

FACULTY OF MANAGEMENT RESPONSE TO RECOMMENDATIONS BY THE FACULTY EXTERNAL REVIEW

Recommendation 1 *That student representation be included in Faculty retreats and other key Faculty meetings and committees.*

Response

We welcome recommendations that increase student participation and involvement.

Student representation is already included in Faculty Councils but thus far not in retreats, as they have been focused on relationship building amongst faculty, and amongst faculty and staff. The Faculty of Management embraces the principle of effective consultation with students and we envisage that their involvement in retreats and other arenas will evolve over time.

In summer 2016, we established a faculty-student-working group to review Faculty-student relationships, and in particular to recommend how the relationships can be strengthened, including in innovative ways. It reported in May, 2017 – see *Faculty-Student Body Relationship Working Group Report. A roadmap for Management students, faculty and staff to connect meaningfully now and in the future*. We will be acting on the report's recommendations to make changes in the coming academic year. The working group and its report focused on undergraduate students, and as we act on its recommendations we will also use them to strengthen the relationship between the Faculty and graduate (including Master of Management and IGS) students.

Recommendation 2 *The Faculty of Management must appropriately communicate the mission and vision to the management students, alumni and larger community.*

Response

Prior to 2012 the Faculty had no specific vision reflecting the aspirations of the Okanagan campus, and founded on the commitments and values of UBC. Since then, faculty and staff - building on engagement with students - have collectively identified a distinctive vision:

A Faculty that is world-renowned for community engaged research and teaching of management knowledge that empowers diverse people to manage and lead economic and social activity through varied organizations in internationally connected, rapidly changing and fast developing regions - including non-metropolitan regions.

Development of that vision, and its endorsement by Faculty Council, is a major achievement for the Faculty. Communicating such a vision without that consensus would have harmed development.

The consensus building-approach positions us to engage a wider audience. Doing so is a priority that we are deliberately pursuing. For example, we hired a full-time communications and marketing strategist early in 2016 that is dedicated to the Faculty. Working with faculty, the new hire has completed extensive groundwork to improve messaging. We are now developing clearer communications with a wider audience - prospective students, students, alumni and the larger community – both about our vision, and about our successes, disciplinary and interdisciplinary research projects (and research activities), relevance of new programs, and opportunities for collaboration and interaction. For instance, in our work with community partners in the Live Case Challenge for third year undergraduates, in the Healthy Living Projects that are part of the third year Introduction to Marketing course, in Capstone projects for fourth years, and in Coop activities, we are piloting exploration of topics and relationships that provide specific content to communicate our mission and vision. As a new, smaller program, the Master of Management enables us to

explore ways of realizing and communicating our Faculty mission and vision, for subsequent translation into the broader context of the larger undergraduate program. Such developments in our communications will be enhanced through our existing plan to establish a community advisory group, to provide guidance and ambassadorial support with our various stakeholders. We expect that advisory group to be in place early in 2018.

Recommendation 3 That the Dean meet regularly with the leadership of the Management Student Association.

Response

We welcome this recommendation and agree with the need to meet regularly with the Management Student Association (MSA).

The Dean and members of the Dean's Office have engaged with the MSA and the wider student body very frequently since fall 2012, generally on an event- or issue-specific basis. Our objective is to balance attention to a key student group with ensuring that students who opt not to participate in the MSA continue to have avenues for raising concerns. Membership of the MSA is currently confined to Bachelor of Management students, not all of whom are active in the MSA. As a Faculty, we are aware of our responsibilities to all students in the Faculty and on campus interested in and studying management subject areas.

Here too the May 2017 *Faculty-Student Body Relationship Working Group Report* is important. For example, it recommended development of an annual orientation meeting for MSA and JDC West executives, and Faculty of Management leadership. That has been introduced for Fall 2017. We are also exploring new ideas around 'town halls' for the Dean and Faculty leadership, in-class 'Dean updates', and possibilities to increase 'interaction hubs', spaces for the Dean, faculty, staff and students to engage, strengthening a process of mutual trust and understanding.

Recommendation 4 The Faculty should immediately embark on a process to revise the curriculum to reflect the vision of UBC Okanagan and to differentiate it from other business schools in the marketplace. This should include the creation of majors and interdisciplinary themes such as sustainability, regional development, and innovation, all of which are embedded in the program.

