External Reviews of Academic Units UBC Vancouver Guidelines -

Colleges, Schools, Departments or Divisions, Institutes, or Centres that offer credit courses

Office of the Provost and Vice-President Academic, Vancouver campus

Contents

Overview to External Reviews of Academic Units

An external review of an academic unit is a mechanism for quality assurance and enhancement as well as an opportunity for learning, sharing, and creating a collective vision for the unit and the communities it serves. This process encourages a forward-looking evaluation, planning, and prioritization of short and long-term goals for the unit and its programs.

These guidelines outline key principles and processes to support units within Faculties in planning and executing a transparent and organized review. These are applicable for all Senate and Board of Governors approved academic units of the University, *excluding* research centres and institutes with no for credit teaching responsibilities.

For accreditation purposes the unit leads will oversee all adaptations of this process, in consultation with their Dean.

Purpose

External reviews provide an appraisal of the present and potential state of the unit across all areas, including the range, depth, and quality of the operations and programs; scholarship; pedagogy; professional activities; and academic programs. Reviews should be designed to reflect on the unit's current state, be forward looking, and advance the mission of the Faculty and University and articulate a vision for the future. External reviews of academic units include the review of the unit's programs, undergraduate and graduate.

External reviews should provide a clear understanding of the following:
   a. Strategic alignment to university, department/unit goals and strategic plans;
   b. Quality of educational leadership, instruction, research, service and outreach;
   c. Quality of students' education (undergraduate and graduate) and preparation for society and careers;
   d. Evaluation of strengths and challenges across all unit administrative operations and student services;
   e. Role within UBC and effectiveness in fulfilling that role; and,
   f. Strategic objectives and the changes necessary to achieve them.

Goals

The Institution and its Faculties and academic units are committed to ensuring and continuously improving the quality of their academic programs and their learning and research environment as well as the adequacy of resources to support the following goals:

- To ensure high quality teaching and learning for all students at UBC.
- To continue and enhance the highest quality of scholarship and research at UBC.
- To enrich student engagement and opportunities for development.
- To establish a culture of wellbeing across academic and learning communities.
- To embed Indigenous and globally diverse perspectives at all levels of University governance, teaching, and research.
- To incorporate accessible, equitable and inclusive principles and practices at all levels of University governance, teaching, and research.

- To cultivate a culture of innovation and inclusive excellence, critical self-evaluation and reflection, and continuous learning and improvement.
- To ensure the alignment of the academic unit with the University's mission.
- To facilitate accountability of academic units.

Process

External reviews provide an opportunity to undertake an appraisal of the present and potential future state of the unit. The review assesses the current state of the unit across all areas, including the range, depth, and quality of the unit's operations and programs; it also considers the forward-looking strategies regarding scholarship, pedagogy, professional activities, and academic programs.

The high-level process for undertaking a unit external review, see A1 for detail.

Prior to Review Visit					Following Review Visit	
8 months	6 months	4 months	2 months		1 month	2 years
Dean notifies unit it will be reviewed.	Unit begins engagement process.	Unit compiles data for self-study.	Unit submits itinerary and self-study to Dean for review and approval.		Dean and Head review report for any factual errors that require changes.	Evaluate progress on responding to review recommendations.
Identify potential reviewers and dates for site-visit. Inform the Provost's Office that a unit review is being planned, along with the reviewers' names and the anticipated dates for the site visit. Announce the review within the Faculty.	Could include town halls, surveys, listening sessions or other opportunities for faculty members, postdocs, staff and students to provide input; This will help to identify key issues to focus on in the self-study. Invite confidential written submissions to the review committee.	Contact Planning & Institutional Research (PAIR). Contact the Faculty of Graduate & Postdoctoral Studies for student data, if applicable. Begin itinerary, inviting various groups and individuals to meet committee.	The Dean may suggest changes. This interval allows Head/ Director to incorporate the Dean's suggestions in finalizing the documents. Aim to share self-study and itinerary with reviewers and G+PS one month prior to site visit.	Site-Visit	Report is shared with members of the Unit, and then with the broader faculty membership Head prepares first response, submits to Dean within three months. Report and Response are forwarded to the Provost's Office from the Dean's Office. Provost's office shares with G+PS.	Dean and Head meet to discuss progress on recommendations. Head prepares mid-term progress report to Dean. Mid-term progress report is submitted to the Provost Office and G+PS by the Dean.

The Self-Study Report

Overall, the self-study will have a dual purpose: outlining both the academic unit's current position and its plans for the next 5-10 years. Previous reviews, actions taken, and outstanding issues are discussed within the document. It is recommended that the main part of the self-study report is concise and kept to 50 pages with more detailed information provided as appendices. While a large amount of information will be reviewed for this document it anticipated that the main document will contain a

summary or assessment of the information with the data, background information added to the appendices. Data packages are provided by Planning and Institutional Research (PAIR) and the Faculty of Graduate & Postdoctoral Studies (G+PS), and units are asked to contact them early in the first phase for provision of the unit level data. A self-study framework is available in A2.

