

Vancouver Senate

**THE FIFTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2016/2017 ACADEMIC YEAR**

WEDNESDAY, 18 JANUARY 2017

6:00 P.M.

ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL

1. Senate Membership – Dr Kate Ross

Resignation

Dr Kenneth Baimbridge, Representative of the Joint Faculties (information)

2. Minutes of the Meeting of 16 November 2016 – Dr Santa Ono
(approval) (docket pages 3-20)

3. Tributes Committee – Dr Sally Thorne

Memorial Minutes for Drs David Strangway, John M Gosline, and Harvey Mitchell
(approval) (docket pages 21-24)

4. Remarks from the Chair & Related Questions – Dr Santa Ono (information)

5. Admissions Committee – Dr Robert Sparks

- a. Faculty of Graduate and Postdoctoral Studies: Admission – English Language Proficiency Standards and GRE Requirements (approval) (docket pages 25, 27-35)
- b. Bachelor of Arts and Bachelor of Fine Arts – Readmission Regulations (approval) (docket pages 25-26, 36-44)

6. Agenda Committee – Dr Paul Harrison

2017/2018 Senate Meeting Dates (information) (docket page 45)

7. Awards Committee – Dr Lawrence Burr

New and Revised Awards (approval) (docket pages 46-53)

8. Curriculum Committee – Dr Peter Marshall

Proposals from the Faculties of Applied Science, Land & Food Systems, Pharmaceutical Sciences, and Science (approval) (docket pages 54-72)

9. Nominating Committee – Dr Richard Tees

- a. Committee Adjustments (approval) (docket page 73)
- b. Revised Procedures to Policy 18 (information) (docket pages 73, 75-86)
- c. Vice-Provost International (information) (docket page 74)
- d. Triennial Review (information) (docket page 74)

10. Teaching & Learning Committee – Dr Andre Ivanov

Topic of Broad Interest – Program Outcomes in the Arts – with Dr Janet Giltrow (information) (docket page 87)

11. Tributes Committee – Dr Sally Thorne

Candidates for Emeritus Status (approval) (docket pages 88-89)

12. Reports from the Provost

- a. Annual Report on Enrolment – with Vice-Provost Pamela Ratner (information) (docket pages 90-131)
- b. Annual Report on Student Evaluations of Teaching – with Vice-Provost Eric Eich (information) (docket pages 132-138)
- c. Commitment to Diversity Fund – with Associate Vice-President Sara-Jane Finlay (information)

13. Reports from the Registrar

- a. Results of the 2017-2020 Elections to the Board of Governors and of Joint Faculties Senators (information) (docket pages 139-140)
- b. 2017/2018 Academic Year (information) (docket pages 141-142)

14. Other Business

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>



VANCOUVER SENATE

MINUTES OF 16 NOVEMBER 2016

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K Ross (Secretary), Dr P. Adebar, Dr R. Anstee, Dr S. Avramidis, Dr K Baimbridge, Mr M. Bancroft, Ms E. Biddlecombe, Dr L. Burr, Ms L. Castro, Ms D. Coulbourn, Mr N. Dawson, Mr. B. Fischer, Dr S. Forwell, Dean B. Frank, Dr J. Gilbert, Prof. B. Goold, Mr S. Haffey, Dean K. Harrison, Dr P. Harrison, Ms M. Huang, Ms M. Huron, Mrs C. Jaeger, Dr P. Keown, Ms H. Kwan, Dr B. Lalli, Mr D. Lam, Mr H. Leong, Dr P. Loewen, Dr K. Lo, Dr D. MacDonald, Mr K. Madill, Ms A. Maleki, Dr C.W. Marshall, Dr P. Marshall, Dr W. McKee, Dean S. Peacock, Dr A. Richardson, Dr L. Rucker, Dr C. Ruitenbergh, Mr I. Sapollnik, Dr B. Sawatzky, Dr S. Singh, Mr J. Solis, Dr R. Sparks, Mr J. Spiedel, Dr R. Tees, Dr S. Thorne, Dr L. Walker, Ms K. Williams

Regrets: Mr T. Ahmed, Dr H. Brock, Dr A. Collier, Dean M Coughtrie, Dean C. Dauvergne, Dr A. Dulay, Dr W. Dunford, Dr D. Gillen, Dr C. Godwin, Chancellor L. Gordon, Dean R. Helsley, Dean J. Innes, Dr A Ivanov, Ms T. Johnson, Dean D. Kelleher, Dr S. Knight, Dr P Meehan, Mr W McNulty, Dr C Naus, Dr C. Nislow, Dean M. Parlange, Dr N. Perry, Dr G. Peterson, Dean S. Porter, Dr A. Redish, Dr A Riseman, Dr T. Schneider, Dean C. Shuler, Ms S. So, Ms D. Tse, Dr R. Wilson, Dr D. Witt, Dean R. Yada, Mr S. Zbarsky

Clerk: Mr C. Eaton.

Call to Order

The Chair of Senate, Dr Santa J Ono, called the third regular meeting of the Vancouver Senate for the 2016/2017 Academic Year to order at 6:04 pm.

Minutes of the Previous Meeting

Richard Tees
Lawrence Burr

} *That the Minutes of the Meeting of 19 October 2016 be adopted as corrected.*

Correction: Senator Gilbert was present, Dr McNulty should read Mr McNulty

Approved

Business Arising from the Minutes

CHANGE TO THE RULES AND PROCEDURES OF SENATE

Richard Anstee
Sean Haffey

}

That Senate amend its Rules and Procedures to add a new section to follow Section 29 to read as follows: Section 29 notwithstanding, any Senator appointed to a committee of Senate may ask -by giving written or verbal notice through the Secretary or the Committee Chair - that a matter proposed for approval by that committee under delegated authority of Senate be not considered under that delegated authority and instead be brought to Senate for approval. This section shall not apply to an appeal or otherwise confidential matter before a Committee.

Approved

Remarks from the Chair

Dr Ono noted that this was the end of his first three months as President & Vice-Chancellor of the University, and thanked UBC for his welcome. He updated the Senate on initiatives in his office: the selection of a faculty Senior Advisory would be announced shortly, a variety of town halls were being organized, and a new communications staff person would be joining the President's office to help with liaising with faculty and other members of the University community.

Following this, we will start the ideation process to form our next strategic plan; he expected that it would take until at least the summer time before a plan could be formed and brought to the Board of Governors for their consent as well as support for necessary funding plans. We need to focus on people. We have a talented student body, and we need to think about how we can make their entire experience richer and rewarding. It would be fundamental throughout the year to clearly articulate faculty priorities, both for their own purposes and to help develop University wide initiatives.

Finally, Dr Ono noted that this would likely be the foundation for a future capital campaign for UBC.

Senator Singh expressed that he liked the consultative idea, but asked if it would be entirely focused on academics. He noted that safety and security of students was an ongoing concern.

The President replied that these were ongoing concerns for the University that the administration had to work on, but this would be focused on teaching and research, the core activities of the University.

Tributes Committee

DR JOHN CHAPMAN

Dr. John Chapman was born in Poole, in the United Kingdom, in 1923. He joined the Royal Air Force in 1942, serving as a flight instructor and as a member of the Tactical Air Force and Ferry Command. Following the war, he earned an MA in Geography at Brasenose College, Oxford, in 1947 and was appointed a Junior Instructor in Climatology at UBC in the same year. Dr. Chapman went on to earn a Ph.D. from the University of Washington.