Response

Since 2012, we have been revising course content and curricula, in line with the vision of the campus and our emerging, Faculty-specific vision. We have also reviewed the 2+2 structure of the Bachelor of Management and found there was room for improvement, for example because it has relatively very few Management courses in the first two years of study. As a result, with Okanagan Senate approval in 2016 we are shifting into a four-year program, beginning September 2017. This delivery change must be carefully managed to ensure that all students on both undergraduate programs continue to receive top-quality education. We must simultaneously ensure planning for Faculty leadership succession and hiring of new faculty members.

We acknowledge the importance of establishing our uniqueness as a Faculty with globally competitive programs that utilize our region's special assets and opportunities. We plan to develop new concentrations as resources and necessary collaborative relations with other Faculties permit. As we develop new concentrations, we will prioritize sustainability, regional development and innovation as leading topics, potentially accompanied by other opportunities arising from campus and wider UBC perspectives. In this spirit, two Faculty members are currently contributing to an inter-Faculty working group (four Okanagan Faculties are represented) to develop a proposal for a sustainability theme in the Interdisciplinary Graduate

Studies program, and the Faculty is also contributing to cross-campus discussions to develop a theme on 'regionality'.

The new four-year program offers a vehicle to engage better with global and regional opportunities, and the possibility to review curriculum holistically, in line with our vision, and consistent with managing the stresses and demands already placed on key Faculty officers. That review is a priority and we have already taken action. It was the focus of our Faculty retreat in summer 2017, which identified possibilities for altering course delivery, for example through revised lecture/workshop arrangements, and flipped classrooms. Those possibilities have been taken up in a further faculty meeting, and by the Undergraduate Curriculum Working Group. In exploring such possibilities, we are again drawing on our work in, for example, the Live Case Challenge, Healthy Living Projects, Capstone, and Coop, all of which pilot approaches that reflect our vision, and differentiation from typical business schools. As a new, smaller program, the Master of Management also enables us to explore our approach, for subsequent translation into the broader context of the larger undergraduate program.

Recommendation 5 Significant efforts must be made to appropriately brand and position the Bachelor of Management program at UBC Okanagan to avoid confusion with traditional business programs.

Response

We welcome this advice as confirmation of our ongoing approach to differentiation of our Bachelor of Management from traditional business programs. We fully appreciate that this is an ongoing process that we have only thus far initiated.

Key elements of our approach include appointment of the Faculty's communications and marketing strategist in early 2016, and our close cooperation with University student recruitment services. We initiated discussions in Summer 2017 with student recruitment and advising, and University relations, to align the various parts of UBC's activity in this area. We also anticipate expanding our efforts with the advice of the community advisory group that we have under development, to provide ambassadorial support with various stakeholders. We are drawing on the insights of the May 2017 *Faculty-Student Body Relationship Working Group Report* to reinforce the same message. We are taking a leading role on the campus in emphasising faculty joint appointments, and the unique opportunities this strategy affords with respect to moving beyond traditional business programs in fulfillment of the new Faculty vision.

Recommendation 6 That the Faculty of Management at UBC Okanagan develop and implement both Indigenous content to embed into the management curriculum and a strategy to recruit Indigenous students into the program. This may include but is not limited to the hiring of Indigenous staff and faculty.

Response

The Faculty has been aware of the need to develop partnerships and collaborations with First Nations and other communities. We have sought to develop relationships based on respect, trust and understanding, thereby offering a foundation to identify long-lasting mutual interests, and are mindful of our responsibility to undertake such efforts as part of an entire campus. We welcome a recommendation that reinforces the importance we attach to such matters.

Our approach seeks to ensure a solid foundation for embedding First Nations content into our programs, recruiting First Nations students, and hiring First Nations faculty and staff. We have supported and recognized First Nations students, successfully sought to recruit First Nations students, and deliberately revised our Master of Management curriculum to be relevant to First Nations interests. We pursue agendas that are identified and embraced by First Nations, intentionally move one step at a time, and evolve

deliberately, seeking to operate collaboratively across the Okanagan campus. Our aim is to foster conditions for the co-creation of curriculum, student support and research projects that are relevant to First Nations. This approach is illustrated by our developing relationship with Westbank First Nation, for example regarding course content for the Master of Management, possibilities for coop education, and understanding rapid socio-economic change in the Okanagan Nation Territory. We are actively exploring with partner Faculties joint appointments that would enable our approach to be acted upon all the more quickly and effectively.

