

# External Reviews of Academic Units UBC Vancouver Guidelines - FACULTIES

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

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## 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.

External reviews of Faculties, Departments, Schools, and other academic units should be designed to evaluate the intrinsic quality and operations of programs and academic units at UBC, highlighting the strengths, challenges, educational and research programs, and adequacy of resources, and to advance the mission of the University.

The external review may also be an important and useful way of informing an Advisory Committee in its task to advise on the selection of a new Dean or Head/Director or on the reappointment of a Dean or Head/Director for a second and final term. External reviews of academic units include the review of the unit's programs, undergraduate and graduate, and may also coincide with the upcoming end-of-term of a Dean or Head/Director. External reviews of Faculties should be designed to assess their current state, articulate a vision for the future, and advance the mission of the Faculty and University.

## Context

Faculty reviews are carried out under the aegis of the Provost and Vice-President Academic (the Provost). Senior leadership in the Provost office may assist with the organization of reviews. The external review is an important and useful way of informing the President's Advisory Committee in its task to advise on the selection of a new Dean or on the reappointment of a Dean for a second and final term. External reviews of Faculties should be designed to reflect on their current state, be forward looking and advance the mission of the faculty and University.

UBC's Board of Governors [Policy AP8](#) (formerly Policy #23) includes the following statement regarding the external review, normally scheduled for the penultimate year of a Dean's term in office:

*6.1 Where the Policy requires an external review to be conducted, the Responsible Executive will arrange for an external review of the Faculty or College, as the case may be, with an emphasis on its achievements, its current opportunities and challenges, its balance among its various functions, and the leadership and management record of the incumbent. While the external review report is primarily intended to assist in assessing strengths and areas for development in teaching, scholarly activity and service, it will be helpful to both the Responsible Executive and the incumbent in deciding whether to proceed with an extension of the incumbent's appointment.*

The following guidelines reflect [Senate Policy J305](#) and outline key principles and processes to support Faculties in planning and executing a transparent and organized review, and in following up the review's findings.

## Purpose

External reviews provide an appraisal of the present and potential state of the Faculty or unit across all areas, including the range, depth, and quality of the academic programs; scholarship; pedagogy; professional activities; and operations. External reviews should provide a clear understanding of the following:

- a. Strategic alignment to university, Faculty/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 and student services;
- e. Role within UBC and effectiveness in fulfilling that role; and,
- f. Strategic objectives and the changes necessary to achieve them.

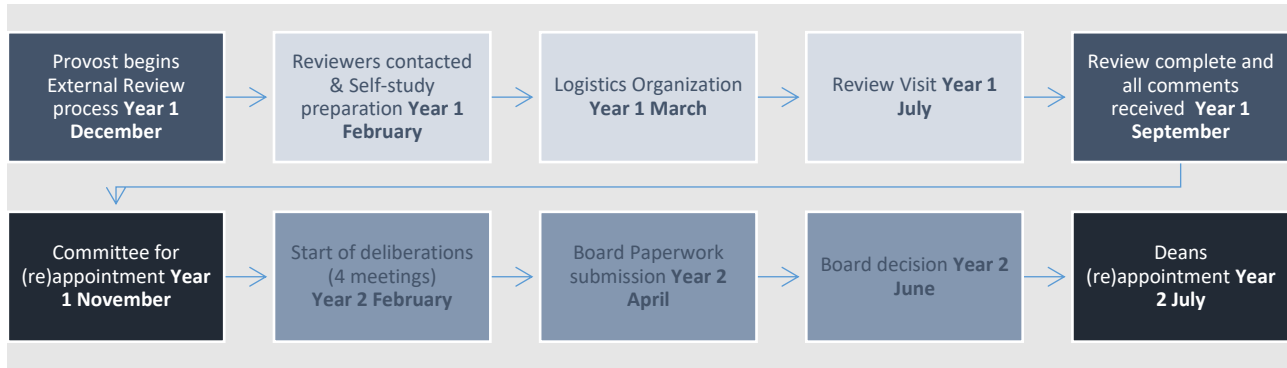
## Goals

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 faculty. The review assesses the current state of the faculty across all areas, including the range, depth, and quality of the faculty's operations and programs; it also considers the Faculty's forward-looking strategies regarding scholarship, pedagogy, professional activities, and academic programs. If the External Review occurs as part of the timeline for Appointment or Reappointment of a Dean, an earlier start to the process is recommended to account for any unexpected delays in decision making. Anticipate a minimum of six months for the external review process as part of the timeline for a Dean's reappointment, see [F1](#) for further detail. The timeline below is for reference only.



