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Review of Green College, University of British Columbia

By

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Preamble

Initiated by the Dean of Graduate Studies *pro tem*, the external review of Green College was conducted on June 26-28, 2012. We met with residents, staff, faculty, and the Principal. We also had the opportunity to meet with senior administrators, including the Provost, the Vice-Provost and Associate Vice President of Academic Affairs, and the Dean of Graduate Studies *pro tem* as well as many other leaders on campus. The schedule of our meetings is included at the end of this report.

We would like to express our sincere appreciation to all concerned for the smooth organization of our visit and the thoughtful attention to detail at every turn. The review process itself was well-organized and effective in presenting an all-inclusive picture of Green College. We received a comprehensive package of materials prior to our visit that included a wide-ranging report by the Principal, annual reports of Green College, and an ample sheaf of comments from present and previous residents, faculty, and staff that were solicited as part of the process. Our discussions—both formal and in the informal occasions provided—were uniformly open and productive. We are grateful to the senior administration for their time and commitment to the process and to Green College. We would like to give special thanks to Dr. Herbert Rosengarten who was consistently professional, intelligent, and good-humoured in responding to our every need and request. Overall, all participants seemed to view the process as a positive opportunity to move Green College to the next level.

1. Introduction:

Green College as a Graduate Residential College and Interdisciplinary Incubator

Green College describes itself on the University of British Columbia website as ‘a graduate residential college that promotes advanced interdisciplinary inquiry through free public lectures, events and performances as well as relaxed discussions around the dinner table.’ True to its description, we encountered Green College as much, much more than a graduate residential college. It is an exemplary incubator of interdisciplinary research and learning that realizes in path-breaking ways the ambition to cross-disciplinary exploration and dialogue that research intensive universities pursue but find difficult to achieve. We were struck over and over again by the new ways of thinking explored at Green College, the diversity and breadth of the cross-boundary exchanges and contributions it has stimulated, and the vibrancy of the conversations we both heard about and engaged in over dinner.

Over the past twenty years Green College has evolved into a remarkable and dynamic institution,

one that is part residential college, part interdisciplinary incubator and center, with the two functions so thoroughly intertwined that they cannot be separated from each other. We understand Green College as a place for critical and creative inquiry that is crucial to the campus, not tangential to it or beyond it. It serves as a powerful magnet for recruiting talented graduate students to the University of British Columbia. That Green College is as important to the faculty as it is to the graduate students and postdoctoral fellows who reside there is striking; over fifty faculty members are designated Green College Faculty Members and many more participate. Green College fosters vital intellectual and scholarly community, providing a prized site and supplement to and extension of departmental affiliations.

Virtually everyone we spoke with or heard from praised the College and its Principal, Professor Mark Vessey, for the imaginative richness of its intellectual activities and exchanges. For a small college, the high number (over seventy and still coming in) of written submissions and the testimony in person by residents, alumni, faculty, and staff speak eloquently to the precious resource that is Green College. As experienced reviewers, we have rarely seen such a passionate, widely representative commitment to an institution.

Green College is not without its challenges, as we will discuss in this report. Perhaps the most serious is a fear for its financial future. We suspect that a sub-text to the passionate testimonials we heard was a fear that Green College will be unable to continue as the incubator and center for interdisciplinarity it has become.

Green College is a *university good, a signature unit* of the University of British Columbia. It deserves a clear and solid commitment from the University. It should be given a vote of confidence and strengthened, and we hope that this review will contribute to that result.

2. Green College on the Leading Edge

Green College is an exceptional incubator of new ideas and new knowledge, stimulating the interdisciplinary exchange, collaboration, and research and innovation that is essential to the 21st-century research university. The College ensures such interdisciplinary exploration and discovery by creating and encouraging three dynamic, interacting concentric learning communities: graduate students and postdoctoral fellow residents, the University of British Columbia, and the Greater Vancouver community.

The core community is composed of graduate students and postdoctoral fellows from virtually every discipline and field of professional study in the University. Under the overall guidance and supervision of the Principal, graduate students and fellows live in close proximity, share the major decisions of everyday life (through an elaborate committee structure), commit to daily communal dining, and participate in the many series of presentations that are offered by the college, one of the most important of which is the weekly Resident Members' Series where they try out their ideas and discuss their work (see the impressive list of topics in the *2010-2011 Annual Report*, p. 11). The result is a multiplicity of fluid, open-ended, and ongoing conversations about cultural, social, and scientific questions, and the best ways of tackling them and thinking about them, that can take everyone involved into new realms of thought. Through these conversations, Green College contributes an important component of graduate education, providing the stimulus for research, new collaborations, and publications.

The core community is linked to academic divisions across the University. The second learning community created by Green College is connected through an ambitious series of thematically organized lectures, colloquia, and special events that also push the boundaries of disciplines.

