



# Report to UBC Vancouver Senate External Reviews of Academic Units and Programs, 2015-2016

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External reviews were undertaken by UBC in the following academic units between September 1, 2015 and August 31, 2016. Accreditation reviews of programs and units are also included.

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

	<u>Page</u>
<b><u>Faculty of Applied Science</u></b>	
❖ School of Nursing – March 2016 .....	1
❖ School of Nursing ( <i>accreditation</i> ) – January 2016 .....	3
<b><u>Faculty of Arts</u></b>	
❖ Faculty of Arts – October 2015 .....	5
❖ Department of Asian Studies – April 2016 .....	7
❖ Arts Academic Advising – May 2016 .....	9
❖ Clinical Psychology Doctoral Program ( <i>accreditation</i> ) – November 2015 .....	11
<b><u>Faculty of Education</u></b>	
❖ Faculty of Education – November 2015 .....	13
<b><u>Faculty of Forestry</u></b>	
❖ Faculty of Forestry – November 2015 .....	15
❖ Master of Sustainable Forest Management Program ( <i>accreditation</i> ) – April 2016 .....	17
<b><u>Faculty of Medicine</u></b>	
❖ Department of Cellular and Physiological Sciences – October 2015 .....	19
❖ Department of Dermatology and Skin Science – January 2016 .....	21
❖ Department of Medical Genetics – November 2015 .....	23
❖ School of Population and Public Health – November 2015 .....	25
❖ Department of Psychiatry – January 2016 .....	27
<b><u>Faculty of Science</u></b>	
❖ Department of Botany – November 2015 .....	29
❖ Department of Chemistry – November 2015 .....	31

**School of Nursing**  
**Faculty of Applied Science**  
Summary of External Review: March 2016

Key Findings of the Review Committee:

- The School of Nursing at UBC offers strong programs and is known for research and teaching that have a strong emphasis on social justice.
- Students have been highly successful in licensure exam pass rates and employment and graduates are in demand.
- There is a thriving graduate program with 25 years of PhD education.
- Faculty research and scholarship is nationally and internationally recognized, and the School ranks third in the country among its peer institutions and in the top 30 of Schools of Nursing in the world.
- Faculty and staff are actively engaged in advancing the goals of the School and the University.
- In addition to its many strengths, there are also challenges to consider.

Key Recommendations and Unit's Response:

**Recommendation:** *A business plan for the new curriculum initiative (BSN Transformation), as well as other new programs going forward in the next five years, should be developed.*

**Response:** A business plan for the new curriculum initiative in the Undergraduate Program has been developed based on the proposed curriculum transformation and will be finalized after internal and external approval of the initiative. In addition, the School is in the process of getting approval for a second pillar for the MHLP Program for a January 2017 intake.

**Recommendation:** *Develop a plan to pursue further opportunities to engage with colleagues in Applied Science, UBC Health, and other Faculties to enhance collaborative research and innovation. Continue to participate in initiatives to enhance interprofessional education for UBC SON students.*

**Response:** The School intends to:

- increase the number of research grants and partnerships that include collaborations with units across UBC as well as across Canada and internationally.
- expand formal partnership between the School and international nursing programs through collaboration, exchange and publications.
- enhance mentorship to build research capacity with practice partners.
- increase stakeholders' engagement with faculty members' strengths and contributions.
- promote dialogue about health policy and system implications for community-involved research in diverse venues.
- increase the number of studies that integrate data from other countries.
- enhance innovative and effective inter-professional learning environments for students.
- promote and engage in diverse knowledge translation events locally, nationally and internationally for the public, practice-based and scholarly audiences.

**Recommendation:** *Improve communication and flow of information within the School.*

**Response:** The current communication plan is being reviewed and based on the results, a comprehensive communication plan will be developed. The School leadership team aims to enhance trust and be inclusive about budgets, strategic planning and management processes; however, access to and transparency of information must be balanced with respecting individuals' rights to confidentiality and privacy.

Additional Note from the Unit:

Following the external review, the School of Nursing had a two day retreat in June, 2016, facilitated by an external consultant. The challenges and recommendations outlined in the external review report have been addressed by this comprehensive strategic plan (en)VISION 2020.

## School of Nursing and Accelerated Advanced Standing BSc in Nursing (Path B)

### Faculty of Applied Science

Summary of Accreditation Review: January 2016

Accreditation Body: Canadian Association of Schools of Nursing

#### Key Findings of the Accreditation Team:

- *The CASN Accreditation Bureau recognizes the strengths of the educational unit and nursing program as described in the self-study report.*
- *The School receives accreditation for another 7 years with an interim report in 2019 on the recommendations outlined below.*
- *The School receives accreditation for the baccalaureate program for another 7 years.*

#### Key Recommendations and Unit's Response:

**Recommendation:** *A report providing evidence of the unit's continued ability to deliver the nursing education program, and meet the unit's mission and goals in light of the financial constraints.*

**Response:** A business plan for the new curriculum initiative in the Undergraduate Program has been developed and will be finalized after internal and external approval of the initiative. The projected business plan for the new program delivery model decreases the gap in funding by about 20%. Other revenue streams are being explored in graduate education; the School is in the process of getting approval for a second pillar for the MHLP Program for a January 2017 intake (professional program with an expanded fee potential).

**Recommendation:** *A report providing evidence of the implementation of a human resources plan.*

**Response:** The School intends to:

- develop a human resource plan that outlines faculty needs and leadership succession;
- identify a plan for recruitment, retention, and support of present and new faculty including faculty orientation, mentoring, and professional development related to tenure track success;
- develop creative faculty positions such as the clinician scientist;
- mentor clinical assistants (clinical teachers) and clinical partners to consider broader teaching and leadership roles; and
- create Term or Endowed Professorships in collaboration with industry partners, including foundations and health authorities.

**Recommendation:** *A report providing an update on the unit's plans for ensuring adequate physical space to support the delivery of the nursing education programs.*

**Response:** The School is currently identified in the phase II building plan within the Faculty of Applied Science for space and has been in the top 3 on the capital planning list at the university for a building

(Community Center for Health Sciences, envisioning a hub for interprofessional practice, research, and education). The necessary government and donor support has not been realized. Our biggest vulnerability continues to be physical space, and attainment of more space for education and research has been one of our strategic goals.

Until plans for a new building can be realized our present strategies include:

- strategically examining our current space and reconfiguring areas to expand classroom and laboratory uses;
- enhancing technology in the classrooms and lab by applying for a capital improvement grant in the university and seeking external funders;
- partnering with academic and practice partners for lab use;
- collaborating with UBC Health partners to increase inter-professional and student/practitioner education; and
- exploring virtual reality options for simulation, modular learning, and cloud-based experiences.

A full report will be provided to CASN CAB on these three areas by August 15, 2019.

Additional Note from the Unit:

Following the CASN Accreditation, the School of Nursing held a two day retreat in June, 2016, facilitated by an external consultant to further develop a comprehensive strategic plan for the next five years. The challenges and recommendations outlined in the CAB accreditation report are addressed in the strategic plan document (en)*VISION 2020*.

## Faculty of Arts

Summary of External Review: September 2015

### Key Findings of the Review Committee:

- *The reviewers observed an outstanding Faculty that richly merits the confidence and support of the UBC administration. Particular strengths were noted in commitment to teaching excellence, and innovation and ongoing reflection on and assessment of curriculum and pedagogy, across the Faculty.*
- *Advising in Arts is handled well, particularly given such a large and varied set of programs and students. It was questioned why students do not need to declare a major until third year.*
- *The Faculty should continually review the large number of interdisciplinary programs for relevance, strength and viability, and is planning an upcoming review of these programs.*
- *The largest question facing graduate programs in Arts has to do with the lack of academic placements for PhD graduates – particularly true in the Humanities but applicable across the Academy.*
- *The Faculty is commended for encouraging First Nations and Aboriginal learning and research, including bringing together the First Nations & Indigenous Studies Program and the First Nations and Endangered Languages Program in a new Institute for Critical Indigenous Studies, and excellent hiring. The reviewers encourage hiring more Aboriginal faculty members for these programs.*
- *Some staff reported that lean budgets and shrinking staff size have created challenges as they endeavor to continue to provide the high level of service that Faculty and students expect.*
- *More can be done to support and encourage research in the Faculty. Achievement of the university's national and international goals will require a strong contribution from the Faculty of Arts, and this in turn requires strong promotion and recognition, at the institutional level, of Arts' research successes.*
- *The reviewers flagged a pressing problem, that the provincial government has been rejecting applications for CFI matching funding for projects focused in the humanities and social sciences.*  
[Note: The university is committed to working with the province to demonstrate the significance and value of all forms of research funded by CFI.]
- *The reviewers noted the Faculty's progress in addressing the previous recommendation that "UBC and the Faculty of Arts... develop mechanisms or models that will better encourage and reward teaching across Faculties." In particular the Master of Public Policy and Global Affairs was praised as a good example of using this potential to develop good connections between Faculties.*
- *Language programs might benefit from being combined into one "unit", or the establishment of a state-of-the-art language-teaching facility, but this would need to be carefully predicated on the Faculty's deep commitment to language teaching.*

### Key Recommendations and Faculty's Response:

**Recommendation:** *The Faculty should investigate the desirability of encouraging students to declare majors in second year or earlier.*

**Response:** We currently allow our students to declare the major anytime after the end of the first year of study and until the end of the second year of study. While some departments are already working on a plan to encourage early declaration of the major, other units recently signaled their willingness to consider doing the same, and so we will work on moving the expectations for declaration more visibly toward the end of the first year of study. Our 4-year programs such as the Bachelor of Media Studies and Bachelor of International Economics have direct entry in first year.

