



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Management  
Okanagan Campus

# FACULTY OF MANAGEMENT RESPONSE TO THE EXTERNAL REVIEW REPORT

Submitted by the Dean's Office  
on behalf of the Dean *pro tem*

**Prepared March-June, 2023**



*External reviews are critically important to maintain the academic integrity and quality of a university's programs by providing transparency, accountability, and opportunity for continuous improvement. The Faculty of Management wishes to express its appreciation to the students, alumni, community members, staff, and faculty who have engaged with the External Review and response processes to provide their views and feedback. We also appreciate the evident care and attention devoted by the External Review committee in listening to our community and compiling a comprehensive list of 28 recommendations.*

*Subsequent to the External Review, a Dean pro tem was appointed to manage and lead the Faculty while we search for a new Dean.*

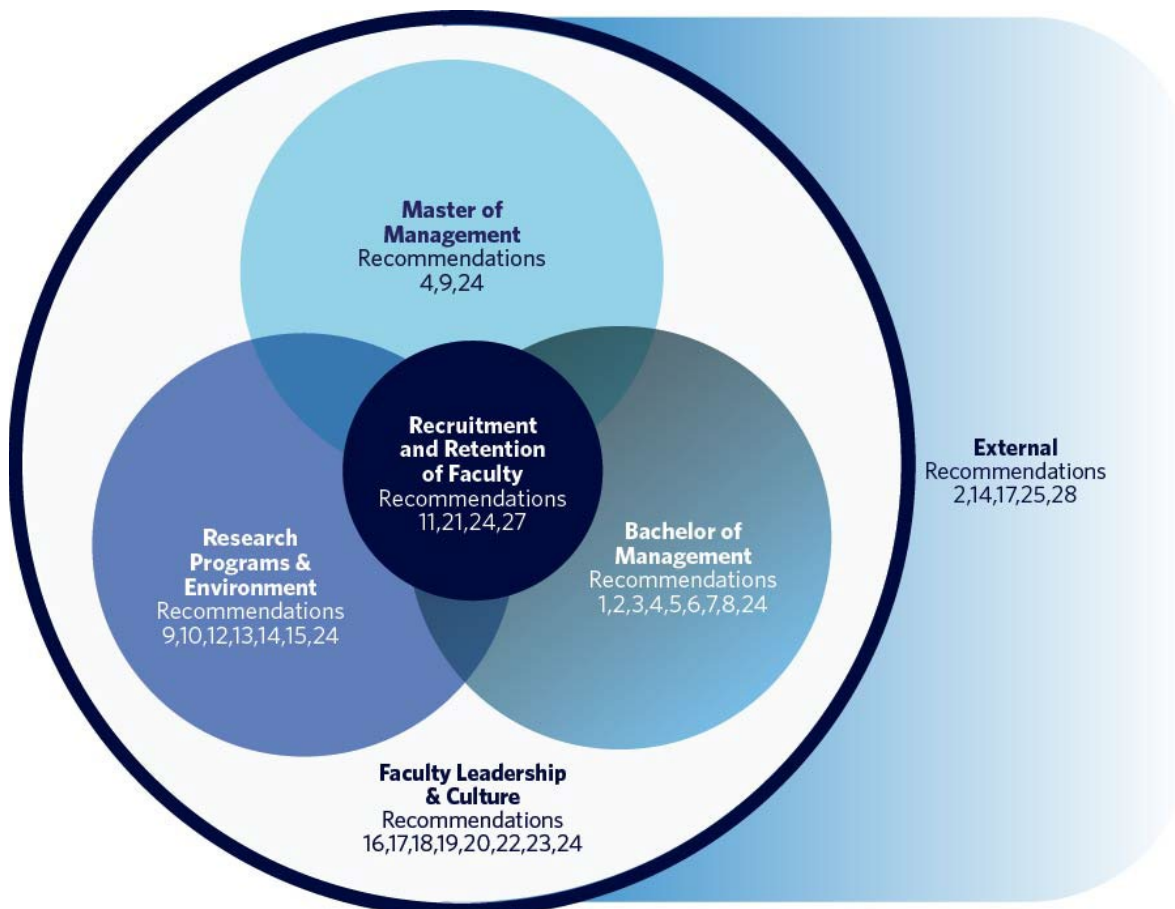
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## Introduction

