

Report to UBC Vancouver Senate External Reviews of Academic Units and Programs, 2018-19

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Mid-Term Progress Reports on External Reviews (2015-16):

The following units undertook External Reviews in 2015-16 and were summarized in the 2015-16 Report to Senate. These units have now submitted updates to the Provost & Vice-President Academic Office, in 2019, describing progress to date on the implementation of the review recommendations.

- Faculty of Arts
- Faculty of Education
- Faculty of Forestry
- Department of Asian Studies, Faculty of Arts
- Arts Academic Advising, Faculty of Arts
- Department of Cellular and Physiological Sciences, Faculty of Medicine
- Department of Dermatology and Skin Science, Faculty of Medicine
- Department of Medical Genetics, Faculty of Medicine
- Department of Psychiatry, Faculty of Medicine
- School of Population and Public Health, Faculty of Medicine
- Department of Botany, Faculty of Science
- Department of Chemistry, Faculty of Science
- School of Nursing, Faculty of Applied Science

Master of Laws in Taxation
Peter A. Allard School of Law
Summary of External Review: June 2019

Context:

The Allard School of Law held a review of the Master of Laws in Taxation (LLM Tax) program on 10 June 2019, looking back on the program's 5-year history with a view to developing a strategic direction for the next five years. The external reviewers were Professor Kim Brooks from the Schulich School of Law at Dalhousie University and Bill Maclagan, Q.C., from Blake, Cassels & Graydon LLP. The reviewers meet with the Dean, Associate Dean of Graduate Studies and Professional Programs, Director of Graduate Professional Programs, Coordinator of Professional Programs, two full-time faculty members and one adjunct, and two alumni of the program.

Key Findings of the Review Committee:

The reviewers identified the Allard Law tax program as one of strongest tax programs (if not the strongest) in Canada, and characterized the LLM Tax as "a vital plank in that program". Their report highlighted some of the following aspects of the LLM Tax:

- *An appropriate range of course topics*
- *The involvement of two of Canada's leading tax scholars*
- *The calibre of staff supporting the program*
- *The program's benefits to the JD curriculum (the reviewers noted that the law school has "the broadest array of tax courses... of any law school in Canada.")*

Key Recommendations of the Review Committee:

The reviewers had one major recommendation: to renovate the program to align it more strongly with a narrower and clarified purpose.

- *They noted the broad range of objectives that were originally crafted for the program, including specific objectives around student learning and career development but extending to wider aims relating to enhancing UBC's reputation in tax law and policy, research and community building. The reviewers characterized the list of objectives as "overly ambitious for an [LLM Tax] program", noting that they might be seen as reflecting the law school's more general goals in the area of tax law and policy.*
- *They recommended that the law school clarify and focus the articulated purpose of the LLM Tax and ensure that those who participate in it (whether faculty, staff, or students) understand and share that vision.*

- *They expressed the view, based on their understanding of the design of the program and the students it has attracted, that the LLM Tax is a professional (or vocational) graduate degree designed to provide a strong legal foundation for tax practice, whether in private or public practice, in law or in accounting.*

The reviewers also set out what they characterized as “consequential recommendations to assist the members of the LLM Tax community in imagining how a refocused purpose might result in specific changes to the LLM Tax’s delivery and design”:

- *Survey members of the practicing community in employment settings in which LLM Tax students aspire to work (or in workplaces where they are already working) to better understand what employers would find attractive in an LLM Tax.*
- *Separate foundational courses (those that are designed to ensure breadth and comprehensiveness in terms of the overarching legal framework) from advanced courses (designed to help students transition from the classroom to the boardroom/court-house).*
- *Survey students to understand the best time for classes and revise the scheduling of classes to align with desirable times.*
- *Consider whether an orientation to Canadian law and legal reasoning course (whether for credit or not) is feasible for students who do not have a Canadian law degree.*
- *Develop and implement a strategy for reaching out to and staying in touch with employers of potential students; continue with targeted outreach to potential students.*
- *Identify an on-line platform for connecting program graduates and host at least one annual event focused around tax that would be of interest to both students and other members of the tax community.*
- *Consider how to best resource the program to ensure its continuity, its alignment with its core constituency of students and employers, and the overall happiness and wellbeing of the full-time faculty.*
- *Attend to the diversity of faculty in the teaching cohort.*

Faculty’s preliminary response:

The reviewers’ recommendations have been discussed by the Dean, faculty and staff, with a meeting of all faculty and staff involved in the review held in September 2019. Some of the reviewers’ specific recommendations have already been agreed upon and work will begin in Fall 2019; these include those relating to student and employer surveys, outreach to employers, and identification of online platforms for connecting alumni. Faculty members in the tax area have begun a preliminary assessment review of the existing curriculum in order to ascertain which courses could be seen as “foundational” and which might be seen as “advanced”. In relation to the diversity concern identified by the reviewers, the Director of the program has noted that the current complement of adjunct faculty is more diverse than last year’s; diversity will be taken into account in future appointments. The reviewers’ broader recommendations will be followed up over the course of the 2019-20 academic year.

