experience benefits and collaborate appropriately.*
- *Staff have a strong collaborative approach within the Centre. CTLT personnel engage in internal, cross-team collaborations, and several members have dual reporting structure within CTLT. These activities appear to promote information flow and positive interactions. Nevertheless, in a unit of CTLT's size, additional focus on how to keep relevant team members informed of Centre activities is still warranted.*
- *The relatively small degree of student involvement/contact in CTLT's current mandate may be limiting its effectiveness. Through its involvement with educational leadership and faculty engagement, CTLT has the potential to more actively promote a culture of student engagement throughout the institution.*

Key Recommendations of the Review Committee:

- *Clarify roles played by CTLT (as a central resource) and the localized teaching and learning support services that are available within academic units.*
- *CTLT should update its current vision, mission and values to become more outcome-oriented. Metrics could go beyond numbers to measure the learning impact of faculty who have implemented more active pedagogies and supporting technologies.*
- *Develop a robust structure and process for discovery, innovation, production and retirement of initiatives -- a central process to track and support the lifecycle of projects.*
- *Develop an overarching campus strategy for online learning / innovation, including a revenue-generation strategy. While revenue generation is not necessarily a fit within CTLT's current model, the unit would play a critically important role in the development of such a strategy by providing guidance and expertise on teaching, learning and educational technology. There could be a university steering committee to guide and support the strategy, with a separate team with entrepreneurial expertise to develop the business/financial model.*
- *While the overall focus on the faculty member as client is a valuable service and ultimately impacts the student learning experience, there would be real benefit in expanding the focus to include broader pedagogical conversations with more student engagement, including graduate students.*

- *Increase transparency around the TLEF selection process and implement a more rigorous assessment of TLEF outcomes.*

Unit's Response:

- It is gratifying to read the reviewers' commendations for the effort that CTLT has put into becoming a faculty-focused service. Nonetheless, we heed the comments around the need to clarify the relationships with local teaching and learning support units and other campus partners. The upcoming Learning Management System transition provides a timely route into these conversations with Faculties, acknowledging that these need to be broader than just around learning technology support.
- The review report fairly states that CTLT has limited measures of the impact of its activities. Measuring impact of service provision and support is difficult, but we commit to address this, drawing on effective practices elsewhere and linking to the recommendation to broaden our focus to student outcomes. We will ensure measures of impact align with broader institutional priorities, and incorporate input from stakeholders.
- As CTLT outlined in its self-study review, the unit has developed processes to prioritize the lifecycle of projects taken on internally, and committed to progressing the operationalization of this in light of the recommendation to do so. However, this also extends more widely into institutional initiatives, for example measuring the impact of teaching and learning enhancements and piloting learning technology applications.
- The unit agrees that revenue generation from a broader range of learning contexts (e.g. career and personal education) using online learning as a channel is not part of its core mandate. The establishment of a separate team for more market-focused and entrepreneurial offering is currently underway in the Provost Office and we will continue to engage in these discussions, particularly around the interfaces (pedagogical, curricular, technological) between this area and the core undergraduate teaching and learning mandate.
- We see great possibility to develop an even stronger culture of innovation in pedagogy that encourages all actors (faculty, staff, and students) to collaboratively take up the challenge of co-design and co-creation of an outstanding learning environment. CTLT plans to actively pursue conversations to realize the opportunities to work more directly in partnership with student groups in the evaluation of teaching and learning outcomes. The unit continues to support over 500 graduate students each year through specific teaching and learning programming.
- The Provost Office disburses TLEF funds through a competition in which proposals are adjudicated by a committee comprising faculty and students from across the university, with CTLT providing administrative and consultative support. We will work with Provost Office to enhance communication of priorities and criteria. We commit to developing better ways to evaluate and disseminate TLEF results; we have an early prototype of an impact framework for teaching and learning enhancement and leadership that is being refined through broad consultation.