An external review is, by design, a reflection on the past. Conversely, the Faculty's response focuses on the future of the Faculty of Management by providing clear actions that we will take to address the items raised in the External Review. Our Faculty has demonstrated its potential to be a vital contributor to UBC, our region, and global scholarship and management practice. Yet we recognize that we have fallen short of our aspirations so must now do more to plan, implement and measure our efforts. This document articulates our first steps forward, in response to reviewers' recommendations and work to set conditions for a new Dean's strategy-formation initiatives. Delivery of the outcomes we seek will require alignment of vision, energy and action with our community, and commitment by the Faculty to accountability to that community. To help achieve this alignment, in March-June 2023 the Dean's Office engaged in extensive consultation with students, staff, faculty, and external community members. The actions identified in this response reflect the insights gathered from these consultations. The Appendix to this response summarizes the consultation process.

As asserted by the External Review and revealed by consultations with our community, it is clear that the Faculty is facing significant challenges and opportunities. The consultation process emphasized the interdependency of the 28 recommendations and actions we plan as our response. Effective implementation of the actions outlined in this response will require a blend of individuated and closely coordinated actions. Some actions can begin immediately. Others require long-term sequential and synchronized efforts.



With substantial input from our community, we have organized the recommendations from the External Review in a framework highlighting the interconnected nature of planned actions. This framework is intended to encourage an integrated strategy that considers the potential impact, dependencies and synergies amongst the recommendations and related actions. The framework is intended to serve as a map that guides our efforts and allocation of our resources.

Current and future students are at the heart of all we do as a learning community and institution. We are focused on our **Bachelor of Management** students, our **Master of Management** students, and **research programs** constituting the environment in which students and faculty are joined together as a learning community. Our ability to support our learning environments depends on **recruiting and retaining faculty**, whose excellence in research and scholarship of teaching sustains student learning at the leading edge of management knowledge. Effective and transparent **Faculty leadership** is needed to create and guide implementation of a Faculty strategy in concert with campus and system plans, and to sustain an academic culture supporting our students, our staff, and our faculty. Finally, the framework recognizes the importance of connecting and engaging effectively with the many members of our **external community**, whose support is essential to our success, from alumni to organizations committing time and resources to experiential learning opportunities for our students.

We understand and underscore in our specific responses to the recommendations the importance of sustained and coordinated improvement beginning now and extending into the next Dean's mandate. Our response to the recommendations is intended to begin necessary improvement immediately while creating the conditions for the incoming Dean to guide the Faculty's longer-term development through a strategic planning process. The actions described in this response are accordingly balanced between near-term and longer-term initiatives implementing External Review recommendations and community members' recommendations, readying the Faculty for further change.

## Undergraduate Education and Student Learning (Recommendations 1-4)

**Recommendation 1:** *The Faculty should immediately embark on a process to revise the curriculum of the undergraduate Bachelor of Management degree that both differentiates it and makes it attractive to students. This should include the creating of majors, and interdisciplinary themes aligned with the strategic direction of the school.*

The Faculty welcomes reviewers' support for curriculum review in progress at the time of the review, now further supported and intensified in light of reviewers' remarks.

We plan to implement immediate response to student interest in easily understood and easily accessed Bachelor of Management program pathways. Articulation of program pathways will enable students to better plan their journey through the Bachelor of Management, and to communicate to future employers, graduate schools, and others the "specialization" or "concentration" areas in which students have developed deepest knowledge. The Faculty is working to identify sets of courses analogous to 15-credit "specializations" offered by UBC's Sauder School of Business. Identification of pathways to achievement of specializations will provide students with earliest possible guidance in selection of complementary and mutually reinforcing courses creating a distinctive subject matter focus, beginning from but not limited to specializations reflecting majors and similar concentrations offered by peer faculties in peer institutions.