Some of these, such as the lectures and fire-side chats given by the Cecil and Ida Green Visiting Professors, are organized with the help of the College in conjunction with their faculty nominators. Others, such as the various monthly interdisciplinary series (examples from 2010-2011 include 'Expressive Performance in Human Interactions', 'Law and Society', 'Population Health', 'Science and Society', and 'Sonic Impressions'), and special conferences and musical performances, are organized by faculty members from divisions across the University who have been admitted into membership as Green College Faculty. Still others are organized by faculty who are not formal members of the College but contribute their time in return for modest financial support. These latter events are often supported in addition by resources from other units, so that there is a significant leveraging effect to Green College events. There were more than 150 such events in 2010-2011 (see *Annual Report*, pp. 5-22), an extraordinary contribution to the intellectual life of the University. Most attracted participants from a range of academic interests, including students and colleagues from Simon Fraser University.

Green College graduate students, postdoctoral fellows, and faculty bring colleagues from their cognate divisions to these lectures. We were unsuccessful in obtaining confident numbers but we learned that they are attended overwhelmingly by non-residents. These events, too, have spawned academic courses of study, new research, and publication. For example, the Law and Society Series served as an incubator for a new undergraduate course of study, and the ongoing Science and Society Series generated an interdisciplinary graduate program at the master's and doctoral level under the title of Science and Technology Studies. As one respected scholar wrote, 'much is made of interdisciplinarity at UBC, but it lives at Green. This is a place where collaboration regularly occurs across disciplines, where budding academics develop conversational ability across fields, and where life is characterized by collegiality and conversation.' And as another faculty member commented, 'as one of those scholars who regularly crosses disciplines . . . I think this is one of the few places on campus where interdisciplinarity is practiced at its finest.'

The third concentric circle is the Greater Vancouver area. A prime example of connecting with the greater community is the 2011-2012 Principal's Series entitled 'Thinking at the Edge of Reason—Interdisciplinarity in Action', designed to bring the work of distinguished researchers and scholars to a broad audience at Green College itself. In other instances, visiting scholars are brought from the campus into Greater Vancouver. An exemplary case in point is the March 2010 visit of Jack Zipes (a celebrated American scholar of fairy tales) as a Cecil and Ida Green Visiting Professor. He delivered a well-attended public lecture at UBC Robson Square, conducted a workshop filled to overflowing on storytelling for students and teachers at Dickens Elementary School, Vancouver School District, and gave a Saturday morning talk to the Vancouver Children's Literature Roundtable, as well as two lectures at Green College, and one in the Barber Learning Centre jointly sponsored by the Faculties of Education and Arts, with participating units including the Library, Archives and Information Studies, English, and the Creative Writing Program. Moreover, Green College continues to draw alumni in Greater Vancouver back to its events. As one alumna who now has a career in research management wrote, 'my regular visits to the edge of campus have never failed to kindle my love of the idea of the university by engaging me with carefully chosen visiting scholars, residents, and other community members.'

These three communities are integrated into a successful model that combines a clear intellectual mandate with an effective mode of residential education at the level of graduate students and postdoctoral fellows that enjoys brilliant and committed leadership. Green College's ambition for interdisciplinarity shapes both admission decisions and intellectual choices. The residential community, with its culture of daily collegial discussion, gives stability, variability, and vitality to the overarching project of interdisciplinary connections. Every participant in the various Green lectures and colloquia, including members of the public, is invited to stay afterwards and join in

conversation over dinner so that the networks of discussion are regularly extended into the second and third circles around Green College and renewed in the informal and convivial ways that help break down barriers. (In the age of fast food, it is often forgotten how essential good food and drink, taken slowly in company, are to building relationships; it is telling that while the College has contracted out management of the facility to Student Housing and Hospitality Services (SHHS) it has retained direct responsibility for food and beverage.) The fact that most lectures are given as part of term- and year-long series enhances familiarity and continuity among residents and event participants. The sustained and supportive animation and cross-pollination of the Principal, staff, and faculty from across UBC are also an essential component of the success story that is Green College.

From everything we learned, very little of Green College's success in recent years could have been achieved without the thoughtful, creative, and indefatigable leadership of Mark Vessey. At the time of his appointment, the College was in deep financial and programmatic crisis, the Advisory Board inactive, the students in rebellion against the change in residence policies, and the College's image across the University in decline. Principal Vessey has reinvigorated the academic programs, resurrected the Green Professorship, forged new links with the academic divisions, negotiated a viable financial model for the College (for the time being), and re-energized the graduate students, postdoctoral fellows, and alumni of Green College. Representatives of every estate in the College and the University told us that he is the College's greatest asset. The University owes him a great debt for his efforts.

3. Challenges

We also heard that the success of Green College has been achieved in the face of a number of 'despites' and that the effort by the Principal and staff may be difficult to sustain. Many friends of the College told us that they are worried about its future. On more than one occasion, we heard the metaphors of standing 'on a cliff edge' and 'under the sword of Damocles'. We discuss these challenges under three headings: physical plant, finances, and communications.

Physical capacity

The first category of 'despites' concerns the physical plant. Many students find the residence rooms cold, damp, and poorly designed for space and light. The requirement that students take out a 12-month lease, forcing them to stay on campus or find a sub-let during summer months when they could be elsewhere conducting research or saving money by returning home, is an irritant, perhaps even a barrier to application. While SHHS, assumed 100% of the rents in 2011 in order to embark on a major program of deferred maintenance, a major renovation is necessary to bring the residences up to the standard across campus. Moreover, the College is woefully short on common rooms and recreation space for the residents.