## The Self-Study Report

Overall, the self-study will have a dual purpose; outlining both the Faculty'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 PAIR and G+PS, and Faculties are asked to contact them early in the first phase for provision of the faculty level data. A self-study framework is available in [F2](#).

## External Review Committee Terms of Reference (ToR)

A guideline for the external review ToR is provided in [F3](#) and it is anticipated the Provost and Faculty will adjust accordingly for their specific review requirements.

## Summary

These guidelines and appendices provide an overview of the process for external reviews of Faculties. However, in discussion between the Provost and Dean it is recognized there may be alterations to better match the structure and work of the Faculty 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](#)

## Supporting Sections - External Reviews, Faculties

[F1 Process for a Faculty External Review](#)

[F2 Self-study Framework – Faculty Review](#)

[F3 Terms of Reference Guide](#)

[F4 Typical Meetings Scheduled for External Review Team](#)

## F1 – Process for an External Review of a Faculty

In consideration of an Appointment/Reappointment of Dean timeline, an earlier start to the process is recommended to account for any unexpected delays in decision making.

The information and appendices presented here provide an overview of the process for external reviews of faculties. However, in discussion between the Dean and Provost, there may be alterations that better match the structure and work of the faculty under review.

### Initiation of Review

#### *Scope*

It is the responsibility of the Provost Office to initiate and manage the review process. The ToR should clarify the expectations of the review and be adjusted to reflect the faculty's needs and priorities. Where a faculty is across both campuses, the Dean's office will ensure input from both campuses on the review.

#### *Process Workflow*

**Initial Meeting** - The Provost initiates the external review process upon conversation with the Dean. The Provost, working with the Review Coordinator, appointed by the Provost, and the Dean, identifies potential external reviewers and a date for the completion of the Self-Study Report.

The Provost, Dean, and Review Coordinator should allow for a minimum of 18 months for the entire reappointment and faculty review processes and should include meeting 5-6 months before the Dean's reappointment is to be considered. The initial meeting should discuss the following:

- a. Review ToR (draft to be prepared by the Review Coordinator);
- b. Timing of review—site visit, delivery of final report;
- c. Reviewers (number (minimum 2), diversity, provenance);
- d. Payment of reviewers (honoraria);
- e. Scope and timing of the self-study;
- f. Liaison within faculty (who will work with the Review Coordinator) and,
- g. Communication of the review timeline and data needs to PAIR, G+PS and other data providers.

### Self-Study

#### *Scope*

This report serves as the mechanism through which the Faculty 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 Faculty under review. It requires the Faculty to collect and present quantitative and qualitative information that assesses and evaluates its operations and activities, relevant to the ToR of the review.

The self-study should be accompanied by an overview document written by the Dean, with a frank assessment of the Faculty's strengths and areas for improvement. This document is for the reviewers and Provost only.

A Self-Study Report guide is provided in [F2](#) including an outline of the background materials.

### *Process Workflow*

The Dean, working with selected faculty and staff, prepares the self-study. To aid in this process, the Dean may appoint a senior colleague to supervise the preparation of the self-study. The Dean reviews the data from PAIR and G+PS and requests additional data if needed; then synthesizes, reflects on, and/or contextualizes data. Where the review of a graduate program is only completed as part of a faculty review, liaising with the Dean of Graduate and Postdoctoral Studies is recommended. The self-study supervisor completes the report informed by community engagement.

### *Timeline*

Writing the self-study generally takes three to four months, and the process should begin four to five months prior to the visit. The Self-Study Report is made available to the external reviewers, the Provost, the Dean of Graduate and Postdoctoral Studies (where graduate programs have been reviewed), and the Review Coordinator approximately one month prior to the campus site visit and is central to the review process.

