



Office of the Provost and
Vice-Principal Academic

MEMORANDUM

Date: December 1, 2016

To: All faculty, students, and staff of the Faculty of Health and Social Development

From: Dr. Cynthia Mathieson, Provost and Vice-Principal Academic

Cc: Dr. Patricia Lasserre, Associate Provost, Enrolment and Academic Programs

Re: External Review of the UBC Okanagan Faculty of Health and Social Development

I am arranging for an external review of the UBC Okanagan Faculty of Health and Social Development. The review is being carried out as part of normal UBC practice under Board of Governors Policy #23, to assist the University in its consideration of the reappointment of the current Dean, Dr. Gordon Binsted. The purpose is to review the strength and balance of the Faculty's teaching, scholarly activities, professional activities, academic programs, and service; to evaluate the Faculty's leadership and administration; to assess the Faculty's standing nationally and internationally; and to advise of the future development of the Faculty. These findings should be of value to the Faculty and its leadership, as well as to the committee advising on Dr. Binsted's reappointment.

The Terms of Reference for the review are attached.

The members of the Review Team are:

- Dr. Jayne Garland
Dean of the Faculty of Health Sciences
Western University
- Dr. John O'Neil
Dean of Faculty of Health Sciences
Simon Fraser University
- Dr. Harvey Skinner
Dean Faculty of Health
York University

The Review Team will visit UBC Okanagan from January 10 – 12, 2017. Interviews will be held with Okanagan faculty members, staff, students, senior administrators, and other individuals and groups that may interact with the Faculty of Health and Social Development. Before the reviewers' arrival, they will receive documentation in the form of a self-study on all aspects of the Faculty's operation, including its facilities and resources, scholarly and teaching activities, degree programs and academic units, administrative structure and organization, and internal and external linkages.

I invite and encourage written comments relevant to the matters under review from faculty, students and staff. These comments will be used by the Review Team and the President's Advisory Committee struck pursuant to Policy #23. Please forward your comments to kimberly.darling@ubc.ca . Your comments will be held in strict confidence, and they will be forwarded to the members of the Review Team. Please indicate if you wish your comments to be anonymous and your name and any identifying information will be redacted before providing them to the Review Team and President's Advisory Committee. **The deadline for receipt of comments is Thursday, December 15, 2016.**

Attachment: Terms of Reference

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

Terms of Reference of the Review Committee

Purpose of the Review:

To review the strength and balance of the Faculty's teaching and research activities, academic programs, and service; to evaluate the Faculty's leadership and administration; to assess the Faculty's standing nationally and internationally; and to advise on the future development of the Faculty. Specifically, the reviewers should evaluate the extent to which interprofessional collaboration occurs in the Faculty, and, where possible, offer recommendations on innovative interprofessional education, practice or research that could be integrated in the current framework.

Background Material

- The University's goals and objectives as outlined in its [strategic priorities](#) and the Okanagan [ASPIRE](#) process
 - The Faculty of Health and Social Development Self-Study
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Terms of reference

Without limiting its overall mandate, the Review Panel should consider the following:

1. ***Undergraduate Education and Student Learning:*** To review and evaluate the quality, extent, format, organization, and enrolment of the Faculty's academic programs and teaching strength, and to compare its performance in these areas to that of its national and international peers.
 - a. What are the Faculty's existing methods for evaluating the quality and strength of its teaching and learning programs, and, innovative capacity?
 - b. Are the programs comprising the various degrees built for the future?
2. ***Student Academic Experience and Support:*** To assess the quality of the student undergraduate academic experience from first contact upon admission through to alumni status. Are students well advised and well supported? Consider student morale, strength of student retention, co-curricular opportunities, and career preparation. The reviewers are asked to consider the Faculty's responses to the increasingly diverse nature of student populations.
3. ***Graduate Education and Post-Doctoral Training:*** To review and evaluate the quality, extent, format, organization, enrolment of the Faculty's graduate programs, support for post-doctoral fellows and compare its performance to that of its national and international peers.