Sauder School of Business
Summary of External Review: January 2017

Key Findings of the Review Committee:

- *The Sauder School is well-managed and the culture appears to be highly collegial and healthy. The reviewers praised the School's implementation of a new workload policy that provides transparency in the process of workload assessment.*
- *The Dean is well-respected and is viewed as being appropriately transparent. The committee heard widespread support, within the unit and across the university, for the direction the Dean is taking the School.*
- *The School known for its focus on high-quality research. The committee found this aspect of the School's reputation to be well-confirmed through its meetings.*
- *The School has generated surpluses in recent years; however, while the current financial situation is stable, the medium term outlook has some challenges and sustainability risks.*
- *Facilities are of a high standard, particularly the expansions to the Robert H. Lee Graduate School. Building a viable and larger portfolio of masters programs would provide a source of further revenue for the School, and this growth would necessitate more such advanced new facilities.*
- *Students were generally complimentary and positive in their overall assessment of the quality of an education from the School. The committee observed that the School "attracts high-end students at all admission levels." Students would benefit from initiatives that connect them more strongly with the School's research activities and engage them more in the learning processes.*

Key Recommendations of the Review Committee:

- *Consider allocating responsibility more broadly across senior executives. For example, there is a large number of direct reports to the Dean; some intermediate level of senior managers is recommended, and more diversity in the senior leadership.*
- *The School operates under several budgetary constraints, including regulated below-market domestic undergraduate tuition and mandated domestic undergraduate enrolment. Concern was expressed that in one program, the cost exceeds the domestic tuition revenue, the shortfall being covered by a portion of the international tuition. This is a sustainability issue. There also appears to be inconsistency within in the School in the understanding of cost allocations, revenues and deficits for the various programs.*
- *The Executive Education facilities at Robson Square should be upgraded or relocated. The competitiveness and viability of Executive Education and professional programs are crucial to the economic stability of the School.*
- *The students expressed a desire for closer and more continuous dialogue between themselves and the School's senior administration. The review team recommends that the ambition of more active engagement and involvement with students and student bodies is pursued, and that the potential is actively discussed with the students/student bodies.*
- *Students expressed a desire to connect more closely with the School's research activities. A possible approach would be to build Honours tracks in order to forge a stronger link between research and education. Another approach, mentioned by the Commerce Undergraduate Society, is to focus on a more active feedback culture.*

- *There is potential for greater research and program collaboration with other UBC Faculties / Schools. The Sauder School should take the lead in furthering the university's innovative and entrepreneurial initiatives, linking STEM-disciplines with business disciplines and linking theory with practice in academic education programs.*

School's Response:

- It is acknowledged that managerial responsibilities are relatively concentrated in the Dean and the Senior Associate Dean for Faculty under the current structure, yet the team is highly collaborative and, in the Dean's view, highly effective. The Dean also views the team as quite diverse, especially if one includes the Assistant Deans and program directors in the calculus; nevertheless, the School is committed to creating an environment that respects diversity and will be mindful of the reviewers' comments as the team evolves in the future.
- The School has tried to manage the growth and development of the school in an optimal manner subject to the budgetary constraints mentioned. The generally sound financial position of the School over the past few years indicates that these efforts have been successful. However, as the reviewers note, the fiscal health of the school is heavily dependent on revenues from international tuition and executive and professional programs, resulting in significant risks inherent in the budget model. Mitigation strategies include diversifying the executive and professional programs. The regulated amount of domestic undergraduate tuition impacts the School and other parts of the university, and the School will continue to work with the executive and the Deans of other Faculties to address this. The reviewers' observation that there does not seem to be a common understanding of how costs are allocated to programs, or how much money individual programs make or lose, is a very fair criticism. The School is currently working to develop a consistent model of individual program budgets.
- The School agrees that the expansion of the facilities at the Point Grey campus and upgrading of facilities at Robson Square will be essential to the future success of the school. Facility quality has become one of the dimensions on which business programs compete for students and clients.
- The School has taken some initial steps toward more active engagement with students, through the creation of the Dean's Student Advisory Council at the undergraduate level and townhall meetings for undergraduates and masters students, and will continue to develop this capacity going forward.
- The recommendation that the School do more to connect undergraduates to the research mission of the school is very well taken. The School is exploring the feasibility of enhancing the Commerce Scholars Program and offering an honours track within the BComm program that would have a significant research component.
- Collaboration across the university has been an area of emphasis for the School over the past few years, and there have been several significant successes in this regard. Entrepreneurship education and the Creative Destruction Lab West, the B+MM dual degree, the Bachelors of International Economics, the Masters of Engineering Leadership and the Physicians Leadership Program are all examples of the benefits of collaboration between the School and other faculties.