To respond to student interest in formal recognition of program pathways, we will work within BC Ministry of Post-Secondary Education and Future Skills policies and UBC academic policies to identify options for institutional recognition of specializations on transcripts, degree certificates, and other UBC documents that confirm student achievement.

We acknowledge the importance of creation of distinctive specializations or concentrations differentiating our Bachelor of Management program from comparable programs, while providing students with study options enabling exploration of individual interests. Since effective delivery of distinctive specializations or concentrations benefits from availability of research-led teaching, we acknowledge that our renewed strategic planning process (Recommendation 17) must be implemented in tandem with hiring of additional tenure-stream teaching- and research-track faculty members (Recommendations 11 and 21). Our current faculty complement is diverse in its areas of expertise, but is nonetheless too small to sustain offerings of an appropriately wide range of specializations without interruption to offering by predictable factors such as leaves and retirements. Institutional support for additional tenure-stream hires is accordingly crucial to delivery of renewed Bachelor of Management curriculum satisfying expectations of student, employer, graduate schools, and additional external stakeholders (Recommendations 11, 21, and 27).

**Recommendation 2:** *The Faculty needs to further develop and define experiential learning opportunities for students as a differentiating dimension of the Undergraduate Program.*

We welcome the recommendation to develop and define experiential learning activities. Efforts in this regard were underway at the time of external review, and are now increased in response to the review's recommendation. In October 2022, the Faculty received an internal report evaluating experiential education opportunities in the Bachelor of Management program. In April 2023, faculty met to discuss the report and determine next steps. As we develop these activities, the Faculty will resume the Live Case Challenge in 2023/2024, offering current students the benefits of an experiential learning opportunity long promoted and regarded as a distinctive feature of the undergraduate program.

Our review of experiential learning requires extensive, time-consuming engagement with a wide range of stakeholders – prospective and current students, alumni and community partners – to best understand the value of experiential learning and how to make it accessible and meaningful to students and community partners. To that end, and with recognition that campus-wide experiential learning opportunities are evolving rapidly, we are working with the Office of the Provost, and Student Services, to better align campus-wide activities with Faculty of Management activities.

The Faculty plans to continue work underway to enhance experiential learning, and to incorporate into strategic planning a wider evaluation of particular experiences serving to differentiate our programs from those of peer institutions (Recommendations 1 and 17).

**Recommendation 3:** *The Faculty should work with Recruiting to develop marketing materials that clearly distinguish the offerings of UBC-O from those of UBC-V and other business schools.*

The Faculty shares reviewers' concern that the Bachelor of Management program's brand and position do not reflect our aspirations. Current stakeholder perception of the program demonstrates that prior efforts to distinguish the program from traditional business programs have not been effective. Our program requirements, in particular, have not been perceived as differing significantly from national and international peer programs. We are reviewing our current framing of the core elements of the Bachelor of Management curriculum. At present the degree's compulsory courses are organized around traditional business/management foci, as stated in the UBC Okanagan Academic Calendar, "The Bachelor of Management areas of focus are general management, accounting, entrepreneurial technology, finance, human resources/organizational behaviour, marketing and operations/supply chain." Alignment between the undergraduate program renewal activities and the program marketing and recruitment is an opportunity to improve communication of program features with stakeholders who are keen to build enduring relationships with the Faculty.

**Recommendation 4:** *The Faculty of Management should develop and implement both Indigenous content to embed in the management curriculum, and further develop its strategy to recruit Indigenous students.*

The Faculty is planning and implementing its part in realization of UBC Okanagan's 2019 Declaration of Truth and Reconciliation Commitments, supporting indigenization, decolonization and reconciliation.