External Review Committee Terms of Reference (ToR)

A guideline for the external review Terms of Reference (ToR) is provided in A3. These are guidelines only, and each unit will adjust accordingly for their specific review requirements.

Summary

These guidelines and appendices provide an overview of the process for external reviews of academic units within faculties. However, in discussion between the Dean and Provost it is recognized there may be alterations that best match the structure and work of the particular unit under review.

Definitions

Quality Assurance and Quality Enhancement - means the approaches to quality assurance and quality enhancement across UBC, approaches which should provide accountability and lead to measurable and verifiable progress in all aspects of education, learning, research, and administration. It is especially important to include future-focused quality assurance and enhancement measures.

Academic Unit – means a faculty, college, school, department or division of the University; as well as any institute or centre of the University that offers credit courses or in which faculty have their primary appointments.

Program – means a course of study at any academic level that consists of related courses of instruction and other learning opportunities within an area of study.

Glossary

CTLT - Centre for Teaching, Learning and Technology

G+PS – Faculty of Graduate and Postdoctoral Studies

ISP – Indigenous Strategic Plan

PAIR/OPAIR – Planning and Institutional Research Office

StEAR – Strategic Equity and Anti-Racism Framework

- IAP – Inclusion Action Plan
- ARIE TF – Anti-Racism and Inclusive Excellence Task Force
- Dimensions Pilot - https://research.ubc.ca/vpri-competitions-initiatives/dimensions

ToR - Terms of Reference

TRC - Truth and Reconciliation Commission

UNDRIP – The United Nations Declaration on the Rights of Indigenous Peoples

Appendices

A1 – Process for an Academic Unit External Review

Review processes may vary between academic units (College, School, Department or Division, Institute, or Centre that offers credit courses) but will adhere to common principles and procedures as outlined in the External Reviews of Academic Units policy J305.

Initiation of Review

Scope

It is the responsibility of the Dean's Office to initiate and manage the review process. The ToR should clarify the expectations of the review and be adjusted to reflect the unit's needs and priorities. In general, undertaking an external academic unit review may be a year-long process.

Process Workflow

Initial meeting - The initial meeting with the Dean and Unit's leadership should discuss the following:
 a. Review draft ToR
 b. Identify the project lead(s) for self-study process, site visit process, and logistical support;
 c. Timing of review—self-study, engagement, documents, site visit, delivery of final report;
 d. Reviewers (number (minimum 2), diversity, provenance);
 e. Identify key stakeholders and members to be part of the process; faculty members, internal student committees, staff members, alumni, employers, Indigenous communities, others (e.g., internal EDI committee); and,
 f. Communication of the review timeline and data needs to PAIR, G+PS and other data providers.

Self-Study

Scope

The self-study report is at the core of the review process. This report serves as the mechanism through which the unit provides the written information needed by the external reviewers in order to carry out their remit. The review process will require an element of data gathering for the Self-Study Report from the unit under review. It requires the unit to collect and present quantitative and qualitative information that assesses and evaluates its operations and activities, relevant to the ToR of the review. Data packages are provided by Planning and Institutional Research (PAIR) and the Faculty of Graduate & Postdoctoral Studies (G+PS), and units are asked to contact them early in the first phase for provision of unit level data. A Self-Study Report guide is provided in A2 including an outline of the background materials.

Process Workflow

The self-study lead reviews data, requests additional data, and synthesizes, reflects on, and/or contextualizes data. The self-study lead completes the report informed by community engagement.

As part of the self study the unit should always include reviews of undergraduate, graduate, and professional programs; for programs subject to periodic external accreditations, wherever practical, elements from an external accreditation can be incorporated into the self-study with consideration that the Review Team may be looking for alternate indicators and/or outcomes.

Timeline

Writing the self-study often takes approximately three to four months, inclusive of feedback and collaboration from faculty members, students, alumni, external communities and partners. There may be additional time required when considering final changes and sign-off by the Dean. The self-study report is provided to the reviewers one month ahead of the site visit.

Selection of Reviewers

Scope

The unit lead creates a diverse list of potential reviewers, giving consideration to equity representation principles, along with a brief rationale and contact information for each, and provides this to the Dean.

Process Workflow

Begin identifying possible reviewers considering:
   a. A UBC observer/ reviewer can be invited from UBC Vancouver or UBC Okanagan;
   b. Advanced academic credentials related to the subject area under review;
   c. Relevant academic experience in quality assessment and enhancement, research, curriculum design, teaching and learning, and administration;
   d. Any required or desired professional credentials and/or related work experience;
   e. Understanding of the BC post-secondary education context;
   f. Understanding of competency-based education or expertise in the development and delivery of undergraduate/graduate curricula within the disciplinary context;
   g. Members of internal and external Indigenous communities;
   h. Equity Representation of diverse lived experiences and perspective across historically, persistently and systemically marginalized groups;
   i. Other ideas and input from unit members.