Institute for Resources, Environment and Sustainability

Faculty of Science

Summary of External Review: October 2016

[Note: In 2012, IRES was transferred from the College for Interdisciplinary Studies to the Faculty of Science.]

Key Findings of the Review Committee:

“Overall, IRES is a highly productive unit, both in terms of interdisciplinary research output and graduate training. Their track record in interdisciplinary research, as measured by the quantity and quality of publications that focus on highly interdisciplinary topics and include multi-disciplinary authors, is excellent. Their graduate program grounds students in interdisciplinary research through coursework and frequent co-supervision models. The number of graduate students in the program is very high, much higher than norms in the Faculty and University. Yet completion rates, student placements, and student satisfaction appear to be very good.” “The Unit contributes to undergraduate teaching in several programs in the Faculties of Arts and Science as well as in the Faculty of Land and Food Systems and the Faculty of Applied Science.”

Key concerns raised by the review committee are that the *“new budget model at UBC appears to especially reward undergraduate teaching”* and that IRES has *“a desire to contribute more broadly to the development of a Policy School at UBC”*.

Key Recommendations of the Review Committee:

- Clarify the implications of the budget model for future development of IRES.
- Consider reducing the number of graduate trainees per faculty member.
- Clarify the administrative arrangements for IRES’ Canada Research Chair (CRC) positions.
- Clarify the funding situation regarding the professional master’s program (MPPGA).
- Engage in a University-wide discussion regarding the development of the proposed Policy School.
- Resolve uncertainty around the requirement for undergraduate programming in IRES.
- Recommend a process for streamlining tenure/promotion for jointly appointed faculty.
- Standardize review processes for graduate student and postdoctoral training.

Department and Faculty’s response:

- IRES has tacit budget agreements in place with different Faculties but would prefer to formalize these with an MOU. That said, IRES also recognizes that UBC’s current budget model might well not work for a number of graduate-focused units at UBC, and is equally open to solutions that have wider applicability across campus.
- IRES has and will continue to monitor the ratio of graduate students to faculty within IRES while recognizing that the overall pool of applicants virtually doubled last year and the quality of applicants has been superb. A number of options are being considered that would ensure all graduate students are well supervised and supported.

- In principle, IRES would like to secure agreements or an MOU that stipulates that should either CRC now held by Arts leave, we would agree to rehire joint positions in areas of mutual consent.
- MPPGA discussions are ongoing regarding revenue flows viz-a-viz teaching and faculty involvement.
- The Policy School has been formally approved by the UBCV Senate. IRES' contribution to its design was recognized in the supporting documents. That proposal primarily concerned only the formation of the school and the moving of positions formerly in the LIU and IAR. Future discussions are forthcoming and IRES has been active in these, but discussion at the level of the Deans and Provost would be beneficial.
- IRES' most recent strategic discussions have resulted in an undergraduate teaching focus in ENVR and SCIE courses, alongside obligations in place due to joint appointments (e.g., with Departments of Psychology, and GRSJ in Faculty of Arts). Beyond this, IRES hopes to further elaborate undergraduate teaching in sustainability streams as they proliferate across campus.
- The recommendation to streamline the process for tenure/promotion for jointly-appointed faculty is already partially relieved by more rigid criteria set out at the time of appointment as per newest SAC guidelines (i.e. P&T procedures, handling of files, etc.) and wherein lead units are now explicitly identified at the point of initial [hire] contracts.
- Review processes conducted by the graduate program manager, the graduate advisor and relevant supervisor were recently modified to address the recommendation to standardize these processes. Masters students will now have a review in the Spring of their first year to ensure their programs are on track. PhDs will have one review at the beginning of their second year and another one in Fall of third year. A similar review process is being developed for post-doctoral fellows who are at IRES for more than one term.