4. **Research, Scholarly, and Professional Activity:** To review and evaluate the quality, extent, range, and balance of the scholarly activities of the Faculty with particular attention to the achievement and reputation of scholars and practitioners within the Faculty.
5. **Leadership and administration:** To review and evaluate the governance, organizational structure, leadership, planning, and administration of the Faculty, including opportunities for diversity in leadership and shared governance, the nimbleness and inclusiveness of planning, as well as the relevant support systems both within the Faculty and available to the Faculty. The reviewers should consider the degrees to which governance is transparent, flexible, and accessible to all members of the Faculty.
6. **People, environment and culture:** To 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 (including adjunct professors, lecturers, and sessional instructors), staff, and students. 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 education equity policies.
7. **Community Engagement:** To assess the nature, scope, and effectiveness of the Faculty's outreach activities through its educational and research programs and its interactions with other units within the University, and with its external community including schools, Aboriginal groups, community or professional organizations, UBC alumni, government agencies, and other post-secondary institutions.
8. **Support for the University's and campus Strategic Plans:** To determine the extent to which the Faculty reinforces through its programs and activities the key commitments of UBC and ASPIRE, notably UBC's commitments to International Engagement, Aboriginal Engagement, Intercultural Understanding, Global Citizenship, flexible and experiential learning and interdisciplinary programming and research.
9. **Physical Infrastructure:** To 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 teaching and research goals.
10. **Infrastructure and Resources:** To review and evaluate the physical and 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, its facilities for teaching and research, and its equipment and space.
11. **Future development:** To identify the challenges and opportunities facing the Faculty, and to make recommendations about possible directions for its future growth and development.

Process and Final Report

Response to Recommendations from the January 11-13, 2017 External Review

To complete and actualize the Faculty of Health and Social Development's (FHSD) external review a process was initiated to address each of the committee's recommendations. A step-wise method was employed to seek participation and input from across the Faculty's three Schools. The specific steps, outlined below, resulted in the development of our action/response plan.

FHSD Self-Study Response Steps to Reviewers Recommendations in Chronological Order

1. External reviewers recommendations and remarks were studied and discussed in meetings among the FHSD Dean, Associate Dean, and Directors
2. A response to the recommendations incorporating insights from discussions with above personnel was drafted by the Associate Dean
3. The report on accepting and incorporating the reviewers recommendation included a beginning process for strategic planning in each FHSD School and the Dean's office
4. A report on steps and methods to be taken for incorporating the external reviewers recommendations into the FHSD operating procedures was drafted and reviewed by each School Director and the Dean
5. Comments from the Directors and Dean were incorporated into the FHSD response to recommendations report and the revised report was sent to each faculty and staff member
6. The report was sent to the faculty and staff again in mid-summer, and once again in late August to ensure faculty and staff had time to review and comment on the report
7. In September and early October, a representative from the Associate Dean's office visited each School's faculty meeting seeking final comments on the report and suggestions for improving the action/response plan
8. As a final step the report and action plan was reviewed and comments solicited from the FHSD Community Advisory Committee

After inclusion of all comments the FHSD Report for Complying with the External Reviewers recommendations was submitted to the UBC Provost.

Action/Response Plan for Fulfilling External Review Recommendations

Finalized October 17, 2017 Submitted to UBC Provost October 26, 2017

The *Faculty of Health and Social Development* found the reviewers report informative, and an accurate portrayal of our strengths and areas in need of additional attention. The Dean, Administration, faculty, and staff thanks the reviewers for their fair and comprehensive report. We recognize and appreciate the effort, time and professional expertise required to conduct a Faculty-wide review.

As a Faculty, we completely agree with the reviewers' five key improvement recommendations, and wish to not only address, but also implement the recommendations. However, a simple single response would be ingenuous and undermine the potential benefits offered by an outside review. Therefore, the purpose of this response is to outline a series of steps that will be taken to incorporate the five recommendations into the working fabric of the FHSD. To fully integrate the recommendations, we will:

- A. Provide an overview implementation plan highlighting the general steps the FHSD will take to fulfill the review recommendations;
- B. Instruct each professional school within the FHSD to develop the general plan provided below into specific action steps along with implementation steps and estimated completion dates;
- C. Appoint a committee with representatives from each school and the Dean's office will review the three plans presented by the schools, and make recommendations on how the plans can be coordinated into an over-all Faculty plan that links the three programs in an alignment and shared purpose;
- D. Send the committee's recommendations to the Schools for review, modification, and faculty approval;
- E. Present final reports from the three schools and Dean's office to the FHSD Council for final approval.
- F. Twice a year the three school Directors will identify for the Dean's executive Committee whether the agreed upon plan is being implemented and recommendations for improvement developed by their programs.

