



Report to Senate on External Reviews

2021 – 2022

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External reviews are undertaken pursuant of [UBC's Senate policy](#) and the [Principles, Procedures and Guidelines for Unit External Reviews](#), which are currently under evaluation with an overarching goal to emphasize transparency and commitment to the entire process, including follow-up reporting on recommendations made by the reviewers.

The Office of the Provost and Vice-President Academic maintains an [online schedule](#) of reviews and offers resources and support to conduct them. The results from the first QAPA review (Quality Assurance Process Audit) of UBC Okanagan (November 2021) can also be found [online](#).

External reviews were conducted on the following academic units at UBC Okanagan between September 1, 2021 and August 31, 2022. Highlights and recommendations made by the reviewer teams, as well as the unit's response and action plan are summarized on the following pages and comprise the remainder of this report. Detailed information about the review may be requested from the Senate Office or the unit head/dean.

Additional accreditation reviews were successfully completed for Bachelor of Science in Nursing (November 2021) and the Clinical Psychology Doctoral Program (June 2022).

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Faculty of Creative and Critical Studies

Last review: N/A

Site-visit: December, 2021

Reviewers:

- Andrea Davis, Associate Professor, Department of Humanities, York University
- Jure Gantar, Professor, Theater Studies, Dalhousie University

Highlights:

- This is the very first external review of the Faculty of Creative and Critical Studies and the authors felt a great sense of responsibility in trying to fulfill this task.
- The impression of FCCS and its plans was overwhelmingly positive.
- The report recognizes work already accomplished rather than a reflection of the challenges still lying ahead.

Summary of Recommendations and Response from the Unit:

The reviewers evaluated the faculty in six key areas resulting in 35 recommendations. The faculty's response was grouped into 5 areas summarized below:

- Faculty culture, governance and strategy: The faculty hopes to consolidate and build on the structures put in place.
- Equity, diversity, and inclusion: The Dean's office will undertake to develop a formal lecture/engagement series to support anti-racism academics and it is committed to enable inclusive learning in a safe teaching environment.
- Truth and Reconciliation Commitments: Department heads agree with the Dean's directive to actively recruit and successfully engage Indigenous faculty.
- Personnel: The Dean has initiated conversations with departments to engage directly with questions arising around research insensitivity and outputs.
- Graduate programs: The faculty will review the MA English with a view to improving student enrolment numbers, quality and programing. Also, the DAHU PhD will carefully monitor admissions due to minimum funding requirements.

Department of Biology

Irving K. Barber Faculty of Science

Last review: 2018

Site-visit: February, 2022

Reviewers:

- David Hansen, Professor and Chair, University of Calgary
- Barbara Hawkins, Professor, University of Victoria
- Trace Raivio, Professor, University of Alberta

Highlights:

- The review committee was impressed with the Self-Study of the department which clearly indicates that research, scholarly activity, undergraduate and graduate education and training are nationally and internationally competitive.
- The review committee was also impressed by the proportional number of Indigenous undergraduate students and the attention to EDI and mental health in course syllabi.
- The review committee commended the work of head Deyholos towards diversifying the faculty and his success in growing the department in ways that complement and expand existing research strengths.

Summary of Recommendations and Department's Response and Action Plan

The review committee offered four major recommendations around strategic planning, space, engagement, and curriculum review. The department head consulted with colleagues and wrote the response and action plan of the Department of Biology.

- Most curriculum recommendations will be tackled via the review of curriculum planned to begin during the fall of 2023. Biology, Ecology, Evolution and Conversation Biology (EECB), Microbiology (MICB), and Zoology will develop program learning outcomes by 2025, curriculum maps by 2026, and assessment for courses by 2027.
- Such curriculum review will later tackle other considerations made by the review team such as alternate models for an Honours degree.
- A new governance structure has been approved for the Biochemistry and Microbiology (BIMB) program. A curriculum review will follow and should be completed by early 2024.
- Agreement around advocating for space, especially for graduate students as well as professional development and social activities. This will be led by the incoming Associate Chair (Graduate Studies) in January 2023.
- The Department informed the Faculty of Science, VP Research and Innovation, and the Provost's Office of other recommendations relevant to those units, including but not limited to the development of clear grading standards to be followed by all departments, strengthening of peer review systems extending to UBCV where there is significant CIHR funding experience, advocacy for CRC positions, maximization of opportunities for engagement and donors, support for the Open Science Initiative.

Department of Psychology

Irving K. Barber Faculty of Arts and Social Sciences

Last review: 2013

Site-visit: March, 2022

Reviewers:

- Wendy Craig, PhD, Professor, Queen's University
- Ingrid Johnsrude, PhD, Professor, Western University
- Michael Masson, PhD, University of Victoria

Highlights:

- This review took place two years into the COVID-19 pandemic, while people were transitioning between remote/work/learning and in-person campus instruction and research.
- The reviewers were impressed by the commitment, openness, honesty, and thoughtfulness of all participants (undergraduate and graduate students, staff, faculty, and administrators).
- This is an exciting time for the department: several new hires, enthusiasm for the new Head, and the new clinical graduate program is attracting highly qualified students.