Department of Chemical & Biological Engineering
Faculty of Applied Science

Summary of External Review: October 2018

Key Findings of the Review Committee:

- *The Department has had a long legacy and continuing standard of excellence and leadership, including 8 academics named as fellows of major national and international societies since 2013, one Order of Canada, 13 external (provincial, national or international) awards since 2013, and several awards to early career faculty.*
- *There has been substantial investment in improving the undergraduate experience since the last department review.*
- *Student enrollment has grown significantly over the last 10 years in ways that have fostered an increase in the diversity of students.*
- *The graduate student association is healthy and vibrant, and the graduate student experience is positive.*
- *Onboarding of new faculty is welcoming and meaningful, and joint appointments are strategically aligned and working well.*
- *The Department is financially stable, allowing for faculty renewal that has generated optimism and excitement about future opportunities, including growth in international ranking.*
- *The Department is situated in a good space with highly active and functioning labs and a machine shop to support them.*
- *The Industrial Advisory Board is highly engaged and extremely well run.*

Key Recommendations of the Review Committee:

1. *As a result of successful expansion of multidisciplinary research programs and renewal of the faculty cohort, research space is constrained. The Department might wish to consider combining a space audit with a strategic review of opportunities to leverage existing space to meet their aspirations.*
2. *Provide a clear expression of the research and training vision and direction to members of the Department.*
3. *Safety issues relating to fabrication of pressure vessels and the assembly of systems that operate at high pressure need to be reviewed and addressed.*
4. *Review issues relating to the graduate program including advising structure, TA evaluations and assignments and course selections.*
5. *Provide opportunities for faculty members in the educational leadership stream to share their insights and talents in meaningful ways.*

Department's Response:

1. In 2019/2020 the Department will bring 4 new faculty on board, each of whom is expected to lead a vibrant research program that involves substantial experimental work. Under the leadership of its Head, the Department has therefore struck a focus group to develop a transparent and equitable

procedure for allocation of research laboratory space and HQP desk space within CHBE-controlled infrastructure. As part of that focus group, the Department has recruited an outside consultant with expertise in developing transparent and fair algorithms for allocation of space.

2. The Department is organizing a series of retreats for its faculty and selected staff to define and update a strategic vision and plan for the next 5 years of departmental operation. The first of these was held on Saturday, 7 Sept 2019, and focused on updating the course requirements and curricula for our undergraduate and graduate degree programs, as well as the learning outcomes we expect to achieve in each program year-by-year.
3. The Department is taking appropriate measures to address the safety issues identified in the report. They are currently using the Design Basis Memorandum which documents project requirements, and expectations and establishes effective communication between the user and the workshop. If the scope of work is beyond the workshop, external engineering consultants will be contracted. External ASME certification will be obtained for pressure vessels or pressure piping. As well, designs may be reviewed as appropriate, by a mechanical engineer before fabrication. In addition, a safety audit is carried out with the user group, workshop and safety personnel prior to operation and the final design and installation are reviewed to ensure all safety issues have been considered and addressed. The Department is also coordinating safety awareness workshops open to all Department members.
4. The Department has transitioned to a steady state with a new manager for student services who oversees two staff members assisting with undergraduate and graduate affairs respectively. Due to a system process misunderstanding, TA evaluations obtained through paper survey were stopped; however, this has now been fixed and the Department will continue to collect TA evaluations by paper until there is an automated system in place. The Department will continue the engagement of our graduate students as TAs and work with faculty supervisors to highlight the benefits to the students and to the two undergraduate degree programs. Course selection is carried out in consultation with the designated supervisor(s) and/or the graduate advisors. Students are advised about the course credits required for their program. In addition to the required courses, some students may choose to take 1-2 additional courses outside the Department and they are supported by their advisors to do so.
5. Faculty members in the education leadership stream in the Department work with the rest of the Faculty in making significant improvements to the quality of teaching and learning. They play a key role in the Department's undergraduate program curricula renewal and in the development and teaching of new courses. They are active in the UBC and Canadian engineering education communities sharing best practices and pedagogical innovations.

Department of Civil Engineering
Faculty of Applied Science

Summary of External Review: November 2018

Key Findings of the Review Committee:

- *The Department of Civil Engineering is among the top ranked civil engineering departments in Canada and is ranked 37th internationally according to the World QS.*
- *The culture of the Department, which has been conducive to the individual research silo, is now transitioning into a more collaborative and inter-disciplinary approach.*
- *The Department is well known for its high-quality BAsC program in Canada and internationally.*
- *Undergraduate students expressed high satisfaction with their educational experience.*
- *The BAsC program is credit-driven and offers minimal flexibility due to CEAB (Canadian Engineering Accreditation Board) requirements.*
- *There is an overreliance on sessional instructors.*

Key Recommendations of the Review Committee:

1. *Clearly state the mission of the Department, establish a common vision of the main goals, and prepare a workplan to achieve this vision.*
2. *Communicate the decision-making process on various decisions and introduce more collegiality.*
3. *Share budget and other administrative information with faculty members so that academic staff are partners in the departmental enterprise.*
4. *Provide timely responses to student academic feedback.*
5. *Review the governance model to enhance faculty engagement and create opportunities for leadership development for faculty members.*
6. *Establish a hiring strategy that will improve the gender diversity of academic staff. Consider hiring for the future needs of the profession, the interdisciplinary nature of research, and emerging fields.*
7. *Ensure roles and responsibilities of administrative staff are well understood by faculty and students.*
8. *Improve overall information sharing and communications on budget, committee responsibilities, and teaching assignments of academic staff.*
9. *Implement a formal mentoring program.*
10. *Improve onboarding of new professors and students.*
11. *Ensure funding packages offered to graduate students are more competitive.*
12. *Carry out careful succession planning and additional allocation of technical staff.*
13. *Prepare a spending plan for the carry-forward to address the needs to better support academic programs, research activities and students.*
14. *Provide seed funding for new initiatives.*

Department's Response:

1. The Department agrees this is a good time to develop a shared vision and to align it with the strategic plans of the Faculty and University. The Department will embark on a strategic planning

exercise beginning with a 1-day retreat in November 2019 to lay the ground-work for a multiday retreat in May.

