

The University of British Columbia

Review of Vantage College, 2018

Terms of reference

Preamble: In 2013, the UBC Vancouver Senate established Vantage College to “offer a dynamic, transformational first-year educational experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America or Europe.” The goals of the College were to:

1. Expand the number and diversity of international students on campus
2. Develop a living laboratory of scholarly teaching, using leading pedagogical, administrative and ethnological approaches to better understand how international students learn, and
3. Contribute to UBC’s financial sustainability.

The College’s program, Vantage One, offers an enriched first-year undergraduate experience for international students. After successfully completing one year of academic courses combined with intensive academic English preparation, students are able to transition into the second year of their chosen degree program: Arts (Vancouver campus), Science (Vancouver campus) (both commenced in 2014), Management (Okanagan campus), or Engineering (Vancouver or Okanagan campus) (the two latter commenced in 2015).

Purpose: Reviews of the various academic, administrative, and operational units of the University of British Columbia are extremely important and demonstrate the university’s commitment to ensuring that its programs and services are of the highest quality. This specific review is directed toward assessing the strengths of Vantage College’s academic programs and its teaching, scholarly and professional activities; evaluating the College’s leadership and administration; and advising on the future development of the College.

Terms of reference: Without limiting its overall mandate, the Review Team should give consideration to the following:

1. **Academic Programs and Teaching:** To review and evaluate the quality, extent, format, organization, and enrolment of the College’s academic programs and the quality of its teaching, and to rate its performance on these matters, as far as possible, in relation to their counterparts at other university pathway colleges nationally and internationally. The reviewers are asked to give attention to the College’s development of curriculum, its support of experiential learning opportunities, its use of learning technology and other educational innovation, the effectiveness of the College’s methods for the evaluation of teaching and learning, and its implementation of quality assurance.
2. **Student Academic Experience and Support:** To assess the quality of the students’ academic experience from first contact in recruitment through to their transition to their second year. Are students well advised and well supported? How effective is the College in yielding students who are retained to degree completion? How do those students compare academically with direct-

entry international students? The reviewers should consider evidence of student morale, strength of student retention and success, and co-curricular opportunities. The reviewers are asked to consider the College's responses to the diversity and special needs of its students.

3. **Educational Leadership:** To review and evaluate the quality, extent, and range of educational leadership activities emerging within the College, including curricular development, pedagogical innovations and resources, and contributions to the scholarship of teaching and learning.
4. **Governance, Organization, and Administration:** To review and evaluate the governance, organizational structure, leadership, planning, and administration of the College, including opportunities for diversity in leadership and shared governance, inclusiveness and transparency in decision making, and the accessibility of relevant support systems to all members of the College. Attention to and advice on how Vantage is positioned within UBC's overall structure would also be appropriate.
5. **Environment and Culture:** To consider and assess the working and educational environment, morale, and institutional culture of the College and its team (i.e., faculty members and staff). Such an assessment should take into account support for career advancement, professional development, advising, and balanced workloads. The reviewers should review and evaluate the College's performance relative to the university's employment and education equity policies and its diversity goals.
6. **Collaboration:** To review and evaluate the College's interactions with other units within the university, especially the faculties to which the students matriculate, Enrolment Services, and the International Student Initiative.
7. **Support for the University's Strategic Plan:** To determine the extent to which the College reinforces through its programs and activities the values, goals, and themes of *Shaping UBC's Next Century*, notably UBC's priorities for transformational change in how we work through inclusion, collaboration, and innovation. Are there other opportunities for the College, including the enrolment of subgroups of domestic students (e.g., refugee students, new Canadian permanent residents or citizens)?
8. **Infrastructure and Resources:** To review and evaluate the physical and financial resources of the College, its capacity for enrolment management, its facilities for teaching and learning, and its equipment and space.
9. **Other Advice:** To provide other advice as appropriate to the general purposes of this review.

Outcome: The review is commissioned by the Provost and VP Academic. A report will be generated, with recommendations included. This and the College's response will be posted on the website of the Office of the Provost.