Summary of Recommendations and Response from the Unit:

The reviewers evaluated the department in 8 key areas resulting in 47 recommendations. As a summary, the department identified priority action items (excerpt taken from the department's response):

- Many of the recommendations are based on increasing the faculty complement, which can only be done if research and office space are increased. We will continue to explore the possibility of expanding into the new buildings on and off campus, as well as exploring the possibility of shared departmental research labs. We would be delighted to work toward locating all offices into a single building.
- We have started and will continue to work through transparent governance structure and workload assignment in the department.
- We have started and will continue to work through the curriculum and teaching issues identified by the external reviewers.
- We have started and will continue to work with Human Resources to address the issue of the culture of bullying and intimidation in the department.

Department of Community, Culture and Global Studies

Irving K. Barber Faculty of Arts and Social Sciences

Last review: N/A

Site-visit: March, 2022

Reviewers:

- Dr. Christopher Fletcher, Department of Social and Preventative Medicine, Laval University
- Dr. Annalee Lepp, External Review Team Chair, Department of Gender Studies and Dean of Humanities, University of Victoria
- Dr. Brenda McDougall, Chair in Metis Family and Community Traditions, University of Ottawa
- Dr. Ryan Walker, Geography and Planning and Associate Dean of Graduate and Postdoctoral Studies, University of Saskatchewan.

Highlights:

- The department is admirably collegial and well governed, seems to have a “shared sense of destiny”, and is demonstratively committed to undergraduate and graduate student success and well-being, excellence and innovation in teaching, embodied pedagogy and experiential learning, and substantive Indigenous and community engagement.
- Undergraduate and graduate enrollments are very strong, with Gender and Women’s Studies and Indigenous Studies in particular experiencing significantly increased undergraduate student demand for their courses.
- Departmental faculty members’ disciplinary, interdisciplinary, and multidisciplinary research output and profile are impressive.

Summary of Recommendations and Response from the Unit:

The review committee made 22 recommendations with a focus on strengthening the department so it is greater than the “sum of its parts” by capitalizing upon cross-program synergies between the department’s four areas.

- The department agreed with the reviewers’ recommendation to clarify the role of program coordinators. To that end, the department developed a role description specifying expected duties. More work will be done to write a handover manual to provide greater support for incoming coordinators.
- The review panel made recommendations to make changes to the curriculum. The department will undertake a comprehensive curriculum review to develop clear learning outcomes, explore synergies, consider themes/topics/specializations, explore co-teaching introductory courses, and build capacity to teach in diverse classrooms.
- The review team noted workload issues and recommends reconsidering providing each program coordinator a teaching release after two or three years of service in the role. The department will consider this as part of the piloting of the new role descriptions developed in response to this review.

Okanagan School of Education

Faculty of Education

Last review: N/A

Site-visit: April, 2022

Reviewers:

- Dr. Mark Edwards, Director, Academic Initiatives, Faculty of Education, UBC Vancouver Campus
- Dr. Lindsay Morcom, Associate Professor, Faculty of Education, Queen's University
- Dr. Jennifer Tupper, Dean, Faculty of Education, University of Alberta

Highlights:

- The review panel found OSE to be a positive, vibrant community of students, staff, faculty, and external stakeholders, all of whom feel supported, express pride in their shared achievements, and are optimistic about the future.
- Reviewers commented that the transformation of the structure and content of the Bachelor of Education at OSE is notable for the scholar practitioner model that underpins it and the commitment to the inclusion of Indigenous content and knowledge that is apparent across the school's activities.

Summary of Recommendations and Response from the Unit:

The reviewers offered four recommendations under each of the three categories: programmatic, operational, and institutional. The OSE responded with a set of action plans and timelines. For example:

- To enhance the focus on criticality to strengthen students' understanding of multiple and intersecting forms of oppression, the school will conduct a review to identify gaps and opportunities and adapt course syllabi. It will also resurrect student-led committees to delve deeper into chosen areas of criticality.
- To strengthen a sense of community among graduate students, the school will plan hybrid events, engage in targeted recruitment efforts, clarify ladder opportunities, among other efforts.
- To deepen EDID (equity, diversity, inclusion and decolonization) capacity increasing the number of Black and Indigenous People and People of Colour amongst faculty, staff and students, the school will hire for diversification and investigate ways to combine part-time hiring.
- The school will seek ways to promote cross-campus connections to leverage its embeddedness with the cross-campus Faculty of Education.