Recommendation 7 *The Faculty should provide each IGS management student with a desk/carrel in close proximity or on the same floor as the Faculty of Management.*

Response

We recognize the suggestion as an ideal situation, and that its implementation poses challenges that are being faced by all Faculties in the Okanagan. In the context of a campus-wide space shortage driven by growth, including in graduate enrolment, we are reviewing options for renovation of Faculty of Management space on the 4th floor of the EME building in ways that will better accommodate graduate students.

We have estimates in hand for renovation of our current photocopier room. We will reach a decision on action in conjunction with planning for ‘interaction hubs’ that support greater collegiality amongst the Dean, faculty, staff and both undergraduate and graduate students. It may be difficult to reconcile our ambitions for growth with limited campus space, so our plan will require flexibility to include ‘satellite’ sites for faculty, staff, and students in locations other than our main 4th floor EME presence.

Recommendation 8 *That the Faculty of Management institute a seminar series inviting top scholars to present their work at UBC Okanagan. Graduate students should be required to attend a certain number of seminars on an annual basis.*

Response

The Faculty has hosted periodic research seminars and workshops in recent years, both within the Faculty and for the wider community. Students have been systematically encouraged to participate. The seminars have been given by colleagues in UBC, and by leading scholars invited from elsewhere.

It has been difficult to find a formula that is sustainable in terms of embedding regular activities, because of our small size and breadth of subject matter specialism, and our current research culture. We continue to innovate: for example, the Faculty director is now experimenting with a series of ‘coffee conversations’ to help shape our research culture, and with a view to the conversations evolving into a systematic seminar series. The development of cross-faculty themes around a critical mass of research-active faculty and students in the renewed Interdisciplinary Graduate Studies would help such efforts.

We wholeheartedly acknowledge that thriving seminar and workshop activity within the Faculty is vital in a culture that effectively supports the highest levels of research. That activity is an important complement to participation in external conferences, etc., an area where faculty are supported and active. We also have recruitment of a Faculty research lead on our agenda. We would expect that colleague to pursue further success in these regards.

Recommendation 9 Care should be taken not to divert resources or attention from the needs of the undergraduate program as the Masters of Management is implemented and grows.

Response

The Bachelor of Management is a top priority and we are mindful of not diverting resources from its needs as the Master of Management is implemented and grows.

The Faculty is viewed holistically, for example in terms of programs enhancing each other. Success in each area contributes to success in others, and to the general reputation of the Faculty. The decline in enrolment in the Master's by the 2012/13 academic year led us to suspend admissions and transform the program from a nine-month, full-time degree for recent undergraduates from non-management disciplines, to a 25-month, part-time, blended-learning program for professionals working in or with non-metropolitan regions. This transformation aligned the Master's with our Faculty vision. In doing so we have contributed significantly to campus development and taken up the aims and objectives of *Aspire: Envisioning Our Future*, the strategic planning document for UBC's Okanagan campus, and an input for the strategic plan currently being developed for UBC as a whole. We have deliberately paced resumption of admissions to the Master's with, uppermost in mind, a concern not to divert resources or attention from the needs of the undergraduate program. The first cohort on the new Master's started their study in summer 2017. We envisage that the success of the Master's will enhance our Faculty reputation. Not least, it is already helping us to understand and refine our messaging for the Bachelor's. It is also offering faculty, especially junior faculty, a new avenue for translation of research into teaching first at graduate level, then, with suitable adjustment, into undergraduate teaching.

Recommendation 10 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.

Response

This suggestion confirms our acknowledgement of the need for visiting scholars, which had already been taken up in our latest round of faculty recruitment. The possibility of visitors is now being considered by faculty, who have been asked to suggest candidates. Visitors who could support pre-tenure faculty and graduate students with their research would be especially appealing. In the context of the Master of Management, we have ongoing international collaborations, which include bringing senior scholars from partner institutions to the Okanagan for a sequence of visits, to contribute to research seminars and specialized summer schools. In Summer 2017, there were visitors around the Master of Management from KEDGE Business School (France), Orkestra – Basque Institute of Competitiveness (Spain), and the Glasgow School of Art (Scotland).

Recommendation 11 To create a research culture fitting with UBC Okanagan, the Faculty of Management should pursue an aggressive policy to hire promising scholars at the rank of Assistant Professor. Incoming new faculty members should be provided with significant start-up research funds (from internal resources if necessary).

Response

We agree that our success depends on being able to recruit highly talented faculty who will help us progress to the next level and become sustainable.