The Dean selects the committee of external reviewers. The number of external reviewers may vary from two to four individuals, depending upon the size and diversity of the unit.

The Dean invites the reviewers to confirm their willingness to participate and provides:
   a. Relevant University policies and strategic documents, including conflict of interest (here). Reviewers must have a level of separation from the Unit;
   b. Notice that the review report, including the names of reviewers, may be publicly disclosed in whole or in part if UBC receives such a request, and that the report will be summarized in the annual Report to Senate, which will become a publicly accessible document;
   c. Scope of the review, ToR, project timelines for key information including site visit dates; and,

d.   Details on compensation and logistical support the unit provides before and during the review.

Submit the final list of reviewers to the Provost's Office for information.

Once the requisite number of reviewers has been secured, the Deans office announces the review and invites input from anyone (students, faculty members, staff) who may be associated with the Unit. Depending on the size and nature of the Unit, the notice may be issued within the Faculty only, or to the University at large. The notice includes the dates of the site visit, names and affiliations of the reviewers, and the person to whom any comments should be sent. Unit members should be given opportunities to engage throughout the process to contribute to the self-study and respond to the reviewers' report. Relevant individuals should also take part in the site visit.

Terms of Reference (ToR)

Scope

The scope and ToR for the review are determined by the Unit's leadership and should clarify expectations of the review and reflect the Unit's needs and priorities. See A3 for a draft guide.

Process Workflow

The unit head, working with the Dean, will create a first draft of the ToR for the review. The unit head will ask for comments and input on the ToR and, if applicable, for focused questions under each of the generic terms that may be specific to their unit.

Terms of reference are shared with the Dean of the Faculty of Graduate and Postdoctoral Studies where there are graduate programs within the unit. See A3 for a draft template which can be used as a guide for the ToR.

Timeline

The selection of reviewers and determination of the ToR typically takes about 4 weeks. During this time, or subsequent to it, work can begin on the site-visit itinerary, with groups and individuals being invited to meet with the review committee.

Site Visit

Scope

The site visit can take up to three days, depending on the size of the Unit. A project lead should be identified to take responsibility for logistics, including the time of the visit, hotel and travel, on-campus meeting rooms, catering, processing expenses and payment of honoraria (see UBC's reimbursement policy).

The preferred mode of the review is in-person unless circumstances dictate the need for an online or hybrid review. If there is an online component, consider technical issues such as platform, privacy, and technical support.

Process Workflow

Develop a review schedule, ensuring there is adequate representation of faculty, staff, students, postdocs, alumni, Graduate and Postdoctoral Studies where the unit has graduate programs, and

relevant communities the unit serves. A site visit usually begins and ends with a meeting between the reviewers and Dean. Guarantee confidentiality for unit members who engage in the review. The Unit's leadership team should not be present during the site visit conversations with these groups. A suggested list of who to meet with the reviewers is provided in A4.

Timeline

Dates and details of the visit should be provided 3 months in advance of the site visit with all details confirmed one month prior to the visit. Reviewers are asked to submit their report to the unit head within one month after the site visit.

Response, Action Plan and Summary

Scope

The purpose of the response is for the unit to respond to the report and to develop an action plan.

Process Workflow

Following receipt of the draft report, within one month of the site visit, the Unit's leadership reviews this for factual errors and, with receipt of the final corrected report, writes a response and action plan.

Response and Action Plan:

Once the final report is received, the unit Head or Director should discuss its findings with the Dean and within three months submit a response that includes an action plan in alignment with the Unit's and UBC's strategic plan.

The response should be informed by the same community and unit members who participated in the self-study. This report is shared with the entire Unit, the Dean's Office, the Provost's Office, and the Faculty of Graduate and Postdoctoral Studies.

Summary for Provost's Office and Senate:

A summary (2 pages) of the report and response/action plan will be requested by the Provost's office, and will be made publicly available in the annual report to Senate on External Reviews. This summary will become a publicly-accessible document shared on the Provost's Office website.

Timeline

The unit should take no longer than two weeks to review the report for factual errors. If any are found, the reviewers should submit a final corrected report within two weeks thereafter. The response and action plan from the unit should be completed within three months.

Progress Update

A progress update is a short 4-5 page report on the progress of the action plan to address the review recommendations.

Timeline

The progress update is to be submitted two years after the final report from the reviewers has been

received. The progress update is developed and distributed to all unit members, including the Dean of Graduate and Postdoctoral Studies as appropriate, Provost's office and will be summarised for the annual report from the Provost to the University Senate.