2. Faculty teaching and administrative assignments will be regularly updated and shared with members in the Department. The administration and team leaders (Associate Heads, committee chairs) will be expected to give regular, but brief, updates during department meetings.
3. New initiatives to improve departmental function will be costed to help inform decision making. These costing exercises will be developed and shared with faculty.
4. The new Associate Heads for graduate and undergraduate programs have committed to developing a process in which actions initiated in response to student feedback (e.g. semi-annual student feedback sessions) will be communicated back to student leadership.
5. Appointments of new Associate Heads and academic administrators have been completed and broadly communicated.
6. The Department is working with the Faculty's Associate Dean, Equity, Diversity, and Inclusion (EDI) to implement recommendations for hiring subcommittee formation, EDI training of hiring committee members, instructions to hiring committee members, and standardizing of long- and short-listing procedures to improve equity and diversity outcomes of hiring initiatives. The Associate Dean, EDI will also participate in a departmental hiring oversight committee to ensure these recommendations are implemented uniformly across all hiring subcommittees.
7. Student and faculty focused infographics to highlight key staff roles will be posted in prominent areas, with digital versions to be made available online.
8. Teaching and administrative assignments will be published regularly and budget will be reported in specific costing exercises of existing and new departmental functions.
9. A mentoring committee has been formed to work on integrating formal and informal mentoring into all department functions for both faculty and staff.
10. A formal faculty onboarding process is being developed. Student onboarding is being reviewed by the new Associate Heads for graduate and undergraduate programs.
11. The Associate Head for graduate programs will conduct a detailed review of current graduate student funding from all sources to compare with Faculty of APSC norms, as well as regional cost of living. Furthermore, the Associate Head will meet regularly with student leadership to solicit input on needs and challenges.
12. We will develop a succession plan as part of our broader hiring plan and Department strategic plan.
13. Spending plans are submitted regularly to the Dean's office. The signature component of the current spending plan is renewing the research faculty complement.
14. The Department will provide seed funding for new initiatives as developed by the newly formed Large Grants Committee, which is tasked with responding to grant and fund-raising opportunities to support large, interdisciplinary, collaborative projects.

Department of Mining Engineering
Faculty of Applied Science

Summary of External Review: February 2019

Key Findings of the Review Committee:

- *The Department Head is open in communications with faculty and staff, and is seen to be approachable.*
- *Several Professors in the Department have international reputations.*
- *The undergraduate students who met with the review panel expressed high satisfaction in the Mining Engineering program.*
- *The Mining Engineering Undergraduate Society has a high profile within the Faculty of Applied Science and is known for its involvement and spirit.*
- *The graduate students interviewed find the department environment to be friendly, but believe that communications could be improved.*
- *The use of sessional lecturers with substantial industry experience to teach core curriculum courses is important to the undergraduate experience.*
- *The Department is well-positioned to be a key player in the very complex issue of engagement and capacity building of First Nations in the Province of British Columbia.*

Key Recommendations of the Review Committee:

1. *Department needs to have a clear strategic direction.*
2. *Improve the research culture and research funding in the Department.*
3. *Increase the number of faculty nominated for awards, and students for scholarships.*
4. *The current curriculum needs to be reformed for a better connection from year 2 to year 3.*
5. *Better recruitment strategies to attract students to Mining Engineering are needed.*
6. *Students should be provided with an opportunity to visit mines to provide them with context to relate to classroom learning.*
7. *A strong connection between research faculty and the undergraduate students need to be maintained.*
8. *More effort is needed to recruit more top students into the MEng program.*
9. *The Department should have an active focus and a strategy to recruit Indigenous students to the Mining graduate program.*
10. *Re-develop and enhance the Department website to make it more attractive to students and potential industry partners.*
11. *Develop a formal mentoring program.*

Department's Response:

1. A draft strategic plan has been developed and is under review by the Faculty.

2. Development of a research culture is in progress. Lack of time and financial resources are constraints. Research grants large enough to maintain equipment and hire technicians are very rare in the mineral resources field.
3. The Department is paying more attention to awards and is working on developing and mentoring new faculty so they become eligible for awards. Student awards have a quota which is tied to the Department's research funding. As well, most of the Mining students are international students who are not eligible for federal funding.
4. A TLEF grant recently awarded to the Department will be used to focus on improving transition from Year 2 to Year 3.
5. Ideas on recruitment strategies are included in the Department's strategic plan.
6. The recommendation to provide visits to mining sites is under consideration and there is a budget. Operating mines are not always able to accommodate a large group of students and often course scheduling issues arise.
7. Faculty present their research in the third-year undergraduate seminar which has been successful in piquing the interest of undergraduates who are considering entering graduate school.
8. The number of students in the MEng program has remained consistent. Space and resource constraints limit the number of students accepted into the program. Proposed graduate certificate programs will become more significant revenue generators for the Department.
9. The Department has used linkages with individual communities made through graduate research projects and has worked with Forestry on some engagement projects to attract interested students. The Department agrees that more effort is needed in this front; however it is currently limited in its resources.
10. Work is in progress to re-develop the website.
11. The Department has established a mentoring program for all pre-tenure faculty with mentors from outside the Department. Currently all pre-tenure faculty have been assigned mentors.