Begin developing a schedule of meetings for the site visit, a list of suggested people to meet with is provided in [F4](#).

## Selection of Reviewers

### *Scope*

The Dean creates a diverse list of 8 or 9 potential reviewers, giving consideration to equity representation principles, along with a brief rationale and contact information for each and provides this to the Review Coordinator and Provost.

### *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.

The Provost selects the committee of external reviewers (the Review Team). The number of external reviewers is determined by the Provost and may vary from two to four individuals, depending upon the size and diversity of the faculty.



The Review Coordinator extends an invitation to the potential reviewers and provides:

- a. Relevant University policies and strategic documents, including conflict of interest ([here](#)). Reviewers must have a level of separation from the Faculty;
- 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.

Once the requisite number of reviewers has been secured, the Provost's Office announces the review and invites input from anyone (students, faculty members, staff) who may be associated with the Faculty. Depending on the size and nature of the Faculty, 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 (usually the Review Coordinator). Faculty members and relevant stakeholders 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

### *Scope*

The scope and ToR for the review are determined by the Provost office and the Dean and should clarify expectations of the review and reflect the Faculty's needs and priorities. See [F3](#) for a draft guide.

### *Process Workflow*

The Provost provides the Dean with a first draft of the ToR for the review. The Dean will be asked 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 faculty. The Dean may choose to seek input on the ToR from others in their faculty; such as department heads, directors and advisory boards.

Terms of reference are shared with the Dean of the Faculty of Graduate and Postdoctoral Studies and with the Vice-President Research and Innovation before being finalized at a meeting of the Provost, the Dean and the Review Coordinator. See [F3](#) for a draft template which can be used as a guide for the ToR.

### *Timeline*

The timeline from the initial meeting to the selection of reviewers, and development of the ToR is anticipated as follows:

- Initial meeting - 6 months prior to review; and,
- External reviewer selection - 4 months prior to external review date.

The faculty should expect to receive an update with the scheduled dates for the site visit, approximately two months before the site visit.

## Site Visit

### *Scope*

The site visit can take up to three days, depending on the size of the Faculty. The Review Coordinator will take responsibility for logistics, the time of the visit, preparation of the reviewers' on-campus itinerary, hotel and travel, on-campus meeting rooms, catering, processing expenses and payment of honoraria (see UBC's [reimbursement policy](#)). Securing the reviewers and dates can be challenging due to conflicting schedules.

### *Process Workflow*

#### Process Workflow (a): Meetings for the Site Visit

The Provost and/or the Review Coordinator meets with the Dean to determine the key people with whom the reviewers should meet; for example: Associate Deans, Heads of Departments, Directors of Centres and Institutes, professors, undergraduate and graduate students, representatives from governing bodies of professional organizations. A suggested list is in [F4](#).

- a. It is usual practice to begin with meetings between the reviewers and the Provost, followed by meetings with the Dean whose Faculty is under review, then with other Deans;
- b. Based on the graduate programs/ students within the Faculty, a separate meeting may be held with the Dean of Graduate Studies. Liaise with the Dean of Graduate Studies to determine whether a meeting should be scheduled, and if so, the amount of time needed;
- c. Meetings are also arranged with those Vice-Presidents who may have dealings with the Faculty;
- d. The list will include senior administrators in the Faculty (Associate and Assistant Deans), Division and Program Heads and Directors, tenured and untenured faculty members (separately), adjunct and part-time faculty members, and senior members of the staff. If there is an outside advisory committee, its members should also meet with the reviewers;
- e. The reviewers should also meet with the undergraduate and graduate students (separately); representative students may be invited from among the current table officers of the appropriate student societies (AMS, GSS, the Faculty's student society);
- f. To assess goals related to Indigenous and EDI strategic priorities, the reviewers should meet with relevant Indigenous and EDI leads or committees supporting the unit;
- g. In the case of Faculties with professional programs, meetings should be arranged with a group of professionals in the relevant field(s); this group may include representatives of relevant governmental bodies.

The Review Coordinator schedules meetings for all those on the list. This schedule should be shared with the reviewers, the Provost's Office, and the Dean's Office.