Dr. Chapman was appointed a Junior Instructor in Climatology at UBC in 1947. In 1968, Dr. Chapman became the second person to be appointed Head of the Department of Geography, a post he held until 1974. His research interests included the climate of British Columbia, economic geography, and energy policy. Over the course of his distinguished career, he served as an Executive Member of BC Natural Resources, Chairman of the founding board of the Pacific Marine Institute, President of the Canadian Association of Geographers, Chair of the Pacific Science Congress, and Canadian Delegate to the Geographic Union Congress. Dr. Chapman also played an important role in the development of the post-secondary education system in British Columbia, both at UBC and around the Province. In addition to his nine years as a Senator, he also served as UBC's academic planner. Dr. Chapman was also selected to join a team established by the Provincial government to develop a plan for expanding post-secondary education within the Province. This group produced the influential Macdonald Report in 1962, leading to the creation of Simon Fraser University and the transition of Victoria College into the University of Victoria.

Dr. Chapman continued to play an important role in guiding British Columbia's system of post-secondary education following his retirement from UBC in 1988. He served as a member of the Board of Vancouver Community College, Chair of the education committee of the BC Association of Colleges, Director of legislative committees for the BC Ministry of Education (Later the BC Ministry of Advanced Education), and Chair of the Academic Council for BC Open Learning. From 1990-93, Dr. Chapman played an important role in the founding of the University of Northern British Columbia, from which he later received an honorary LL.D. In addition to his many academic achievements, Dr. Chapman also played a central role in Canadian field hockey. In addition to playing the sport, he was instrumental in the growth of the game in Canada, serving as President of the Canadian Field Hockey Association from 1972-74.

To his family and friends, the Senate and The University of British Columbia offer their condolences and thanks.

DR MYER BLOOM

A pioneer in the field of Nuclear Magnetic Resonance, Dr. Myer Bloom was a member of the UBC Physics Department from 1956 until his retirement 1993. He served as a Senator for three years from 1966-1969.

Dr. Bloom was born in Montreal, Quebec in 1928. He received a B.Sc. in 1949 and an M.Sc. in 1950, both from McGill University, before completing his Ph.D. at the University of Illinois at Urbana-Champaign in 1954. From 1954-56, Dr. Bloom held a post-doctoral appointment at the Kamerlingh Onnes Laboratories at the University of Leiden.

First appointed to the Department of Physics at UBC as a research associate in 1956, Dr. Bloom was appointed an assistant professor in 1957, an associate professor in 1960, and finally a full professor in 1963, a position he held for thirty years until his retirement. During his career at

UBC, Dr. Bloom held a number of visiting professorships at institutions around the world, including Harvard University, Kyoto University, the University of Paris Sud, the University of Rome, and the Danish Technical University.

Dr. Bloom's research focused on the field of Nuclear Magnetic Resonance. He made many important contributions to the field, including the first observation of free magnetic induction in pure quadrupole resonance. Later in his career, Dr. Bloom shifted his focus to the application of Nuclear Magnetic Resonance to biological membranes, establishing the field of the physics of soft materials. He went on to become the founder and director of the Program on the Science of Soft Structures and Interfaces at the Canadian Institute for Advanced Research.

Throughout his career, Dr. Bloom received many prestigious awards and distinctions, including the Sloan and Guggenheim Fellowships, the Steacie Prize, the Gold Medal of the Canadian Association of Physics and the Canada Council Killam Memorial Prize for Natural Sciences. Dr. Bloom was a Fellow of the Royal Society of Canada, the American Physical Society and the Canadian Institute of Advanced Research. He has been awarded honorary degrees by Concordia University, and by the Technical University of Denmark.

In 2014, Dr. Bloom published a book of personal recollections titled, *Lucky Hazards: My Life in Physics*.

To his family and friends, the Senate and The University of British Columbia offer their condolences and thanks.

DR ROBERT BLAKE

Having completed a B.Sc. at the University of Bristol and received his Ph.D. from the University of Cambridge, Dr. Robert Blake was appointed to the Department of Zoology in 1979 at the age of 25. He worked predominantly on integrating aspects of the biology of aquatic animals with biomechanics, and was an expert on fish locomotion, including the practical use of fish locomotory designs as biomimetic models for autonomous underwater vehicles.

Dr. Blake represented the Faculty of Graduate Studies as a Senator from 1999 until 2002, and was an active member of the Faculty Association, serving as its vice-president from 1994-1996, and as its president from 1996-1998. He was inducted to the Quarter Century Club in 2005, and retired in 2012.

To his family and friends, the Senate and The University of British Columbia offer their condolences and thanks.

Sally Thorne
Richard Anstee

}

That Senate approve the Memorial Minutes for Dr. John Chapman, Dr. Myer Bloom and Dr. Robert Blake, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.

Approved

Candidates for Degrees

Ho Yi Kwan	}	<i>That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective November 2016, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.</i>
Philip Loewen		

Approved

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Paul Harrison, presented

REVISIONS TO GRADUATE AND POST-DOCTORAL STUDIES' ACADEMIC REGULATIONS

Paul Harrison	}	<i>That Senate approve the proposed revisions to the Faculty of Graduate and Post-Doctoral Studies' Academic Regulations sections of the Academic Calendar as set out in the attached forms.</i>
Robert Sparks		

Dr P. Harrison explained that the proposed changes were intended to better guide students around academic standing, discipline and appeals.

Approved

Admissions Committee

The Committee Chair, Dr Robert Sparks, presented.

FACULTY OF GRADUATE & POSTDOCTORAL STUDIES: ADMISSION TO DOCTORAL PROGRAMS

Robert Sparks	}	<i>That Senate approve changes in admission requirements for applicants to doctoral degree programs in the Faculty of Graduate and Postdoctoral Studies, effective for the 2016 Winter Session and thereafter.</i>
Richard Anstee		

Dr Sparks noted that two sets of changes were included, one changing the transfer arrangements from a master of a doctoral program, and the second for students entering doctoral programs directly from undergraduate degrees. For the first, the credit requirement has been reduced from

12 to 9, but a 12 credit probationary requirement is added. For the second, an honours degree was previously required but not all programs had honours options and top students in those programs could not directly enter doctoral programs. We are removing that limitation but adding a 2 year probationary period.

Senator Haffey asked if the proposal was retroactive.

Senator Walker advised that the intent was to allow it to be used for admission from January onwards.

Senator Singh asked how high level of research standing was assessed; in particular, he asked if there was there a particular level of competency required for a bachelors graduate entering a doctoral program?

Dr Walker advised that this would be determined by the grad program; this could be evidenced by a thesis, but also by direct research or studies.

Senator Loewen asked what would happen to a doctoral student who fails to meet the probationary requirements.

Dr Walker advised that depending on performance, they could be transferred to a master program or be asked to withdraw.