A table has been placed at the end of the report listing the action items that will be taken to address the reviewers' recommendations. The table includes which recommendation the action item is aimed at answering, and the target date for completion of the proposed action.

First Step: Highlighting implementation plan for FHSD

Reviewers' Recommendation 1

Complete a 5 Year Comprehensive Academic (Strategic) Plan 2018-2023

- a. Develop a Resource and Operational Plan for each School integrated with the Faculty level Plan, and aligned with the UBC-O and UBC strategic directions and priorities.
- b. Ensure that the academic goals are integrated with yearly budgeting and setting of an operational plan with targets for achieving goals and outcomes
- c. Ensure broad faculty and staff participation in this planning and operational process, along with significant input from students where appropriate.

FHSD Response for Recommendation 1

A FHSD five-year strategic plan was broadly outlined in the 2016 Deans and Directors retreat. Agreement was reached that strategic themes for guiding the three professional schools planning include, improvement and research of health and mental health intervention methods, international health initiatives, improved health, and mental health partnerships with the aboriginal communities, and increased interprofessional teaching. Each school has been charged with: (1) identify additional FHSD concepts that need consideration for incorporating into the final Faculty wide strategic plan; and (2) the refining the current global and school developed goals into a specific strategic action plan. This plan is to link with the FHSD wide plan and guide the school's research, teaching, and service plans for the next five year. Furthermore, the schools are expected to include student undergraduate and graduate student representatives who have surveyed the concerns and goals of a representative portion of the student body. Additionally, a survey of faculty members across the three Schools indicated a strong interest in the FHSD strategic plan to include emphasis of community partnerships and interdisciplinary health/mental health undergraduate and graduate academic course development.

Annually each director will present the Dean with a budget that adequately supports the school's primary strategic goals. The Dean in turn develops an overall FHSD budget that is presented to the University administration for approval or revision. School items that cannot be supported will be explained to the Director and the School's faculty. Strategic goals that are not financially viable for 2 years are to be reviewed and either dropped or replaced with budgetarily sound strategic objectives. The annual director's budget presentation and Dean's review of funded set-asides increase faculty and staff participation in budgetary planning. These actions also ensure the integration of the budget with academic and operational goals along with transparent and realistic targets for achieving strategic primary goals. The two-year review of goals that are not financially supported or otherwise not achieved provides a forum allowing the Dean and schools to determine needed budgetary shifts or strategic planning changes.

Reviewers' Recommendation 2

Strengthen Research Intensity: within all three Schools and Faculty wide to reach a new height as distinctive leaders in research and innovation.

- a) Align with the AVP Research lead Strategic Research Plan
- b) Ensure mentoring and support for students and junior faculty
- c) Address infrastructure needs such as: space – labs, IT support, proposal preparation and grant administration support, strategic and bridge funding, research metrics.

FHSD Response for Recommendation 2

The FHSD has and will continue to increase emphasis on hiring research prepared faculty members for the Schools of Social Work and Nursing and supporting the existing research positions in the School of Health and Exercise Sciences to the extent that budgetary limitations allow. Priorities have been placed this past year on recruiting Directors with international research reputations for Nursing and social work. Identical emphasis guide this year's search for a new director of our School of Health Exercise Sciences. Additionally, the FHSD development team is to systematically meet with each school and design a plan for