#### Process Workflow (b): Site visit itinerary and logistics

The three-day site visit commences with a meeting with the Provost and concludes with an exit interview with the Provost. At the end of the second day, the Review Team begins the preparation of the draft report. Much or all of the third day is devoted to a continuation of the draft report to ensure that a strong first draft of the report is written prior to the Review Team's departure.

The preferred mode is in person unless circumstances, including accessibility considerations, dictate the need for an online review, either entirely remotely or in a hybrid format. If the visit has an online component, technical issues should also be considered, such as platform, privacy, and technical support.

The Review Coordinator should be present at all meetings to ensure that the timetable is running smoothly; also, to answer any questions that may arise about the process, the Faculty, or the University.

It is appropriate to hold a small reception in appreciation of the reviewers at the conclusion of their site visit, inviting all those scheduled to meet with the reviewers, including those invited but unable to attend the scheduled meetings.

The penultimate meeting on the last day will be with the Dean to give the reviewers an opportunity to explore issues that may have arisen during the site visit. Their final meeting will be with the Provost, when they will provide their initial impressions of the Faculty.

#### *Timeline*

Dates and general details of the visit should be finalized and available to the reviewers four to five months prior to the visit.

Reviewers are asked to submit their report to the Provost within one month after the site visit.

## Response, Action Plan, and Summary

#### *Scope*

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

#### *Process Workflow*

The Provost and the Dean check the Review Team's penultimate draft report for factual errors and request revisions and final sign off.

The Provost releases the final Report to the Dean for sharing with the faculty and staff members and requests a written response to the Report for discussion between the Dean and Provost.

#### *Timeline*

Reviewers are asked to submit their report to the Provost within one month after the site visit. This is followed by the final report response and action plan from the Faculty to be completed within three months.

A two-page summary of the report and response will be forwarded to the University Senate at the end of the academic year as part of a submission by the Provost highlighting all external reviews conducted over that year. This summary will become a publicly accessible document shared on the Provost's Office website.

## Progress Update

A progress update is a 4-5 page report on progress on the Faculty's 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.

## F2 – 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 Faculty but should also be forward-looking: it should present its evolution since the last Faculty review with a focus 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 Faculty's forward looking perspective.

### **Introduction / Overview**

Brief History of the Faculty: introduction of the campus, presentation of the Faculty including identification and summary of undergraduate and graduate programs offered.

Mission statement: purpose and objectives/goals; description of the strategic plan (if available) and relation to the mission of the University.

### **Previous External Review and Subsequent Actions** < Date of last review >

Comment on the work undertaken from previous Faculty review recommendations, any actions taken, and issues from the previous review that may also be raised as part of the upcoming Faculty review.

### **Strategic Plan: Vision, Priorities, and Implementation Strategies**

Outline the extent to which the Faculty reinforces through its programs and activities the key commitments of the Faculty's Strategic Plan and UBC's Strategic Plan. Comment on the alignment with key strategic plans, especially in regard to the future needs of students and the challenges posed by institutional and societal change.

### **Research, Scholarly and Professional Activity**

Provide an overall summary of the Faculty's scholarly research and professional activity, with emphasis on major research accomplishments, awards and strengths over the past five years and their potential impact on the Faculty's research program over the next five years.

Aggregate data on research funding during the past five years, including research centres, research projects during the past five years, including the name of project director, project title and description, and amount and source of financial support. Identify new research initiatives.

Provide a bibliography of faculty member publications, faculty member awards and recognitions, and participation in learned and professional societies and other organizations during the past five years.

## Teaching and Learning

Describe and evaluate the quality of teaching and learning and educational leadership of the Faculty, the adequacy of its resources, and the challenges and opportunities for growth.

### Educational Leadership

Describe the impact of the educational leadership stream and opportunities for development through its strengths, including the Faculty's influence and accomplishments in innovation and professional sector engagement, and including contributions to Indigenous, critical, accessible, and inclusive pedagogies and praxis. Note the impact of educational leadership not only within the Faculty but also more broadly on the University and other institutions.