**Recommendation:** *The Faculty and the Office of the VP Research should provide additional support to faculty members developing Tri-Council and other external grant applications, ideally through assigning at least one additional staff person to this task.*

**Response:** We are keen to assist research teams in securing large grants and building sustainable projects. Seed funding is available through internal Arts grants. The Faculty also provides matching funds for Partnership Grant applicants, and encourages departments to do the same. To help researchers develop independent funding over the life-cycles of Tri-Council grants, we will work with them to develop partnerships and secure support where appropriate.

**Recommendation:** *The Dean and Provost should continue to examine the organization of the Faculty of Arts with the goal of establishing an administrative structure that is practical and sustainable, while also making sense from an academic perspective.*

**Response:** In progress. We have been resistant to promoting mergers that do not proceed from a reasonable agreement of the parties concerned and a sense of academic objectives, but we have seeded a number of active discussions of unit amalgamation, and are planning as creatively as possible within the confines of Senate policy to reduce the number of small unit reports in Arts.

**Recommendation:** *The Dean's Office should initiate a broad discussion of the future academic structure for language and literacy programs, drawing on all appropriate existing expertise, with the aim of developing an integrated framework for the delivery of language training to the Faculty and the larger university.*

**Response:** In progress. The Dean's Office has created a TLEF grant in collaboration with our five units that offer language instruction to advance language pedagogy and language learning technology, supervised by a Committee called Curriculum Renewal in Arts: Language Teaching and Learning. We do not believe that a global language instructional institute or school is in keeping with UBC's approach to languages, literatures and cultures.

**Recommendation:** *The Dean's Office should undertake a broad review of First-Year programs, including service courses offered to other Faculties, with the aim of facilitating better coordination of programs and their delivery, and ensuring that all full-time and part-time faculty have an appropriate academic "home" unit.*

**Response:** Well underway. We appointed a coordinator of First-Year Programs, provided a staff position, and are in year two of a three-year study of how best to leverage these programs for a maximally impactful first year for our students and as a component of a distinctive and marketable UBC Arts curriculum.

**Recommendation:** *Provide best practices for continuing reviews for 12-month lecturers with an eye to consistency and fairness. Consideration should be given to opportunities for term-limited faculty to participate in shared governance as appropriate.*

**Response:** We have shifted toward greater utilization of 12-month lecturer contracts rather than per-course sessional lecturer appointments, and we will work with departments to promote best practice and to ensure periodic performance evaluation. Regarding the role of 12-month lecturers in governance, we have flagged this issue for discussion by the heads and directors, and will attempt to reach consensus on how to promote inclusion given very different roles of contract faculty and different models of governance at the unit level, as well as limitation in the Collective Agreement. Some departments already include representatives of the 12-month lecturers in faculty meetings.

## Department of Asian Studies

### Faculty of Arts

Summary of External Review: April 2016

#### Key Findings of the Review Committee:

- *The Reviewers praised the Department for its stellar research reputation, describing it as ‘the top research program in Asian Studies in Canada’, especially with respect to ‘humanities-oriented fields of Asian Studies’, and said that the graduate program is “impressive.”*
- *Reviewers also lauded the depth and breadth of instruction in the Department, especially related to languages. The range of languages goes far beyond those normally taught in Asian Studies (Chinese, Japanese, Korean, and Hindi-Urdu), and the Department has taken it upon itself to offer a range of classical and modern languages from across Asia (Punjabi, Persian, Cantonese, Classical Chinese, Classical Japanese, and Sanskrit).*
- *Reviewers noted both the large number of students enrolled in Asian Studies courses (10,000) and the steady growth rate in enrollments, agreeing with the forecast of 10-12% yearly growth.*
- *Reviewers found a considerable rise in morale amongst faculty and staff in the department since the last external review.*

#### Key Recommendations of the Review Committee:

- *The Department needs to continue building morale, via a two-pronged approach of promoting equity and developing a coherent strategy. The committee noted that service assignments are made disproportionately, with women doing the bulk of departmental service. The Department should devise some method of more equitable service distribution.*
- *The Department should develop a collective vision for the future. This would require engaging in planning exercises to define the Department’s boundaries and priorities, identifying key areas of strength and collaboration, and devising mechanisms to facilitate future growth.*
- *Asian Studies would serve faculty and students by strengthening ties to related units in Arts - specifically the Institute for Asian Research; History; and Classical, Near Eastern, and Religious Studies, the last of which should be approached to develop a program in Religion.*
- *The Department should actively pursue hiring faculty in the following four areas: a) Indo-Persian and/or South Asian Islam, c) Chinese language, d) Japanese language, and e) Chinese Literature and Translation Studies.*
- *By developing an MA Program in Translation in Asian Languages, which would be unique in North America, the Department could capitalize on its current assets to achieve distinction.*
- *Language courses should enroll no more than 15-20 students as recommended by ACTFL and the MLA. The Dean’s Office should ensure that this does not negatively influence the Department’s K-factor.*
- *Asian Studies should work with the Development Office to secure external funding to pursue a number of different projects, including expanding the Asian Centre to accommodate all Asian Studies faculty, and to make it a central space for all Asia-related activities campus-wide.*

#### Department’s Response:

The Department was pleased with the report and its recognition of strengths in research and teaching, but felt that the report did not fully appreciate the extent of the Department’s accomplishments. In light

of scholarly output, teaching, research funding, and graduate training and placement, Asian Studies should not only be seen as a leader in Canada, but in the world. Further, for a number of reasons, Asian Studies should be central to UBC's planning and outlook, and in prioritizing Asian Studies, the University 'will be building its own institutional identity and prestige.' The Department's response also addressed each of the recommendations raised by the review, as described below:

- The Department's view is that what the review committee described as a 'culture of grievance' is in fact rooted in structural and historical issues beyond the Department's control. Much of the grievance results from contracts currently issued to sessional and 12-month lecturers that do not accommodate long-term employment. The Department recommends that the University work to devise longer-term contracts for such instructors to give them more job security. The Department recognizes that women carry a disproportionate service load. However, they wish to point out that service is rewarded through course release and taken into account in recommendations for merit.
- Regarding strategy, the Department feels that the University and the Dean of Arts should first articulate their own, larger strategy with regard to Asia in general and Asian Studies in particular. This strategy should identify Asia-related assets across the University, and clarify the University's intentions with respect to Asia. Asian Studies can then develop a strategy that fits within that vision.
- Asian Studies already has strong relations with the IAR, though its overtures to History have been so far unrequited. The Department is glad to report that the Dean of Arts is working on developing an interdisciplinary program in Religion.
- The Department agrees that a hire in Indo-Persian/South Asian Islam should be made, and has been advocating for such a position for several years. The Department believes that this is an ideal time to make such a hire, given that a program in Religion is under development. The Department confirms that searches for Instructors in both Japanese and Chinese Language are currently underway.
- The Department is happy to pursue new programs like the MA in Translation Studies suggested in the review, but such programs will require a faculty lead and administrative support. This would require that the Faculty approve the Chinese Literature and Translation Studies hire suggested in the review, and that an additional Associate or Assistant Head be appointed to oversee such programs.
- The Department believes that the review committee may have been misinformed about how the K-factor works in Asian Studies. In fact, there are two separate K-factors; one for language courses, and one for ASIA-prefix courses. TA allocations work on a separate algorithm that does not mirror the K-factor. This results in language courses receiving fewer TAs than needed. The Department requests that the Dean's Office develop a TA algorithm that mirrors the dual K-factor in Asian Studies.
- The Department agrees that the Asian Centre is in need of renovation, believing that the problem has reached 'crisis proportions'. The Department is happy to work with Development for this and other projects, but feels that the renovation should be a priority issue for UBC's central Development team.

#### Faculty's Response:

With respect to TA allocation, the Faculty's funding model is based on the number of enrolments in sections with 40 or more students. The shortage of TAs in Asian Studies appears to be related to the allocation of TAships to language courses that fall under this 40+ enrolment threshold. We are working with the Department to review resource allocation for language classes, and as noted have also authorized two Instructor searches. Other requested tenure stream growth positions are being reviewed in the Faculty's annual budget review process. The Faculty has agreed to work with Arts Development to identify fundraising opportunities related to renovating the Asian Centre.

## Arts Academic Advising Services

### Faculty of Arts

Summary of External Review: May 2016

#### Key Findings of the Review Committee:

- Reviewers were effusive in their praise for the Unit, lauding it for both the import and the high-quality of the work performed.
- An extended quote summarizes the Reviewers' impression of the Unit: "All staff including directors, advising staff, and advising support staff, are extremely committed to their roles and responsibilities. They are welcoming and professional and are recognized for the leadership role that they have undertaken university-wide. They are viewed as being open to adopting new practices, thereby becoming role models for other advising units on campus. It was abundantly clear that they are a high functioning group of people who integrate principles of continuous improvement and reflection into their day-to-day practice."
- Reviewers regularly discussed the practical constraints under which the Unit functions, citing a student-to-advisor ratio of 1200:1. The Reviewers believe that this is an unsustainable ratio that is well above best practice, and will lead to advisor 'burnout.' The Reviewers also noted that the physical space is currently inadequate for the Unit to function efficiently.

