D R A F T

UBC Vancouver Academic Unit External Review Guidelines

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

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

Approved – (date)
Review date – (3 years later)

Contents

Overview to External Academic Unit Reviews

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 Faculties should be designed to reflect on their current state, be forward looking, and advance the mission of the Faculty and University. Academic reviews of units that are a part of Faculties should assess the current state and articulate a vision for the future.

Process
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 operations and programs; scholarship; pedagogy; professional activities; and academic programs. 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. An evaluation of strengths and challenges across all administrative and student services within of the unit;
   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 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 reflexivity, and continuous learning and improvement
- To ensure the alignment of the academic unit with the University's mission.
- To guarantee internal and external accountability of academic units.

Definitions

Quality Assurance and Quality Enhancement. Across UBC, the approaches to quality assurance and quality enhancement 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 Units – An academic unit is a Faculty, College, School, Department or Division of the University; as well as any Institute or Centre of the University that offers for-credit courses or in which faculty members have their primary appointments.

Program – A program is a set of related courses and learning opportunities within an area of study at the undergraduate, graduate or professional level.

Glossary

CTLT - [Centre for Teaching Learning and Technology](#)

G+PS – [Faculty of Graduate and Postdoctoral Studies](#)

ISP – [Indigenous Strategic Plan](#)

OPAIR – Okanagan Planning and Institutional Research Office

PAIR – Planning and Institutional Research Office (Vancouver campus)

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](#)

External Reviews of Academic Units within Faculties
(Colleges, Schools, Departments or Divisions, Institutes, or Centres that offer credit courses)

Overview

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 teaching responsibilities.

For accreditation purposes the executives of units – School Directors, College Principals, and Department Heads, among others – will oversee all adaptations of this process, in consultation with their Dean(s).

Process
The high-level process for undertaking a unit external review with an approximate timeline. Detail in A1.

Prior to Review Visit				Site-Visit of the Review Committee. (usually 3 days)	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.		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.

External Review Committee Terms of Reference

A draft outline Terms of Reference for the external review is provided in A2. These are guidelines only, and each unit will adjust accordingly for their specific review requirements.

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. It will be within 50 pages with an appendix of no more than 300 pages. W*hile 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.* Previous reviews, actions taken, and outstanding issues are discussed within the document. 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 and background information are available in A3.

Summary

The above information and following sections 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.

Supporting Documentation - External Reviews of Academic Units within Faculties

A1 Process for an Academic Unit External Review within a Faculty

A2 Terms of Reference Guide

A3 Self Study Framework – Academic Unit Review within a Faculty

A1 – Process for an Academic Unit External Review within a Faculty

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 Academic Unit Reviews policy J305. In general, undertaking an external academic unit review is a year-long process.

Initiation of Review, Selection of Reviewers, and Terms of Reference (ToR)

Scope

It is the responsibility of the Dean's Office to initiate and manage the review process.

Process Workflow

Initial meeting - The initial meeting with the Dean and Unit's leadership will utilize the following:
   a. Gather and review documentation from the most recent previous academic review;
   b. Identify the project lead(s) for self-study process, site visit process, and logistical support;
   c. Determine a project timeline including specific dates of engagement, documents and logistics;
   d. 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,
   e. Communicate the review timeline and data needs to PAIR, G+PS and other data providers.

Selection of reviewers - Begin identifying possible reviewers considering:

   a. A minimum of two external reviewers;
   b. A UBC observer/ reviewer can be invited from UBC Vancouver or UBC Okanagan;
   c. Reviewers should have advanced academic credentials related to the subject area under review;
   d. Relevant academic experience in quality assessment and enhancement, research, curriculum design, teaching and learning, and administration;
   e. Any required or desired professional credentials and/or related work experience;
   f. Understanding of the BC post-secondary education context;
   g. Equity Representation: diverse lived experiences and perspectives across historically, persistently and systemically marginalized communities: Indigenous peoples, women, racialized people, disabled people, and members of 2SLGBTQIA+ communities; and,
   h. Other ideas and input from unit members.

Approval of reviewers - Submit to the Dean for approval.

Invitation - the Dean invites the reviewers to confirm their willingness to participate and provides:

   a. Relevant University's 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.

Terms of Reference (ToR) - 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 A2 for a draft guide.

For units that offer academic programs, ToR 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

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.

Self-Study

Scope

The self-study report is at the core of the review process. The responsible head, director, or chair will assign a lead who will be chiefly responsible for assembling the document under their supervision. The document should demonstrate a balance between data, information, reflection, and vision in a narrative that is well-organized and less than 50 pages with appendices of no more than 300 pages. Most importantly, it should provide the reviewers with enough relevant information to prepare them to answer the questions posed to them in the ToR.

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. A3 provides a self-study report framework.

Process Workflow

The self-study lead reviews data, requests additional data, and synthesizes, reflects on, and/or contextualizes data.