Quality of faculty members' academic leadership, the faculty atmosphere and strengths of the faculty as a group:

- a. Competence of faculty members in conducting teaching and research;
- b. Role of educational leadership faculty members;
- c. Instruction and supervision of graduate and undergraduate students;
- d. Scholarly activity;
- e. Scope and balance of activity (teaching, research, administration);
- f. Demonstrated impact of research, educational leadership and/or other activities; and,
- g. Faculty members' Student Experience of Instruction data.

### Undergraduate and Graduate Students' Education

Provide opportunities for the Review Team to evaluate the quality, extent, format, organization, and enrolment of the Faculty'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 Faculty's support of experiential learning opportunities; its support for inclusive and accessible pedagogies; its use of learning technology; the effectiveness of the Faculty's methods for the evaluation of teaching and learning and its implementation of quality assurance and enhancement.

### Student Body

- a. The admissions process including objective and subjective criteria utilized by a program in the selection of students (undergraduate and graduate) for admission to each degree program;
- b. Faculty participation, strengths and challenges in recruitment activities;
- c. Brief overview of the undergraduate and graduate student body in the Faculty;
- d. Student Numbers: enrolment numbers (domestic, international, transfer students) per program or disciplinary area/options. For graduate programs, include student headcount by part- and full-time and number of active students;
- e. Time to degree completion: completion rates and retention rates;
- f. Attrition data if available for each of the past five years; provide numbers and reasons;

- g. Number of degrees awarded per program and disciplinary area/options; level of and changes in enrollment in the past five years. For graduate programs, list thesis titles and supervisors;
- h. Graduate and 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.
- i. Student access and educational equity where demographic data is available to enable gap analysis across above indicators.

#### Curriculum / Programs

- a. Undergraduate and graduate programs offered by the Faculty;
- b. Admission procedures and standards for the programs offered: student capacity and preparation necessary to meet the challenges of the Faculty programs effectively; quality of the entering student; level of and changes in enrollment in the recent past;
- c. Curriculum and teaching: ratio of faculty members to students, educational leadership development, quality assurance on teaching and assessment, faculty member uptake of accessible and inclusive pedagogy development opportunities, experiential learning opportunities, co-curricular opportunities, career preparation, program external reviews, teaching awards;
- d. Program content and organization: currency of program content; sequential arrangement of course offerings showing breadth and depth; Indigenous and global/social justice program/degree level objectives; academic standards; performance of thesis research; examinations and student evaluation procedures;
- e. Evaluation of students: level of preparation appropriate to the objective and requirements of the program; monitoring of academic standards required for continuation or graduation in the program; normal progress of students through the program, including comments on attrition rate and on the average time taken to complete the program; quality of student research as demonstrated by an evaluation of a selection of completed theses or published works, where appropriate; adequacy and sources of student support; curriculum requirements;
- f. Strategic goals and initiatives: new programs under development, discontinued programs (if appropriate), curricular innovations, and recent initiatives in department organization; degrees offered and dates degrees established; program development and dates existing programs were established in current modes; and,
- g. Quality of student research as demonstrated by an evaluation of a selection of completed theses or published works, where appropriate; adequacy and sources of student support.

#### Previous evaluation data and reviews, and their effects on program change (where available):

- a. External evaluations by professional and other accrediting review agencies;
- b. Internal evaluations by University committees;
- c. Evaluations by recent graduates of their experience and the adequacy of the program as preparation for subsequent educational activity, employment and career development;
- d. Student Experience of Instruction data;
- e. Evaluations by other University programs with which the program under review interacts; and,
- f. Influence of recommendations of past evaluations on the modifications or changes to Faculty programs, operation, teaching, research thrusts, and resources. .

### Postdoctoral Fellows

- a. Postdoctoral fellow numbers, funding, achievements, and general support (e.g., professional development opportunities, involvement in department activities).

### Student academic experience and support

- a. Student Support Systems: current student advising and grievance policies and procedures, cite any changes in these policies and procedures during the past 5 years, or being planned; and,
- b. Counselling and supervision/mentoring of students; the role of the department advisors, research supervisors, and supervisory committees.

## People, Leadership, Culture and Governance

Explain the governance, organizational structure, leadership, planning, and administration of the Faculty, 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 Faculty and available to the Faculty. The reviewers should consider the degrees to which governance is transparent, flexible, and accessible to all members of the Faculty.