#### Key Recommendations of the Review Committee:

- Reviewers felt that the Unit is under-resourced, both in terms of staffing and physical space. With respect to staffing, Reviewers suggested that the Unit should aim to have a student-to-advisor ratio of 600:1, as per a recent NACADA publication. This would require hiring seven new advisors. Reviewers warned that the current ratio is not sustainable, and discourages practices, like the one presently engaged in by AAAS, in which student peer advisors handle sensitive documents and serve as first points of contact. The additional hires will mean that AAAS will need to move to a larger space.
- Reviewers felt that the Unit needs to develop a vision grounded in a clear mandate, and supported by a set of protocols. This would help the Unit become pro-active and, among other things, identify and make use of relevant information technologies like predictive analytics, develop a more interactive web presence, and create advising tools that could be digitized and easily accessed by students. By doing so, the Unit could provide more targeted and differentiated advising, based on student need. That, however, would first require the Unit to have clearly defined protocols, and to formalize processes that currently have various levels of ambiguity, like transfer credits and letters of concession.
- Reviewers suggested revising the current governance model and restructuring the Unit toward greater efficiency. Concretely, the Director position should have more interaction with the Dean's Office, and an Associate Dean should take on a more direct role in advising. The Reviewers felt that AAAS had roles with unnecessary bifurcations – like the split between 'international' and 'domestic' advisors – that increase inefficiencies. Greater efficiency would also ensure that advisors are not involved in extraneous activities, like recruitment, that drain vital resources.
- Reviewers encouraged the Unit to support its members in pursuing professional development programs. Such programs are vital to keeping current with best practices, creating a stimulating work environment, and planning for the future.
- The Reviewers made a plea that the Unit be spared from any budget cuts.

### Unit's Response:

AAAS was highly appreciative of the Reviewers' laudatory comments, and their suggestions for expansion in terms of capacity and space. The Unit noted that early conversations with the Dean's Office following the review have been highly encouraging, and that the Unit has already begun to implement several of the recommendations. The Unit responds as follows to the recommendations noted above:

- The 600:1 student-to-advisor figure is a median ratio that reflects the advising practices of vastly different institutions, and does not necessarily reflect the particular needs of UBC Arts. Instead, the Unit suggests moving to a ratio closer to 900:1, with multiple modes of advising (drop-in, sit-down, web-based, etc.) and a resource model that accommodates for peak and trough times of the academic year. The Unit accepts the recommendation against peer advisors serving as first points of contact and handling sensitive material. The Unit will continue to resource peer advisors but re-assign them to ensure privacy and resolve potential conflicts of interest. The issue of physical space can only be addressed once the additional hires have been made.
- With respect to strategic vision, the Unit was enthusiastic about developing clear mandates and protocols, but noted that such planning would need to be in consultation with other Units, the Dean's Office, and the University as a whole. Similarly, creating set protocols on concessions and transfer credits is contingent on UBC's legacy systems, and any attempt to move forward must be part of a broader discussion involving the University's SASI implementation. The Unit is participating in these discussions and will continue to do so.
- The Unit respectfully disagreed with many of the Reviewers' structural suggestions. The Unit viewed the current Director position as an asset, and worried about having, for example, an Associate Dean import Advising responsibilities into already-full portfolios. The Unit also disagreed with removing the distinction between International and Domestic advisors, which the Unit feels reflects distinct needs of different student populations at UBC. The Unit disagreed with the recommendation that advisors not take part in recruitment events, as their presence at these events introduces advising early, conveys information to large groups, and encourages students to seek advising once on campus.
- The Unit encourages members to take advantage of professional development funds and to take part in development activities. The ongoing problem is time, and the Unit is taking steps to protect a certain amount of advisors' time for the purpose of professional development.
- The Unit noted that the Dean's Office agreed not to make any budget cuts for the current fiscal year, and AAAS is now invited to make requests directly to the Dean's Office as part of the Faculty's annual budget review process.

### Faculty's Response:

The Faculty agrees with the Unit's responses with respect to the role of the Associate Dean (who is supporting the Unit in undertaking a strategic planning exercise), separate international and domestic advisors, and advising staff's involvement in international student recruitment. With support from the Excellence Fund, the Faculty added one additional advising staff position in the 2016-7 academic year, and is likely to add further resources when the budget process for 2017-8 is completed. We also will provide additional IT and communications support, as noted in response 2 above. However, before moving fully to a 1:900 ratio, the Dean's office requests that the Unit strategize about the ideal student-to-advisor ratio for Arts, including the potential mix of developmental and transactional advising, particularly the potential for the latter to be delivered with greater efficiency online.

## Clinical Psychology Doctoral Program

### Faculty of Arts

Summary of Accreditation Review: November 2015

Accreditation Body: Canadian Psychological Association

#### Key Findings of the Accreditation Team:

The review was highly laudatory, citing the program as a 'powerhouse', and praising faculty and students alike. In particular, the committee congratulated the program on:

- *using evidence-based methods to prepare students for clinical practice;*
- *making supplemental instruction in fields related to psychology readily available to students;*
- *valuing diversity in teaching and training;*
- *enacting programming changes based on student feedback;*
- *providing students with strong mentorship from experienced faculty;*
- *using cutting-edge information technology for teaching, training, and research.*

The review panel noted some ongoing developments in the program that they would like to be updated on in the future, including:

- *partnership programs with Simon Fraser University;*
- *efforts to help students fulfill the "History of Psychology" core course without the need for taking a standard lecture course; and*
- *initiatives to ensure that students continue to have adequate research space.*

Included below are the Review Report's key recommendations along with responses from the Clinical Psychology Program (February 2016):

#### Key Recommendations of the Accreditation Team:

- *recruitment initiatives for new faculty members, specifically to replace the retiring Dr. Linden;*
- *improving the regularity of core-area course offerings, especially in light of the program's current reliance on sessional instructors;*
- *addressing the rise in average programme completion time from 7.3 years in 2010-2011 to 8.8 years in 2014-2015;*
- *plans to include a faculty theoretical orientation on the program website; and*
- *responding to student dissatisfaction with practicum preparation.*

#### Program's Response:

- A search to replace Dr. Linden was successful, and the Program hired Dr. Joelle LeMoult to fill the position.

- The Program only uses sessional instructors when necessary to offer required courses, and most clinical courses are taught by clinical faculty in the Program. Clinical faculty teach approximately eight of the program's courses per year, most of which are in core areas. Sessional instructors are only hired to teach courses in areas of expertise not currently covered by clinical faculty, and only about one sessional per year is hired to this end.
- It is true that time to completion has increased, but the Program notes that students are well-funded throughout their time at UBC. The average funding for full-time students is \$29,198, which encourages some students to spend more time enrolled, and the work that students conduct in this extra time is consistent with the Program training goals.
- The Program's website now includes information on faculty theoretical orientation.
- Students do not always get their first choice of practicum in their early years due to structural issues related to the number of available practica. However, the Program is highly successful in placing students in top-tier practicum sites, with a match rate of 86% over 5 years. The number of hours spent in various practicum sites and the high match rate suggests that, though early-year students may be dissatisfied, students are well-prepared and highly satisfied by the time they graduate.

#### Outcome:

On June 8, 2016, the CPA Accreditation Panel for Doctoral Programmes and Internships in Professional Psychology recommended *re-accreditation for a period of 6 years* for the UBC Clinical Psychology Program.

## Faculty of Education

Summary of External Review: November 2015

### Key Findings of the Review Committee:

- *The Faculty is highly ranked and is highly regarded locally, nationally and internationally.*
- *The committee was impressed by the level of support by Faculty members, students and administrators for the directions that the Faculty is taking under its current leadership, noting a strong and collaborative spirit. The reviewers heard acclaim for the Dean's achievements, inclusiveness and tenacity.*
- *Education research is facing many challenges across the world as economic conditions become difficult. The Faculty has been making efforts to increase research support and encourage scholarship, and is reaching out to partner with scholars in other disciplines.*
- *The Faculty has embarked upon a plan to refresh its programs and enhance its capacity to meet future needs, and there is an expanding number of dual degree programs. Supporting new digital educational offerings will require dedicated leadership and creative investment strategies. Of concern is the large postgraduate student population and the Faculty's capacity to support it appropriately.*
- *The Teacher Education program now offers preparation for the Montessori Program and the International Baccalaureate - clear evidence of responsiveness to local need – and is strengthened by the required course in Aboriginal education and recent integration of mental health literacy. External stakeholders indicated that graduates are well-prepared and in high demand by local schools.*
- *Aboriginal scholarship, programs and community engagement within the Faculty are exemplary and historic. The recently-established Professorship in Indigenous Education in Teacher Education, and MOOC "Reconciliation through Indigenous Education" which had the highest completion rate of all UBC MOOCs, are examples of the Faculty's strong leadership in Indigenous education.*
- *The Faculty is working to address budgetary concerns and space deficiencies, and to generate revenue through philanthropic activities.*

### Key Recommendations and Faculty's Response:

**Recommendation:** *Consider recalibrating the leadership and services offered in the Research portfolio to support faculty in new types of research endeavours.*

**Response:** There is an opportunity to further calibrate the senior leadership team and related support services with the strategic mission of the Faculty, and to achieve operational efficiencies. There has been significant expansion in research infrastructure (services and expertise) in the past 3-5 years and further investment is proposed. The Faculty has prioritized multisite and partnership research proposals, jumping from 0 to 6 applications over two years.