Department of Central, Eastern and Northern European Studies
Faculty of Arts

Summary of External Review: October 2018

Key Findings of the Review Committee:

- *The Department as a whole is “a vibrant unit with outsize potential” that “punches above its weight” in terms of scholarship and teaching.*
- *The German program was singled out for extensive praise for having a strong undergraduate curriculum and for a graduate program that is “among the best in the country”.*
- *Undergraduate enrolment is exceptionally strong, especially in comparison to the nearest comparator (University of Toronto), which has about 49% of CENES’ enrolment.*
- *The Head has been remarkably effective, and as he steps down the unit faces important governance challenges that will need to be addressed in the coming years.*
- *Both research stream and educational leadership stream faculty are highly successful, respected, and productive in their respective areas, although educational leadership stream and junior faculty require increased mentorship and support.*
- *Climate, collegiality, and diversity are ongoing concerns, but can be addressed and resolved through proactive measures.*

Key Recommendations of the Review Committee:

- *A climate audit should be initiated to address existing interpersonal issues and pave the way for a new external headship search. This may require the appointment of an external interim Head for a short period.*
- *The Department should endeavor to hire Indigenous scholars and persons of colour in both the research and educational leadership streams. This may require initiating new areas of study, such as Northern Studies.*
- *The Department should increase mentorship and develop clear service requirements for junior faculty, and move to apportion service across the ranks in a way that is more equitable.*
- *To attract students from outside the Department and better equip existing students, the German program should undergo a renewal and additional programs should be explored and proposed, such as Holocaust and Northern Studies.*
- *The Department should engage in and encourage community- and career-building activities, especially amongst students.*

Department’s Response:

- The Department initiated a climate audit to address many of the interpersonal conflicts, the results of which are pending.
- A search for an external Head has been approved by the Dean, and is currently underway. In the meantime, the Department is developing a set of policies and procedures to increase transparency, such as by-laws, course exemption guidelines, and merit committee rules.

- The Department has and will continue to try to hire visible minorities.
- The Department will implement more focused mentoring practices for junior scholars, with an intention both to clarify expectations and clear up misconceptions.
- The German program is undergoing a major revision that is anticipated to conclude at the end of the 2019-20 academic year. Once complete, the Department will revise the Russian minor and examine possibilities for other interdisciplinary programs. The Department welcomed the encouragement to expand into Northern Studies.

Faculty's Response:

- The Faculty of Arts is supporting a climate audit for the Department and will follow-up, pending results.
- The Faculty of Arts approved an external search for Acting Head. Concerns about future governance presumed incorrectly that educational leadership stream faculty cannot serve as Head.
- The Faculty of Arts does not envision any reductions in faculty complement, and will consider a junior hire in a growth area, such as Scandinavian Studies and/or Northern Studies, assuming enrolments remain strong.

Department of Classical, Near Eastern & Religious Studies
Faculty of Arts

Summary of External Review: February 2019

Key Findings of the Review Committee:

- *The Department stands out with respect to excellent teaching, which is “the hallmark of the department”, as demonstrated by teaching awards and consistently high teaching evaluations.*
- *The Graduate program has been successfully streamlined and renewed in the last few years, the positive effects of which are being seen in student morale, time-to-completion, and increased applications.*
- *Research outputs are steady, both in terms of publishing and research funds procured, and the Department hosts a series of successful research colloquia and seminars.*
- *Governance is transparent and largely democratic, though the high number of committees makes them difficult to staff and prolongs decision-making.*

Key Recommendations of the Review Committee:

- *The Department should develop a common vision that unites its disparate streams by formulating a mission statement and strategic plan.*
- *The Department should support the interdisciplinary Program in Religion that is being proposed by the Dean of Arts Office.*
- *The Department should relocate its interests in Islamic Studies to a different department and focus on reframing its academic mission.*
- *The Department should grow its graduate program by admitting more PhD students and applying for funding to support them.*
- *A collegial work environment must be maintained and faculty should not be overburdened, which might require reducing the number of departmental committees on which faculty are asked to serve.*

Department’s Response:

- The Department voted to fully support the interdisciplinary Program in Religion, which will allow for strategic planning. The Department will endeavor to formulate a mission statement at the next departmental retreat.
- The Department will redesign its curricular offerings with support from an Undergraduate Program Evaluation and Renewal grant, which will include moving away from Islamic Studies and toward greater integration of existing expertise.
- The Department is moving on a proposal for a name change to reflect its more focused vision of Classical Mediterranean Studies.
- The Department will redesign its committee structures to lessen service burdens currently experienced by faculty members in departmental governance.
- The Department will encourage faculty to add funding for graduate students in grant applications, and will work to train enrolled graduate students on applying for funding. Further, the Department

will consider creating a CNRS PhD that will be a pathway for potential students with interests beyond the Department's core strengths.