The academic program also suffers because of inadequate space. The only two spaces available for presentations are the Coach House (capacity of 50) and the dining hall (capacity 150, but the necessary configuration—never mind acoustical limitations—makes it difficult to combine with post-talk dinners). This means that the College frequently has to turn away participants or move them to another facility on campus. While the College has used rooms in the Museum of Anthropology, the Leon & Thea Koerner University Centre (Peter Wall Institute), and other divisions for events, none of these are completely satisfactory because the time to walk back to Green College usually dissuades some people from returning for a post-event dinner and discussion.

Finances

We also heard that greater financial aid for students should be obtained, especially for international students and those with refugee status, and that greater efforts should be made to make the College attractive to students from minority ethno-cultural, linguistic, and religious backgrounds. The College has no obvious source of funds, other than private fund-raising, for the above long-needed capital improvements and scholarships.

The most immediate financial challenge facing the College is basic sustainability. The College faces an annual structural deficit of \$130,000. While the University has given it short-term funding of that amount, we were told that the College is expected to find savings and/or new revenue to realize that amount. In our view, that could only happen by reducing staff or program funding, both of which would significantly undermine the quality of the learning communities Green College enables and creates. More seriously, it would vitiate the very identity of Green College as a dynamic institution that is part residential college, part interdisciplinary center, effectively destroying the unique contribution that it now makes to the University of British Columbia and beyond. (Because this is a crucial issue, we elaborate on it further below.)

At an altogether different level regarding finances (and resources more generally), we also heard that the financial arrangements for lecture series and colloquia might be structured more effectively. In the first place, there are rigidities that inhibit organizers in what Green College funds can support (especially the number of guests who can be treated to dinner). Secondly, there needs to be a way to ensure the sustainability of successfully incubated programs (perhaps by finding them a permanent home elsewhere) while freeing up funds (as well as space and time) for new experiments. These ‘fine-tuning’ suggestions should be explored, but this can only occur if sustainable funding is obtained.

Communications

To what extent is the uncertainty over Green College’s financial future a consequence of its uncertain status at the University? While those connected with Green College were unqualified in their praise and loyalty, we wondered whether the sub-text of that loyalty was the fear that Green College is not well known or sufficiently appreciated by the majority of faculty and graduate students at UBC. We heard from some that Green College is not well known outside its circles of ardent supporters and from others that it is a ‘secret’ jewel, which is why we have headed this section as ‘communications’. We also heard that the recent review of the Faculty of Graduate Studies recommends that Green and St. John’s College (the other graduate college, which specializes in providing a supportive, intercultural home to international graduate students) no longer report to the Faculty, raising indirect questions about their position at the University.

Whatever the determinations, the financial, emotional, and status uncertainties about the future of Green College jeopardize its continued contributions. In particular, we worry that unless they are put to rest, these uncertainties will make it difficult for the College to revitalize its Advisory Board, strengthen its academic links across the University, attract new faculty, and after Mark Vessey serves a second term, find a new Principal.

One of the refrains we heard was that the College must ‘do more’. The notion that ‘Green College could do more’ was certainly not a suggestion that the Principal was not working hard enough! On the contrary, it appeared to be an enthusiastic testimony of unqualified support for his outstanding work in reviving the intellectual energy of the College and the desire to grow what the Green College team had created, to spread its riches throughout the University and

Greater Vancouver community. But Green College cannot ‘do more’ without assistance in addressing the very significant material and financial constraints it faces. This must be clearly understood. The Principal and the College achieve what they do against the odds in the current circumstances. Below, we recommend ways in which the University and Green College can work together to overcome its restraints so as to sustain and enhance its tremendous benefits to the academic community and beyond.

4. A Vision for the Future

Governance

Green College is currently under the auspices of the Faculty of Graduate Studies (FoGS). While this has been an appropriate location during the College’s emergence, and continuing up to the restructuring of FoGS in 2007, we believe it is now time to change that model. In particular, for Green College to become recognized as a formidable intellectual force, it should relocate administratively and report directly to the Provost Office.

- *Recommendation 1*
That the Principal of Green College report directly to the Provost or to the appropriate Vice-Provost.

In having better access to the wealth of interdisciplinary units, now housed in the Faculties (also under the Provost), Green College will be able to support the recent restructuring of the College for Interdisciplinary Studies by facilitating and promoting the diverse research taking place. That is, we view the College activities as complementary, not a substitute for or in competition with the disciplinary and interdisciplinary research activities taking place in the Faculties. It is our understanding that the Provost is contemplating a new Vice Provost for Interdisciplinarity in his office. We believe this is an excellent and innovative idea and would create an ideal reporting structure for Green College. The new provostial position would not only give Green College a direct voice to the Provost, but would also facilitate and promote exciting dialogue among the extraordinary range of interdisciplinary units across campus.

