



External Review of the Irving K. Barber Faculty of Science: Terms of Reference

Purpose of the Review

The external review of the Irving K. Barber Faculty of Science is a mechanism for quality assurance and improvement, and an opportunity for learning, sharing, and creating a collective vision for the Faculty and the communities it serves. The review should recognize good practices, successful outcomes, and strengths, and it should provide recommendations for innovation and improvements. The external review process allows for evaluation, planning and prioritization of short- and long-term goals for the Faculty and its programs.

Background Materials

- The Okanagan ASPIRE document ([Aspire: Envisioning our Future](#))
- UBC Strategic Plan ([Shaping UBC's Next Century](#))
- [UBC Indigenous Strategic Plan](#)
- [UBC StEAR Framework](#)
- The Faculty of Science self-study document

Mandate

The External Review Committee will consider all relevant documents and materials and meet with the Dean and Associate Deans, Department Heads, faculty, staff, postdoctoral fellows and students during a site visit. The review team will submit a report within 30 days of the site visit to the UBCO Provost office (ubco.provost@ubc.ca).

Without limiting the overall mandate of the External Review Committee, and within the context of the recent split from the former Irving K. Barber School of Arts and Sciences effective July 1, 2020, the report should address the following:

1. **Undergraduate Education and Student Learning:** Review and evaluate the breadth and scope of undergraduate offerings, enrolment trends, and unique learning opportunities for students in the Faculty of Science.
2. **Graduate Education and Post-Doctoral Training:** Review and evaluate the breadth and scope of the Faculty's graduate programs, and assess postdoctoral training opportunities and support.



3. **Continuing and Professional Education:** Review the current and future opportunities for continuing and professional education (CPE) provided by the Faculty, including non-credit micro credentials and professional programs.
4. **Student Academic Experience and Support:** Assess the satisfaction and quality of the students' academic experience from first contact upon admission, through to alumni status. How is the Faculty supporting the academic success of historically, persistently or systematically marginalized students?
 - a. Are undergraduate students well advised and supported? Consider student morale, strength of student retention, experiential learning opportunities, co-curricular opportunities, and career preparation.
 - b. Are graduate students well advised and supported by their supervisor(s) and programs? Consider student morale, strength of student retention, and opportunities for professional and career development, networking, and assistance with publications.
5. **Research, Scholarly, Creative and Professional Activity:** Review and evaluate the quality, extent, range, and balance of the scholarly activities of the Faculty, with particular attention to the impact of these activities in academic and non-academic venues, including innovation and knowledge translation. Assess the overall leadership of faculty members within their communities-of-praxis, their granting/funding success, and the quality and impact of their scholarly contributions.
6. **Leadership and administration:** Assess the governance, organizational structure, leadership, planning, and administration of the Faculty, including:
 - a. Is the Faculty's leadership inclusive, responsive, transparent and representative of the diversity of the faculty members?
 - b. Is the Faculty's governance inclusive, responsive, and transparent?
 - c. How is the Faculty supporting succession planning through the development of future leaders?
7. **People, environment and culture:** Consider and assess the working and educational environment, morale, and institutional culture of the Faculty, as reflected in the experiences and perceptions of faculty members, sessional instructors and staff. The review should take into account support for career advancement, professional development, advising, and balanced workloads and give special attention to the Faculty's performance relative to the University's employment and equity policies.
8. **Community Engagement:** Assess the nature, scope, and effectiveness of the Faculty's outreach activities.



- a. How is the Faculty engaging with schools, Indigenous communities, professional organizations, alumni, government agencies, other post-secondary institutions, and the overall external and UBC community to inform its educational programming?
 - b. How is the Faculty engaging with schools, Indigenous communities, professional organizations, alumni, government agencies, other post-secondary institutions, and the overall external and UBC community through its research activities?
9. **Support for the University and Campus Strategic Plans:** Determine the extent to which the Faculty reinforces through its programs and activities, the key commitments of UBC and UBC Okanagan strategic plans, notably UBC's commitments to People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement.
10. **Physical Infrastructure:** Assess the range and quality of the teaching and research facilities at the Faculty's disposal, and to determine whether the Faculty is appropriately housed and equipped to meet its present and future teaching and research goals.
11. **Financial Planning and Resources:** Review and evaluate the financial resources of the Faculty, including its financial base (i.e., levels of university funding, funding by external agencies, tuition revenue, and donor support), its capacity for enrolment management, its plans for revenue diversification.
12. **Future development:** Review and comment on the Faculty's strategic and academic plans for the next five years and identify its challenges and opportunities. To make recommendations about possible directions for its future growth and development.