The Faculty has recruited an Indigenous instructional position to inform a Faculty indigenization initiative, and we have initiated discussions with Indigenous subject-matter experts to inform

curriculum indigenization. Working with the new position, we will develop training materials and curriculum resources to integrate Indigenous perspectives, knowledge, and competencies into Bachelor of Management and Dual-degree Master of Management curriculum.

The initiative will additionally foster a community of practice to enhance intercultural understanding, empathy and mutual respect. The Faculty recognizes the need to develop relationships and collaborations with Indigenous communities as part of this process. Working with community partners, we will co-develop a series of workshops for faculty. Part of this initiative is driven by the Faculty's commitment to be better prepared to meet the needs of Indigenous students and communities, including development of culturally appropriate recruitment strategies to welcome Indigenous students into the Faculty (Recommendation 24).

## **Academic Experience and Support (Recommendations 5-8)**

**Recommendation 5:** *That the Dean meet regularly with the leadership of the Management Student Association.*

We acknowledge the importance of regular meetings between the Dean and the Dean's Office with the Management Student Association (MSA), recognizing the MSA as an important connection to the body of students enrolled in Management courses and programs. Since February 2023, the Dean *pro tem* has engaged regularly with the MSA, and has committed to enhancing faculty, student and staff mutual understanding and trust via resumption of activities paused during the pandemic. We plan to hold an annual orientation meeting for MSA and Faculty of Management leadership; continue partnership in delivery of annual events; and engage in regular consultation to inform Faculty governance.

The Faculty also recognizes that not all Management students are active in the MSA. The Faculty is committed to continuous engagement with the entire body of undergraduate and graduate Management students, and students from other faculties who enrol in Management courses. This is an important adjustment as our launch of the new Dual-degree Master of Management program will be a future home of undergraduate students enrolled in undergraduate programs across several faculties, some enrolling in just a few Management courses prior to transition to graduate study in Management. Our aim is to ensure that all students – and especially Bachelor of Management, future Dual-degree Master of Management students, and other students interested in management topics – have the opportunity to be aware of and informed of Faculty functions.

**Recommendation 6:** *That students have input into the mission, vision, and strategic initiatives of the FoM.*

The Faculty welcomes input of students and our alumni as we continually evolve our programs with the oversight of the UBC Okanagan Senate consistently with broader UBC system strategies and requirements established by the Ministry of Post-Secondary Education and Future Skills. We commit to continued student representation at Faculty Council, and in key working groups developing and revising our mission, vision and strategy.

We believe that students and alumni should be important contributors in development of the Faculty's future strategic plan (Recommendation 17).

**Recommendation 7:** *That the procedures and response times for student support from Advising be reviewed, and improved approaches to advising be considered.*

Following receipt of external reviewers' remarks, in April 2023 the Faculty reviewed student supports provided by Advising and by our own Academic Programs Office and identified opportunities for improvement. The Faculty has since reorganized non-academic staff within the Academic Programs office while simultaneously revising processes to increase the speed of response to student queries.

**Recommendation 8:** *That co-curricular activities be resumed as soon as possible.*

The Faculty acknowledges its role as a partner to co-curricular activities beyond the Faculty's core function as an academic program provider. We will work with campus and community resources to offer students varied co-curricular experiences supporting personal growth, whether in volunteer, leadership, recreational or other activities. Faculty members are enthusiastic supporters of co-curricular activities as vital contributors to student experience of UBC, and to student feelings of belonging and to a balanced student life supporting academic success. The Faculty is committed to contributing to co-curricular activities as its small body of faculty members and limited time and resource permit. At present, we are working closely with campus partners and the MSA to develop a new set of co-curricular activities appropriate for students of Management and others across campus. In parallel, we are developing a range of Faculty-based events. For example, in 2023/2024, the Faculty will work closely with community partners to host workshops acquainting students with specific management career options. Throughout our support of co-curricular activities, we will improve the clarity and comprehensiveness of our communications to students, to enable student planning to make the most of all co-curricular opportunities.