identifying and gaining research endowments for research chairs, centres, clinics, and long term projects from individual and corporate donors. As part of each school's strategic plan Directors or tasked with helping their faculty plan how to better mentor students and junior faculty toward reaching research excellence within the program's existing centres and funded projects. Additionally, each school is to develop a plan that supports tenured track faculty expertise in teaching and research as they advance toward their third year and tenure reviews. A similar plan is to be implemented for increasing and supporting the teaching skills of non-tenure-track faculty members. Furthermore, the Faculty-wide strategic from the Dean's office plan is to identify how each School's mentoring plan will be supported. Space continues to be a problem across the UBC campus. Nonetheless, FHSD is dedicated to ensuring that all funded research is supported with needed space and bridging money. A semi-annual report outlining current offices and lab usage, and potential space that is available will be provided to the Directors and faculty by the Dean's office. Additionally a space allocation committee will be formed that has faculty, staff and student representatives from each School

Reviewers Recommendation 3

Accelerate Interdisciplinarity and Interprofessionalism Programs: aim to be a national role model in this distinctive approach to education and training.

- a) Increase support for both faculty and students as the curriculum delivery transforms into more eLearning (total online or blended courses) and experiential education. There is a rapidly growing content and technical knowledge base for 'best practices' in teaching and learning that the FHSD and indeed UBC-O need to be at the leading edge.
- b) Provide professional development opportunities for faculty in 'best practices' for teaching and learning
- c) Ensure mentoring and related supports for students
- d) Stimulate and recognize student Co-curricular activities.

FHSD Response for Recommendation 3

Each of the FHSD schools are asked to design course work that can be delivered across programs and include other disciplines such as psychology, business management, sociology, and medicine. Moreover, eLearning courses are currently being designed in Nursing and Social Work at the graduate level. As part of accreditation requirements the three schools will develop a systematic plan for monitoring student progress and identifying students in need of academic, emotional, or social support. Additionally, each school is encouraged to involve selected students on committees and in active research projects. To enhance best practice teaching the FHSD is planning to provide administration leadership for our graduate programs from within the Faculty. That is, the FHSD is developing plans and systems that will allow our Schools to direct more of the graduate student admissions process. Moving most of the admissions work from the Graduate College to the FHSD will allow for a quicker student applicant response, and improved recruitment. The School of Social Work is currently using evidence based practices within the UBC Interprofessional Mental Health Clinic and will extend the clinic to include student and faculty research. Currently limited co-curricular activities are available to our students. The Cultural Safety course taught by Nursing is an excellent example. Nonetheless, additional courses that are open across the Faculty and campus are needed. This is especially true for the summer terms. Therefore, the Dean will make this an action item for each of the school's strategic plans. Furthermore, the schools are also requested to include community continuing education course development as a primary strategic goal. Short term community courses are particularly important for Nursing and Social Work. Individuals who are members of their professional British Columbia College require continuing education focused on evidence based practice methods annually to maintain their registration. The Faculty and UBC can provide a major service for the Valley's community nurses and social workers.

Reviewers Recommendation 4

Expand and Deepen Partnerships/Networks - Local to Global

- a) Enhance support and sites for innovative education and research programs

- b) Have significant impact on advancing community health and social services especially in the Okanagan and broader Interior Health Region.
- c) Locate education and research within a global perspective.

FHSD Response for Recommendation 4

The FHSD strongly supports the recommendation for enhancing university, community, national, and international partnerships. We are currently interviewing applicants for a tenured-track instructors position focused on First Nations health, mental health and social issues. The selected person will teach and coordinate programming across the three schools. In addition to increasing courses focused on First Nations, the person will also provide expert leadership in forming and deepening our formal and informal relationships with local Aboriginal communities. Moreover, we have also initiated several community educational events for the Kelowna BC community. These have included support for small mental health discussions at the Third Space Agency's coffee shop, health information talks and webinars sponsored by Nursing and Health Exercise Sciences, and community agency tours of the UBC Interprofessional Mental Health Clinic. In addition, FHSD sponsored two community wide expert talks. One presentation uniquely focused on the working human brain using a musical format, and the other offered professional information and discussion on addiction and mental disorders. The addiction seminar attracted over 1000 community citizens. Our intent is to annually continue this form of community service and to more specifically exhibit the expertise held within the Faculty.