### People, environment and culture

Provide an overview of Faculty 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 and staff members within the unit and efforts to address historically, persistently and systemically marginalized groups.

### Governance structure

- a. Organizational flow charts including Faculty-wide standing committees, and support staff;
- b. Procedures that foster good governance of the undergraduate and graduate programs within Departments/ units/ Schools; and,
- c. Strengths and challenges of current governance structure;
- d. Describe the unit approach to health and safety requirements, outlining the health and safety committee, its responsibilities and effectiveness.

### Unit/Department/School profiles

- a. Aggregate statistical data on units' graduates (undergraduate and graduate students); number and classification; summary of student- faculty member ratios at the undergraduate and graduate levels;
- b. Summary statement governing graduate and undergraduate teaching assignments during the past five years; description of actual graduate and undergraduate teaching loads, addressing course levels, directed studies and other relevant matters; extra-sessional teaching;
- c. Strategic goals and initiatives (if available); and,
- d. Future development and plans.



### Nurturing a Culture of Equity and Inclusive Excellence

How effectively has the Faculty identified barriers to and created pathways for equitable opportunities for historically, persistently, and systemically marginalized students, faculty members, and staff to enable their academic success, career and leadership advancement, and full participation in the life and work of the University?

### Community Engagement and Outreach

Consider the nature, scope, and effectiveness of the Faculty's outreach activities through the following:

- a. Educational and research programs;
- b. Interactions with other units within the University;
- c. External community, including schools, Indigenous groups, community or professional organizations, UBC alumni, government agencies, and other post-secondary institutions;
- d. Continuing education for public, community, and professional service;
- e. Faculty performance relative to the University's employment and education equity policy for faculty members, staff and students;
- f. Faculty development and alumni relations, including fundraising; and,
- g. Any additional information regarding outreach activities.

## Physical Infrastructure / Facilities

Provide information on the adequacy and accessibility of the facilities and physical spaces (including shared or common equipment, library, computers, office space and other special facilities, as appropriate) that provide the essential resources to support the faculty members in their work/research.

Provide information on the undergraduate and graduate teaching and research facilities: space and adequacy of the teaching (lectures, seminar rooms, workshops, etc.) and research facilities (laboratories and libraries), teaching aids and equipment, faculty members and administrative offices, student study space; space for historically, persistently, or systemically marginalized faculty members or students; kind and condition of furnishings; computer and other technical support services as they relate to the Faculty's instructional and research activities.

## Financial Resources

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

## Planning for the Future

The Dean and faculty members, staff and students are invited to take this opportunity to reflect on the information presented and give thought as to how this will help them towards their goals across the next 5-10 years.

Describe major achievements and strengths, and areas for improvement. In a separate statement intended only for the Provost and the Reviewers, provide the Dean's assessment of these areas over the

past five years. Discuss the major programmatic priorities and plans over the next five years in view of the conclusions resulting from this self-study evaluation. Note modified or new objectives, anticipated enrolments, and the availability of personnel, facilities, and fiscal resources (with an estimate of costs for long-range plans requiring commitment of additional resources).

## Appendices

1. Tables, charts, and graphs that do not fit well in the body of the self-study;
2. Roster of the 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 member's curriculum vitae);
3. Copies of other relevant materials such as reviews, reports, pamphlets, etc.

## Outline of Suggested Support Materials for Self-Study

External to Faculty data and information sources:

Data packages are available from PAIR and G+PS and provided at a Faculty 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 - contact
  - EIO, Data Analytics Reporting & Evaluation (DARE) - equity data and questions answered – [datateam@equity.ubc.ca](mailto:datateam@equity.ubc.ca)
  - [New Programs Hub](#) – new program review process [new.programs@ubc.ca](mailto:new.programs@ubc.ca).
  - [CTLI](#) for program learning outcomes and curriculum development.
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A list of the suggested materials to support the creation of the Faculty self-study.