**Recommendation:** *The Faculty should consider the size of the graduate program and its relationship to the core mission of the Faculty.*

**Response:** The Faculty is devoting attention to aligning the numbers of graduate students and graduate programs to the core mission of the Faculty, and, in particular, to its research mission. There is also a need to discuss related issues such as active recruitment of highly competitive graduate students and postdocs; quality of graduate supervision and supervision loads; and differentiation between graduate

programs/degrees that have a primary focus on professional preparation or research preparation. At present these decisions are primarily left to departments and programs, and we would benefit from further collaborative engagement across the senior leadership team including program coordinators, on the desired balance between professional oriented and research oriented graduate admissions.

**Recommendation:** *The Faculty and University must consider ways to increase the complement of academics in the area of Aboriginal/Indigenous education. As the MOOC offering may begin to generate resources, these funds might assist in establishing much needed additional academic positions.*

**Response:** The current Associate Dean Indigenous Education is completing an environmental scan of Indigenous education within the Faculty. The various departments and schools within the Faculty have some innovative and ambitious plans for new Indigenous education programs and research clusters, which require additional faculty. The environmental scan reinforces this recommendation of increasing the number of indigenous faculty in the area of Aboriginal/Indigenous education.

**Recommendation:** *The Faculty should continue re-structuring its administrative team to achieve its goals in a sustainable way. Specifically, it is recommended that the Faculty reconsider the need for a full-time Senior Associate Dean for International Relations. Such activity could be taken by other Associate Deans, or by a manager working to establish international relations connections.*

**Response:** The recalibration of the senior leadership team includes attention to the “International” portfolio. Having a senior academic in a leadership role with “international” in the title is very important in the sustainability, credibility and expansion of our international engagement activities. A “manager” is certainly required to support many of these initiatives. Prospective international partners expect to work with someone in a leadership position who knows a great deal about academic programs and university structures and policies, and who can negotiate/ collaborate with faculty members and senior leaders at the university and in our community engagements.

**Recommendation:** *The Faculty should pursue creative engagement with alumni around expertise/services as well as fundraising.*

**Response:** An alumni engagement strategic plan was produced for the Faculty to identify/create opportunities for alumni to share their expertise. The Education team works to connect recent graduates to regional alumni for assistance and networking and launched a LinkedIn group for Education alumni. A Department of Language and Literacy alumni chapter was formed and plans to host 2-3 events annually. Opportunities are being identified for alumni to participate in ProD programs, workshops, and online forums.

**Recommendation:** *The budget of the School of Kinesiology should not be separated from that of the Faculty, so its central administration can have a better control over the finances. The Faculty should create mechanisms to reward financially those units [such as] the School of Kinesiology that attract more revenues for the Faculty.*

**Response:** The Faculty wholeheartedly supports the argument that it needs to be very adept with Finances generally, and that the centralization of many Finance functions improves compliance with basic University policies and provides efficiencies. However, the Faculty would like to proceed with caution before folding the School’s budget into the Faculty budget. The Faculty will review the School of Kinesiology budget model and work with the Director to determine the appropriate budget model that will align Kinesiology’s budget with that of the other academic units in the Faculty.

## Faculty of Forestry

Summary of External Review: November 2015

### Key Findings of the Review Committee:

- *The Dean's leadership has enhanced the Faculty's prominence internationally and reflects positively on UBC. The Dean makes great effort to be transparent and reach consensus before a major decision is made. There is clarity in organizational structure and reporting relationships.*
- *Additional communication about budget and resources from the Dean's Office to the Faculty would enhance Faculty members' understanding of financial matters.*
- *The Faculty would benefit from more inclusivity in major university decisions.*
- *The environment and culture seem healthy, and in general faculty are productive, engaged, supportive, professional and collaborative. Gender diversity has been expanded and there is a good balance in the ages of faculty members and by discipline. Staff morale is high.*
- *Faculty has a good research reputation at home and abroad. There are effective collaborations on research proposals with the Faculties of Science and Applied Science. Additional collaborations with other faculties would be beneficial.*
- *The movement towards accepting foreign students is strategically beneficial for the university and the province, and it is helpful that international student tuition rates supplement the domestic student tuition given the comparatively small enrolments in the Faculty.*
- *At the same time, there has been recent growth in enrolment which has resulted in expanded class sizes and this is creating inconveniences in teaching that will need to be addressed.*
- *The Faculty is already engaged with First Nations and there are opportunities to expand on this.*

### Key Recommendations and Faculty's Response:

**Recommendation:** *Look at new teaching methods including large lectures with graduate student-led discussion sessions and/or online lectures for some classes.*

**Response:** The Faculty is exploring new pedagogical techniques and has received a number of grants from the Teaching & Learning Enhancement Fund to do so. The Faculty has been recruiting more instructors who are being asked to play a leading role in developing the Faculty's teaching. The Faculty will take advantage of the CTLT Faculty Associates program, and look at whether some courses would be better offered online than face to face.

**Recommendation:** *Perhaps by use of a space audit, develop and present needs for classrooms and labs.*

**Response:** This is constantly under review by our Space Committee. Some of the classrooms are managed by the Faculty and some are centrally managed and scheduled. The Faculty's continued growth is now being constrained by space needs and the working environment for both students and Faculty members will deteriorate if solutions are not found.

**Recommendation:** *Develop several ways of communications, including "listening sessions," so that faculty, staff and students can better understand the operations and management of the Faculty.*

**Response:** Currently, operations and management information is provided in several ways (Department meetings, Faculty Council meetings, Faculty "Town Halls", weekly e-news). Based on this recommendation, new methods for internal communication, including feedback sessions with students,

are being explored, and where appropriate, will be introduced to facilitate better feedback opportunities from students, staff and faculty members.

**Recommendation:** *The Provost and Deans could make a greater effort to ensure the Faculty is always included in appropriate decisions.*

**Response:** We welcome any such participation and have advocated modifications to the current Provost model that would result in more direct involvement of faculties in the affairs of the university.

**Recommendation:** *Diversify the countries of origin for international students to reduce risks of lack of students if one country should curtail the ability of students to travel abroad.*

**Response:** We agree that there is a need for this and we are exploring the possibility of recruiting students from other countries, particularly from Southeast Asia, with several new agreements currently under development.

**Recommendation:** *Become the leader of UBC's team working in the area of Indigenous Engagement.*

**Response:** We fully concur with this recommendation and would be pleased to work with the First Nations House of Learning as a Faculty champion for the development of UBC's Indigenous engagement. We have several initiatives underway to increase involvement in First Nations and other Indigenous issues and in the past 12 months, almost one million dollars has been given or pledged to support Aboriginal students in the Faculty.

**Recommendation:** *Cross-fertilization of ideas within the Faculty is key; find several methods of doing this, as one is not usually enough.*

**Response:** The Faculty is looking at ways to implement this recommendation. We are looking to expand our research seminar series. A recent success has been themed meetings; these have so far occurred on urban forestry, Aboriginal research, and research in China. All three attracted significant numbers of faculty members and resulted in efforts to coordinate between initiatives and research projects.

**Recommendation:** *Within the strategic plan, increase targeted funding goals for development to meet some of the recommendations included in the report.*

**Response:** This is an important recommendation as many of the suggestions made by the review panel will result in increased expenditures. Over the past five years the Faculty has doubled its annual funds raised compared to pre-2011 levels. The Faculty has increased its fund-raising goals and is widening its search for potential donors.

**Recommendation:** *The Faculty should develop a strategic plan for communications.*

**Response:** The Faculty will initiate a review of its current communication and marketing strategy and, based on the results of this, will develop a comprehensive communication plan.

**Recommendation:** *Undertake curriculum mapping for each program.*

**Response:** Based on this recommendation a more formal procedure with clear feedback mechanisms will be investigated and implemented. This process has been started by mapping Aboriginal content in the undergraduate programs.

**Recommendation:** *Each professional Master's program should have a strategic plan with a business plan for revenue generation, for which they should be held accountable.*

**Response:** We fully concur with this recommendation, and a committee has already been struck to review the strategic and business plans of each professional program.