## **Graduate Education (Recommendations 9-10)**

**Recommendation 9:** *The Faculty develop a research-focused graduate program, such as an MSc program, in addition to the current professionally-focused MM Programs. The MM curriculum should be reviewed to ensure it is addressing market demands, and recruiting efforts should be reviewed to ensure they are appropriate for graduate students.*

The Faculty endorses creation of a research-based graduate program as an important longer-term goal, benefiting from and sustaining a strong research culture. In the near term, pursuit of this recommendation requires prior completion of response to Recommendation 21, addressing faculty shortage at all ranks. Faculty recruitment will serve as a key enabler to the Faculty's ability to deliver existing and planned programs while planning for growth. We continue to support graduate education pathways for a small number of research-oriented students in the Interdisciplinary Graduate Studies program, while delivering the existing Master of Management program and preparing for delivery of the Dual-degree Master of Management in partnership with Faculties across campus. Delivery of these activities during redevelopment of the Bachelor of Management program (see Recommendation 1) consumes the greater part of available Faculty resources, and in particular, faculty time. We are nonetheless actively engaged in identifying longer-term program options in preparation for the arrival of a new Dean. Among our activities we note discussion with the College of Graduate Studies regarding opportunities for creation of new interdisciplinary graduate study themes, and we are working to identify ways for faculty (especially pre-tenure) to recruit and supervise graduate students



where creation of highly qualified professionals is a condition of research funding. This action is consistent with, and related to, the action we supply in response to Recommendation 10.

**Recommendation 10:** *That the interdisciplinary graduate themes be revisited by UBC-O to develop greater scope for graduate students doing management research.*

The Faculty welcomes the opportunity to contribute to processes established by the College of Graduate Studies with respect to revision of the Interdisciplinary Graduate Studies themes. The Faculty is supporting discussion with the College of Graduate Studies with respect to introduction of new themes, and we are working with other Faculties to identify opportunities for graduate students across campus to participate in research overseen by Management faculty members. We recognize in this context that delivery of responses to Recommendations 11-15 is important to creation of a robust research culture within the Faculty, supportive of graduate education both within the Faculty and connecting faculty members' expertise to students and programs across campus.

## **Research, Scholarly and Professional Activity (Recommendations 11-15)**

**Recommendation 11:** *That the Faculty of Management focus hiring of tenured and tenure-track faculty to improve depth in at least some business and management research areas.*

Growth of the tenure-stream faculty complement is a key priority for the Faculty. We are currently engaged in development of a recruitment strategy (aligned with Recommendations 21 and 27) addressing immediate needs while respecting the importance of creating space for a new Dean's strategy-building process and its results. The Office of the Provost has authorized the Faculty to recruit two tenure-stream Assistant Professors together with a senior appointment to be held by the new Dean. We intend to make the most of lessons learned in recent recruitment cycles, enabling us to create a Faculty balanced across junior and senior colleagues who together are committed to creating a vibrant and supportive academic culture.

**Recommendation 12:** *That the Faculty of Management institute a seminar series inviting top scholars to present their work at UBC Okanagan.*

The Faculty has committed resources and administrative support to resumption of a seminar series in 2023/24, responsive to faculty interests while welcoming attendance by students and faculty colleagues from across campus. We recognize and embrace the importance of regular scholarly exchange as an activity at the heart of a research-intensive university's reason for being.

**Recommendation 13:** *The Faculty of Management should develop a visiting scholar program bringing senior scholars to UBC Okanagan for a one- to two-week period. The visiting scholar should be tasked with mentoring and assisting existing faculty members with their research.*

The Faculty commits to incorporating into our strategic planning process a range of options for visiting scholars (see Recommendation 17). We are especially aware of the potential value of visiting scholars to the development of pre-tenure faculty members' research agendas, and to graduate students'

scholarly development. While we prepare for the new Dean's strategic planning process, we continue to support faculty members seeking to host academic visitors, whether visiting graduate students or faculty. This summer, for example, the Faculty will welcome and support two visiting scholars hosted by our faculty members.