Approved

**CHANGES TO UNDERGRADUATE DIRECT-ENTRY PROGRAMS ADMISSION REQUIREMENTS:
FIRST NATIONS STUDIES 12**

Robert Sparks	}	<i>That Senate approve the use of BC First Nations Studies 12 to satisfy the Social Studies 11 admission requirement and as an approved Grade 12 course for applicants following the BC/Yukon secondary school curriculum, effective for admission to the 2017 Winter Session and thereafter.</i>
Lawrence Walker		

Dr Sparks advised that presently the course is used for either requirement but not both. There already a small number of courses that can be used to meet 2 requirements, namely Biology 12 and several languages courses. In this instance, BC First Nations Studies 12 ranks highly in its predictability for success in first year. Every year, the Registrar's office correlates high school courses with first year success, and this course tops the list frequently, often above English, Physics and Math 12. Dr Sparks also noted that such a change aligns well with the University's strategic priorities in encouraging aboriginal enrolment.

Approved

Awards Committee

See Appendix A: Awards Report

Dr Lawrence Burr, Chair of the Committee, presented.

NEW AND REVISED AWARDS

Lawrence Burr	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
Susan Forwell		

Senator Burr noted that \$74 000 in new student aid was proposed for approval this month.

Approved

Curriculum Committee

Dr Peter Marshall, Chair of the Senate Curriculum Committee, presented.

See Appendix B: Curriculum Report

NOVEMBER CURRICULUM REPORT

Peter Marshall	}	<i>That the new course brought forward by the Faculty of Graduate and Postdoctoral Studies (Medicine) be approved.</i>
Carol Jaeger		

Approved

Joint Report of the Admissions and Curriculum Committees

Senator Marshall presented on behalf of the Senate Curriculum and Admissions Committees.

NEW PROGRAM: SPECIALIZATION IN BIOMEDICAL ENGINEERING, IN THE BACHELOR OF APPLIED SCIENCE

See Appendix C: Professional Master of Business Administration

Peter Marshall	}	<i>That the new Bachelor of Applied Science in Biomedical Engineering degree program and its associated new courses be approved.</i>
Carol Jaeger		

Dr Marshall noted that there was quite a bit of detail provided in the package. At the last meeting of the Senate Curriculum Committee, there were some outstanding items around

consultations, and agreements have been reached that have not impacted for the formal program proposal.

Senator Jaeger explained that the new specialization, if approved, would be seeking accreditation as soon as possible. The program was developed in collaboration with the Faculty of Medicine. The cohort will have two common years, and in years 3 and 4 would follow one of 4 streams. Each stream relates to electrical, mechanical, computation, and biological engineering. Graduates could follow many paths, but there is a healthy biomedical and biotechnical industry in Vancouver, and graduate school or medical school would be options.

A student senator noted that Year 1 of the program went into the summer months and asked if that was a problem for a first year student not having a summer break given mental health concerns.

Senator Jaeger noted that we haven't specified yet when in the summer that would occur, and the faculty is increasingly viewing the end of the summer before the start of year 2 instead of at the end of year 1 as a better option. She suggested that students increasingly want content sooner and sooner in their degree programs and there is pressure to front load general content to allow for more specific content later.

The student senator cautioned that this would additionally present challenges for students who wanted to change programs.

Senator Singh noted that some department in Science had concerns with the development of the program.

Mrs Jaeger noted that discussions with Biology, Microbiology, and Botany had resolved those issues but conversations would continue in the spirit of continual improvement.

A student senator asked how students would apply for this program.

Mrs Jaeger advised that students would apply as any other for first year. They would be asked to express an interest in biomedical engineering in the same way that student can express an interest in pre-medical. Students would be eligible for a modified timetable as there was no distinction in term 1 and this would give some space for movement back and forth.

Senator P. Harrison asked why Applied Science still has an English requirement rather than a writing or communication requirement as the senate had encouraged in 2008.

Mrs Jaeger advised that this was in part due to accreditation requirements.

Dr P. Harrison noted that English was listed as being useful for admission to medical school and asked if this was the case in all cases. He suggested that this was too prescriptive.

Dr Marshall agreed to address this as an editorial change.

Dr P. Harrison asked why CHEM 123 was a pre-req for BMEG 210 when it was required in year 1 of the program.

Mrs Jaeger replied that this was to allow for a registration block for students who may have failed the first year course.

Dr P. Harrison expressed his concerns with how the current consultations had been described. There are ongoing consultations with the biology program as well as the department of Microbiology and Immunology. The Head of that department has not seen documentation that addresses why an overlapping course is needed. The way consultation was done at the last minute has been very dissatisfactory. We could have come together much better if there was earlier consultation.

Mrs Jaeger replied that there was an energetic and ambitious team in applied science.

Dr P. Harrison said that Science stood ready to help, but needed to be worked with earlier.

Senator Sapollnik noted that the program was described as 4 years but required mandatory co-op, so it was a 5 year program.

Mrs Jaeger said it was 4 years of academic content, and co-op was not necessarily mandatory if a student was unable to participate. Much like in Engineering Physics it was an expectation but not mandatory.

A student senator noted that engineering physics was marketed as a 5 year program, and suggested that this would be as well.

Dr Harrison advised that it technically was a 4 year program, but took 5 years because of the beneficial work experience. This was a difference between regulations and marketing.

Senator Dawson advised that students were consulted very late in this program. He stated that students were generally in favour with the program but wished to note their dissatisfaction with the process undertaken by Applied Science.

Dean Peacock advised that he could not vote for or against the proposal based on the poor consultative practices of Applied Science and thus would be abstaining.

Senator Biddlecombe asked if completion of the co-op program would be transcribed and on the parchment so that it aided in PEng status.

Mr Jaeger replied that yes it would.

Senator Dawson asked where the students would study while a new building does not yet exist.

Senator Jaeger advised that a goal of the faculty is to expand engineering but we would only admit students we had the space to educate.

Senator Dawson asked about the expansion of 100 seats.

Senator Jaeger replied that this would need new funding from either UBC or the Province.

Senator Sapollnik asked if APSC was moving away from accredited co-op;

Carol replied that they were considering it; Applied Science is hoping to broaden professional development and to allow credit to be accorded for it.

Approved

NB: The following senators asked for the abstention to the above resolution to be noted: Simon Peacock, Paul Harrison, Richard Tees, Paul Keown, Benjamin Fischer, Jeff Solis, Miranda Huron, William McKee, Mark Bancroft, Ian Sapollnik, Danika Coulbourn, Melina Huang, Jason Speidel, Santokh Singh, Lance Rucker, Susan Forwell, Erin Biddlecombe, Nick Dawson,

Nominating Committee

The Chair Senate Nominating Committee, Dr Richard Tees, presented.

APPOINTMENTS TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE- PRESIDENT ACADEMIC & PROVOST

Richard Tees	}	<i>That Dr Perry Adebar, Dr Sian Echard, Dr Janice Eng, and Dean John Innes be appointed to the President's Advisory Committee for the Selection of a Vice-President Academic & Provost.</i>
Robert Sparks		

Senator Tees noted that as suggested earlier this year, the Senate Nominating Committee had canvased faculty members and students for additional nominees to be considered.

Senator Ruitenbergh asked if any of the nominees came out of the revised list of names.

Senator Tees replied one out of three.

Approved

APPOINTMENTS TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PRESIDENT RESEARCH & INTERNATIONAL

Richard Tees	}	<i>That Dr Matthew Evenden and Dr Jean Shoveller be appointed to the President's Advisory Committee for the Selection of a Vice-President Research & International.</i>
Christopher Marshall		

Dr Tees advised that the same process was undertaken with this committee as with the Provost, and one of the two names proposed came from the revised list.