## Master of Sustainable Forest Management Program

### Faculty of Forestry

Summary of Accreditation Visit: April 2016

Accreditation body: Society of American Foresters

#### Key Findings of the Accreditation Team:

- *Overall, the design of the MSFM program is very tightly focused on development of competencies required for professional forest resource management and administration. The visiting team observed that the level of critical thinking and integration skills developed is significantly higher than achieved in many, if not all, 4-year BSc programs in Forestry in North America with which they are familiar.*
- *Recruitment activity has been primarily via the program web site and word of mouth. This has been adequate to develop a student cohort size of 15-20 students. The Faculty is aware of the need to be more active in recruitment and is currently working on a plan.*
- *The quality of instruction in the MSFM program is excellent as a result of outstanding faculty and staff that are responsible for program instruction; UBC is arguably one of the best, if not the best, Faculty of Forestry in the world. Courses are therefore taught by the most knowledgeable faculty available anywhere.*
- *Students enrolled in the program expressed satisfaction with the quality of instruction, and the individual attention they receive and to which they have access, as needed. Based on our on-site visit, it is evident that all faculty and staff involved take teaching seriously, and that their means of evaluating teaching quality and responding to concerns is effective and has resulted in module and course improvement over the four years since program initiation. Individual faculty said that they love to teach because it is an important way for them to have a positive impact on students, the forestry sector, and the world.*
- *It is evident that teaching quality is excellent at the Faculty of Forestry and MSFM program and that UBC's status as a research-intensive university does not detract from the seriousness with which faculty and staff address their teaching responsibilities.*
- *It is noteworthy that the program was originally designed to satisfy the standards and competencies required for accreditation by the Canadian Forestry Accreditation Board (CFAB).*
- *It is also clear that MSFM program administrators, faculty and staff are closely linked with the forestry profession and the forest sector and graduate employers, and that this interaction has been important from the outset and continues to inform decisions concerning program improvement. The principles of adaptive management – plan, do, check, review – are well understood and being practiced in the UBC Faculty of Forestry.*
- *Through various discussions, it appears there may be opportunity for clarity within the program for desired number of students. Currently the program is constrained by classroom space at 25 students. It appears a consensus that 25 is most likely the most appropriate student cap as the program is currently structured before quality would begin to deteriorate. To significantly expand the program, very careful thought would need to be given on how to ramp up the program without sacrificing quality. With further internal discussion to clarify exactly what the annual enrollment target is, along*

*with who the target audience is, a more formal and active recruitment/marketing plan could be developed.*

- *Observations indicated that advising goes well beyond normal academic advice giving the best possible chance at success for the student and program. The program director's and coordinator's level of commitment, passion, and enthusiasm for the program and the students was a consistent theme throughout the various discussions. It was clear without a program champion and dedicated program coordinator, this program would have difficulty maintaining the quality and ongoing success. Students indicated access to all staff was welcomed and regularly used. Having dedicated office space for students in the building and in close proximity to staff was noted as extremely beneficial.*
- *The program is well resourced and supported within the Forestry Faculty and within the larger University. The program space, staff, equipment, and field lands are phenomenal. The quality and number of staff are impressive and they are competitively compensated. Administration and staff have committed the required teaching time, energy, equipment, and space for the program. Alternative administrative structures should be approached with caution. Discussion of an alternative multi-year instead of annual funding structure should be considered.*
- *No conflicts between the SAF accreditation standards and local, provincial, or federal laws governing the institution and degree programs under review were identified.*
- *The MSFM web page includes a link to profiles of recent graduates and also includes testimonials from employers of MSFM graduates. However, there is no collated data on graduation/employment success presented. [Unit responds: The webpage includes a statement concerning the percentage of graduates who have found employment and a pie-chart showing their employment by sector.]*
- *The Committee on Accreditation will review the Visiting Team Report, Faculty response, and other relevant material in November 2016. The Committee's decision will subsequently be conveyed to UBC.*

#### Unit's Response:

The report clearly and accurately describes the nature of the Master of Sustainable Forest Management program and the UBC and Faculty of Forestry institutional context. We look forward to meeting the Committee on Accreditation at the Society of American Foresters' AGM in November 2016.

#### Outcome:

In January 2017 the SAF granted accreditation to December 31, 2021.

## Department of Cellular and Physiological Sciences

### Faculty of Medicine

Summary of External Review: October 2015

#### Key Findings of the Review Committee:

- *The Committee was impressed by the unanimous support for the Chair who has brought needed stability to the leadership of CPS and skillfully led it through a number of challenging issues. Dr. Hammond has indicated that he does not wish to continue as Chair beyond his current mandate which ends in 2016, so it is critical to initiate a new search as soon as possible. CPS has yet to undertake a formal strategic planning exercise since 2009, but has identified a number of priorities.*
- *CPS faculty members continue to make substantial innovative and essential contributions to several and very diverse education programs offered by the Faculties of Medicine and Science. The Gross Anatomy Facility, which services many programs in the Faculty of Medicine, is considered a unique strength of CPS and should be preserved and supported with appropriate resources. Training of graduate students is also a strength of CPS faculty members, though issues of identity and cohesion amongst its trainees materialized as an unintended consequence of the dissolution of its graduate program in favour of interdisciplinary graduate programs. The Department has a strong track record in training postdoctoral fellows but this could be enhanced by offering a broader mentorship and career development program. The current undergraduate Honours program, while of high quality, is at risk due to low enrollment.*
- *CPS has a distinguished record of achievement and excellence in basic biomedical research, with noted strengths in diabetes, neuroscience, cancer and cardiovascular research. Adjusting to changes in the grant funding schemes offered by CIHR poses a significant challenge, especially for junior investigators.*
- *The Department appears to be generally well-managed, though some strains have emerged with the implementation of the new Financial Cluster Model.*
- *Sustainability is difficult to address in the absence of a strategic plan, but many of the operations of CPS are at risk in the current climate of budgetary restraint, including faculty recruitment in light of pending retirements, education programs supported by the Gross Anatomy Facility, and new infrastructure for the undergraduate teaching laboratory to support a needed revival of that program.*
- *Continuing the record of research and teaching excellence will depend on the successful recruitment of new Leadership and securing adequate resources, internally and externally, to address many of the issues outlined in this review, and will also need commitment from the Faculty and University.*

#### Key Recommendations and Department's Response:

**Recommendation:** *That the Faculty of Medicine, in partnership with the Faculty of Science, initiates a broad consultation process on how to best redesign its departments that makes pedagogic and administrative sense and empowers faculty, staff and students to operate more effectively in a rapidly changing scientific landscape and that is increasingly collaborative and multidisciplinary.*

**Response:** This recommendation recognizes the complexity of the Department's contributions to undergraduate teaching in the Faculty of Science and the Medical Undergraduate Program, as well as in

several other academic units at UBC. The complicated administrative and financial framework is difficult to manage and not well understood. In addition, graduate training and research are conducted primarily within multi-disciplinary graduate programs and research groups within the LSI. While there are positive aspects to the latter, they do not promote a sense of identity for faculty members and trainees within CPS. As the review team suggests, it seems timely to re-evaluate the department's role in the context of a changing scientific and pedagogical landscape, especially in the context of the Faculty of Medicine's strategic planning process.

**Recommendation:** *That the Department - upon installation of a new Chair - develops a detailed 5-year strategic plan for teaching, research and administration of its academic programs. Many of the elements of this plan are evident in the Cyclic Review Document, but need to be formalized and ratified following broad consultation with its faculty and staff. With several pending retirements, this will be an opportune time to build on existing strengths or forge new areas of scientific inquiry. This document will serve as a template for discussion with the leadership of the Faculty of Medicine and its partners (i.e., other research centres and hospital authorities).*

**Response:** The Department recognizes the importance of developing a strategic plan. This will need to be undertaken in the 2016-2017 academic year and will also be guided by the outcome of the Faculty of Medicine's strategic plan and decisions emerging from recommendation 1.

**Recommendation:** *That the Department undertakes processes to boost morale and sense of identity of its faculty, staff and trainees.*

**Response:** Boosting morale is recognized as critically important during times of change. The Head provides regular updates at monthly faculty meetings, as appropriate, and will encourage CPS faculty members to participate in decision making processes at all levels, as these changes unfold.

**Recommendation:** *That CPS and the University commit to the development and implementation of a CAPS majors program. This would give greater exposure of the discipline amongst the undergraduate students and recognition of other possible graduate career choices.*

**Response:** This is recognized as a priority that will reinvigorate cellular and physiological science courses for undergraduate science students and offer students with greater opportunities to broaden and tailor their learning experiences to suit a wider range of future career options. The Department is committed to introducing a CAPS Majors Program alongside its Honours program during the 2017-2018 academic year, which would require approval from Senate and the Ministry of Advanced Education.

**Recommendation:** *That a culture of collaboration be actively fostered with activities leading to establishing stronger links among Life Sciences Institute faculty and with other research centres and hospitals. A leadership position for this role should be identified.*

**Response:** There are very strong links between research faculty within the LSI; however, it is acknowledged that relationships between CPS research faculty based in the LSI and others who are primarily appointed in other departments, and based in other UBC-affiliated research institutes, is under-developed and that there are huge opportunities through resolving this. The Department has actively encouraged affiliate membership from off-campus faculty members in other Departments and Institutes, but more emphasis will be placed on this. The Department believes this should emerge as a priority in the Faculty of Medicine strategic plan. We also believe that it will require a leader to champion this, and the Department commits to support such an initiative.