Stability of the budget

It is imperative that Green College be placed on strong financial footing. Although we did not undertake a thorough financial study of the College, we had an opportunity to look at budget statements. Given the activities that take place in the College and the responsibilities involved for 100 students, we were surprised to learn that the College’s operating budget was so small (well under \$1 million). More precisely, the March 2011 draft financial summary for FY 2011-2012 showed the budget at \$680,000 of which \$441,000 is dedicated to salaries, leaving the Principal with \$239,000 for operating costs, programming, IT infrastructure, utilities for the administrative office, marketing and promotion, supplies and equipment, visitors, security, and professional development. If the \$130,000, guaranteed until the end of fiscal 2013-14, does not get reinstated into the College’s recurring budget, then the steady state operating budget (apart from salaries) would be (with adjustments) a little over \$100,000! It is simply not conceivable that the College could continue its outstanding programming and quality of graduate living and learning that it is mandated to provide on that budget.

We understand that the \$130,000 is related to the loss in the endowment payout. While the temporary relief (until the end of fiscal 2013-14) is no doubt appreciated, the question is what happens after that year? As a temporary fix, the College is expected to run down its carryforward

(which according to the March 2011 draft financial summary is around \$290,000). We do not believe this to be a good use of the surplus funds. A carryforward is not base, so thought needs to be given to how to sustain an adequate level of support.

Of course, it is reasonable to expect units to have a well-defined plan for using their carryforward. We understood that to be precisely what the Principal has in mind: While restoring the College's reputation, stabilizing its budget and focusing on its core activities, he has protected surplus funds that can now be invested in areas that will take the College to the next level. Even if the surplus funds were used as a temporary fix to 'plug the hole', albeit at a huge cost to the University community, then what? The budget would still not be stabilized. So, Green College would either need to find a way to reduce its expenditures or receive an increase in its base budget.

It does not seem realistic to expect the College to absorb the loss in endowment income in the same way that Faculties and larger units might be expected to. We do not make this claim flippantly or without recognition of the budget constraints and tradeoffs that the University faces, especially with regard to endowment losses. But Green College has very limited capacity to generate an alternate revenue stream and insufficient economies of scale to take cuts.

Before reaching that conclusion, we reviewed the cost side, attempting to understand if there were places where cuts could be taken. We considered two possibilities for saving \$130,000. The first obvious one was the programming, since it coincidentally costs \$130,000. The disappearance of the \$130,000 would mean the disappearance of the programming budget—the backbone of the College and the vehicle through which some of the most interesting interdisciplinary conversations takes place on campus. It would unravel the very fabric of Green College and set it back five years before the Principal raised it from its ashes. We do not believe this would be a sensible option.

The second possibility would be to cut back on salaries (i.e., staff complement). As we argue below, this also would not be sensible.

It must be at all times recognized that Green College is part residential college, part interdisciplinary incubator and center, with both interrelated functions requiring staff. If we compare Green College with interdisciplinary centers, which undertake programming at a scale commensurate with Green College, the number of staff is barely adequate. Moreover, from our reading of the financial statements, position descriptions, and collective experience, we understand that allocating 65% of Green College's relatively small budget to salaries (including one-half of the Principal's salary) is well within budgets of most academic units, if not on the low side if one accounts for the unique design and integration of academic programming and residential life. Perhaps a cursory comparison of Green College with residences on campus, which do not focus around vibrant academic programming, would reveal that the College allocates a larger share of its budget to salaries. (We do not have those data.) But such a comparison would be misguided, at best, given the unique nature of Green College and the mandate upon which it was founded. As we emphasized at the beginning of our report, Green College is much, much more than a graduate residential college!

It appears that the Principal runs a very tight financial ship (in fact, he does not even receive travel or research funds as do most heads and directors), and that each staff position is dedicated to necessary and complementary responsibilities, affording little room for redundancy or overlap. It is not clear how the College could save costs in this way without jeopardizing the functioning of the College, quality of programming, and potentially the safety of residents. And so, we believe it would be unwise to try to find cost-savings through reductions in the staff complement.

We are left with no other option than to strongly urge the University to reinstate the \$130,000 into the base budget. It is difficult to imagine anyone of the current Principal's stature and capability who would be willing to take on such a responsibility without the means to be successful. In fact, we strongly believe that the University needs to go further. In addition to restoring \$130,000, the University should enhance the College's budget by an additional \$100,000 – and we are being prudently conservative – at least during the tenure of the current Principal to support his ambition of taking the College to the next level. Insignificant in size but spectacular in benefits, this enhanced budget would be a financially astute and inspired commitment by the University to interdisciplinarity.

We do not want to be prescriptive in recommending how the additional \$100,000 should be spent since the Principal, the Green College team, and the faculty members associated with the College have exhibited excellent judgment. We do, however, offer several suggestions below, among which are developing an intellectual consortium, facilitating graduate collaborative projects, and providing public programming. There is absolutely no better time for the University to make this investment: at a time when it is at a cross-roads in restructuring its interdisciplinarity activity on campus; at a time when Green College has regained its iconic reputation; and at a time when the University is fortunate to have the most capable, creative, and intelligent leader at its helm. Recognizing the University's financial constraints, we propose that the two budget increases enter sequentially: (1) The \$130,000 be immediately restored to the base. (2) An additional \$100,000 be added by April 1, 2014. In anticipation of the second installment, the College could begin to fund expanded initiatives (e.g., graduate research projects or an interdisciplinary consortium) using some of its carryforward funds. And so we recommend:

- *Recommendation 2*
That the University immediately restore the \$130,000 to the Green College base budget. We also strongly recommend that the University enhance Green College's base budget by an additional \$50,000 (over the \$130,000) in each of two years beginning April 2013 so that by April 2014, the budget is increased by \$100,000.