1. The Faculty/ unit mission statement with objectives/goals.
2. Dean / unit Head assessment of strengths and challenges of the Faculty/ Unit, major achievements of past 5 years and major priorities for next 5 years.
3. Faculty - Mission statements and assessment of strengths and challenges of the Faculty's individual Departments/Schools and units, by the Heads/Directors (where applicable).
4. Activity reports from each Department or Division in the Faculty.
5. Graduate and undergraduate enrolment statistics over the previous five years;
6. Diversity profile of student body, professoriate, and staff complement;
7. Unit student-to-faculty member ratio (For all faculty members: tenured, tenure-track, lecturers and sessionals).
8. Number (and %) of faculty members who supervise graduate students, average number of graduate students per supervisor.
9. Programs – curricula, teaching/learning, research and service components, recent and planned new program initiatives, program reviews for new programs and program learning outcomes.
10. Principles (quantitative/qualitative) used by the unit to rank the quality of teaching/ learning outcomes of its programs.

11. Faculty / unit and programs ranking relative to other peer institutions in Canada, US and Internationally.
12. Number of courses to faculty members (tenured, tenure track, lecturers and sessional). Average class size by year level.
13. Undergraduate Experience Survey (UES) results,
14. Student access and employment equity gap analysis drawing from university census data.
15. Student Experience of Instruction (formerly Student Evaluations of Teaching).
16. Diversity profile of student body, professoriate, and staff complement;
17. Number of students who were in a job related to their program, 2 years after graduation.
18. Graduate and undergraduate enrolment statistics over the previous five years;
19. Major curriculum and program developments/changes;
20. Involvement (academic or professional) at the national/international level;
21. Engagement with the external community; and,
22. Financial summary (usually, shortfalls and challenges).
23. Detailed annual budget: areas of expenditure; revenue; endowment funding; etc.
24. 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.
25. Research grants/awards data for Faculty / unit over the past five years.
26. Research accomplishments of the faculty members / unit of significant note (2-3 pages) over the past five years.
27. Educational leadership advancements within the Faculty / unit over the past five years.
28. 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.
29. Strength of undergraduate and graduate teaching/learning and graduate supervision, over time.
30. Undergraduate and graduate student support systems: financial assistance/scholarships criteria and policies; counseling/advising; appeals; etc.
31. Graduate Student Funding - Number of students receiving internal and external awards, teaching and research assistantships, total funding amounts received per student.
32. Faculty governance: flow-charts; committees; etc. with membership composition.
33. Facilities: administrative; teaching and research; undergraduate and graduate student dedicated study/ spaces; technical support services; health and safety requirements, seminar rooms; EDI related spaces.

## F3 – Faculty External Reviews - Terms of Reference Guide

Use the Terms of Reference (ToR) template below to guide the Faculty External Review exercise. Be sure to edit as relevant by adding areas of focus and deleting references to activities that are not relevant to the Unit. For example, if your Faculty is engaged with an issue you would like feedback on, be sure to include it. Such requests should also be reflected in data provided in the self-study document.

### *Purpose of Review:*

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

### *Background Material:*

1. The Faculty’s goals and objectives as outlined in its Strategic Plans and in UBC’s Strategic Plans including at the time of writing: UBC’s strategic plan, Strategic Equity & Anti-Racism (StEAR) Framework and Roadmap, Indigenous Strategic Plan, and other plans as appropriate.
2. The Faculty self-study.

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## FACULTY OF XXX

### **Terms of Reference of the Review Team**

The review team will consider all relevant documents and materials and will visit the campus in order to interview 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 reflective of the current state of the Faculty and the future opportunities and plans it has outlined for development.

### **Previous External Review and Subsequent Actions**

Understand the work undertaken from previous Faculty 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 Faculty review.

### **Strategic Plan: Vision, Priorities, and Implementation Strategies**

Determine the extent to which the Faculty, through its programs and activities, implements the key commitments of the Faculty’s Strategic Plan and UBC’s Strategic Plan. Alignment with key strategic plans including, at the time of writing – such as the Indigenous Strategic Plan, the Strategic Equity & Anti-Racism (StEAR) Framework and Roadmap, and other UBC strategic plans – should be noted, especially in relation to the future needs of students and to the challenges posed by institutional and societal change.