**Department of Dermatology and Skin Science**  
**Faculty of Medicine**

Summary of External Review: January 2016

Key Findings of the Review Committee:

- *The Department of Dermatology is by all accounts a highly functioning unit with a history of outstanding leadership and vision, particularly in the past two decades.*
- *The Department has a highly productive research program both in terms of output and attracting high quality researchers.*
- *It is the only Dermatology Department / Division in Canada which has successfully bid for hosting the World Congress of Dermatology (WCD) in 2015 and only the second North American academic unit to host the WCD in the 126-year history of the WCD.*
- *With approximately 90% of the province's practising Dermatologists as members of the Department Faculty, this represents the most successful provincial recruiting effort in Canada, and speaks strongly to the leadership of the Department and the high level of engagement within the Department.*
- *In publications, the Department has excelled on the international stage with over 300 journal papers and 28 books or chapters published in the past 5 years. Many of the books and chapters are found as core reference material in both training programs and clinicians' offices worldwide.*
- *With a recent review by the Royal College of Physicians and Surgeons resulting in intent to withdraw status for the training program, the Department as a whole has united to correct the identified shortcomings, improve the overall program, provide an excellent curriculum, and maintain a positive milieu for training the Dermatologists of the future while enhancing the experience for Faculty.*
- *The retention of Department status is critical for the ongoing success that the current Department Head has built over the past 10 years, and Dr. David McLean in the years before this. There is unequivocally a huge benefit for both the Department and the Faculty of Medicine at UBC to keep the current status – from a regional through international perspective. Reverting the Department to a Division would have serious and long-term repercussions in terms of faculty engagement and academic performance.*

Key Recommendations and Department's Response:

**Recommendation:** *The Department should receive help to search for untapped resources to support research and Faculty appointments/positions.*

**Response:** Although the Department has been highly creative in leveraging resources from multiple sources, we appreciate the reviewers' recommendation regarding additional opportunities in philanthropy and new models for academic support in the context of clinical service delivery, especially in the areas of rural dermatology and teledermatology.

**Recommendation:** *Support the ongoing collaborative clinics and services of the Department; encourage new collaborative initiatives locally, regionally, nationally and internationally.*

**Response:** All of the clinics and services that the Department has helped to establish over the last two decades have been constructed using a collaborative and integrated model. Although the overwhelming

majority of dermatologic services have relatively low and modest resource requirements, they deliver highly positive and measurable patient outcomes. Our academic mission has been fulfilled and evidenced by the tight integration of teaching and research with service delivery. We definitely look forward to renewed support from the University and health authorities throughout the province.

**Recommendation:** *Select a new Department Head who can maintain the momentum that the current Head has established. Several excellent internal candidates have been identified; however, there are a number of external candidates in the Dermatology sphere who have demonstrated superb leadership and vision. The current Department Head can assist the Dean in identifying these individuals.*

**Response:** The process for searching for the next Department Head was initiated in May 2015 but this search was put on hold by the Dean's Office in August 2015 pending this external department review. The review has identified key priorities for the Head as the Department begins its second decade of operation. UBC's medical school is in the enviable position of recruiting an individual to lead what is considered the top dermatology unit in Canada, and one of the best in North America. There are a number of excellent candidates who will be able to provide this leadership and our Department members are eager to restart the process that was initiated almost a year ago.

**Recommendation:** *Support the Department in exploring the possibility of more collaboration possibly through more collaborations within Experimental Medicine and Vancouver Coastal Health Research Institute if these would be of benefit to the Department.*

**Response:** When the Department was created, there was an explicit understanding that we would draw on existing structures with proven excellence and efficiency such as the Experimental Medicine program. We would not create our own stand-alone graduate program in Dermatology. Several graduate students from our program successfully complete the Experimental Medicine program each year. This program has an emphasis on biomedical research that is wet lab-based. Our department is also able to draw on several other graduate programs at UBC that closely match our PIs' capabilities including the Interdisciplinary Oncology Program, the Biomedical Physics Program, the School of Population and Public Health, and the UBC Engineering School. One concern that our investigators have raised is the fact that the Experimental Medicine program is increasingly constrained by financial challenges. This coupled with ever-tightening external grant funds means that funding of graduate students may diminish. This challenge is mirrored, however, by all departments in our medical school.

The Department is grateful for the longstanding and generous support of our research program by VCHRI. We have excellent research facilities right across the street from the VGH Skin Care Centre. We are aware of an opportunity to seek a greater role within the structure of VCHRI, and we will put together an application towards that end.

**Recommendation:** *Develop and pursue philanthropic resources to ensure financial sustainability of the Department and the ability of the Department to ensure adequate space resources and support staff.*

**Response:** We have several ongoing projects and prospects that are being worked on through the UBC Development Office and our hospital foundations. An additional area that we've identified is the large group of alumni in dermatology, many of whom are now entering their retirement year. We will work towards engaging those individuals not only for financial support but also teaching, networking, and mentorship.

## Department of Medical Genetics

### Faculty of Medicine

Summary of External Review: November 2015

#### Key Findings of the Review Committee:

- *The Department is essentially an overarching umbrella structure, below which sit the following vital and largely thriving groups of people and programs:*
  - *The Interim Department Head, Dr. Marco Marra, has been in the role since January 2015.*
  - *The Academic faculty are highly productive researchers geographically and thematically dispersed among several UBC multidisciplinary research centres. Currently 33/46 (72%) are Full Professors while only 5/46 are Assistant Professors. Sustainability is a serious concern as three will likely retire in the next five years and another six in the next ten years; the UBC central budget will only be able to fund two new recruitments unless new funding sources are identified.*
  - *The 39 Clinical Faculty are primarily based at BC Women's Hospital. The clinical Medical Genetics Program reports to the VP BC Women's Hospital-PHSA and to the UBC Department Head.*
- *The Department has many strengths, including: the quality and impact of its research, many high-profile faculty who are decorated with awards, strong graduate and postgraduate training programs in both medicine and science, a highly competitive MSc program in Genetic Counselling, and a busy and growing provincial program in medical genetics. The commitment to academic excellence is apparent in every aspect of the Department. The faculty members are passionate, hard-working and proud to be members of the Department. They are supported by a capable and dedicated but small administrative group.*
- *The challenges facing the Department are complex and to a large extent dependent upon an external environment that they do not control; thus progress on several recommendations made in 2010 has been slow. Leadership turnover has been a further challenge. The most time-sensitive priorities are:*
  - *Recruit a permanent Head with an executive leadership council that will enable the Department to integrate and lead research, education and clinical activities in a strategically cohesive and sustainable manner.*
  - *Encourage the Department to develop a vision and sense of common purpose that is shared between UBC and its affiliated hospitals.*
  - *Develop a succession plan to recruit new faculty to replace at a minimum those who will retire.*
  - *Increase emphasis on research knowledge translation through more collaboration between academic faculty, clinical faculty and provincial diagnostic laboratories.*
  - *Recognize and support the Department's outstanding Genetic Counselling Program; this will be a "growth industry" and UBC is uniquely positioned to do something very innovative if the program received better support and recognition.*

#### Key Recommendations and Department's Response:

**Recommendation:** *Recruit a permanent, strong leader for the department.*

**Response:** This is a critical priority for the Department. To attract the best possible candidate, Department members have clearly articulated their preference that an international search be

conducted. The Department is eager to work with the Faculty and the BC Women's Hospital & Health Centre leadership team on the recruitment.

**Recommendation:** *The graduate program is strong, but has the potential to be stronger. To address the issue of competition for outstanding graduate students, the department should consider ramping up its recruiting efforts – increased web presence, hosting a recruiting day for accepted students, etc. To strengthen the sense of community, department-wide educational activities should be increased.*

**Response:** The Department has been working on, and continues to work on, enhancing its web presence. Technical support from MedIT, as well as access to communications professionals in the Dean's Office would greatly benefit the Department in this endeavour. A recruiting day with defined deliverables, an empowered agenda, and a suitable budget should be considered. Recently, the Department's Graduate Advisory Committee has reallocated GSI funding to develop "mini-rotation" programs to enhance the competitiveness of our graduate program; such have proven to be successful in recruiting high-caliber trainees at other universities and research centres.

A significant factor limiting the expansion of the graduate program, with respect to clinical research activities including genetic counseling research, includes limited access of clinical faculty members to appropriate funds. Until the serious shortfalls in protected academic time and grant funding for clinical and translational research faculty are addressed, for example, there are limited opportunities for expansion in this area.

**Recommendation:** *The Department, though geographically and functionally distributed among multiple sites, should be preserved and energies focused on new research initiatives and emerging leadership opportunities (UBC campus-wide, Faculty of Medicine and Health Authority) that will also better unify this fractionated department. Excellence in Genome Science and Medicine should be a strong UBC brand. The Department is ideally positioned to become the poster child for what success could look like for an Academic Health Sciences Network. Multiple stakeholders will need to work together to make this happen. The greatest challenge over the next 5-10 years will be sustaining the Department's level of excellence in research. Given current fiscal challenges at UBC, this group must be prioritized for unique alternative funding sources such as CRCs and new philanthropic opportunities.*

**Response:** The Department is home to world leaders in genomic medicine; the opportunity for the University, Faculty, PHSA and the other Health Authorities, and possibly the AHSN to increase in prominence and impact is real. To deliver on these important opportunities, the Department looks forward to support for the recruitment of a new Head. The recruitment of an exceptional leader is critical and presumably will involve access to diverse funding sources, such as CRC Chairs and philanthropic sources of revenue, as identified by the reviewers.

**Recommendation:** *Fiscal challenges at UBC mandate that a new funding model be pursued with high priority if the productivity and global impact of this accomplished Department is to be sustained and if the Faculty and the University are to improve their world rankings.*

**Response:** The Department is eager to explore new funding models that would result in enhancements to its productivity and global impact. We recognize that the absence of young faculty within Departmental ranks is a major concern with respect to the sustainability of the unit, as is the reliance on external "Partner" funding for faculty salaries. Resources that would enable the Department to recruit outstanding junior faculty members are essential to the continued success of Medical Genetics and could form part of the recruitment package offered to a new Head.