Approved

ADJUSTMENTS TO COMMITTEE ASSIGNMENTS

Richard Tees	}	<i>That Dr Christian Naus be appointed to the Senate Agenda Committee until 31 August 2017 and thereafter until replaced, to replace Dr Sally Thorne;</i>
Nick Dawson		

That Acting Dean Kathryn Harrison be appointed to the Senate Ad Hoc Committee on Flexible Learning until 31 August 2017, to fill a vacancy;

That Mr Jeff Solis be appointed to the Senate Curriculum Committee until 31 March 2017 and thereafter until replaced, to replace Ms Jolene Loveday; and

That Mr Jeff Solis be appointed to the Senate Library Committee until 31 March 2017 and thereafter until replaced, to replace Ms Jolene Loveday.

Approved

IN CAMERA – HONORARY DEGREES

Adjournment

There being no further business, the meeting was adjourned at 7:34 pm.

Appendix A: Awards Report

New Awards:

Glenn and Annetta AGNEW Bursary in Computer Science – Bursaries totalling \$4,000 are offered annually by the Glenn and Annetta Agnew fund, managed by the Vancouver Foundation, for undergraduate or graduate students in computer science or computer engineering who demonstrate financial need. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Glenn and Annetta AGNEW Bursary in Medicine – Bursaries totalling \$4,000 are offered annually by the Glenn and Annetta Agnew fund, managed by the Vancouver Foundation, for MD students who demonstrate financial need. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Glenn and Annetta AGNEW Science Co-op Award – Awards totalling \$4,000 are offered annually by the Glenn and Annetta Agnew fund, managed by the Vancouver Foundation, for Science Co-op students who demonstrate leadership in the UBC Science community or with their employer, and who have demonstrated financial need. The award is made on the recommendation of the Faculty of Science in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Dr. Alexander C. E. AYLETT Graduate Research Award in Environmental Studies – A \$1,000 award is offered annually by friends and family in memory of Dr. Alexander C. E. Aylett (UBC MA 2004, PhD 2012). This award recognizes an outstanding graduate student in the fields of human geography or environmental geography whose work focuses on sustainable urban development. Financial need may also be considered. The award is made on the recommendation of the Department of Geography in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Peter BRUNOLD Award of Excellence in Business – A \$5,000 award has been made available through an endowment established by Peter Brunold for an undergraduate student enrolled in the Bachelor of Commerce degree program in the Sauder School of Business. The award is for a student who has demonstrated academic excellence, is on the Dean's Honour Roll, and who would not be able to pursue a degree program without financial support. Preference will be given to a student with demonstrated leadership ability and involvement in the community. To be considered, candidates must be Canadian Citizens or Permanent Residents. The award is made on the recommendation of the Sauder School of Business in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

FREEDOM 55 Financial Fitness & Community Wellness Award – Two awards of \$2,500 each, are offered annually to students in 3rd year or a higher year of study with good academic standing, who demonstrate leadership and who are on a varsity athletic team. This award may be renewed provided the students maintain good academic standing and continue to be varsity athletes. The award is made on the recommendation of UBC Athletics. (First Award Available in the 2016/2017 Winter Session)

Neil FREEMAN Memorial Scholarship – A \$1,000 scholarship is offered annually by Julie Stockton in memory of her husband, Neil Freeman. Professor Emeritus Neil Freeman taught in the Department of Theatre and Film from 1991 to 2006. He was renowned for his unique approach to the unlocking of Shakespearean text for young actors. Students always left his classes with a new respect for Shakespeare and new insights in how to decipher the mysteries of the Bard. His research into the First Folio and his writing on the use of these texts for the actor changed the way Shakespeare is approached by thousands of actors around the world. The scholarship is given to an undergraduate or graduate student in theatre who shows exceptional aptitude for Shakespeare or advancement of Shakespearean research. The award is made on the recommendation of the Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Murdoch Angus NICHOLSON Memorial Bursary in Medicine – A \$1,000 bursary has been made available through an endowment established by Elizabeth Nicholson and Allan Nicholson in memory of their father, Murdoch Angus Nicholson, for students in Medicine. Dr. Nicholson left school at 14 to work on the family farm but his sister encouraged him to finish high school and steered him in the direction of her vocation, teaching. After several years in that profession, he decided to go to university and found his passion - Medicine. He loved the daily challenge of diagnosing illnesses from often vague symptoms, of prescribing new drugs to previously untreatable diseases, and of learning about all the new advances in his field. He particularly enjoyed practicing in small communities as he was able to offer his patients everything from obstetrics to pathology. After graduating from the University of Toronto, he practiced in rural areas of Ontario before serving overseas during World War 2. During his basic training in Vernon, he discovered Vancouver and moved there in 1946 where he practiced for almost 30 years. This bursary is proudly offered in his memory. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

PLANT a Seed & See What Grows Foundation Bursary in Land & Food Systems – A \$1,000 bursary is offered annually by the Plant a Seed & See What Grows Foundation to support an undergraduate student pursuing a BSc in Land & Food System's Food and the Environment program. Plant a Seed & See What Grows Foundation has created this award in support of their vision to strengthen the community's capacity to create a healthier generation through experiences that connect to the land and provide opportunities to improve our communities. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Sam RATTAN Suicide Awareness Award – A \$1,000 award is offered annually in honour of Sam Rattan to an outstanding student in the Master of Social Work program who has a demonstrated interest in mental health education and developing both critical and creative responses to assist efforts to address mental health distress and suicidal ideation/suicide. Sam Rattan was a bright 23-year-old who suffered from mental illness from his teenage years and ultimately succumbed to his illness by suicide. During this time, Sam's family encountered a lack of resources and education to support family members/friends in understanding mental illness so that they could help their loved one. To be considered, candidates must demonstrate community involvement, direct practice, and/or volunteer work with a specific focus on assisting

patients and families to navigate the health system. The award is made on the recommendation of the School of Social Work, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

UNITED Nations Association of Canada MPPGA Young Professional Award – An award of \$2,500 will be given to the candidate(s) nominated by the Master of Public Policy and Global Affairs (MPPGA) program to participate in the United Nations Association of Canada International Development and Diplomacy Internship program (IDDIP). Students will be selected based on their academic achievements, their readiness to work abroad, and their expertise related to roles in the IDDIP. The award will be distributed upon successful signing of a Host Organization placement contract through the United Nations Association of Canada. The award is made on the recommendation of the Graduate Committee of the MPPGA in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Maili WONG Award in Finance - A \$2,000 award is offered annually by Maili Wong for an outstanding undergraduate student enrolled in the Bachelor of Commerce degree program in the Sauder School of Business with specialization in Finance. This award is to recognize the competitive nature and the caliber of students who apply to the Sauder Portfolio Management Foundation Program but are not admitted to the program. Preference will be given to a female student who has shown strength in the face of adversity, upholds the values of honesty and integrity, and shows commitment to both personal and professional growth. (First Award Available in the 2016/2017 Winter Session)

UBC Vantage College Excellence Bursary (tuition) - Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

UBC Vantage College Excellence Bursary (living costs) - Bursaries ranging in value up to the full cost of the student's living costs are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian

study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

Previously-Approved Awards with Changes in Terms or Funding Source:

#1678 Lorraine DOUGLASS Prize in Condominium Law – A maximum of two prizes totalling \$850 have been made available through an endowment for students who have demonstrated academic excellence in the Peter A. Allard School of Law's Condominium Law course (Law 442). The awards are made on the recommendation of the Peter A. Allard School of Law.