## Research, Scholarly and Professional Activity

Evaluating 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. Review and evaluate the quality, extent, range, and balance of the scholarly activities of the Faculty, with 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 Faculties 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, educational leadership of the Faculty, 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 Faculty's 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 Faculty's academic programs and teaching strength and compare its performance in these areas to that of its national and international peers. Pay attention to the Faculty's development of curriculum in the face of changing societal expectations, internationalization and a more global classroom, its support of experiential learning opportunities, its support for inclusive and accessible pedagogies, its use of learning technology, the effectiveness of the Faculty's methods for the evaluation of teaching and learning, and its implementation of quality assurance and enhancement. Give consideration to the placement and success of students after completion.

Consider the quality of the student undergraduate academic experience from first contact upon admission through to alumni status. Are students well advised and well supported? Consider student morale, strength of student retention, co- curricular opportunities, and career preparation. Assess the Faculty's responses to the increasingly diverse nature of student populations.

### Graduate Education (and Postdoctoral training)

Review and evaluate the quality, extent, format, organization, and enrolment of the Faculty's graduate programs, and compare its performance to that of its national and international peers. Consider the quality of advising, graduate student support, success of supervisory arrangements, career preparation, employment opportunities, time-to-completion, placement, and other indices of graduate success.

Consider the balance of research doctoral programs, research master's programs and professional programs.

## People, Leadership, Culture and Governance

Review and evaluate the governance, organizational structure, leadership, planning, and administration of the Faculty, including opportunities for diversity in leadership and shared governance. Consider the nimbleness and inclusiveness of planning, as well as the relevant support systems both within the Faculty and available to the Faculty. Consider the degrees to which governance is transparent, flexible, and accessible to all members of the Faculty.

### People, environment and culture

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

### Nurturing a Culture of Equity and Inclusive Excellence

Consider the Faculty's success in promoting the meaningful participation of diverse individuals and the inclusion of diverse perspectives. How effectively has the Faculty created equitable opportunities for historically, persistently, and systemically marginalized students, faculty members, and staff to advance their careers and enabled their positive contribution to the life and work of the University? How effectively has the Faculty 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 Faculty's outreach activities through its educational and research programs and its interactions with other units within the University. Also consider its engagement with the 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 Faculty's disposal, including its equipment and space, and whether the Faculty is appropriately housed and equipped to meet its teaching and research goals.

## Financial Resources

Review and evaluate the financial resources of the Faculty, 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.

## Future Development

Identify the challenges and opportunities facing the Faculty and make recommendations about possible directions for its future growth and development.

## F4 – 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 about a 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. Provost and Vice-President Academic and Vice-Provosts
2. VP Research and Innovation, VP External Affairs, VP Finance and Operations, VP Students, VP Development & Alumni Engagement
3. Associate Vice-Presidents including AVP Equity and Inclusion and others as appropriate; Indigenous Leadership
4. Dean of the Faculty
5. The Dean of Graduate and Postdoctoral Studies where there has been a review of graduate programs.
6. Associate Deans of the Faculty (where applicable)
7. Deans/Associate Deans of other Faculties that engage with the Faculty under review.
8. Chief Information Officer, University Librarian, Director of Extended Learning.
9. Department Heads, Program/Centre / Institute Directors, etc. within the Faculty (where applicable)
10. Key administrative (M&P) and support staff of the Faculty (Student Academic Services, Admissions, Awards, Student Affairs, Finance, Development, IT, etc.)
11. Chairs of Faculty Standing Committees and Special Programs
12. Recent new faculty member appointments<sup>1</sup>
13. Group Meetings with faculty members (professors, instructors, lecturers, etc.)<sup>1</sup>
14. Group Meetings with adjunct faculty members (where applicable) <sup>1</sup>
15. Members of the Faculty’s External/Internal Advisory Committees (where applicable)
16. Representatives of the Faculty’s Professional Associations and Practitioners (where applicable)
17. Representatives of Graduate and Undergraduate Student Society Executives
18. Group meetings with undergraduate and graduate program students
19. Group meetings with Indigenous and EDI leads or committee members
20. Postdoctoral Fellows
21. Other individuals/groups identified by the Faculty (professional, advisory, governmental)
22. Tour of select facilities of the Faculty.

<sup>1</sup> Consider separate meetings for all tenured faculty members, one for untenured (including recent appointees), and one for sessionals and adjuncts.