Our aim is to have a mix of emerging and experienced colleagues, to provide a vibrant and supportive academic culture that sustains an appropriate blend of research, teaching, service and community engagement. Most recently, and having appointed an Assistant Professor in 2016, that aim led us to target recruitment of full and Associate Professors who could support the disproportionately large body of pre-tenure colleagues, and help grow activities to enhance our sustainability. For example, in the 2016/2017 recruitment round we focused on two leadership positions, each accompanied by a post-doctoral fellow (with research and teaching responsibilities). The post-doctoral fellow is seen as part of the start-up support for the senior colleague, and a way of recruiting emerging talent without requiring fulfillment of tenure-track obligations too early in a given scholar's career. For the 2017/2018 recruitment round, Faculty Council has endorsed a mix of positions: an Associate/full Professor who would have an administrative appointment as director; an Associate/full Professor of finance; a tenured instructor at any rank with leadership responsibility regarding undergraduate learning; and an Assistant/Associate Professor jointly appointed with another UBC Faculty. Following successful recruitment to some of these positions, we plan further recruitment of Assistant Professors, to complement and benefit from the experienced colleagues.

Throughout, we will continue to remain alert to opportunities, including the prospect of attracting a group of scholars at different levels and working in a subject area that would fit our strategic development plans. We anticipate that this approach, benefiting from lessons learned in prior recruitment cycles, will gain from increased clarity and comprehensiveness in our communications. We expect to use communications regarding the four-year Bachelor of Management and re-launched Master of Management to position better the attractiveness of the Faculty as a new unit on the new campus of an established university, offering faculty considerable opportunity to shape academic programs and community impact in ways less available in more established academic and external community cultures.

As regards start-up research funds, and as illustrated by our approach to including post-doctoral fellows as part of the package for experienced faculty, we fully recognize their undoubted significance for the success of each colleague. We are committed to using significant Faculty funds to this end. We are also investing in the development of our research culture in other, complementary ways, for example by having appointed a research coordinator and a research librarian.

***Recommendation 12** To facilitate retention, the Faculty of Management should consider creating a fellowship, professorship, or Chair program to support young faculty.*

Response

The idea that the Faculty consider creating a fellowship, professorship, or Chair program to support young faculty is very appealing. We will take it up with the Office of Research Services at the Okanagan campus, to explore how best this could be achieved. In doing so, we will use the necessity of fundraising to further engage community partners. Implementing this recommendation will build on the approach taken with the Faculty's newest assistant professor. He joined in summer 2016 as a joint appointment with biology in the Irving K Barber Schools of Arts and Sciences (51% Biology, 49% Management). One of his immediate objectives was to apply for an NSERC industrial research chair. We have provided significant resources to support the application.

Recommendation 13 *Over the next year, the Faculty of Management should develop a five-year strategic plan outlining a mission, vision and values for the Faculty. The plan should include clear strategic priorities for the Faculty. The development of the plan should include widespread meaningful consultation with all relevant stakeholders. An outside facilitator should be hired to oversee the process and develop an initial draft of the Strategic Plan.*

Response

The Faculty has deliberately moved away from the model of a traditional stand-alone business school and, since 2012, laid the foundations to be an inter-disciplinary school at the core of integrated, cross-campus innovation and regional socio-economic impact. We have done so by taking up the aims and objectives of the campus strategic planning document, *Aspire: Envisioning Our Future*. Having laid those foundations, we agree that we are now ready to develop our own, Faculty of Management strategic plan, in step with the renewal of UBC's strategic plan that is currently underway.

We welcome and recognize as essential the recommendation that we work with an external facilitator to formulate the plan, grounded in engagement and consultations with faculty, staff, students, alumni, prospective students, communities and other stakeholders. Our plan will be aligned with the currently emerging UBC plan, and the UBC requirement for international excellence. Explicitly informed by a broader ten-year outlook, it will identify clear actions for the period until 2022. We have already begun discussions with an outside facilitator.

Recommendation 14 *Given the current state of the Faculty of Management, the position of the 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.*

Response

We will create a visible Dean's Office as an 'interaction hub' for faculty, staff, students, community partners, and the Dean. The options will be explored by a working group of faculty, staff and students, chaired by the Dean. Creative possibilities will be considered, to address both faculty interactions and increased Dean accessibility to students. These might include set times when the Dean and Faculty leadership are available, and opportunities to share coffee or lunch.