**Recommendation 14:** *The Faculty of Management should continue efforts to attract funding for fellowships, professorships, and chairs in business and management disciplines.*

We commit to continuation and enhancement of efforts to benefit from special internal opportunities to acknowledge our members and grow our faculty complement, while seeking external funding consistent with the Faculty mission to be revisited in our strategic planning process (see Recommendation 17). We anticipate fulsome engagement with the University's Development and Alumni Engagement Office as a means to securing external support for faculty growth (see Recommendation 28).

**Recommendation 15:** *The Faculty of Management should consider providing more funding for post-doctoral positions to improve the research productivity of existing faculty and as a possible source of applicants for tenure-track positions.*

We commit to working with the Development and Alumni Engagement Office (Recommendation 28) to create funds to support allocation of post-doctoral fellowships to new and existing faculty.

## **Leadership and Administration (Recommendations 16-17)**

**Recommendation 16:** *Given the current state of the Faculty of Management, the positions of the Dean and Associate Dean must be fully committed to the internal needs of the Faculty of Management. The Dean should have a highly visible office within the Faculty of Management and dedicate their efforts to repairing and building the management program.*

The Dean *pro tem* and Senior Associate Dean are fully committed to the Faculty of Management. We are implementing immediate actions to align faculty, staff and student understanding of goals and actions in the context of Faculty membership in a larger campus and University context. Those actions include increased tempo of communications regarding Faculty processes and events, increased in-person contact in social and academic events, and increased accessibility in a post-pandemic climate of in-person and hybrid work and study environments.

We are conscious of the importance of physical space and symbolism to the social function of the Faculty. We are developing a revised plan for the Faculty's administrative office, to increase visibility and accessibility of student-facing functions. The Dean's office, in particular, will be placed in a highly visible central location with adequate space for student reception and connection to the Academic Programs Office and support staff. Recognizing that physical presence is only one part of repairing and rebuilding the management programs, the Dean *pro tem* and Senior Associate Dean are committed to renewing community, communications, transparency and trust.

**Recommendation 17:** *The next Dean of the Faculty of Management should lead the development of a five-year strategic plan outlining a mission and values for the Faculty, as well as clear strategic priorities. Development of the plan should involve significant and meaningful consultation with all stakeholders.*

The University's search for a new Dean of Management is underway. In the interim, the Dean *pro tem* and the Senior Associate Dean are working with faculty, students and staff to implement immediate improvements as recommended by the external review, and to create relationships, organizational structures, reports, and action options to support the new Dean once they are hired. We anticipate that the new Dean will articulate a vision within the context of our relation to campus and University strategic plans, and that the new Dean will develop a strategic plan responsive to external review recommendations and significant and meaningful consultation with stakeholders beyond the Faculty.

## **People, Environment and Culture (Recommendations 18-24)**

**Recommendation 18:** *Requirements for tenure and promotion for tenure-track faculty should be clarified and regularly communicated to tenure-track faculty as well as applicants to tenure-track positions. A mentoring program for junior faculty should also be implemented.*

The Faculty engages continuously with UBC Human Resources and Faculty Association representation to maintain and improve communication regarding expectations of faculty. We recognize collectively that Appointment, Re-Appointment, Promotion and Tenure (ARPT) processes have profound implications for individual faculty member career paths, and for our identity and function as a Faculty capable of recruiting and retaining new colleagues. We commit to addressing concerns raised regarding ARPT expectations by engaging the Dean *pro tem*, the Senior Associate Dean and senior faculty in providing informal mentorship to pre-tenure colleagues and to post-tenure colleagues working toward promotion. We commit additionally to providing procedural clarity by locating formal ARPT procedures within the responsibility of the Senior Associate Dean. We look forward to growing the Faculty to a size where larger resources will permit introduction of a formal mentoring program.