- A recent climate audit resulted in the creation of a Departmental Charter that will be used to build trust and collegiality. The Department will endeavor to build on this to develop a shared mission and create links with other units in the Faculty.

Faculty's Response:

- The Faculty of Arts encourages the Department to engage in creative course planning and offerings, as well as in creative methods for graduate advising, in which multiple faculty members with various areas of expertise may serve as supervisors and committee members, and it will support the name change proposal.
- There will be increased funding for graduate students across the Faculty, and the Department is encouraged to meet with the Assistant Dean, Finance to explore how to use funds to create aid packages for students that are both attractive and sustainable.
- In its bid to create links with the broader UBC academic community, the Faculty encourages members of the Department to serve on Faculty-wide and University-wide committees.

Faculty of Land & Food Systems

Summary of External Review: October 2018

Key Findings of the Review Committee:

- *The Faculty is known as a welcoming, collaborative and multidisciplinary unit that is eager to establish projects and partnerships with other Faculties.*
- *The dedication and enthusiasm of administrative and support staff were evident. There is strong commitment in the Faculty to innovative teaching, scientific excellence and community engagement.*
- *The Dean is consistent in providing regular communication out to the Faculty. There are opportunities to streamline these communications and add more opportunities for faculty members and staff to express views and have more input into governance and decision-making.*
- *There is a desire amongst some faculty members for more transparency around key decisions and clearer articulation of the Faculty's vision and planning.*
- *The Faculty is small and may be trying too hard to encompass all research themes; a better strategy might be to focus on a limited number of themes. The most critical challenge facing the Faculty is that it does not seem to be working under a clearly-defined common vision that balances the need to be multidisciplinary with the need to strengthen and deepen areas of disciplinary excellence.*
- *The creation of a grant facilitator position has been a significant help for faculty members and contributed to an increased success rate of research grant submissions.*
- *The Faculty is commended for its exceptional response to the results from the 2016 Undergraduate Experience Survey and taking concrete steps to address the challenges identified. Excellent progress has been made to improve the undergraduate student experience.*
- *The number of Indigenous students at LFS is approximately 30 undergraduate students (2017 figures), representing 1.8% of the total UG student population of the Faculty and the committee had various suggestions on how to attract and retain more Indigenous students.*
- *The information presented to the reviewers indicated that the LFS budgets and other assets were being managed appropriately with careful stewardship.*

Key Recommendations of the Review Committee:

- *Streamline the Dean's Office communications so that less relevant material is eliminated and more concrete information and recognitions are at the forefront.*
- *Regularly include a discussion item in the agenda of Faculty meetings to encourage faculty member involvement in decision making.*
- *Provide Associate Deans with administrative support.*
- *Develop a clear, consultative approach to future hiring strategy based on the Faculty's choice to specialize in key areas or attempt to continue to cover a broad spectrum of disciplines ("diversity vs. critical mass"). This strategy should be clearly communicated within and beyond the Faculty.*
- *To help grow the Faculty, continue to explore areas of mutual interest with other Faculties where joint hires will be well-supported. The creation of a new Public Policy unit at UBC creates an emerging opportunity for collaborations, and particularly, for targeted joint hiring strategies that could substantially enhance the LFS mission across food systems areas.*

- *In collaboration with LFS faculty members, determine more concretely the research themes to be supported within the core areas.*
- *Consider how the current wine program is positioned with industry. An effort should be made to consult with the BC industry to identify opportunities which could result in development of a strategic five-year plan for how LFS will further engage with the sector.*
- *Continue to invest in the Indigenous Student Coordinator to identify pathways for increasing Indigenous student numbers in Faculty programs.*
- *Create more opportunities and incentives for the occupants of the two buildings to interact.*

Faculty's Response:

- The external reviewers provided good insight into communication channels that we plan to action. The Dean and Associate Deans have implemented Coffee Break sessions to answer questions that faculty members and staff bring forward and we will hold these quarterly. We will also formalize Faculty meetings by transitioning to Faculty Council meetings in order to facilitate more participation in decision making. The monthly Dean's report has been restructured.
- The Faculty has added personnel to support Associate Deans in recent years. The Faculty carefully manages its budget, so we approach these additions cautiously. Our hires have included Academic Coordinators to support the Associate Dean Academic and Associate Dean Graduate and Postdoctoral studies, and a Grants Facilitator and Staff Research Assistant to support the Associate Dean Research. We also have on board a Career Strategist to support undergraduate students in the transition to the workforce.
- At the April 2018 retreat, we discussed future faculty hiring in collaboration with LFS faculty members, where they had direct input and an opportunity to vote on the placement of new faculty positions. There were various opinions as to what program should be retained and to what degree we should maintain critical mass in research/teaching themes necessary to retain our identity as a Faculty that is multidisciplinary.
- Rather than growing the Faculty, partnerships and creative collaborations can help us address any future gaps that presently exist in teaching and research. For example, many of our human nutrition faculty members are also official associates with BC Women's Hospital, which has led to numerous successful collaborations in both nutrition teaching and research under clinical settings.
- For the Wine Research Centre, discussions are now taking place with faculty members at both campuses. In November 2018, LFS held a half-day industry consultation workshop to kick off discussion on the vision for a dual-campus WRC.
- LFS will be hiring an assistant to work with our current Indigenous Academic Staff Advisor whose primary activities are recruitment and support of Indigenous students. Initiatives that have started recently are outreach programs at Britannia Secondary School, a Langara College transfer program and Dietetic seats identified for Indigenous students.
- LFS has made efforts to bring together employees across the two buildings at the LFS Community meetings, Faculty meetings (hosted in alternating buildings), Research Cafés, the annual graduate student research showcase, and social events. At the LFS Core Team meetings, there is representation from both buildings. Going forward, we will ensure graduate and undergraduate students, staff and faculty have opportunities to socialize and share ideas across both buildings.