Strengthening the interdisciplinary experience

Unlike the University of Toronto, McGill University, and many other Canadian universities, the University of British Columbia has not established a humanities center (an increasingly umbrella term that includes all disciplines as well as the professions), although some thought has recently been given to it by the Faculty of Arts. As we have been insisting, Green College serves precisely many of the functions of an interdisciplinary humanities center; it has encouraged crossdisciplinary conversations and seeded collaborative work that over the years has led to the emergence of full-fledged programs at the University of British Columbia (as we noted earlier, the Science and Technology Studies Graduate Program is one of them).

This very important role of Green College, however, seems to have been insufficiently recognized by many, in part no doubt because the funds for supporting these activities have been minimal. Thus one important use of the enhanced funds might be for programmatic and collaborative activities commensurate with a purposively funded center. Given that Green College's unique resource is graduate students on site, we recommend that graduate students be involved to the extent possible in projects. This is in keeping with the view of the present Principal.

One of the goals of the University's strategic plan is to increase the quality and impact of UBC's research and scholarship. Novel ways of supporting the research of graduate students will influence the research of their faculty members and create reciprocal vectors among graduate

students and faculty members. Thus in addition to a more ample fund for the activities already supported (lecture series, etc.), the additional funds could sponsor intellectual collaboration and research among the residents of Green College themselves in the recognition that Green College has a prized resource not available to any humanities center at other universities—and that is its spirited residential community of graduate students, postdoctoral fellows, and occasional visiting scholars (indeed, a program of collaborative clusters might extend to the residents of St. John’s College as well). Additional funds might as well be used to provide a faculty member with compensation (perhaps in the form of research funds or a portion of summer salary) for aiding in the intellectual leadership of Green College, serving the College in a capacity analogous to that of an assistant director of a center or serving as the director of a particular intellectual initiative.

Complementary to the above activities, Green College could embark on a strategy to raise funds for named summer fellowships at Green College for the University’s doctoral students, with a call for applicants encouraging collaborative projects. This idea is supported by the 2010 Mellon Foundation report—*Educating Scholars: Doctoral Education in the Humanities*—which notes that ample summer support can make a pivotal difference in time to degree for graduate students. So, we recommend:

- *Recommendation 3*
That Green College collaborate with the University toward making named summer fellowships for UBC doctoral students a fundraising priority.

Communicating Green College’s central role in promoting UBC’s goals of interdisciplinarity and outstanding graduate learning

As we have underscored, Green College is a precious if under-acknowledged resource at the University and merits the full-throated recognition of leaders at the University. We thus recommend:

- *Recommendation 4*
*That University leaders speak frequently about Green College in speeches, with potential donors, and among influential friends. Green College should be regularly featured in *Trek* magazine and presented as a fundraising priority of the University.*

We strongly encourage the Principal to continue his pursuit of reviving the prestigious Advisory Board. We had a remarkable phone conversation with John Diggins, the chair of the Advisory Board, who expressed a profound understanding of and dedication to Green College: its history, values, contributions, and potential. The prospect of engaging the group of prominent individuals who have already accepted to join in principle, is testimony to the College’s international reputation and bodes well for its future. It would also be valuable for the Principal to keep in regular contact with the Deans of Arts, Law, and Science; one way to achieve this would be to include them on the same Advisory team. Involving deans on the Advisory Board should go a long way in promoting the programming and activities of Green College.

- *Recommendation 5*
That the Advisory Board be reconstituted and work closely with the Principal on matters of development and fund-raising.

With an enhanced budget, Green College could reach out more. It has made excellent progress in the design and implementation of its new website. However, as noted earlier, for Green College to be the ‘go to’ place for intellectual exchange (especially if it acquires enhanced lecture space),

this may be easier said than done in an age of busy faculty, staff, and students whose fingers rest on the ‘delete’ button in anticipation of unsolicited emails. At the same time, the College will need more resources for communications (or allocate some of the additional funding requested above toward communications). It has taken the first important step by hiring a communications officer. But given the competing communications activities across campus, we strongly advise that the communication officer form an alliance with other communication officers, especially at the Belkin, Museum of Anthropology, St. John’s, Peter Wall, and the Faculty of Arts, not only to share strategies with each other, but also to share stories and perhaps create a collaborative ‘calendar’ of exciting, intellectual, and interdisciplinary events throughout campus. Such a calendar would also support the consortium structure recommended below.