Rationale for Proposed Changes – Type of Action: upon the donor's request, and in compliance with the donor's original intentions to support students' academic excellence in Condominium Law, we are changing the award title and award eligibility criteria accordingly.

International Undergraduate Students Short-Term Bursary – A limited number of bursaries are offered to continuing international undergraduate students who demonstrate significant and unanticipated, but short-term financial need. The value of each bursary will depend on the applicant's financial circumstances. Financial need assessments and the determination of a student's eligibility for the short-term bursary are undertaken by Enrolment Services in consultation with the International Student Initiative. (First Award Available in the 2016/2017 Winter Session)

International Undergraduate Students Long-Term Bursary – A limited number of bursaries ranging in value up to the full cost of the student's academic program and living costs are offered to continuing international undergraduate students who demonstrate a significant, unanticipated change in their financial circumstances, rendering them unable to continue their studies at UBC. In order to be eligible for bursary consideration, students must be in good academic standing. Preference in the selection of recipients will be given to students who also demonstrate engagement within the UBC community. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit, shows academic progress as determined by their Faculty, and continues to demonstrate financial need. Bursary recipients will have their situations reviewed annually. Financial need assessments and the determination of a student's eligibility for the long-term bursary are undertaken by Enrolment Services in consultation with the student's Faculty and the International Student Initiative. (First Award Available in the 2016/2017 Winter Session)

Rationale for Proposed Changes – Type of Action: These revisions more accurately reflect the nature of the financial need eligible students will present as well as the approach the university will undertake to assess this financial need. The phrase "a limited number" has been added to each description to accurately reflect the fact that there is a limited amount of funding available for undergraduate international student awards and bursaries and that these students are not eligible for the guarantees Policy

72 provides domestic students. For the long-term bursary which is renewable, greater detail has been added to outline the conditions for renewing the bursary.

Appendix B: Curriculum Report

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

MEDICINE

New Course:

MEDI 503 (3) Introduction to Clinical, Patient Oriented and Translational Research

Appendix C: New Program – Specialization in Biomedical Engineering in the Bachelor of Applied Science Degree

FACULTY OF APPLIED SCIENCE

New program and its associated new courses

Bachelor of Applied Science in Biomedical Engineering;
BMEG 101 (3) Introduction to Biomedical Engineering;
BMEG 102 (2) Biomedical Engineering Lab;
BMEG 150 (4) The Fundamental Units of Life: From Cells To Systems;
BMEG 201 (3) Technical Communication for Biomedical Engineers;
BMEG 210 (2) Thermodynamics in Biomedical Engineering;
BMEG 220 (4) Circuits and Electromagnetics with Application to Biomedical Engineering;
BMEG 230 (4) Biomechanics I;
BMEG 250 (4) Cellular Physiology and Biophysics;
BMEG 257 (4) Biomedical Engineering Design I;
BMEG310 (3) Introduction to Bioinformatics;
BMEG 320 (3) Bioengineering Feedback Systems and Controls;
BMEG 330 (3) Biomechanics II;
BMEG 350 (4) Human Structure/Function from Cells to Systems;
BMEG 357 (3) Biomedical Engineering Design II;
BMEG 370 (3) Cellular Responses to Forces and Biomaterials;
BMEG 371 (3) Transport Phenomena within Cells and Tissues;
BMEG 372 (3) Biomedical Materials and Drug Delivery;
BMEG 373 (3) Microfluidics; BMEG 390 (3) Medical Imaging;
BMEG 430 (3) Economics of Healthcare Solutions;
BMEG 450 (6) Biomedical Engineering Design Project;
BMEG 474 (3) Stem Cells and Regenerative Medicine



6 January 2017

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minutes

The Tributes Committee has prepared memorial minutes for the following individuals:

Dr. David Strangway
Dr. John M. Gosline
Dr. Harvey Mitchell

Motion: *That Senate approve the Memorial Minutes for Dr. David Strangway, Dr. John M. Gosline and Dr. Harvey Mitchell, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee



President Emeritus Dr. David Strangway, OC

President Emeritus Dr. David Strangway was born in Simcoe, Ontario, in 1934. He moved with his missionary parents to Angola at a young age, only returning to Canada aged 18 to begin studying at the University of Toronto in 1952.

Having earned his B.A., M.A. and Ph.D. in Physics by 1960, Dr. Strangway spent the next period of his life teaching at the University of Colorado and MIT, before being invited to join NASA in 1970 as the Chief of their Geophysics and Physics Branch at the Johnson Spacecraft Centre in Houston, Texas. While at NASA, Dr. Strangway was responsible for the geophysical aspects of the Apollo moon missions, including experiment selection and attendant astronaut training, site selection and real-time mission support.

Returning to the University of Toronto in 1973, he served variously as Chair of the Geology Department, Academic Vice-President and Provost, and Acting President from 1983-1984.

On November 1st 1985, Dr. Strangway became the 10th President of UBC, a position he held for 12 years until 1997. During this period he oversaw a major campus building program – with construction projects estimated to total over \$900 million and including buildings such as the First Nations House of Learning, the Chan Centre and the Morris and Helen Belkin Art Gallery. In addition, UBC's endowment grew from under \$100 million to over \$500 million over the course of Dr. Strangway's tenure as President. This growth has continued, with the endowment standing at around \$1.3 billion today, a fact many attribute to Dr Strangway's hugely innovative and successful fundraising efforts. As a result of these and other activities at UBC, including driving an increased focus on quality research, Dr Strangway is credited with extending the university's national and international reputation, allowing the university to develop into the world-renowned institution it is today.

In 1998 the Canadian government appointed Dr. Strangway as the President and CEO of the Canada Foundation for Innovation, whose role was to strengthen research and technology capabilities of Canadian universities, colleges and research hospitals. By the time Dr. Strangway stepped down in 2004, the Foundation had invested more than \$2.7 billion into Canadian institutions, helping to stem the flow of Canadian researchers to other countries.

Alongside his role at the Canada Foundation for Innovation, Dr. Strangway founded Quest University Canada in Squamish, BC, also serving as its President and Chancellor. The private non-profit liberal arts and sciences university – the first of its kind in Canada – was incorporated in 1998, and graduated its first class of students in 2011.

Dr. Strangway was made an Officer of the Order of Canada in 1996, and the following year he received the Republic of Korea's First Order of Civil Merit, the first non-Korean to receive the honour. He was also named a Fellow of the Royal Society of Canada, was awarded the Queen's Silver, Gold and Diamond Jubilee medals, and was a recipient of the NASA medal for Exceptional Scientific Achievement.

To his family and friends, the Senate and the University of British Columbia offer their sincere condolences and heartfelt thanks.



Dr. John M. Gosline

The first professor to bring biomechanics research to UBC, Dr. John M. Gosline joined Department of Zoology in 1973 after obtaining his BA Hons from UC Berkeley, a PhD from Duke University, and spending three years as a Postdoctoral Fellow at Cambridge University.