This must be achieved in a context where there is no teaching space on the EME fourth floor, and students currently have limited opportunities to be in that part of the building for both organized and informal interaction with faculty. One possibility, for example, is an open plan office shared by the Dean and some willing faculty - perhaps joint appointments whose principal office is in another Faculty, and who would use space in EME to interact with Management - together with staff and student representatives.

Recommendation 15 *The Faculty should consider an aggressive hiring campaign to address the faculty shortage. A coordinated effort should be made for multiple positions to be advertised at one time.*

Response

We are encouraged by the emphasis on growth of the faculty complement as a key element in program growth and long-term Faculty sustainability. We are committed to continuing to pursue multiple positions in creative ways, appropriate to our stature as a small Faculty that is rebuilding on renewed foundations on a new campus.

To date, we have created joint appointment processes and used search consultants to improve the quality of candidate pools, and we have implemented novel support packages such as postdoctoral fellowships as part of recruitment and start-up support. We will continue to assess the global marketplace for academic talent to identify candidate pools that we can access via carefully calibrated recruitment communication. Throughout these efforts, we will maintain the quality standards that will support the growth and development necessary for establishing the Faculty of Management as an integral part of one of the world's leading universities. In doing this, we expect success to breed success. Whilst our current Faculty size places considerable pressure on a very small number of existing faculty colleagues in the recruitment process, as we grow the workload can be spread differently.

Recommendation 16 *The Faculty of Management should encourage faculty to teach across two terms. This will help with collegiality, physical presence on the floor, and raise service capacity.*

Response

Teaching in one term was established as a norm in the Faculty prior to 2012 (albeit this is not the practice across the Okanagan campus). That norm clearly raises difficulties in terms of collegiality and work environment, and since 2012 some colleagues have responded to encouragement by enthusiastically embracing change. Further change is required, in light of campus needs, and Canadian and global trends toward increased flexibility in the time and place of delivery of academic programs.

We have already taken the opportunity to explore increased flexibility in timing of teaching with the blended delivery model adopted for the renewed Master of Management, and the blended delivery of accounting courses for undergraduates. Such developments have been taken up at the Faculty retreat in summer 2017 as exemplars for wider adoption. The recommendation of the external reviewers will be used as a basis for providing more encouragement to teach across terms.

Recommendation 17 *UBC Okanagan may be well advised to bring in an outside mediator to try and facilitate an improvement in individual mindsets and cross member relationships within the Faculty of Management.*

Response

We are conscious of issues in our Faculty culture and climate. We have taken both formal and informal steps to identify and respond to specific issues, in addition to general matters of morale and collegiality. In July 2014, in collaboration with the campus human resources department, the Faculty requested and underwent an external climate audit to understand better the characteristics of our internal work environment. All faculty and staff were confidentially interviewed by the auditor. The aim was to help bring greater alignment amongst leadership, faculty and staff; and to enable members of the Faculty to address issues in a collegial, respectful manner. In response to the auditor's report, the Faculty has been seeking systematic change in behaviours and organization - for example, by instituting regular Faculty Council meetings and off-campus retreats to communicate with each other about key concerns, facilitate effective voice, and enable collaboration in finding solutions to challenges. We have also sought change by appointing an adjunct professor with service responsibilities that include coaching and mentoring of faculty and staff through our transition and growth.

Ultimately, to support the evolution of a strong Faculty culture, communication and engagement must be a continuous effort. Notwithstanding progress, we recognize that we still have difficult issues to tackle in our work together as a Faculty, in a context of rapid campus evolution and system-level changes. We fully

embrace the need to improve mindsets and cross member relationships. We appreciate that such improvement is required and expected.

Following discussion with the Provost and Vice-Principal Academic at UBC's Okanagan campus, and bearing in mind the continuous change currently underway, it has been agreed that at this point there would be no benefit from bringing in another outside mediator. At the same time, we are conscious that the immediate value of a strategic planning process facilitated from outside the Faculty, provides another opportunity to reset our development path.

Recommendation 18 *The leadership of the Faculty of Management must better engage all members of the Faculty in outside collaborations and research opportunities.*

Response

There is substantial scope for faculty to become more engaged in the Faculty's community collaborations and research opportunities in the future, taking up possibilities introduced and acknowledged in fora including Faculty Council and Faculty retreats. Further attempts are underway to encourage and enable faculty, especially pre-tenure faculty, to contribute to community-engaged research with global relevance.