Renewing physical capacity

As noted above, space is one of the major constraints in allowing Green College to move to its next level. There are two distinct physical needs. The first regards the space limitations as a residence. We do not recommend that Green College grow in terms of its residential community, which by all accounts is at the right number for meaningful interaction. But since the College has transferred 100% of rent to SHHS, it is essential that the Principal and SHHS engage in a strategic plan for dealing with deferred maintenance and tending to the residences that are in major need of renovation. We were struck by the contrast between the intellectual capital and the physical capital (of the residences) at Green College: the former being well organized, brilliant, and innovative; and the latter poorly designed, dark, and, by many accounts, cold. It is also important that a better solution be found for the constraint students face in the new commitment to 12-month contracts, which if not managed correctly could have the perverse effect of reducing demand rather than creating stability in occupancy. Again, SHHS should work with the Principal to find ways that can be more flexible, for example, requiring a reasonable penalty with sufficient notice, facilitating a sub-let market, etc.

- *Recommendation 6*
That the Principal and SHHS develop a strategic plan for the allocation of financial resources toward improving the physical capital of the College, especially the residences, and for finding ways to ease the constraint on the 12-month commitment.

The second space limitation regards Green Center as a center of academic research and learning. It became clear to us that Green College needs space (in fact, what is achieved in the tight spaces is extraordinary!). We explored several other venues for some of their activities and indeed Green College makes good use of the lecture facilities at the Museum of Anthropology, Ike Barber, and the Law School, and various other spaces on campus. But this is not sufficient for what Green College is capable of creating.

The original vision of Green College included a custom-built lecture hall. The 2003 external review of Green College recommended a 200-seat theater for the future of Green College. The original vision of Green College foresaw ongoing connections of visiting scholars with the University community, which office space for visiting scholars would facilitate. In addition, at the present moment common space for the residents is minimal, not to say meager. Spaces that encourage collaboration are needed. We also envision an expanded configuration of space allowing for graduate seminars to be taught in the physical space of Green College; ideally, for example, these graduate seminars (both full-fledged seminars and microseminars) would be taught by faculty members who are leading interdisciplinary series supported by Green College or by visiting scholars and postdoctoral fellows, thus further integrating the academic and residential mission of Green College.

Thus to complete the original vision of Green College, its physical footprint needs to be expanded to increase its capacities in terms of space. This might take the shape of an entirely new building or an expansion of existing structures or a combination of the two; in any case, the solution must be harmonious and in keeping with existing Green College structures.

We asked the Principal about the value and uses of the additional space, a question to which he clearly had given considerable thought. In his response, he identified four important uses of the space:

‘[1] Versatile auditorium space that could, in its main configuration, provide space for up to 150 audience members. This would enable us to keep big-draw events at the College and dispel the vague but persistent sense that . . . Green College is a pleasant enough place for an intimate seminar but not really in the business of public intellectual engagement. It would enable faculty members to invite their classes down to hear certain speakers and thereby expose undergraduates to more of what the College has to offer. . . .’

[2] Office space (5 - 10 units) for visiting scholars, whether resident in the College (i.e. living in the main residence, where work space is inadequate) or associated as non-residents. . . . The aim would be to provide a distinct presence of more senior scholars at the College, who might also have relationships with the MOA, PWIAS, Liu, etc. within the framework of a North Campus interdisciplinary consortium. This addition would give the College a chance to establish ongoing collaborative research activities within its precincts, something that has not been possible hitherto.

[3] Lobby space that could be used for entertainment purposes, and that would . . . provide the residents with a social space. . . .

[4] Either in the Coach House or elsewhere in the new ensemble, suitable common room / study space for residents and their guests. There is virtually no such space at the College now. . . .’

The Principal, of course, recognizes that new space would need to pay for the ongoing upkeep and proposes that the auditorium could be rented, in consultation with SHHS and others at Cecil Green Park House (CGPH) to find revenue-raising opportunities. For example, such a facility could help attract more alumni-related activities at the CGPH, through lectures or concerts that could productively blur the amenities of the heritage houses. Toward this last point, it appears to us that the apparent disconnect of CGPH from the academic, intellectual, and residential life at the College is a lost opportunity and requires a larger University conversation in light of the different ownership and functions of these two dominant units in the ‘Green zone’. It would seem that there could be tremendous synergies in better use of space, complementary programming, and some creative capital planning of this beautiful part of the campus on the North side that could make both units better off, academically and financially, especially if Green College has a new lecture facility. Finally, the auditorium space being proposed here could serve the wider University community of undergraduate students during (at least parts of) the day.

- *Recommendation 7*
That UBC Infrastructure Development work with the Principal for an assessment of Green College’s space needs to achieve its ambitions as one of UBC’s vehicle for interdisciplinarity in research and learning and be given the support in UBC’s Fundraising Campaign. (In the meantime, please remove the bar in the Coach House, which could expand capacity overnight!)

Building an intellectual consortium

From its beginnings Green College was conceptualized as an academic unit, albeit one that does not offer a curriculum. Today it continues to exert a strong intellectual gravitational pull for many people on campus, in the surrounding community, and from other universities around the world. Viewed by some as a hike away, St. Johns College, the only other residential college for graduate students and postdoctoral fellows at the University of British Columbia, is located in this general precinct of the campus on the edge of Pacific Spirit Regional Park (the quadrant defined by the perimeter of NW Marine Drive, University Boulevard, and East Mall). That two of only three such residential colleges across all of Canada are situated in this quadrant on campus constitutes a remarkable resource that deserves careful cultivation.