We have historically been involved in the Valley's health and social service programs. However, in the past we have not taken a systematic approach to initiating coordinated cross school research and program evaluations into health policies and evidence based interventions. The Dean's office therefore is charging the FHSD Research Committee to continuously review opportunities and coordinate cross school proposals focused on health and mental health studies within British Columbia, Canada, and with international partners. An annual report from the committee reflecting these efforts and successes is to be submitted annually to the Dean and FHSD faculty. More robustly involving our Faculty centres and clinics with cross school

research participants will greatly enhance our health, mental health, and social service expertise, funded studies, and local, national, and international impact.

Reviewers Recommendation 5

Build an Enviably Culture: throughout the Faculty that is positive, inclusive and supportive for all students, staff and faculty.

- a) Pressing need to enhance internal communications among faculty, staff and students – both formal (eg. Faculty wide seminar series, eNewsletter and/or Blog, Tweets ...), and informal social approaches (eg. Holiday celebrations, welcome BBQ, local community events ...)
- b) Teambuilding and leadership development
- c) Social enrichment.

FHSD Response for Recommendation 5

The FHSD leadership completely agrees that internal communications, transparency, and inclusion needs to continue to develop within and across schools, students, staff, and the Dean's office. This past year our video and communications office increased from one to two full time M&P employees. This provides capacity for improving our web sites, establishing monthly eNewsletters, and improved linkage with the community. Furthermore, our school Directors have been tasked with providing their faculty, students, and staff a weekly email highlighting all activities, decisions, and events occurring within their program. These highlights will also be shared across schools monthly in a consolidated electronic format, and quarterly the Dean's office will send an electronic newsletter to all faculty, staff, alumni, and students. The FHSD also agrees with the reviewers that more formal and informal social activities are needed within and across the schools. To increase the spirit of sharing and celebrating the Dean's office will publish an internal events calendar and sponsor Faculty wide holiday and informal social gatherings. Directors are also encourage to request and set aside funding for celebrating

faculty and student achievements and for providing meaningful social events. A goal of the developing FHSD strategic plan is to not only provide a safe environment, but to build an enriched socially rewarding work place.

Teambuilding and leadership development will be increased throughout the FHSD. Immediate steps will be taken to increase the faculty and staff representation on the Dean's executive Committee, and to have FHSD wide committees chaired by individuals other than the Directors. Where appropriate faculty in non-tenure-track positions and those moving toward tenure will be given opportunities for committee and other leadership responsibilities.

| FHSD Action Items For Responding to Reviewers Recommendations | | | |
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| Recommendation Number | Action Item | Who Initiates | Target Date |
| 1a | Refine FHSD wide 5 yr. strategic plan into measureable goals. | Dean's office | Sept.-Oct. 2017 |
| 1a,c | Schools develop individual 5 yr. strategic plans with measurable goals. Additionally, students are to participate in the formation of each School's goals. | Directors of each School | Oct.2017-Jan. 2018 |
| 1b | Directors annually present Dean with proposed budget that supports all strategic goals. | Directors of each School | Dec. 2017 |
| 1b,c | The dean will present a budget justification highlighting those areas of strategic priority that will receive financial or other support. | Dean | Feb. 2018 |
| 1c | Strategic goals that are not initiated for financial or other reasons are reviewed by Director and faculty, and dropped if not activated in 2 consecutive years. | Directors & faculty | On going |
| 2a,c | Emphasize & support hiring of Research prepared faculty for Nursing & Social Work, and maintain the level of junior and senior researchers in Health Exercise Studies. | Dean & Directors | On going |