**Recommendation 19:** *The Faculty should make an effort to re-engage members of the faculty and staff through regular meetings and activities to improve a sense of camaraderie amongst colleagues and improve communications.*

Re-engagement of faculty and staff has been an immediate focus of the Dean *pro tem*. We have resumed or initiated social events during the work day, and we have enhanced communications using a bi-weekly Dean's Office update providing Faculty operations information and celebrating the small successes that build gradually toward a shared sense of mission and identity. Additional activity planning is underway, striving to ensure respect for colleagues' commitments beyond the workplace.

**Recommendation 20:** *The Faculty should give limited-term instructors, with evidence of good teaching, multi-year contracts.*

The Faculty has begun to offer multi-year contracts to limited-term instructors with extensive teaching history with the Faculty. Moving forward, the Faculty will periodically review limited-term instructor contracts for longstanding instructional members, informed by the changes to the recently ratified Collective Agreement with the Faculty Association.

**Recommendation 21:** *The Faculty should consider a strategic hiring campaign to address the faculty shortage at all ranks of faculty.*

In our response to Recommendation 11 we explained our authorization to hire two new tenure-stream appointments together with a senior appointment as Dean. We are preparing a recruiting strategy to address immediate needs with initial hires, while preserving strategic space for identification of additional hiring needs through a new Dean's strategic planning process.

**Recommendation 22:** *The Faculty should explore opportunities to connect with UBC-V Sauder School of Business.*

The Dean *pro tem* has resumed regular contact with the UBC's Sauder School of Business. We have jointly identified opportunities to enhance the connection between the two Faculties for teaching, learning and research. For example, project leads for the Sauder School of Business project to enhance business education with Indigenous Knowledge are collaborating with the Dean's Office to inform our Faculty's initiative to Indigenize our curriculum noted (see Recommendation 4). We have also engaged with our Sauder peers to help inform the launch of the forthcoming Dual-degree Master of Management (see Recommendation 9). We recognize that strengthening our relationship with Sauder colleagues can enhance our capacity as a Faculty. The Faculty is committed to ongoing discussions to identify collaborative opportunities.

**Recommendation 23:** *The Faculty needs to review non-academic staff levels and roles, and their coordination with UBC-O central units.*

The rapid evolution of the Okanagan campus has considerably changed academic support staff requirements and affordability. We also recognize that some functions previously supplied by the Faculty may now be provided by campus-wide services, offering us opportunities to reconsider our support staff budget in the context of a fiscal 2023 deficit. The Faculty has reviewed staff requirements to identify cost reduction and efficiency opportunities. As a consequence of staff departures, three staff positions are currently unfilled, and they will remain unfilled until operationally required. Simultaneously, we recognize that delivering our action commitments will require additional capacity, and as a result have moved to reassign staff to facilitate this work.

**Recommendation 24:** *The Faculty needs to more clearly and intentionally respond to the Truth and Reconciliation Commission in its teaching, research and recruiting activities.*

UBC Okanagan's 2019 Declaration of Truth and Reconciliation Commitments is a five-commitment response to the recommendations of the Truth and Reconciliation Commission. The Faculty has begun to implement its contribution to the total campus effort to support indigenization, decolonization, and reconciliation, as explained in our response to Recommendation 4. We are additionally committed to improving recruitment of Indigenous students: the Dean *pro tem* is working closely with the Indigenous Programs and Services Office to identify opportunities to engage more effectively with Indigenous communities and students, including integration of management content into existing programming for Indigenous youth. These in-progress actions lay a foundation for further development of our approach in our strategic planning process (Recommendation 17) to be led by a new Dean.

## Community Engagement (Recommendation 25)

**Recommendation 25:** *The next Dean of the Faculty should create an external advisory council with community members and alumni to build and enhance relationships with key community stakeholders, as well as provide a channel of communication and support for the Faculty within the broader community.*

In advance of the new Dean's arrival, we plan to undertake preparatory activities including identification of core areas of opportunity for growth and achievement of excellence creating a direction for the Faculty (in relation to Recommendation 17). We plan additionally to engage with stakeholders on-campus and in the wider community, communicating our commitment to program evolution and Faculty development in close collaboration with stakeholders, whose connection to the Faculty we recognize as strained and in need of renewal.