A2 – Self-Study Framework

The following serve as guidelines on the type of details in the self-study documentation that would be useful to the Review Team in carrying out its work. Overall, the self-study document should be a reflective document on the state of the unit but should also be forward-looking: it should present its evolution since the previous external review focusing on the last five years, its strengths and challenges, as well as potential future directions. It is recommended that the main part of the self-study report is concise and kept to 50 pages with the more detailed information provided as appendices. While a large amount of information will be reviewed for this document it is anticipated that the main document will contain a summary or assessment of the information found in the data, background information added to the appendices.

Executive Summary

Provide a 1-2 page precis of key points of the self-study including recent unit highlights and challenges, major accomplishments, and the unit's forward looking perspective.

Introduction / Overview

A brief history of the unit including a summary of undergraduate and graduate programs offered purpose and objectives/goals; description of the strategic plan (if available) and governance structure for the Unit.

Previous External Review and Subsequent Actions - <date of last review>

Comment on the work undertaken from previous unit review recommendations, provide reflections on these, any actions taken in response, and issues that may be raised in the upcoming review.

Strategic Plan: Vision, Priorities, and Implementation Strategies

Orient the reviewers to the unit plans and achievements in the context of alignment with key strategic plans, especially in regard to the future needs of students and the challenges posed by institutional and societal change. Where available include Faculty and unit strategic plans, vision values and mission.

Research, Scholarly and Professional Activity

This section provides information and an assessment of the quality of research and scholarship of the Unit, the adequacy of its resources, and the challenges and opportunities for improvement. It includes:

   a. A summary of the unit's research and scholarship strengths, incorporating an overview of its research and scholarly productivity, notable recognitions, and funding;
      I. Research funding generated by the unit (award amounts and project counts by award category: Tri-Council, research infrastructure, other external/ internal funding);
      II. Average research revenue per full-time faculty member.
   b. Describe the unit's influence and accomplishments in innovation and/or non-academic or professional sector engagement;
   c. Describe and assess approaches to continuous quality improvement in research and scholarly activities, including interdisciplinary activities; and,

d. Outline the challenges and opportunities for the future of research and scholarship in the unit.

Teaching and Learning

This section provides information and an assessment of the quality of teaching and learning and educational leadership of the unit, the adequacy of its resources, challenges and growth opportunities.

Educational Leadership

Provide an overview of the educational leadership within the unit. Consider the impact of the educational leadership and opportunities for development:

a. Summarize the unit's educational leadership strengths, incorporating an overview of its productivity, teaching recognition, and pedagogical innovation;
b. Describe the unit's influence, including any accomplishments in innovation and/or non-academic or professional sector engagement, including contributions to Indigenous, critical, accessible, and inclusive pedagogies and praxis;
c. Describe and assess approaches to continuous quality improvement from the unit's educational leadership stream, including interdisciplinary activities; and,
d. Outline the challenges and opportunities for the future of educational leadership in the unit.

Undergraduate and Graduate Students' Education

Provide opportunities for the Review Team to evaluate the quality, extent, format, organization, and enrolment of the Unit's academic programs and teaching strength and to compare its performance in these areas to that of its national and international peers. Describe the development of curriculum in the face of changing societal expectations, internationalization and a more global classroom; the Unit's support of experiential learning opportunities; its support for inclusive and accessible pedagogies; its use of learning technology; the effectiveness of the Unit's methods for the evaluation of teaching and learning; and its implementation of quality assurance and enhancement.

Undergraduate Education

Provide an overview of the Unit's undergraduate education programs, goals, and activities, with an assessment of their quality, and their responsiveness to student and societal needs. Include the following:

a. Describe and assess program learning outcomes, including the desire for greater global citizenship learning objectives. If not already identified, units should use the review as an opportunity to work with CTLT to develop learning outcomes for a program and courses so they can be intentionally assessed for the purpose of program evaluation;
b. Outline the program(s) structures, admission requirements, and mode of delivery and efforts to sustain program renewal and improvements;
c. Describe experiential and/or community-engaged learning opportunities (local and abroad);
d. Outline the diversifying of curriculum and ways of learning, embedding of sustainability, decolonization and Indigenization into program, curriculum and course design and delivery;
e. Provide an overview of student satisfaction with the program, obtained through a student association / group or other engagement, include unit efforts to strengthen the student experience;

  f. Assess the quality of teaching and learning, describe how these assessments are determined, and outline approaches for continuous improvement;

  g. Assess the programs' achievement of the [degree level standards,](#) and where appropriate, standards of any related regulatory, accrediting or professional association; and,

  h. Describe programs' alignment with the unit's current mission, goals and long-range plan.

  i. Faculty participation in recruitment activities and strengths and challenges;

  j. A summary of the program's application/yield/admissions numbers, and enrolment and demographic trends in the past 5 years; include recruitment strategies, admissions processes and the unit's success in attracting and retaining excellent, diverse students;

  k. Include the enrollment of Indigenous students by year compared to other units on campus;

  l. Include the enrollment of historically, persistently, and systemically marginalized students by year compared to other units on campus;

  m. Time to degree completion: completion rates and retention rates by program;

  n. Attrition, if available, for each of the past five years; provide number and reasons, if known;

  o. Number of degrees awarded per program and disciplinary area/option;

  p. Undergraduate student funding: provide current procedures and criteria for awarding fellowships, scholarships, teaching and research assistantships and other awards. List the number of these awards by categories for each of the past five years; and,

Outline the challenges and opportunities for future program development and student recruitment and describe possible admissions policies changes and opportunities for growth over the next 3-5 years. Consider how adaptable unit programs are to changes in the discipline. (e.g., tech expansion; graduate professional programs; plans for career growth / professional programs including non-credit).