Starting his UBC career as an Assistant Professor, Dr. Gosline became a Professor in 1986, and served on Senate as a representative of the Faculty of Science from 1993 to 1996. His research focused on the structure and mechanical properties of biological materials across a range of species, including slugs, spiders and jellyfish, and his work resulted in more than 100 publications as well as several books and patents. Dr. Gosline is best known for his work on elasticity in structural proteins such as spider silk, and he was interviewed about this topic by the media as recently as September of this year.

Dr. Gosline received a number of notable awards throughout his career, including the Killiam Research Prize in 1999 and the Faculty of Science Achievement Award for Service in 2005. In 1985 he became a Fellow of the American Association for the Advancement of Science, and in 1997 he was named a Fellow of the Royal Society of Canada.

Dr. Gosline retired in 2008 after 35 years at UBC, but remained active as a Professor Emeritus. The John M. Gosline Biomechanics Fund has been established to continue his work and to foster and recognize excellence in comparative biomechanics, aiming to establish an annual John M. Gosline Biomechanics Lecture and to create a John M. Gosline Biomechanics Fellowship.

To his family and friends, the Senate and the University of British Columbia offer condolences and thanks.

Dr. Harvey Mitchell

Born in Winnipeg in 1926, Harvey Mitchell began his working life in his family's grocery store and butcher shop before studying history at the University of Manitoba. Continuing his studies with a master's degree in history from the University of Minnesota, in 1954 Mitchell and his wife moved to England, where he earned his Ph.D. at University College London.

From 1956 to 1960 Dr Mitchell divided his time between Canada and the U.K., setting up the provincial archives in St John's Newfoundland, spending a year working for Gage Publishing in Toronto, and receiving a Nuffield Fellowship in London in 1959.

After a number of years spent teaching at the Universities of Regina and Calgary, Dr. Mitchell joined the UBC Department of History in 1967, focusing his research on European intellectual history and studies of Alexis de Tocqueville and Voltaire. Before retiring in 1989, Dr. Mitchell



authored five books and many articles for a wide range of journals, including *History of Political Thought*, the *Bulletin of the History of Medicine*, and the *International Journal of Law and Psychiatry*.

Dr. Mitchell served on Senate as a representative of the Faculty of Arts from 1975-1978, and was a pioneer of UBC's Arts One program, encouraging students to take an interdisciplinary approach to important historical, philosophical and literary questions.

To his family and friends, the Senate and the University of British Columbia offer condolences and thanks.



6 January 2017

To: Vancouver Senate

From: Admissions Committee

Re: a) Faculty of Graduate and Postdoctoral Studies: Admission – English Language Proficiency Standards and GRE Requirements (approval)
b) Bachelor of Arts and Bachelor of Fine Arts – Readmission (approval)

- a) Faculty of Graduate and Postdoctoral Studies: Admission – English Language Proficiency Standards and GRE Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in English Language Proficiency Standards and GRE requirements for applicants to graduate programs administered by the Faculty of Graduate and Postdoctoral Studies. The proposed changes are to update the current Calendar table for accuracy and to include TOEFL (Test of English as a Foreign Language) component scores for programs with minimum scores above the Faculty of Graduate and Postdoctoral Studies minima. Proposed changes also include changes to TOEFL requirements for several graduate programs in the Faculty of Education, to align TOEFL minima with required IELTS (International English Language Testing System) minima as the current TOEFL score of 100 (internet-based TOEFL) is higher than the required IELTS score. Finally, the TOEFL minimum for admission to the Master of Music is Piano is lowered from 100 to 90, to correct an error in the Calendar and align with current admission requirements.

***Motion:** That Senate approve changes in English Language Proficiency Standards and GRE Requirements for applicants to graduate programs in the Faculty of Graduate and Postdoctoral Studies, effective for admission to the 2017 Winter Session and thereafter.*

- b) Bachelor of Arts and Bachelor of Fine Arts – Readmission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval a change in the number of transferable credits required for readmission to the Bachelor of Arts or Bachelor of Fine Arts programs following Failed Year Standing. The proposal is to reduce the number of credits required for readmission to 21 transferable credits. The reduced requirement would allow students to better address the issues that led to the Failed Year standing and implement strategies for academic success while requiring a sufficient number of credits on which suitability to return to the program can be adequately assessed.



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***Motion:** that Senate approve changes in readmission requirements for students required to withdraw from the Bachelor of Arts and Bachelor of Fine Arts program, effective for entry to the 2017 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee

Faculty: Graduate and Postdoctoral Studies

Faculty Approval Date: 2 December 2016

Effective Session: 2017W

Year for Change: 2016

Date: 2 December 2016

Contact Person: Max Read

Phone: 2-0283

Email: max.read@ubc.ca

English Language Proficiency Standards and GRE Requirements

Minimum acceptable English language proficiency scores for applicants to programs in the Faculty of Graduate and Postdoctoral Studies are:

- CAE (Certificate in Advanced English): B
- CAEL (Canadian Academic English Language Assessment): overall 70, with 60 on the speaking sub-test
- CEL (UBC Certificate in English Language): 600
- CELPIP (Canadian English Language Proficiency Index Program)
 - CELPIP-A (Academic Reading and Writing): 4L
 - CELL (Listening): 4L
 - CELTOP (Speaking): 4L
- CPE (Certificate of Proficiency in English): C
- IELTS (International English Language Testing System - Academic): 6.5 with no part less than 6.0
- MELAB (Michigan English Language Assessment Battery): 85 final score, with 3 in the speaking test
- PTE (Pearson Test of English - Academic): 65 overall score, with 60 reading, 60 writing, 60 listening, and 60 speaking
- TOEFL (Test of English as a Foreign Language)
 - either* the paper based test: 55 each for reading, listening, and writing, with 4.0 on the Test of Written English (TWE);
 - or* the internet-based test: 90 overall score, with 22 reading, 21 writing, 22 listening, and 21 speaking

Individual graduate programs **may** require higher **English language proficiency** scores, and may require minimum scores on individual components of the test. **Translations between the TOEFL scores shown below and results from other tests will be made by the graduate programs concerned, taking guidance from the tables provided by the respective testing agencies: [CAEL](#), [CELPIP](#), [IELTS](#), [MELAB](#) and [PTE](#).**

Note: The table below receives regular updates throughout the year and outlines the minimum component score.