Centre for Blood Research
Faculty of Medicine
Summary of External Review: March 2019

Key findings of the Review Committee:

- *The educational programs developed by the Director of the Centre for Blood Research (CBR), Dr. Conway, and his associates in the last five years are a major highlight that is deeply appreciated and well-used by both students and faculty alike.*
- *Despite impending retirements of long-standing senior members, the CBR is hopeful to be able to use the freed-up space for strategic recruitment, especially in the area of molecular diagnostics and human genetics.*
- *The next leader will have opportunities to strengthen the interactions and potential synergies with the new Director of the Life Sciences Institute (LSI) and its envisioned programs and continue development of shared core facilities utilized by CBR and LSI investigators.*
- *It is important to note that the effective functioning of expensive Core equipment is dependent on the maintenance of service contracts to keep these expensive machines operating. Centralized funds for this purpose appear to be lacking, forcing investigators to needlessly spend time finding funds, or writing grants for replacing equipment, where simple maintenance would suffice.*
- *The basic scientists within CBR are cognizant and taking full advantage of translational opportunities as they arise. Collaboration with clinical investigators appears to be somewhat constrained by ~~the~~ physical distance, as many of the clinical investigators work in affiliated hospitals many kilometers away. Recruitment of a new faculty member with expertise in molecular genetics and clinical diagnostics could serve as an important bridge, and should be given serious consideration to encourage collaboration and translation between basic discoveries that take place at the CBR and the clinic.*

Key Recommendations of the Review Committee:

- *The Centre is likely sustainable in its current form; however, two threats for the sustainability of the Centre were noted that require attention. The first is the potential loss of Dr. Conway's leadership and his passion for the educational mission of the Centre as it transitions to new leadership. The second would be the potential associated loss of up to 50% of the annual revenue that comes into the Centre as a result of the fundraising talents of Dr. Conway. To mitigate these threats, we strongly recommend that Dr. Conway be retained as Director of CBR for a minimum of 12, and optimally for 24, months following expiration of his current term, to ensure stability, sustainability and an orderly transition to the new leadership. It may be necessary and/or desirable to expand the leadership search campus-wide to ensure that someone with both the scientific and equally necessary "soft skills" is hired to assume the role of the next Director of the CBR.*
- *UBC leadership needs to ensure that a mechanism is in place to maintain each source of revenue that comprises the annual budget of CBR, with special attention to philanthropic and industrial support, much of which appears to be linked to relationships currently fostered and maintained by Dr. Conway.*
- *Enhance the visibility of the excellent educational and training programs of CBR to be used as a template for other Centres at UBC.*
- *LSI and CBS relationships should continue to be maintained strong.*

- *Reestablish periodic external scientific review of CBR faculty and their research programs to maintain scientific rigor and competitiveness.*

Unit's Response:

- Dr. Conway's retention is to be discussed with the Committee of Deans. The CBR Director and members are anxious to help in the search for a successor. We agree that this search should be campus-wide and encompass the Faculties of Medicine, Dentistry, Engineering and Science. Depending on the success of the search, Dr. Conway is willing to extend his term beyond 12 months.
- Ideally, the incoming Director would be transitioned into the position, with introductions to the relationships (industry, private donors, other funding sources) that have been established by Dr. Conway. As manager of the Naiman-Vickars Endowment Fund, Dr. Conway would continue to be involved in CBR activities beyond his term as Director.
- The CBR has an annual operating budget of ~\$700K. This includes ~\$50K annually from UBC sources; the rest is raised through fund-raising. The CBR remains committed to continuing its fund-raising efforts to ensure that its programs meet the needs of its members, with the highest of quality. Any contributions from UBC and CBR-affiliated faculties would be welcome!
- The educational programs remain a priority.
- We are pleased to collaborate with any other UBC groups/centres/institutes in sharing the skills and knowledge that the CBR has acquired re: program development. Indeed, we already collaborate with the LSI Graduate School Association, the UBC Post Doctoral Association, Infectious Diseases and Immunology, and more recently with the School of Biomedical Engineering (SMBE). The CBR is looking forward to partnering with the new Director of the LSI wherever possible to enhance research, education & training opportunities. The CBR Director is on the Executive Steering Committee of the LSI and is an active participant in LSI programs and program development. Opportunities for sharing core facilities (which already exist) will continue to be explored.
- The CBR recently recruited two highly collaborative faculty and their research teams from the SBME into available CBR space in the LSI. The CBR is aiming to use additional freed-up space (from retirements and increased efficiencies), for strategic recruitment of a physician-scientist to address translational research questions in transfusion medicine, hemoglobinopathies, and hemostatic disorders using genomic analysis approaches.
- The CBR continues to take steps to enhance interactions between basic scientists on campus and the clinicians/clinical scientists at affiliated hospitals. To that end, the CBR has most recently recruited Dr. Andrew Shih (Director, Transfusion Medicine, VGH, VCH) and Dr. Hatoon Ezzat (Director, Hemoglobinopathy Program, SPH) as members, both of whom have established collaborations with CBR basic scientists. Additional links are being established via co-supervision of students, and cross-training of clinical trainees, all supported by CBR funding. Further strategic alliances (e.g. with the James Hogg Research Centre, the Divisions of Cardiology and Neurology, the Centre for Brain Health and the Dept of Pediatrics) are being pursued. A new recruitment is planned in molecular genetics and clinical diagnostics as an additional bridge in benign hematology.
- A Scientific Advisory Board will be struck to assess the scientific rigor and competitiveness of CBR programs and members. This may be done in collaboration with the LSI, as the LSI intends to do the same.