Consider using a SOAR or a SWOT analysis developed via meetings with faculty members, Unit leadership, students, and alumni:

  a. SOAR provides a concise summary of Strengths, Opportunities, Aspirations and Results. (https://www.visual-paradigm.com/features/soar-analysis-tool/);

  b. SWOT encompasses Strengths, Weaknesses, Opportunities and Threats.

Graduate Education

Provide an overview of the unit's graduate programs and environment, with an assessment of their quality and responsiveness to student and societal needs. For each program,

  a. Describe the program's learning outcomes and their assessment, and how these relate to student and societal needs and careers, including the desire for greater global citizenship learning objectives. If not already identified, units should use the review as an opportunity to work with CTLT to develop learning outcomes for a program and courses so they can be intentionally assessed for the purpose of program evaluation;

  b. Outline the program's structures, academic requirements, and mode of delivery including website link where appropriate;

  c. Assess the quality of graduate student supervision, academic advising, and instruction, including modes of assessing these and approaches taken for improvement;

  d. Provide an overview of student satisfaction of the program, obtained via surveys or other means of engagement (an elected graduate student association or on an individual basis) that

        invite consideration of the quality of the research and teaching environment, supervision, financial support, etc.

    e.   Describe how graduate students are involved in the unit's academic community (e.g., journal clubs, seminars, social events);

    f.   For research programs include the following:

        i.   Overview of the programs' policies and practices regarding supervision and monitoring of student progress;

        ii.   Analysis of the adequacy and competitiveness of graduate student funding and student success in award competitions; and,

        iii.   Outline of highlights or issues with respect to student workspace or access to facilities.

        iv.   Opportunities for students to engage diverse ways of knowing and research methodologies.

    g.   Faculty participation in recruitment activities and strengths and challenges;

    h.   A summary of the program's application/yield/admissions numbers, and enrolment and demographic trends in the past 5 years; include recruitment strategies, admissions processes and the unit's success in attracting and retaining excellent, diverse students, include student headcount by part and full time and number of students currently active;

    i.   Include the enrollment of Indigenous students by year compared to other units on campus;

    j.   Include enrollment of historically, persistently and systemically marginalized students by year compared to other units on campus;

    k.   Time to degree completion: completion rates and retention rates by program;

    l.   Attrition, if available, for each of the past five years; provide number and reasons, if known;

    m.   Number of degrees awarded per program and disciplinary area/option, list thesis title and supervisors;

    n.   Graduate student funding: provide current procedures and criteria for awarding fellowships, scholarships, teaching and research assistantships and other awards. List the number of these awards by categories for each of the past five years; and,

    o.   Where available and appropriate, a summary of graduate student career outcomes; graduate employment rates, and the satisfaction level of employers, advisory board(s) where applicable.

Outline the challenges and opportunities for future graduate program development, student recruitment, and admissions. Consider how adaptable unit programs at the graduate level are to changes in the discipline.

Postdoctoral Training

Provide an overview of postdoctoral fellow numbers, funding, achievements, and general support through professional development and involvement in Department activities.

Provision should be made for interested graduate students and postdoctoral fellows to meet with the review team during its site visit.

People, Leadership, Culture and Governance

Explain the governance, organizational structure, leadership, planning, and administration of the Unit, including opportunities for diversity in leadership, the nimbleness and inclusiveness of planning, as well as the relevant support systems both within and available to the Unit.

People, environment and culture

Provide an overview of Unit demographics: summary of faculty and staff distribution (per disciplinary area, including educational leadership and research faculty members, sessional lecturers, teaching post-doctoral fellows, teaching assistants, post-doctoral fellows and research associates); numbers of graduate and undergraduate students; diversity of faculty members and staff.

Review and evaluate the faculty member and staff composition, governance, organizational structure, leadership team, and administration, providing a picture of the size and breadth of the Unit. Provide the following:

Governance structure

a. Organization chart and governance framework;
b. Procedures that foster good governance of the undergraduate and graduate programs within Departments/ units/ Schools;
c. Unit approach and policies in place to ensure that Indigenous and EDI priorities are incorporated across governance, teaching, and research; and
d. Describe the Unit's approach to health and safety requirements, outlining the health and safety committee, its responsibilities, and its effectiveness.