The unit formally notifies stakeholders of the review, including all faculty members, students, staff, postdocs, alumni and relevant communities. 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.

The self-study project lead completes the report informed by community engagement.

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.

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, and relevant communities the unit serves. 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.

Timeline

Dates and details of the visit should be provided 3 months in advance of the site visit with all details confirmed 1 month prior to the visit.

Response, Action Plan and Summary

Scope

Reviewers submit their 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.

Workflow

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 (I.e., faculty members, staff, students, alumni, community partners, employers, etc.).

This report is shared with the entire Unit, the Dean's Office, the Provost's Office, the Faculty of Graduate and Postdoctoral Studies, and the Senate Office.

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 report on the progress of the action plan to address the review recommendations. Planned actions that have not been carried out should be identified with a brief explanation and, if relevant, a target for when they will be completed. The progress update is developed and distributed to all unit members, the Provost's Office and Senate Secretariat.

Timeline

A progress update must be submitted 2 years after the final report from the reviewers was received.

A2 – External Reviews of Academic Units within Faculties- Terms of Reference Guide

The Terms of Reference below (ToR) apply to reviews of all units in the Faculty (College, School, Department, Division, Institute, or Centre that offers credit courses). With the dean, 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 Faculty's goals and objectives as outlined in its Strategic Plan (if applicable) and UBC's Strategic Plans, (at the time of document creation) including Shaping UBC's Next Century, StEAR (IAP, ARIE TF, Dimensions), Indigenous Strategic Plan, Climate Action Plan and other institutional plans as appropriate.
2. The unit self-study.

Terms of Reference

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 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

Take note of the work undertaken as a result of previous unit review recommendations, any actions taken in response, and issues that may also be raised as part of the 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 Next Century Strategic Plan. Alignment with key strategic plans including the Indigenous Strategic Plan, Strategic Equity & Anti-Racism Framework and Roadmap (StEAR) (which captures Inclusion Action Plan, Anti-Racism & Inclusive Excellence Report, and Dimensions Plan) should be noted especially regarding the future needs of students, as well as institutional and societal challenges.

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. 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 unit's educational leadership and opportunities for its development. Note the impact of educational leadership within the unit and more broadly on the Faculty, the University and other institutions, including contributions to Indigenous, critical, accessible, and inclusive pedagogies and praxis.

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 its 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 doctoral, master's programs, and 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 to 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.

A3 – Self-Study Framework – External Reviews of Academic Units within Faculties (Colleges, Schools, Departments or Divisions, or Institutes or Centres that offer credit courses)

The self-study will review the current state of the unit (College, School, Department or Division, Institute or Centre that offers credit courses) and communicate a forward-looking perspective for the next 5-10 years; it should be within the range of up to 50 pages with an appendix of no more than 300 pages. 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 with 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.

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

Outline the recommendations received from the previous unit review, provide reflections on these, any actions taken in response, and incorporate pertinent 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 UBC's strategic plans:

a. Indigenous Strategic Plan - Review the alignment of the unit's processes, actions, and programs with the TRC calls-to-action and UBC's commitments to UNDRIP;
b. Strategic Equity & Anti-Racism Framework and Roadmap (StEAR) - Review the alignment of the unit's processes, actions, and programs with StEAR principles, priorities and goals, and,
c. Other key plans - Climate Action, Global, Accessibility, among others.

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 your 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, notable recognitions, and funding;
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.

Student Body

Provide overviews of the student undergraduate and graduate population within the unit across international/ domestic, Indigenous students and diversity of students. Review the distribution across these categories by program, applications, admissions and registrations:

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

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:

a. Organization chart and governance framework;

b. Unit approach and policies in place to ensure that Indigenous and EDI priorities are incorporated across governance, teaching, and research; and

c. 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.

a. Outline efforts to identify barriers to and create pathways for equitable opportunities for historically, persistently, or systemically marginalized students, faculty members, and staff to advance their careers and to enable them to contribute positively to the life and work of the university; and,

b. Outline the unit's success in promoting the meaningful participation / inclusion of diverse peoples and perspectives.

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. 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, for example, 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. 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.

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. 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. Key administrative (M&P) and support staff of the Unit (Student Academic Services, Admissions, Awards, Student Affairs, Finance, Development, IT, etc.)
6. Recent new faculty member appointments[1]
7. Group Meetings with faculty members (professors, instructors, lecturers, etc.)[1]
8. Group Meetings with adjunct faculty members (where applicable) [1]
9. Members of the Faculty's External/Internal Advisory Committees (where applicable)
10. Representatives of the Units Professional Associations and Practitioners (where applicable)
11. Representatives of Graduate and Undergraduate Student Society Executives
12. Group meetings with undergraduate and graduate program students
13. Group meetings with Indigenous and EDI leads or committee members
14. Postdoctoral Fellows
15. Other Individuals/Groups Identified by the Unit (professional, advisory, governmental)
16. Tour of select facilities of the Unit.

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

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.