University Sustainability Initiative

Summary of External Review in January 2019

Key Findings of the Review Committee:

- *The University Sustainability Initiative (USI) is currently staffed by passionate and dedicated individuals whose enthusiasm for sustainability at UBC is contagious. The groups/pillars of staff on their current configuration function effectively individually but are somewhat disconnected from one another in their efforts.*
- *The USI is housed in the Centre for Interactive Research on Sustainability (CIRS). The occupants of the building with whom we met indicated that the building was an amazing resource for their work as well as for UBC in general. The CIRS operations staff aim to create a positive and supportive environment. Support was heard for continuing to populate the building with all factions of sustainability folk from across campus.*
- *The staff of USI and their colleagues in Campus & Community Planning are doing an admirable job with a variety of student and faculty engagement programs that should be continued and expanded if possible.*
- *The current envisioning of the USI mission is not yet actualized. This is an opportune time for the USI to revisit and clarify its mission statement with an unambiguous future-oriented declaration of its purpose and aspirations, one that will resonate with all USI stakeholders and campus partners.*
- *The USI budget has decreased in both real and relative terms in recent years. The decreasing and continuously lean budget has forced some difficult decisions including a reduction in administrative staff. Some comments received suggested that the budget allocation as currently designed could be hindering innovation.*
- *The success of the USI is dependent upon effective cross departmental working relationships. The Steering and Working Group committee structure has not been active since 2015 and therefore some of the partnerships and connections have diminished over time.*
- *Many of those interviewed sought greater access to, and understanding of, the work of the numerous related entities and opportunities for strategic partnerships.*

Key Recommendations of the Review Committee:

- *The Executive Director should engage with USI staff, key stakeholders and university administrators to clarify and/or create a fresh and unified mission statement with a shared vision. The USI should develop clearly articulated goals based on the clarified mission statement.*
- *Establish a renewed governance structure to reset areas of concern and move forward as a collective.*
- *Evaluate and reconfigure current staffing structure to advance the USI mission. Reevaluate the role of additional research entities currently housed but not embedded in USI.*
- *Continue and possibly expand the SEEDS, Scholar, Ambassadors, and Faculty Fellows programs, as resources and demand indicate.*
- *Expand engagement by convening diverse faculties to facilitate interdisciplinary sustainability research and curriculum, including applied science, natural sciences, social sciences, the professions and the humanities. One mechanism for achieving this would be to bring back the sustainability*

research fellows' program that financially incentivized faculty to co-develop proposals.

- *Create a physical space plan for CIRS that ensures that all inhabitants engage in work directly related to the UBC sustainability mission and encourage the use of common areas for like-minded individuals to gather. The USI should work with relevant Deans, Faculty, administrators, central booking services and event planners to increase sustainability programming in CIRS (e.g. public lectures, sustainability-related meetings, etc.) to showcase the facilities.*
- *The university should provide a 5-year budget for USI that would increase the prospects for innovation, and should allocate additional funds to enable the hiring of more support staff to the USI. The Executive Director should dedicate more time to working with the university to leverage funds through fundraising and alumni development activities.*
- *Conduct a landscape analysis of sustainability activities and research at UBC.*
- *Host an annual event that brings the numerous relevant programs together and celebrates the collective sustainability work at UBC.*

Unit's Response:

- We appreciate the recognition of the USI's achievements in the nine years since it was founded. The overall sentiment of the report was very positive and we particularly appreciate the review committee's challenge to us that we can move from a position of "distinction to brilliance as a sustainability leader in higher education."
- The report suggested that the USI would benefit from a process that will refresh the mission and purpose of the initiative. We recognize that the context in which we operate on campus has changed over the years and that while the Sustainability Academic Strategy provides a strong foundation, we need to invest time in aligning the USI with these new conditions as well as with the new UBC Strategic Plan. Based on the clarified mission and on guidance from the Provost and VP Research, we will develop a 3-5 year plan for USI.
- The budget available to USI has been a key constraint on our ability to expand engagement in teaching and learning and, in particular, on our ability to develop a broader research program across the campus. That said, recognizing that resources are always scarce in universities, we are committed to working with the development office to find donations and partnerships that provide us with a greater pool of resources.
- From a governance perspective, it was noted that an evolving mission may require new layers of governance and that a number of key committees have met less frequently in recent years. Working within the existing mandate, we've already invested time in re-energizing those committees and in strengthening our ties to related initiatives across campus including Wellbeing, Indigeneity, Equity and Inclusion, and the Clean Energy Research Centre. With a clear and refreshed mission, we will be able to give stronger direction to those committees.
- Partnerships: The Scholars program is the cornerstone of our relationship with regional stakeholders. Building on the recommendations from the President's Roundtable we are working closely with Campus and Community Planning to convene a regional leadership forum to strengthen our ties to institutions in the local community. Looking to our international partnerships, our work with ISCN (the International Sustainable Campus Network) is the priority area and represents the most significant investment of our time and resources. This network will remain a priority in the future.