Faculty Members and Staff of Unit

Outline the make-up of the unit including faculty membership and staff. Consider the following:

a. Composition of the faculty member complement and how this has changed over time. Stratification by rank, tenure stream and non-tenure stream, research vs. educational leadership stream plus number of lecturers, sessionals, adjuncts, and clinical faculty members over time;
b. Hiring trends for research and educational leadership faculty members (faculty member renewal), an overview of faculty hiring and retention, including successes and challenges;
c. Composition of the staff complement by employee group and job title;
d. Ratio of staff to faculty members over time; and,
e. Diversity of faculty and staff members within the unit and efforts to address historically, persistently and systemically marginalized groups.

Outline the challenges and opportunities for the future faculty (research and educational leadership) and staff membership opportunities for growth, including employment equity progress. Consider the following:

a. Faculty member recruitment and retention in educational leadership and research, identifying major disciplinary areas (existing or planned);
b. Staff recruitment and retention; and,
c. Professional development, career advancement, and leadership advancement opportunities.

Unit Culture and Climate

Consider and assess the climate, working environment, morale, and organizational culture of the unit – does the culture and climate foster well-being, inclusion, and innovation? Provide information on the quality of the unit's academic community (e.g., journal clubs, seminars, social events). Outline the mentoring programs offered to all staff groups and term appointed and / or part time faculty members.

Nurturing a Culture of Equity and Inclusive Excellence

Consider how effectively the unit has identified barriers to and created pathways for equitable opportunities for historically, persistently and systemically marginalized students, faculty members, staff to enable their academic success, their career and leadership advancement, and full participation in the life and work of the university. Consider the level of transparency, consistency, and accessibility in the management of unit affairs.

Community Engagement and Outreach

Outline the scope and effectiveness of the unit's current activities and engagement with alumni, businesses, government, not-for- profits and industry, including schools, Indigenous groups, community or professional organizations, government agencies, and other post-secondary institutions.

Comment on important research, teaching and learning and/or administrative interactions with other UBC units that are relevant to the activities of the Unit.

Outline future plans for improvements including any communications and marketing strategies.

Physical Infrastructure / Facilities

Assess the range, quality, and accessibility of the teaching and research facilities at the Unit's disposal and determine whether the Unit is appropriately housed and equipped to meet its teaching and research goals. Consider the undergraduate and graduate teaching, research facilities and student study spaces in addition to space for historically, persistently, or systemically marginalized faculty members or students.

Outline strategies for meeting the planned future needs of the Unit.

Financial Resources

Review and evaluate the financial resources of the Unit, including its financial base:

a. Outline the financial health of the Unit. Note whether there is an operating surplus/deficit (identify if there is a structural deficit), and comment on revenue/expense growth trends over time;
b. Describe funding: external agencies, tuition, donor support, awards, and endowments; and,
c. Explain the capacity for enrolment management and plans for revenue diversification.

Outline future plans and opportunities for financial resources of the Unit.

Planning for the Future

This section is an opportunity for the unit director to reflect on the information they have presented here and give thought as to how this will help them towards their goals across the next 5 to 10 years. Considering alignment to the future needs of the students, institutional and societal challenges.

Appendices

1. Tables, charts, and graphs that do not fit well in the body of the self-study;
2. Roster of faculty members, with links to their CVs, and other personnel if the size of these documents warrants their being separated from corresponding narrative (please note the review team may request access to copies of the faculty members' curriculum vitae);
3. Copies of other relevant materials such as reviews, reports, pamphlets, etc. which could include:
   a. Participants in self-study preparation and review participation: faculty members, staff, students, alumni, external groups or individuals.
   b. Links to the data sets and additional data information/ references.
   c. Graduate and Undergraduate program outcomes and new course development.
   d. Graduated student career outcomes (last three years).
   e. Tenured and tenure-track faculty member abbreviated CVs 2 sentences + link to CV.
   f. Previous external review: dated copies of the reviewers' report and the Unit's response.

Outline of Support Materials for Self-Study

Data packages are available annually from PAIR and G+PS and provided at a faculty or unit level. Please contact relevant offices at the beginning of the external review process for additional information.

- PAIR data - data sets at a Faculty level with a picture of 5 years, plus 2 preceding years (7 total)
- Graduate student data and questions answered - grad.execasst@ubc.ca
- EIO, Data Analysis Reporting & Evaluation (DARE) - equity data and questions answered – datateam@equity.ubc.ca
- New Programs Hub – new program review process new.programs@ubc.ca.
- CTLT for program learning outcomes and curriculum development.