## School of Population and Public Health

### Faculty of Medicine

Summary of External Review: November 2015

#### Key Findings of the Review Committee:

- *The School was formed in 2008 and now comprises 68 full-time faculty, 77 Clinical, 67 Associate, and 33 Adjunct Faculty, and approximately 350 graduate students - a quarter of those in the Faculty of Medicine, across seven academic programs. This is the first UBC external review of the School.*
- *The Review Committee met many passionate faculty and staff, all of whom believe that SPPH is a place of excellence and should be very important to the mission of UBC. It offers a wide variety of courses and programs. The diverse faculty offers students an incredible wealth of expertise and overall excellence in teaching and research that has been well recognized outside of UBC.*
- *The faculty still do not, on the whole, primarily identify themselves as part of the School, rather with their own research unit/centre or education program. This may merely reflect the fact that the School is still 'new' and was an amalgamation of many different parts.*
- *The recent reorganization of SPPH with 4 home faculty Divisions complementing the existing interdisciplinary (Research) Centres seems to have gone well, with the Divisions meeting regularly, the Division Heads understanding their roles and responsibilities, and the Divisions serving as 'glue' for keeping natural groupings of faculty working together.*
- *Generally, stakeholders have a very positive view of SPPH and consider it to be a valuable part of the Faculty, UBC and the community for its research successes and the significant public health positions held by its graduates. There is pride in the expertise SPPH holds in Aboriginal health, occupational and environmental health, as well as the success of its centres such as CHSPR, HELP, and CEIH. The professional program offerings are strong.*
- *Research: Faculty are well published and highly successful at obtaining competitive major grants as well as holding research chair positions.*
- *There was a fairly widespread view that the School's current Vision, Mission and Goals are not ambitious enough; at the same time there was a sense that in an era of fiscal restraint the School needs to take stock and clearly identify the core areas in which it will invest in its limited resources.*
- *There is general recognition of the potential for fund-raising based on high-profile nature of SPPH's work, but little sense that the SPPH is on the priority list of the Faculty or central development.*

#### Key Recommendations and School's Response:

**Recommendation:** *Organizational structure – re-evaluation of the current complex system would be beneficial to both faculty and staff.*

**Response:** While substantial progress has been made through our divisional re-organization, further simplification is clearly possible. (We agree that the organization chart shown to the reviewers was confusing and have already modeled a simpler one). Some feedback to the review included the opinion that some elements of simplification, especially with respect to re-organization of academic programs, have been slowed up. "A few vocal faculty and staff have hobbled the process of streamlining". The School will review its needs and organization with respect to the size of its faculty and student populations and the complexity of its programs and complete the work of re-organization laid out as an objective of our 2013-18 strategic plan.

**Recommendation:** *Faculty input – forums or town halls for faculty need to be organized so that faculty have the opportunity to discuss openly issues as well as strategies to address the School's fiscal situation and future, including the pros, cons and requirements of potentially becoming a stand-alone Faculty.*

**Response:** SPPH faculty, staff and students embrace this idea. In addition, they voiced that town-halls can be supplemented by surveys and small group consultations to assure we hear from less vocal members of our community. The first town halls will deal with updating the School's vision and research priorities and at least two should occur during 2016. The question of becoming a stand-alone faculty is not in our hands alone but interested faculty will be encouraged to develop a discussion paper taking into account the opinions of all of their colleagues. Several respondents to the review paraphrased, "If it ain't broke, don't fix it." More generally, the Divisions have been and will continue to provide an opportunity for key issues to be discussed. These discussions will continue to be brought to SPPH Executive through the Division Heads.

**Recommendation:** *Hold focused strategic planning session(s) to create a more engaging Vision for the School.*

**Response:** SPPH is 2.5 years into a 5-year plan and has achieved 60-70% of objectives. The current plan is intended to be a living document so that this recommendation is welcome encouragement to consider additional elements in setting our strategic goals. We like the idea of focused work on renewing vision.

**Recommendation:** *Research priorities strategic planning: Decisions about breadth vs depth need to be made as this is fundamental to the School's direction.*

**Response:** We will review research priorities (breadth vs depth) and research support within town hall meetings.

**Recommendation:** *Review education program curricula content to ensure balance between core and elective offerings is correct and relevant to students. This needs to be an ongoing regular review process.*

**Response:** We are happy to act on this recommendation and some of this work has been underway recently. We are taking a critical look at smaller courses as some will need to be removed from the calendar, though their content could be available as directed-studies material. We are looking at ways to value and incentivize teaching in core courses and large sections. We have a curriculum review committee and will make this calendar review a regular process.

**Recommendation:** *A plan with all stakeholders should be developed to ensure revenue opportunities from the professional program offerings balance growth with capacity and quality.*

**Response:** We agree.

**Recommendation:** *Public education strategy about the role of public and population health: Ideally the new UBC President should be engaged in this endeavor as well as the current public health officers in BC, all of whom are alumni of the School.*

**Response:** We welcome this emphasis and see it as key. Many of our faculty members are already engaged in public health knowledge translation through collaborative work with health authorities, government and through the media. We are well aware that we can do more and will consider this in our planning. We met with the interim president in January 2016.

## Department of Psychiatry

### Faculty of Medicine

Summary of External Review: January 2016

#### Key Findings of the Review Committee:

- *The Department of Psychiatry is large (there are approximately 500 clinical faculty members) and complex. Within the Department there are 5 Divisions and 12 Programs. Division and Program Heads have a variable, wide range of responsibilities and resources. Levels of support are highly variable, and determined in many cases by history rather than alignment with the Departmental Strategic Plan.*
- *Despite the large number of clinical faculty members, there are only approximately 35 academic faculty members in the Department, and only 11 of these are psychiatrists. In contrast to the clinical faculty, which has a heavy representation of junior individuals, nearly 60% of the academic faculty are Full Professors – this represents a serious challenge for recruitment and rejuvenation.*
- *The current Head has done an excellent job running a large and complex department during times of fiscal constraint and in the face of numerous other challenges. He has moved things forward, has tried to solve significant and growing problems, and has made efforts to reach out to clinical faculty and the distributed medical program, to support research, and to reach out beyond the Department.*
- *Trainees are upbeat and optimistic and feel that the Department leadership is responsive to their concerns. It is noted that this is a contrast to the past, when a number of issues existed. The trainees generally feel that the program prepares them to practise in the community. They recognize and appreciate the efforts that have been made to permit those trainees not in a primary research stream to get involved in research projects. It is noted that the training program is very large and has expanded dramatically over the last few years. The ability to keep pace and the improvement in resident morale reflect the efforts of the residency program director and department leadership.*
- *The Department is strong in research, with \$66M in funding since 2012. There is a very strong and internationally recognized program in basic neuroscience. It is felt that there are opportunities for greater integration and collaboration between the Department and several of the relevant Centres and Institutes, including opportunities for shared recruitment. There are also opportunities for collaboration between strong groups that are somewhat isolated – e.g., Addictions and the HIV group. Mentorship arrangements for junior faculty are variable and some feel this is left to them to arrange.*
- *There is increased transparency in how the Department is run and in its finances. The administrative staff feel supported by the Chair and by each other, but are working under ever-increasing stresses.*

#### Key Recommendations and Department's Response:

**Recommendation:** *The reviewers noted opportunities for collaboration with the Provincial Health Services Authority and the BC Mental Health and Addictions Research Institute, and suggested these be pursued more aggressively. As well, the reviewers expressed surprise that the academic Head of Department was sometimes not involved with the appointment of Hospital Heads, or with committees bridging the Health Authorities and the Ministry of Health.*

**Response:** *The BC Mental Health and Addictions Research Institute has seen a period of transition, as PHSA has assumed responsibility for research management on the Oak Street academic campus. As PHSA defines and clarifies the organization and structure of research activities on the Oak Street*

campus, and the role of research within BC Mental Health and Substance Use Services, the Department hopes to renew the previously very active and mutually beneficial partnership. The Department appreciates the attention given to the relationships between the Department and the Health Authorities. Psychiatry has experienced similar challenges as others in the Faculty of Medicine. We remain committed to creating value for our partners in the Health Authorities, and hope for deeper engagement where an academic perspective can improve the ability of the Health Authorities to accomplish their missions.

**Recommendation:** *Through greater engagement with partners outside of Vancouver, the reviewers recommended that all psychiatry residents receive part of their training outside of the Lower Mainland. The Interior Health Authority was specifically mentioned.*

**Response:** The Department of Psychiatry was the first UBC Faculty of Medicine Department to establish dedicated, specialty residency positions at three of the four distributed sites (Fraser, Vancouver Island, and the North). This required expansion of the residency training program to become the second largest in Canada. The expansion created challenges in recruiting residents, and in assuring the availability of academic and clinical faculty members for education and for clinical supervision. The most recent, Faculty-wide Royal College accreditation visit mandated an external review of the Residency Program in April, 2016. We hope that the significant changes made to the organizational structure of the program will meet with positive responses. The Department will carry out a review of the success of mandated rural and remote training of residents (as existed pre-expansion) compared with the current model, in encouraging newly graduated psychiatrists to practice outside the Lower Mainland. Following a period of stability of the program, and if a funding mechanism is available, the Department will revisit the possibility of further expansion that could include the Interior Health Authority.