TOEFL and GRE Requirements

Program	Reading/Writing/Listening/Speaking - Component Scores for Internet-based TOEFL	Internet-based TOEFL Overall	GRE
Accounting		100	
Adult Learning and Education	22/22/22/22	100 92	
Adult Learning and Global Change	22/22/22/22	100 92	
Ancient Culture, Religion, and Ethnicity		100	
Anthropology	25/25/22/22	100	
Architecture (M.A.S.A.)		100	Yes [†]
Architecture (M.A.S.A., M.Arch.)		100	Yes ¹
Archival Studies (M.A.S. and M.A.S./M.L.I.S.)		100	
Archival Studies and Library and Information Studies (M.A.S.L.I.S.)		100	
Art Education	22/22/22/22	92	
Art History		100	
Art History (Critical and Curatorial Studies)		100	
Atmospheric Science	22/21/22/24 22/22/22/23	100	Yes ¹
Audiology and Speech Sciences		100	
Biochemistry and Molecular Biology	27/29/27/24	106	Yes
Bioinformatics		100	
Biomedical Engineering (Ph.D.)			

and M.A.Sc.)		93	
Botany (Ph.D. and M.Sc.)	22/22/22/22	92	
Business Administration (Ph.D. and M.Sc.B.)		100	
Cell and Developmental Biology		100	
Chemistry	23/22/23/22	92	Yes
Children's Literature		100	
Civil Engineering ⁶		100	
Classical and Near Eastern Archaeology		100	
Classics		100	
Commerce and Business Admin. (M.Sc.B., Ph.D.)		100	Yes ²
Composition (D.M.A.)	23/22/23/22	93	
Computer Science		100	
Community and Regional Planning		100	
Counselling Psychology			Yes
Craniofacial Science		93	Yes
Craniofacial Science and Diploma in Endodontics		93	
Craniofacial Science and Diploma in Orthodontics		93	
Craniofacial Science and Diploma in Pediatric Dentistry		93	
Craniofacial Science and Diploma in		93	

Periodontics			
Craniofacial Science and Diploma in Prosthodontics		93	
Curriculum and Leadership	22/22/22/22	92	
Curriculum Studies	22/22/22/22	92	
Economics	22/22/22/22	93	Yes
Society, Culture and Politics in Education	22/22/22/22	92	
Educational Administration and Leadership	22/22/22/22	100 92	
Educational Leadership and Policy	22/22/22/22	100 92	
Educational Studies	22/22/22/22	100 92	
Electrical and Computer Engineering		100	
Endodontics		93	
English		104	
Ethnomusicology		93	
European Studies		92	
Experimental Medicine	22/22/22/22	96	
Film Production (M.F.A.)		100	
Film Production and Creative Writing		100	
Film Studies (M.A. and Ph.D.)		100	
Finance		100	
Forestry (M.Sc., M.A.Sc., M.F., M.I.F., M.S.F.M., Ph.D.)	23/24/23/22	100	
Genetic Counselling	26/28/26/23	100 103	
Genome Science and		100	

Technology			
Geography		100	
Geological Engineering	22/21/22/24 22/22/22/23	100	
Geological Sciences	22/21/22/24 22/22/22/23	100	
Geophysics	22/21/22/24 22/22/22/23	100	
Health Science		107	
Higher Education	22/22/22/22	100 92	
Home Economics Education	22/22/22/22	92	
Interdisciplinary Oncology	22/24/22/22	100	
Journalism		104	
Kinesiology	23/23/23/21	90	
Landscape Architecture (M.L.A., M.A.S.L.A.)		100	
Language and Literacy Education	22/22/22/22	92	
Law ⁴	25/25/25/25	100	
Laws (Common Law) (LL.M.C.L.)	25/25/25/21	100	
Laws (LL.M)	25/25/25/25	100	
LLM in Taxation (LL.M.T.)	25/25/25/21	100	
Library and Information Studies		100	
Library, Archival and Information Studies		100	Yes ³
Literacy Education (M.A. and M.Ed.)	22/22/22/22	92	
Management Information Systems (M.Sc.B., Ph.D.)		100	Yes ²

Management Science		100	Yes ²
Marketing		100	Yes ²
Mathematics		100	
Mathematics Education	22/22/22/22	92	
Measurement, Evaluation, and Research Methodology			Yes ³
Mechanical Engineering ⁵		93	Yes ¹
Media and Technology Studies Education			
	22/22/22/22	92	
Medical Genetics	22/25/22/22	100	
Microbiology and Immunology	25/25/25/25	100	Yes ⁷
Modern Languages Education (M.A., M.Ed.)	22/22/22/22	92	
Music (M.A., Ph.D., D.M.A.)		93	Yes ⁹
Music (M.Mus.)		93	
Music Education	22/22/22/22	92	
Musical Arts (DMA)			
Musicology		93	
Music Theory		93	
Neuroscience		100	Yes ⁷
Nursing (M.S.N., Ph.D.)		100	Yes
Nurse Practitioner		100	
Occupational and Environmental Hygiene		100	Yes
Occupational Therapy		100	
Oceanography	22/22/22/23	100	
Orchestral Instrument (D.M.A.)		93	Yes

Organizational Behaviour		100	Yes
Pathology and Laboratory Medicine		100	Yes ⁷
Pediatric Dentistry		93	
Periodontics		93	
Pharmaceutical Sciences	22/22/22/22	100	
Pharmacology	22/22/22/22	100	
Philosophy		100	
Physical Education	22/22/22/22	92	
Physical Therapy		100	
Physical Therapy and Rehabilitation Sciences (M.P.T.Ph.D.)	23/23/23/23	100	
Piano (D.M.A.)		93	
Piano (M.Mus.)		100	
Planning		100	Yes ¹
Policy	22/22/22/22	100	
Political Science ⁶	22/25/22/23	92	Yes ⁸
Population and Public Health		107	Yes ²
Psychology			Yes
Public Health		107	
Public Health and Nursing (M.P.H./M.S.N.)		107	
Public Health and Diploma in Dental Public Health (M.P.H./Dip.)		100	Yes⁷
Rehabilitation Sciences (M.Sc., Ph.D.)	23/23/23/23	100	Yes ⁷
Rehabilitation Sciences (M.R.Sc.)		108	

Religious Studies		100	
Resource Management and Environmental Studies		100	
Resources, Environment and Sustainability (M.A., M.Sc., Ph.D.)	24/24/24/24	100	
Reproductive and Developmental Sciences (M.Sc., Ph.D.)		100	
School Psychology			Yes
Science Education	22/22/22/22	92	
Social Studies Education	22/22/22/22	92	
Social Work		93	
Society, Culture, and Politics in Education		100	
Sociology	25/25/22/22	100	Yes ¹⁰
Software Systems		100	
Special Education			Yes ³
Statistics		100	
Strategy and Business Economics		100	Yes ²
Teaching English as a Second Language	22/22/22/22	92	
Technology Studies Education	22/22/22/22	92	
Theatre (M.A. and Ph.D.)		100	
Theory		93	
Transportation and Logistics		100	
Urban Land Economics		100	
Visual Art		100	

Voice (D.M.A.)

93

¹ Not mandatory, but strongly recommended.

² Or GMAT.

³ Ph.D. program only.

⁴ TWE: 5.5

⁵ TSE: 40; TWE: 4.0

⁶ TSE: 55; TWE: 5.0

⁷ Applicants from outside North America only.

⁸ General and subject tests required.

⁹ Ph.D. programs in Musicology, Music Theory, and Ethnomusicology; M.A. programs in Musicology and Music Theory.

¹⁰ For applicants with a degree from a university outside of Canada; results must be from the past 24 months.

Type of Action:

Revise TOEFL/English Language Proficiency table for accuracy.

Rationale for Proposed Change: General Changes to table

Programs that have raised their scores have done so either to make them the same as the recently Senate-approved minimums for graduate students, or in order to ensure that the students they admit will have better language skills and a greater chance of success in graduate work.

Proposed Change for Doctor of Philosophy in Educational Studies, Master of Arts in Educational Studies, Master of Education in Educational Studies, Master of Education in Adult Learning and Education, master of Education in Adult Learning and Global Change, Master of Education in Educational Administration and Leadership, Master of Education in Higher Education, Master of Education in Society, Culture and Politics in Education: Lower TOEFL/English Language Proficiency minimum standard for admission from 100 to 92 ibT (internet-based TOEFL exam).