UBC Vantage College

Summary of External Review in November 2018

Key Findings of the Review Committee:

- *Reviewers were very impressed by Vantage College recognizing that it drives internationalisation, and that it makes a contribution to teaching and learning innovation across the broader campus.*
- *Many elite internationally ambitious universities would be delighted to boast a College like Vantage on their campus.*
- *Reviewers recognized the huge strides that have been made in few years and the report commends the leadership and faculty and staff of the College.*
- *The College is financially sustainable and returns a consistent and healthy transfer of funds to the Central Administration.*
- *Reviewers were impressed by the faculty and staff at the College observing that they were enthusiastic, dedicated to their mission, and collegial.*
- *Vantage College students are confident working in English and confident scholars by the time they move into second year courses. The 11-month program is very intensive – in terms of student effort, contact hours, and faculty and staff commitment - but the outcomes are good. Data analysis of student performance and distribution of reports widely within the university will provide helpful evidence of the skills and competencies of Vantage College students.*
- *Teaching in Vantage College is characterized by innovative pedagogical approaches especially with academic English. The student learning experience includes small classes, higher levels of academic and social support, and more frequent interactions between students and professors which promote student learning and engagement.*
- *Some concern was expressed about the workload involved in teaching in the Vantage College program, although it seems to affect some faculties more adversely than others. The workload around each class appeared to be higher than it would be for teaching solely within the Faculties. The current model requires that content faculty have a dual role, teaching both within the Faculty and within Vantage College.*
- *Questions arose whether the College has been successful in helping to build diversity at the university. If Vantage College is given an increased level of control over its marketing, it may be able to improve on its diversity.*

Key Recommendations of the Review Committee:

- *That Vantage College re-aligns its strategic goals with UBC's new Strategic Plan. Reviewers recognized that Vantage's work and purpose resonate strongly with the new Plan's cross cutting themes.*
- *The College should seek to establish itself at the university and among Canadian post-secondary institutions as an interdisciplinary hub, where applied linguistics and disciplinary faculty collaborate to mobilize and create new knowledge regarding student language learning trajectories and academic outcomes.*
- *The following aspects of workload should be investigated fully and more flexibility built into the current workload model: (a) requirement for content and EAP faculty to observe each other's classes;*

(b) dual role requirement, i.e. teaching in both the Faculty and Vantage College; (c) high level of collaboration and meetings expected by Vantage College.

- *Tracer studies should be established for the various cohorts entering second year, i.e. domestic, Vantage College, direct international, international through high schools, and international through local colleges.*
- *The College should be enabled to conduct more of its own marketing and recruitment; for example, to target schools where students possess Vantage College's language range for admission.*

Unit's Response:

- In order to respond to a number of the reviewers' recommendations, Vantage College will undertake a strategic planning process.
- We agree with the recommendation that the College should seek to establish itself at the university and among Canadian post-secondary institution as an interdisciplinary hub, where applied linguistic and disciplinary faculty collaborate to mobilize and create new knowledge. Within the Vantage One programs, course sequences and the approach to language teaching are excellent points of departure for how Vantage can strengthen and expand on interdisciplinarity.
- The College will continue to consult with leaders within the International Student Initiative about how best to achieve specific marketing and recruitment goals. The College has already begun consultations and continues to work with the Senate Admissions Committee on equitable strategies for diversifying enrolment -- e.g. new scholarships and financial aid initiatives, targeted use of third-party recruitment agents, implementing broad based admissions, and other related admissions policies.
- The reviewers recommend that the College ensure that appropriate recognition and flexibility be built in the current workload model for Vantage faculty. The College has taken a proactive approach here and recognizes that Vantage faculty teach in a unique context and real workload differences do exist. Coordination with other courses and working collaboratively with colleagues, including colleagues from outside one's own discipline, is required and supported. While these principles and extra resources do exist, we also recognize that there is space where the college can continue to be innovative in developing additional strategies to support faculty. We intend to enhance communication to share this information more widely with concrete examples of the range of appointment types and contexts at Vantage. One area where significant progress has been made is to ensure that all job postings, hiring processes and offer letters contain language about the coordinated and collaborative nature of teaching in Vantage. The College was proactive in facilitating conversations that led to the creation of Letters of Understanding between the University and the UBC Faculty Association. These principles, expectations and success stories need to be shared widely outside the college so that faculty can be confident their work is being accurately represented and recognized.
- We agree that longitudinal studies are the best way to provide accurate evidence of the effectiveness of Vantage programming. All of the metrics suggested are currently being tracked for Vantage students by the Office of Planning and Institutional Research (PAIR). We will seek additional support from Planning and Institutional Research for this purpose. The College will continue to communicate these findings regularly to the Vantage steering committee, at Heads & Directors meetings, with all Vantage faculty and staff, and in other appropriate settings.