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| 2a,c | FHSD development team meets with Directors and faculty of each School and design a plan for identifying and gaining endowments for research chairs, clinics and long term projects. | FHSD Development Team, Directors, faculty | Dec. 2017 – March 2018 |
| 2a,b,c | Each School's strategic plan is to include details for systematically mentoring tenured track faculty teaching and research skills. The plan is to also include steps for assisting and mentoring student researchers. Additionally the FHSD wide strategic plan is to support the School plans. | Directors and faculty | Feb. 2018 |
| 2a,b,c | Each School's strategic plan is to include details for systematically mentoring tenured and non-tenured track faculty teaching skills. Additionally the FHSD wide strategic plan is to support the School plans. | Dean, Directors, and faculty | Feb. 2018 |
| 2a,b,c | Space Committee with representatives from the faculty of each School and staff is to be formed for recommending fair distribution of office, lab, student, and research space. | Dean, Directors, faculty, staff, students | Jan. 2018 |
| 3a,b | Develop eLearning across schools and specialty classes that include content applicable to other programs such as psychology, sociology, education, etc. | Directors and faculty | May 2018 and on-going |
| 3c,d | Each School is to develop a plan for monitoring student progress and where appropriate provide systematic academic, emotional, or social support. | Directors, and faculty | May 2018 and on-going |
| 3c,d | Each School is to involve selected students on committees and in active research or other academic projects. | Directors and faculty | Jan. 2018 and on-going |
| 3a,b,c,d | Create more cross School courses and courses available to other UBC programs that are presented in traditional classroom and eLearning formats. It is particularly critical for additional summer courses that count both for college credit and community professional continuing education to be developed. | Directors and faculty | May 2018 |

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| 4a,b | Hire individuals who are able to teach and conduct research in partnership with First Nations and global communities. | Dean, Directors, faculty | On-going |
| 4a,b,c | Annually sponsor small medium and large community educational events that foster health and mental health awareness. | Dean, Directors, and faculty | On-going |
| 4a,b,c | The FHSD Research Committee is mandated to provide an ongoing review of research opportunities and coordinate cross school project proposals on health and mental health within BC, Canada, and internationally. These efforts are to be highlighted in an annual report by the committee to the Dean and faculty. | FHSD Research Committee, Directors, faculty | Jan. 2018 and on-going |
| 5a,b,c | Develop formal and informal social, recognition celebrations, holiday events, and informative gatherings for faculty and students that enhance internal communications and team building. | Dean and Directors | Nov. 2017 and on-going |
| 5a,c | Increase capacity to communicate across Schools with faculty, students, and alumni on a systematic bases through written and electronic methods. | Dean, and Directors | May. 2018 |
| 5a,b,c | Improve websites for FHSD and each School - - better highlight on the web, and written communications faculty, staff, and student achievements and events. | Dean, Directors, and Communication/ Development personnel. | Sept. 2018 |
| 5abc | Maintain a constantly updated electronic FHSD events calendar for faculty, staff, alumni, and students. | Dean and Directors | Jan. 2018 |
| 5a,b,c | Increase faculty and staff representation on Dean's Executive Council, and enfranchise faculty and staff members to chair selected FHSD committees. | Dean and Directors | Jan. 2018 |
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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Provost and
Vice-Principal Academic

MEMORANDUM

Date: April 4, 2017

To: All Students, Faculty Members and Staff of the Faculty of Health and Social Development

From: Cynthia Mathieson, Provost and Vice-Principal Academic

Re: Advisory Committee on the Extension of the Appointment of the Dean of the Faculty of Health and Social Development

I am pleased to advise that the President's Advisory Committee for the extension of the appointment of the Dean of the Faculty of Health and Social Development, Dr. Gordon Binsted, has been established pursuant to Policy #23 with the following membership:

Elected

Ms. Sheila Epp, Senior Instructor
Dr. Mary Jung, Assistant Professor

Appointed

Mr. Jamie Armer, Staff/Administrator
Dr. Brian Rasmussen, Associate Professor

Students

Mr. Matthew Ferrier, Undergraduate student
Ms. Verity Teagle, Graduate student

Additional Member

Dr. Paul van Donkelaar, Professor

The Advisory Committee will meet in the near future to begin its task and will be chaired by the Provost and Vice-Principal Academic, Dr. Cynthia Mathieson.

You are invited to provide input on the Deans' reappointment by submitting comments to Kimberly Darling at kimberly.darling@ubc.ca. If you wish your comments to be made anonymously to the Committee, Ms. Darling will remove any identifying information and will present the anonymous information to the committee. Please provide any comments no later than April 14, 2017.

Cc: Deputy Vice-Chancellor, Dr. Deborah Buszard