A list of the suggested materials to support the creation of the unit self-study.

a. The unit mission statement with objectives/goals.
b. Unit Head assessment of strengths and challenges of the Unit, major achievements of past 5 years and major priorities for next 5 years.
c. Unit student-to-faculty member ratio (For all faculty members: tenured, tenure-track, lecturers and sessionals).
d. Number (and %) of faculty members who supervise graduate students, average number of graduate students per supervisor.
e. Programs – curricula, teaching/learning, research and service components, recent and planned new program initiatives, program reviews for new programs and program learning outcomes.
f. Principles (quantitative/qualitative) used by the unit to rank the quality of teaching/ learning outcomes of its programs.
g. Faculty / unit and programs ranking relative to other peer institutions in Canada, US and Internationally.

h. Number of courses to faculty members (tenured, tenure track, lecturers and sessional). Average class size by year level.
i. Undergraduate Experience Survey (UES) results.
j. Student Experience of Instruction (formerly Student Evaluations of Teaching).
k. Number of students who were in a job related to their program, 2 years after graduation.
l. Detailed annual budget: areas of expenditure; revenue; endowment funding; etc.
m. Faculty member roster, support staff, faculty member profiles indicating research and educational leadership. Number of CRC appointments in the Unit. Faculty members' involvement in national and international organizations.
n. Research grants/awards data for unit over the past five years.
o. Research accomplishments of the faculty members / unit of significant note (2-3 pages) over the past five years.
p. Educational leadership advancements within the unit over the past five years.
q. Program admission criteria and policies, undergraduate and graduate applications, admissions, registration and enrolment (Master's and PhD) and degrees granted by category, over time and by degree program, year level, citizenship, specialization, international/domestic, gender, self-identified Indigeneity.
r. Strength of undergraduate and graduate teaching/learning and graduate supervision, over time.
s. Undergraduate and graduate student support systems: financial assistance/scholarships criteria and policies; counseling/advising; appeals; etc.
t. Graduate Student Funding - Number of students receiving internal and external awards, teaching and research assistantships, total funding amounts received per student.
u. Faculty governance: flow-charts; committees; etc. with membership composition.
v. Facilities: administrative; teaching and research; undergraduate and graduate student dedicated study/ spaces; technical support services; health and safety requirements, seminar rooms; EDI related spaces.

A3 – Terms of Reference Guide

Use the Terms of Reference (ToR) template below to guide the unit review exercise for a College, School, Department, Division, Institute, or Centre that offers credit courses. With the Dean, the unit may edit as relevant by adding areas of focus and deleting references to activities that are not relevant to the unit.

Purpose of Review:

To review the strength and balance of the unit's teaching and research activities, academic programs, and service; to evaluate the leadership and administration; to assess the unit's standing nationally and internationally; and to advise on the future development of the unit.

Background Material:

1. The unit's goals and objectives as outlined in its Strategic Plan (if applicable) and UBC's Strategic Plans, (at the time of document creation) including UBC's Strategic plan, StEAR (IAP, ARIE TF, Dimensions), Indigenous Strategic Plan, Climate Action Plan and other institutional plans as appropriate.
2. The unit self-study.

<div align="center">

UNIT NAME

Terms of Reference

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The review team will consider all relevant documents and materials and visit the campus in order to interview the unit's faculty members, staff, students, and postdocs, as well as relevant administrators. The review team will submit a draft report within two weeks of the site visit and a final report within 30 days of the site visit.

Without limiting its overall mandate, the review panel should consider the following sections as part of the current state of the unit, and assess the future opportunities and plans outlined in the self-study for development.

Previous External Review and Subsequent Actions

Understand the work undertaken from previous unit review recommendations through reflections on these, any actions taken in response, and issues arising from a previous review that may also be raised as part of the upcoming unit review.

Strategic Plan: Vision, Priorities, and Implementation Strategies

Determine the extent to which the unit reinforces, through its programs and activities, the key commitments of the Faculty's Strategic Plan and UBC's Strategic Plan. Alignment with key strategic plans including the Indigenous Strategic Plan, Strategic Equity & Anti-Racism Framework and Roadmap (StEAR) should be noted especially regarding the future needs of students, as well as institutional and societal challenges.

Research, Scholarly and Professional Activity

Evaluate the capacity to diversify scholarship and ways of knowing, as well as to engage in equitable and inclusive research programs and methodologies review and evaluate the quality, extent, range, and balance of the scholarly activities of the unit. Pay particular attention to the achievement and status of scholars and practitioners within the Faculty, their leadership within their communities-of-praxis, their granting/funding success, and the quality and quantity of their performance in relation to the achievements of their counterparts in comparable units nationally and internationally. Using an inclusive excellence lens, consideration should be given to equitable assessment of research and scholarly achievements.

Teaching and Learning

This section provides information and an assessment of the quality of teaching and learning and educational leadership of the unit, adequacy of its resources, challenges, and opportunities for growth.

Educational Leadership

Consider the impact of the educational leadership stream and opportunities for development through an outline of its strengths, including the units influence and accomplishments in innovation and professional sector engagement including contributions to Indigenous, critical, accessible, and inclusive pedagogies and praxis. Note the impact of educational leadership within the Faculty and more broadly on the University and other institutions.