## Support for the University's and Campus Strategic Plans (Recommendation 26)

**Recommendation 26:** *SE-Change requires an immediate full UBC-O governance review to ensure that is meeting the needs to students, faculty and other stakeholders, and that it is correctly structured within UBC-O's existing governance structures.*

The Faculty supports program and institutional innovation in the many forms advanced by faculty, students and staff, within Faculty, campus, institution, and wider governance structures creating the permissions and obligations of university life. Initial and periodic review of new initiatives is a normal feature of institutional innovation. The Faculty is committed to participation in review of the Social and Economic Change Laboratory (SE-Change) to ensure its compliance with applicable norms, and to review its priority in our allocation of efforts in the context of a currently small and resource-constrained Faculty.

## Physical and Other Infrastructure and Resources (Recommendations 27-28)

**Recommendation 27:** *That Senior Administration provide financial support to support strategic hiring of tenure-track and tenured faculty for the Faculty.*

The Faculty is committed to seeking growth of its faculty complement. We will seek that growth in specific areas we identify collegially as core to our current and future identity (as observed in response to Recommendation 11), and in expansion beyond our core to establish scholarship of teaching, research, and teaching articulating a distinctive Faculty identity differentiating us from peer Faculties and programs (as observed in response to Recommendation 21). The Office of the Provost is supportive of our near-term plan to augment the tenure-stream faculty complement with two new hires in addition to appointment of the new Dean, creating a base from which a new Dean's strategic planning process can launch. Our planning for Faculty growth with the support of the Provost for that growth is, however, subject to structural budget constraints created by the current tuition allocation model. The Faculty is committed to collaborative engagement with other campus Faculties to identify a durable financial model for delivery of the Dual-degree Master of Management, and to increase financial support for campus-wide opportunities to conduct strategic hiring in ways allowing us to compete globally for talented faculty members at all ranks.

**Recommendation 28:** *The next Dean of the Faculty should work with Alumni and Advancement to help source additional funds which could support students and research.*

The Faculty recognizes the importance of the Development and Alumni Engagement Office to identification of directed and undirected donations to the Faculty. The Dean *pro tem* has resumed regular discussions with the Executive Director, Development and Alumni Engagement, and plans to present Faculty priorities to that office in July 2023 with a view to establishing the bases of a longer-term action plan to be augmented by the results of the new Dean's strategic planning process.

## Appendix: Consultation Process

From receipt of the External Review (March 2023) to submission of this response to the Provost (June 2023), the Faculty has actively engaged and consulted with our community. We received input and feedback on our response from current students, external community members, staff and faculty.

End of March 2023	<ul style="list-style-type: none"><li>• Received the final version of the External Review.</li><li>• Circulated the full external review report internally to staff and faculty.</li><li>• Published a summary of the recommendations for students and external community members.</li></ul>
April 2023	<ul style="list-style-type: none"><li>• Hosted consultation sessions with current students, staff and faculty.</li><li>• Received survey feedback from current students, staff and faculty.</li></ul>
May 2023	<ul style="list-style-type: none"><li>• Drafted our response incorporating feedback received.</li></ul>
End of May 2023	<ul style="list-style-type: none"><li>• Circulated the full response to all external community members who had engaged with the External Review process, staff and faculty.</li><li>• Circulated an abbreviated response that was limited to the portion of the response related to undergraduate education and student experience (Recommendations 1, 2, 4, 5, 6, 7, 8) to all current BMGT and MM students.</li></ul>
June 2023	<ul style="list-style-type: none"><li>• Hosted consultation and feedback sessions with external community members, staff and faculty.</li><li>• Received survey feedback from current students, staff and faculty.</li><li>• Revised our response to incorporate feedback.</li></ul>
End of June 2023	<ul style="list-style-type: none"><li>• Submitted final response to the Provost's Office.</li></ul>