The Dean's Office will continue to improve communications regarding new opportunities, and the status of existing projects and partnerships. These will include projects undertaken by research institutes and initiatives, such as the Regional Socio-Economic Development Institute of Canada (RSEDIC), the Institute for Community Engaged Research (ICER), and Survive and Thrive Applied Research (STAR). Further possibilities for faculty participation are expected to arise from individual faculty activities conducted with knowledge of the agreed Faculty vision and direction: individual faculty members will both 'bring home' opportunities for colleagues from various professional networks, and open the way to small team participation from the Faculty in larger networks in the province, Western Canada, nationally and internationally. The Dean's Office will provide developmental support to such initiatives, especially to the extent that they involve multiple faculty in larger research programs advancing campus and UBC priorities.

Research and collaborative opportunities in the Faculty benefit from dedicated efforts since 2012 to develop community partnerships that are characterized by mutual understanding and trust, reinforcing interdependence between the university and its stakeholders. These partnerships establish a foundation for faculty and communities to identify durable, mutually beneficial activities in research-led teaching. From a starting-point where UBC sometimes had a reputation in the Okanagan for being insufficiently engaged in issues relevant to particular communities, Faculty of Management research and education have become better oriented to regional concerns, and better appreciated in those communities. We are committed to continuing and reinforcing this approach in the future.

As we have conducted pilot activities in collaboration with key local and regional stakeholders, we have supported individual faculty in developing one-to-one relationships with partners. We have, for example, supported faculty in embedding community-based experiential learning in particular courses, and in developing their own research agendas, drawing on those community relationships. All faculty have also been welcome to join in opportunities that span the Faculty, based on support for the Faculty as a whole, and willingness to engage collegially, aiming to understand the needs of community partners and build relationships. In this regard, we have had encouraging initial success, which remains to be fully realized by faculty members regarding regional opportunities as valuable to both immediate participants and wider scholarly audiences. For example, there has been some faculty participation in the Western Economic Diversification-supported RSEDIC project, "Position the British Columbia Wine Industry for International Growth". Similarly, faculty have engaged in preliminary fashion in the international research workshops

organized in collaboration with Westbank First Nation, to help understand socio-economic change in the Okanagan with particular reference to First Nations communities.

We nonetheless agree that performance must improve through better communication efforts from the Dean's Office, and from increased recognition of the scholarly interest of regional issues by faculty members. As a result, faculty and communities will be able to achieve long-lasting, shared success. This is being pursued by, for example, systematically providing updates at Faculty Council, and inviting all colleagues to share their experiences so that new opportunities might be fashioned together.

Recommendation 19 *The Faculty should allocate a portion of its carryover funds to support graduate students and faculty. Funds for research, conference travel, research assistantship etc. should be significantly increased to build success, and goodwill, with faculty and graduate students.*

Response

We acknowledge and accept the recommendation that funds for research, conference travel, research assistantship, etc. should be significantly increased.

We are reviewing our budget commitments, focusing on changes that can support ongoing, lasting improvements without reliance on non-continuing budget surpluses available on a temporary basis. We will also revisit faculty awareness of funding opportunities, noting that the currently available Dean's Office travel grant has been undersubscribed, and university-wide subventions have been similarly under-utilized by the Faculty. Suggestions for establishing an annual allowance or 'operating funds' to support the individual research agendas of faculty have been requested, and will be taken to a future Faculty Council for discussion. New arrangements for graduates and post-doctoral fellows will be similarly addressed.

Recommendation 20 *The Dean should institute a more transparent budgeting process sharing on an annual basis with the Faculty a high-level version of the budget and budgeting process.*

Response

We are committed to collegial participation in governance processes, including those elements of budget planning for which the Faculty is responsible. Budget planning for the Okanagan campus has evolved rapidly since 2012, and there has been a fundamental change in budget model. In this changing environment, information-sharing in the Faculty has been sporadic and largely unsystematic. That has limited the effectiveness of our efforts to inform and consult faculty regarding options and constraints.

We will increase information-sharing about the budget and budgeting process at Faculty Councils as much as possible, given what is provided by the campus and University, and taking care to ensure that information is used collegially, consistent with the vision and values of the Faculty. This will enable us to identify options for the support of daily and strategic priorities. We will also consider budget scenario planning and UBC system governance education in the Faculty of Management retreats, to enhance faculty understanding of growth options, so that they can deliberate possibilities for future development in the context of the Okanagan campus and UBC system. Indeed, this innovation has already been introduced, at the Faculty retreat in summer 2017.