Undergraduate Education and Student Learning

Review and evaluate the quality, extent, format, organization, and enrolment of the unit's academic programs and teaching strength and compare its performance in these areas to that of its national and international peers. Ensure the programs meet the BC Ministry of Post-Secondary Education and Future Skills expectations, assumptions and Degree Level Standards. Consider:

a. Methods for evaluating the quality and strength of the unit's teaching and learning programs;
b. Inclusive pedagogies and curricular alignment to changing societal expectations, internationalization and a more global classroom, accessibility, EDI, Indigenous ways of knowing, experiential learning opportunities, and current technology for accessible learning and classroom practices;
c. Effectiveness of methods for the evaluation of teaching and learning, and the implementation of quality assurance and enhancement;
d. Success of the unit's students after completion, defined by follow-up surveys and graduate satisfaction measures;
e. Quality of the student undergraduate academic experience from admission through to graduation; and,
f. Student morale, retention, co-curricular opportunities, and career preparation across the diverse nature of student populations.

Graduate Education and Postdoctoral Training

Review and evaluate the quality, format, organization, and enrolment of the unit's graduate programs, and compare their performance to programs offered by national and international peers. Ensure the programs meet the BC Ministry of Post-Secondary Education and Future Skills expectations, assumptions and Degree Level Standards. Consider:

a. Quality of advising, graduate student support, success of supervisory arrangements, career preparation, employment opportunities, time-to-completion, placement, and other indices of graduate success;
b. Information regarding research focused doctoral and master's programs, professional programs; and,
c. Quality of the unit's postdoctoral environment, supports, and outcomes.

People, Leadership, Culture and Governance

Review and evaluate the transparency, flexibility and accessibility for all members of the unit. Consider governance, organizational structure, leadership, planning, and administration of the unit, including opportunities for diversity in leadership and shared governance, the nimbleness and inclusiveness of planning, as well as the relevant support systems both within the unit and available to the unit.

People, Environment and Culture

Consider and assess the working and educational environment, morale, and institutional culture of the unit, as reflected in the experiences and perceptions of faculty members (including adjunct professors, lecturers, sessional instructors, and clinical faculty members), staff, and students. Take into account support for career advancement, professional development, advising, and balanced workloads and give special attention to the unit's performance and perception by all members relative to the University's employment and education equity policies.

Nurturing a Culture of Equity and Inclusive Excellence

Consider how effectively the unit has created equitable opportunities for historically, persistently, and systemically marginalized students, faculty members, and staff to advance their careers and enable their positive contribution to the life and work of the university. Consider how effectively the unit has created opportunities for diversity in leadership, and levels of transparency, consistency, and accessibility in the management of Faculty affairs.

Community Engagement and Outreach

Consider the nature, scope, and effectiveness of the unit's outreach activities through its educational and research programs and its interactions with other units within the Faculty and with other Faculties. Also consider its external community, including schools, Indigenous groups, community or professional organizations, UBC alumni, government agencies, and other post-secondary institutions.

Physical Infrastructure / Facilities

Consider the range, quality, and accessibility of the teaching and research facilities at the unit's disposal, and whether the unit is appropriately housed and equipped to meet its teaching and research goals.

Financial Resources

Review and evaluate the financial resources of the unit, including its financial base (i.e., levels of university funding, funding by external agencies, tuition revenue, and donor support), its capacity for enrolment management, and its plans for revenue diversification.

A4 - Typical Meetings Scheduled for External Review Team

The following is a typical list of meetings scheduled for the Review Team during its site visit. Invitees on this list are contacted at least one month before the Review Team's scheduled arrival on campus. These meetings should take place over a period of two and a half days.

1. Dean of the Faculty
2. Vice-Provost and Associate Vice-President, Academic Affairs
3. Associate Deans of the Faculty (where applicable)
4. Department heads, program/centre/ institute directors, etc. within the Faculty (where applicable)
5. The Dean of Graduate and Postdoctoral Studies where there has been a review of graduate programs.
6. Key administrative (M&P) and support staff of the unit (Student Academic Services, Admissions, Awards, Student Affairs, Finance, Development, IT, etc.)
7. Recent new faculty member appointments[1]
8. Group Meetings with faculty members (professors, instructors, lecturers, etc.)[1]
9. Group Meetings with adjunct faculty members (where applicable) [1]
10. Members of the Faculty's External/Internal Advisory Committees (where applicable)
11. Representatives of the Units Professional Associations and Practitioners (where applicable)
12. Representatives of Graduate and Undergraduate Student Society Executives
13. Group meetings with undergraduate and graduate program students
14. Group meetings with Indigenous and EDI leads or committee members
15. Postdoctoral Fellows
16. Other Individuals/Groups Identified by the unit (professional, advisory, governmental)
17. Tour of select facilities of the Unit.

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[1] Consider separate meetings for all tenured faculty members, one for untenured (including recent appointees), and one for sessionals and adjuncts.