- *Recommendation 8*
That the two colleges, building on their individual strengths, work more closely with each other to develop intellectual synergies.

Moreover, within this stunningly beautiful precinct on campus are sited other interdisciplinary non-teaching units of distinction, including the Peter Wall Institute for Advanced Studies, the Liu Institute for Global Issues, the Museum of Anthropology, and the Morris and Helen Belkin Art Gallery.

- *Recommendation 9*
That Green College continue to explore and establish academic connections with these units as well, in particular the Wall Institute which focuses on the research of faculty members, both at UBC and beyond, and the Liu Institute, which has a strong commitment to graduate education and training.
- *Recommendation 10*
That central administration vigorously pursue creative strategic planning to establish this part of the campus as an interdisciplinary zone at UBC.

This consortium could be instrumental in facilitating what is increasingly being called ‘public scholarship’, which would give faculty, postdoctoral fellows, and graduate students opportunities to participate as public educators in events open to the public, thus integrating the research mission of the University with community engagement. It is an important part of a graduate student’s education to understand their research as having audiences beyond strictly professional borders and to learn to present their research in ways that translate to larger publics. This is commensurate with the commitment of the University to community engagement, with a priority being deliberative public dialogue on issues of public concern. Recent series at Green College have vividly demonstrated the salience of presenting research to larger publics, with the 2011-2012 series on animal subjects in research a passionate case in point. We recommend that these opportunities be carefully and strategically embraced by Green College in the recognition that they are occasions to inspire the residents of Green College to understand their role as researchers in a more expansive way—as including public scholarship.

Although campus-wide policy with regard to developing an interdisciplinary culture at UBC is outside the scope of this review, it is preeminently clear that Green College must be part of a comprehensive policy for encouraging interdisciplinary research and collaboration at both the level of graduate students and of faculty. In the recognition that together these units are far more than the sum of their parts and that such units often do not have a voice at the table, we urge central administration to consider establishing a council or consortium of these units. We applaud

the plan of the Provost to create a position for a Vice Provost for Interdisciplinarity, which will greatly facilitate the above recommendation.

Sustaining strong leadership

One of the great resources of Green College is the present Principal—Mark Vessey—who is uniformly praised for his prodigious gifts in creating intellectual community and in championing, in a multitude of ways, the many different dimensions of the work of Green College. In looking to the future, we judge it imperative that the University of British Columbia do everything it can to retain the present Principal and, when the time has come, attract and successfully recruit the very best next Principal of Green College. To aid in this effort we recommend the establishment of a named professorship (its funds unrestricted) attached to the position of Principal of Green College; the Principal would be free to deploy these resources in ways that he or she sees fit, whether as a fund for their own research or for special undertakings of the College or as a combination of the two. As we have pointed out, the Principal of Green College effectively serves as the director of an intellectual center or institute; having professorships attached to such directorships is a common practice in the United States and serves as a mechanism to help attract people to the position.

- *Recommendation 11*
That the University create a professorship for the Green College Principal.

V. Summary of Recommendations

As Steven Johnson explains in *Where Good Ideas Come From: The Natural History of Innovation*, good ideas rarely come from individuals working in isolation but rather emerge when people share their thoughts and work, debating and aiding each other in sharpening their ideas. This is the culture of Green College, a vibrant intellectual and interdisciplinary space characterized by dialogue and discussion, whether framed in terms of scheduled talks (lectures, conferences, fireside chats) that form cogent series or emerging serendipitously out of encounters morning, noon, and night. While the rhetoric of interdisciplinary is legion, successful institutional mechanisms for interdisciplinary at universities are few and far between. Green College is a rare exception to the rule. Toward sustaining and promoting this exceptional and innovative model of interdisciplinary exchange, we summarize here our recommendations:

Recommendation 1: That the Principal of Green College report directly to the Provost or to the appropriate Vice-Provost.

Recommendation 2: That the University immediately restore the \$130,000 to the Green College base budget. We also strongly recommend that the University enhance Green College's base budget by an additional \$50,000 (over the \$130,000) in each of two years beginning April 2013 so that by April 2014, the budget is increased by \$100,000.

Recommendation 3: That Green College collaborate with the University toward making named summer fellowships for UBC doctoral students a fundraising priority.

*Recommendation 4: That University leaders speak frequently about Green College in speeches, with potential donors, and among influential friends. Green College should be regularly featured in *Trek* magazine and presented as a fundraising priority of the University.*

Recommendation 5: That the Advisory Board be reconstituted and work closely with the

Principal on matters of development and fund-raising.

Recommendation 6: That the Principal and SHHS develop a strategic plan for the allocation of financial resources toward improving the physical capital of the College, especially the residences, and for finding ways to ease the constraint on the 12-month commitment.

Recommendation 7: That UBC Infrastructure Development work with the Principal for an assessment of Green College's space needs to achieve its ambitions as UBC's vehicle for interdisciplinarity in research and learning and be given the support in UBC's Fundraising Campaign. (In the meantime, please remove the bar in the Coach House, which could expand capacity from 40 to 50 seats overnight!)

Recommendation 8: That the two colleges, building on their individual strengths, work more closely with each other to develop intellectual synergies.