**Recommendation:** *that junior academic faculty have a more formalized mentorship arrangement, and that Clinical faculty be provided with more training and support.*

**Response:** The Department approach to mentoring new faculty is to assign a mentor at the time of appointment. As the mentor is outside of the process for Merit evaluations, re-appointment, or tenure and promotion decisions, this is “informal”. We hope that this actually represents a strength of the approach, implemented to be consistent with the Faculty recommendations established by the previous Vice-Dean. The Faculty has increased the role of the Continuing Professional Development Office. The small amount of funding available from the Departmental budget to support CPD has more recently been used to bring in external speakers to promote best practices in supervision and education.

**Recommendation:** *that the Department “focus further on the collaborative and integrative opportunities currently available at UBC and the broader community.” Further integration was recommended specifically with “(i) the Djavad Mowafaghian Centre for Brain Health; (ii) the broader neuroscience community; (iii) and CHEOS”.*

**Response:** The Department and the UBC Institute of Mental Health are fully open to expanded collaboration and alignment of objectives with the many parties that value psychiatry. That being said, the faculty members of the Department remain committed to the distinct role for Psychiatry as a specialty of medicine, with the responsibilities and authority for training medical students and residents in this specialty, in carrying out research on mental illness, and in supporting our partners in the Health Authorities to deliver the highest quality of psychiatric care.

## Department of Botany

### Faculty of Science

Summary of External Review: November 2015

#### Key Findings of the Review Committee:

- *“There has been and still is a strong departmental commitment to the full breadth of botanical science, including teaching and research on microbial, cryptogrammic and phanerogamic plants in freshwater, marine and terrestrial environments. The present faculty continues this rich tradition of excellence in botanical research. Four of the more senior research professors are Fellows of the Royal Society and there certainly is no shortage of other significant awards and honors at all ranks.”*
- *“Unlike many plant-based departments that have focused on specific areas over the years the Botany faculty have maintained research area diversity (Marine/Microbial, Ecology & Evolution, Cell & Molecular). This intellectual diversity trickles down even to undergraduate teaching.”*
- *“The undergraduate biology program curriculum had progressed significantly since the 2010 external review. The BioFlex project was implemented over two years and involved restructuring courses using evidence-based pedagogies to promote student learning both inside and outside formal classrooms. The initial impact of this effort is impressive, in part, because it involves approximately 2000 students and 14 instructors, 3 Science Teaching and Learning Fellows, 28 Graduate Teaching Assistants, and 22 undergraduate Peer Tutors.”*
- *“The review team was impressed with the research facilities of the Department in particular the Beaty Biodiversity Museum, the renovated wings and the UBC Bio-imaging [Facility]. The Beaty Biodiversity Museum, which includes the Herbarium, is impressive and appears to be an excellent outreach facility to all UBC personnel and the general public at large. The Museum staff is very competent and had come up with innovative solutions to functional glitches in the building design, which always exist in the development of a new facility.”*
- *“The Department has developed a strategic plan in the context of the 2010 review, which covers the years 2015-2020. These include goals in the areas of research, undergraduate education and management and engagement. Overall, the strategic plan touches on many important areas and these are expanded upon in the self-study.”*

#### Key Recommendations of the Review Committee:

- *Strategic Planning - Create a transparent, living strategic planning document that can be referenced on a semi-annual basis perhaps at departmental retreats, to examine progress as measured against the strategic plan.*
- *Undergraduate education – Identify funding to support teaching postdoctoral fellows beyond the Carl Wieman Science Education and Flexible Learning Initiatives to further advance the Department’s teaching, learning and biology education scholarship efforts. Undergraduate biology classes should make greater use of local resources such as the Botanical Garden and the Herbarium (part of the Beaty Biodiversity Museum).*
- *Graduate education – The graduate program structure and oversight should be made more transparent for students. Graduate students are well supported for the first four years of their PhD*

*study, but funding in subsequent years is less; the Faculty of Science should fund a fifth year of graduate studies. The career development of post-doctoral fellows should be supported and efforts made to engage this community more with the department.*

- *Faculty and staff - Encourage and facilitate sabbaticals or other forms of renewal for the teaching faculty. The review committee recommends the hiring of a plant ecologist, perhaps with training in physiological ecology or functional ecology, and strongly endorses hiring in cell and molecular biology in anticipation of retirements in this area.*
- *Research infrastructure - Better leadership and resources are required from the University and Faculty of Science to support bioinformatics and bio-imaging across campus.*

#### Department and Faculty's Response:

- Strategic planning - This is an important exercise for the department to “articulate specific, measurable outcomes for the goals that were outlined in the self-study document.” Measurable outcomes linked to the strategic plan have been developed by the Department and are now reviewed and discussed annually at the Department retreat.
- Undergraduate education - The Faculty of Science has identified resources to support post-doctoral teaching and learning fellows in each Department. Progress is being made at incorporating local resources into Biology classes through UBC’s community-based experiential learning office and in partnership with the education coordinator for the Beaty Museum and Botanical Garden.
- Graduate education – Efforts are underway to improve communications with the graduate student and post-doctoral communities to increase awareness of graduate regulations and opportunities for funding and professional development. The Faculty of Science currently funds Ph.D. tuition for the first four years of graduate study. Funding of Ph.D. tuition for a fifth year is currently under discussion, and will be prioritized against faculty renewal and other funding requests.
- Faculty and staff – Study leaves for teaching faculty are supported with resources from the Faculty and Department. Efforts are being made to increase the support for faculty employing active learning pedagogies and classroom technology. The Department is currently conducting a search for an assistant professor in plant ecology and is casting a broad net to secure a diverse pool of applicants. Developing a transition plan for the cell and molecular biology cohort is a high priority for the new Head.
- Research infrastructure – University and Faculty support for bioinformatics research have been increased dramatically through the Sequencing and Bioinformatics Consortium, the Advanced Research Computing (ARC) initiative, and the Data Science Institute. Identifying additional resources, including industrial support, for cross-campus bio-imaging facilities remains a work in progress.

## Department of Chemistry

### Faculty of Science

Summary of External Review: November 2015

#### Key Findings of the Review Committee:

- *“The Department of Chemistry at UBC is one of Canada’s largest Departments” that extends “beyond the traditional chemistry sub-disciplines [to include] chemical biology, materials and polymer chemistry, and catalysis [that] attract new graduate students [and] allow for growth and participation by Faculty members in larger programs and provide access to new funding streams. UBC Chemistry faculty members show a clear commitment to the overall success of the Department and its well-being. The teaching faculty feels the environment for instructors has improved over the last five years. The collegial atmosphere in the Department continues to be a strength and reason for the overall positive nature of the faculty.”*
- *“UBC Chemistry is privileged to have a highly dedicated staff. Appreciation for their contributions to the success of the Department was very clearly apparent from the Department leadership team, faculty, teaching stream staff, and students.”*
- *“There is strong evidence for teaching excellence in the Department. A large cohort of teaching stream staff (Instructors) has joined the department in recent years, and has driven significant innovation, especially in laboratory-centric courses. Students found their instructors to be responsive, and felt there was a wide range of research opportunities within the department.”*
- *“The Department offers M.Sc. and Ph.D. degrees in Chemistry, and has a current graduate enrolment of nearly 200 (just over 140 enrolled in the Ph.D. program), the largest graduate program on campus.”*
- *Key concerns raised by the review committee include stretched fiscal resources, the high cost of housing in Vancouver, low provincial support for graduate student scholarships compared to other Canadian research universities, and outdated physical infrastructure for undergraduate teaching and research.*

#### Key Recommendations of the Review Committee:

- *The University and Faculty of Science should invest major funds to renovate or replace Chemistry’s B- and C-wings (teaching buildings) and to modernize the research A-wing [Chemistry-Physics building].*
- *The Faculty of Science / University should provide additional financial resources to the Department to address the structural deficit and to allow the Head to address important issues.*
- *Among other recommendations, the Department should build strength in areas at the interface of chemistry, review its committee organizational structure and establish a single point of contact for lab renovations, and reverse the decline in undergraduate majors.*
- *The Department should work with the Faculty and University to enhance existing graduate programs and add new ones. Three areas can be identified: (i) Fellowship funds/signing bonuses to attract the best graduate students (i.e., those already holding or highly likely to obtain Scholarships/ Fellowships), (ii) a commitment to enhance funding available to fifth-year Ph.D. students, and (iii) a reduction in the number of hours per semester required of full-time TAs in Years 1-4.*

### Department and Faculty's Response:

- The replacement of Chemistry's teaching buildings (B- and C-wings) ranks among UBC's highest priorities and is on the university's 5-year capital plan that was submitted to the Province. The Wesbrook building will become available in summer 2018 to provide much needed swing space for the construction project should funding be identified. In response to concerns raised in the external view, an audit confirmed that there are no existing health and safety issues regarding these buildings. The renovation of the HVAC systems in A-wing is underway. Additional work will need to be done to address other infrastructure issues in A-wing.
- The Faculty of Science has substantially increased the Department of Chemistry's annual budget to defray the costs of faculty and staff salary increases, and to increase graduate student support. The Department is projecting a modest budget surplus for FY16-17.
- Under the leadership of the new Head, the Department is following up on the specific Department-level recommendations of the external review committee.
- In 2016, the Department increased the funding packages offered to the best NSERC applications in order to enhance graduate student recruitment and has committed to funding the fifth-year tuition for PhD students. The salary and number of hours worked by graduate teaching assistants is set by the union agreement with the university. The administration continues to advocate at the provincial level for increased graduate student scholars.