Recommendation 9: That Green College continue to explore and establish academic connections with these units as well, in particular the Wall Institute which focuses on the research of faculty members, both at UBC and beyond, and the Liu Institute, which has a strong commitment to graduate education and training.

Recommendation 10: That central administration vigorously pursue creative strategic planning to establish this part of the campus as an interdisciplinary zone at UBC.

Recommendation 11: That UBC create a professorship for the Green College Principal.

ITINERARY
REVIEW OF GREEN COLLEGE
26-27-28 JUNE

Tuesday, 26 June		
7:30 p.m.	<i>Dinner at hotel restaurant</i>	Sheraton Wall Centre

Wednesday, 27 June		
7:00 a.m.	<i>Drive to UBC</i>	
7:30 – 8:30	Breakfast meeting: Provost and VP Academic: David Farrar Vice Provost and AVP Academic: Anna Kindler	Old Admin. Bldg, Room 100
8:30 – 9:00	<i>Break: walk to Grad. Studies</i>	
9:00 – 9:45	Dean of Graduate Studies pro tem: Susan Porter	Dean's Office, GSC/TK House
9:45 – 10:15	<i>Break: walk to Green College</i>	
10:15 – 11:00	Principal of Green College: Mark Vessey	Graham House Green College
11:00 – 11:45	<i>Tour of the College</i>	
11:45– 12:15	Director, Museum of Anthropology: Anthony Shelton	
12:15 – 12:45	College Administration: Clark Lundeen, Administration Manager Tatiana Tomljanovic, Communications Manager	
12:45 – 1:30	<i>Lunch</i>	
1:30 – 2:00	Office Staff of Green College: Lyn Pedro, Membership and Accommodations Coordinator	

	Alan Gumboc, Event Coordinator Lynda Callard, Finance Assistant Simone Goguen, Receptionist	
2:00 – 2:45	Principal, College for Interdisciplinary Studies: Hugh Brock Principal of St. John’s College: Henry Yu	
2:45 – 3:00	<i>Break</i>	
3:00 – 3:45	Board Members of GC Dining Society: Michael Davis Amanda Grochovitch Kostadin Kushlev Charles Rabideau Roli Wilhelm	
3:45 – 4:30	Resident Members of the College (reps from Residents’ Council): Tim Shah Stephanie Shulhan Michelle Turner Anita Prest Daria Boltokova Alana Boileau (Chair) Matthew Badali Marc Schutzbank Caroline Grego	
4:30 – 5:15	Director of Student Housing & Hospitality Services: Andrew Parr (via phone) Director of Residence Life: Janice Robinson, with David Kiloh and Brian Heathcote University Comptroller: Ian Burgess	
5:15 – 5:30	<i>Break</i>	
5:30 – 6:30	<i>Reception for reviewers in Green College</i>	
6:30: - 8:00	<i>Dinner for reviewers in Green College</i>	
8:00	<i>Drive to hotel</i>	

Thursday, 28 June		
7:30 – 8:15	Breakfast at hotel	Sheraton Wall Centre
8:15 – 9:00	Drive to UBC	
9:00 – 9:45	Executive Director of Continuing Studies: Judith Plessis Former Director of Development, College for Interdisciplinary Studies: Larry Sproul	Graham House Green College
9:45 – 10:30	Faculty convenors of interdisciplinary series (past year): Richard Carpiano (Sociology) Glenn Deer (English) José Verstappen (Director, Early Music Vancouver) Maxwell Cameron (Political Science) Laura Janara (Political Science) Renisa Mawani (Sociology) Hisham Zerrifi (Liu Institute)	
10:30 – 10:45	Break	
10:45– 11:30	College faculty members (non-resident), reps from Faculty Council: Werner Antweiler (Business) Lisa Coulthard (Theatre and Film) Margery Fee (English) Makoto Fujiwara (TRIUMF) Pawel Kindler (Cellular & Physiological Sciences) Sima Godfrey (French, Hispanic, & Italian Studies) Alan Richardson (Philosophy) Tom Hutton (Community & Regional Planning) Rusung Tan (Pathology & Lab Medicine) Ilan Vertinsky (Forest Economics and Business) Don Brooks (Medicine) Patricia Vertinsky (Kinesiology)	
11:30 – 12:00	Chair of the Green College Advisory Board: John Diggins (via phone)	

12:00 – 12:45	Lunch	
12:45– 1:30	Nominators and co-hosts of Cecil H. and Ida Green Visiting Professors: Olav Slaymaker (Geography) Jane Flick (English) John Barker (Anthropology) Gernot Wieland (English) Nancy Frelick (French) Executive Chef, Green College Dining Society: Joseph Collet	
1:30 – 2:15	Principal of Green College: Mark Vessey	
2:15– 3:00	Dean of Graduate Studies : Susan Porter (exit interview)	
3:00 – 4:00	Provost and VP Academic: David Farrar (exit interview)	Koerner Library
4:00 – 5:45	<i>Discussion and drafting of the report</i>	Koerner Library
5:45 – 6:00	<i>Drive to restaurant</i>	
6:00 – 8:00	<i>Dinner with the Dean</i>	Provence, West 10th
8:00	<i>Drive to hotel</i>	