Rationale for Proposed Change:

After reviewing the TOEFL-IELTS conversion table provided by G+PS as well as TOEFL requirements of other graduate programs in the Faculty of Education, it became clear that the TOEFL score of 100 was higher than both the IELTS score used by graduate programs in the Department of Educational Studies and TOEFL scores required by other graduate programs in the Faculty of Education. The option of raising the IELTS score to match the TOEFL score of 100 was discussed but rejected because (a) there is no reason for graduate programs in EDST to use a higher English proficiency standard than other graduate programs in the Faculty of Education, and (b) there is no evidence that students who enter graduate programs in the Department of Educational Studies with an overall IELTS score of 6.5 or the equivalent ibTOEFL score of 92 do not succeed. We thus request that the minimum overall ibTOEFL score for all programs listed in the left hand column be lowered to 92 (with minimum component scores of 22), to match the existing minimum IELTS score of 6.5 in these programs as well as the minimum TOEFL scores of other graduate programs in the Faculty of Education.

Proposed Change for Master of Music in Piano: Lower TOEFL/English Language Proficiency minimum standard for admission from 100 to 90 ibT (internet-based TOEFL exam) for the Master of Music in Piano.

Rationale for Proposed Change:

This is an error that has been in the Calendar for a long time. All other Master of Music programs use the G+PS minimums for English Language Proficiency. The emphasis in the Master of Music programs is on performance, and requiring only basic English skills for admission allows us to attract many international students who are performing at a very high level even though their English skills may be in-progress. Once they are here, we work assiduously for their success and improvement in English to help them achieve their goals.

UBC Admissions Proposal Form

Faculty: Arts Department: Office of the Dean Faculty Approval Date: Effective Session: 2017 Year for Change: W	Date: November 30, 2016 Contact Person: Nancy Campbell for Stefania Burk Phone: 74257 Email: nancy.campbell@ubc.ca
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1579	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1579
Proposed Calendar Entry: [...]	Present Calendar Entry: [...]
Readmission after a Failed Year, Required to Withdraw Students required to withdraw from the Faculty of Arts must sit out for one full academic year, including the following Winter Session and the subsequent Summer Session. All students may apply for readmission; however, no student required to withdraw has a right to readmission. Students are encouraged to consult the Arts Undergraduates website or to meet with an Arts Advisor. Students who completed 53 or fewer Arts-eligible credits prior to being required to withdraw can qualify for readmission by completing 21 university-transferable credits at a college or similar institution and attaining an overall G.P.A. of 3.0 ¹ , or 73%, on these credits. Note that there is no time limit to complete these credits; students may choose to study part-time at college and complete the required number of credits over several terms. Students are advised to adjust their college registration load to a level that will promote their chances of academic success.	Readmission after a Failed Year, Required to Withdraw Students required to withdraw from the Faculty of Arts must sit out for one full academic year, including the following Winter Session and the subsequent Summer Session. All students may apply for readmission; however, no student required to withdraw has a right to readmission. Students are encouraged to consult the Arts Undergraduates website or to meet with an Arts Advisor. Students who completed 53 or fewer Arts-eligible credits prior to being required to withdraw can qualify for readmission by completing the following amount of university-transferable credits at a college or similar institution and attaining an overall G.P.A. of 3.0 ¹ , or 73%, on these credits (see table, below). Note that there is no time limit to complete these credits; students may choose to study part-time at college and complete the required number of credits over several terms. Students are advised to adjust their college registration load to a level that will promote their

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	<p>works well for the Faculty of Arts, and Arts has no desire to terminate it.</p> <p>However, to date the number of university-transferrable credits required for this readmission calculation has varied between 21 and 30, with students who have 36 or fewer credits required to complete 30 credits elsewhere before they can be considered for readmission. A year seems like ample time in which to complete these, but in practice the student's situation is made more urgent, at least in part, by the timing of UBC's administrative functions. First, most students do not have their Arts sessional evaluation results until mid- to late-May, too late for them to register in the Summer Session at college immediately following their Failed Year (few other institutions have condensed Summer Sessions, so courses begin at the start of May). Second, both the readmission document deadline and UBC registration are too early to permit them to complete some of these 30 credits in the second summer, prior to readmission. This leaves them only September to April in which to study or, in other words, a student wishing to attempt to return to UBC after a single year away must complete a full load of ten courses during only eight months at college.</p> <p>As a result of this limited window of opportunity, and while it seems inadvisable, many students who have 36 or fewer credits upon receiving a failed year in Arts go on to attempt to complete the full 30 college credits required for readmission in a single Winter Session. The desire to return quickly to UBC is driven by complex variables, including reasons of expense, family pressure, self-concept and an association of their identity with being a UBC student. It should be noted that this desire to return quickly also</p>
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	<p>rather than rushing back into full-time study. A requirement to complete 21 credits, rather than 30, during their year away permits the former while encouraging the latter.</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1595</p> <p>Proposed Calendar Entry:</p> <p>[...]</p> <p>Readmission after a Failed Year, Required to Withdraw</p> <p>Students required to withdraw from the Faculty of Arts must sit out for one full academic year, including the following Winter Session and the subsequent Summer Session. All B.F.A. students may apply for readmission to either the B.F.A. or B.A. degree program; however, no student required to withdraw has a right to readmission. Students are encouraged to consult the Arts Undergraduates website and to meet with both an Arts Advisor and the Departmental Advisor for their Fine Arts program.</p> <p>Students who completed 53 or fewer Arts-eligible credits prior to being required to withdraw can qualify for readmission by completing 21 university-transferable credits at a college or similar institution and attaining an overall G.P.A. of 3.0¹, or 73%, on these credits (see table, below). Note that there is no time limit to complete these credits; students may choose to study part-time at college and complete the required number of credits over several terms. Students are advised to adjust their college registration load to a level that will</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1595</p> <p>Present Calendar Entry:</p> <p>[...]</p> <p>Readmission after a Failed Year, Required to Withdraw</p> <p>Students required to withdraw from the Faculty of Arts must sit out for one full academic year, including the following Winter Session and the subsequent Summer Session. All B.F.A. students may apply for readmission to either the B.F.A. or B.A. degree program; however, no student required to withdraw has a right to readmission. Students are encouraged to consult the Arts Undergraduates website and to meet with both an Arts Advisor and the Departmental Advisor for their Fine Arts program.</p> <p>Students who completed 53 or fewer Arts-eligible credits prior to being required to withdraw can qualify for readmission by completing the following amount of university-transferable credits at a college or similar institution and attaining an overall G.P.A. of 3.0¹, or 73%, on these credits (see table, below). Note that there is no time limit to complete these credits; students may choose to study part-time at college and complete the required number of credits over several terms. Students are advised to adjust their college registration load to a level that will promote their</p>

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If, in any Session, the competitive admission G.P.A. is set below 3.0, the required readmission G.P.A. will also be lowered for that Session. Students must attain either 3.0 or the competitive admission G.P.A. for the Session to which they apply, whichever is lower.

Students who completed 54 or more Arts-eligible credits prior to being required to withdraw are not required to complete transferable credits, but must sit out for one full academic year.

During their year away, or at any later time, students may submit an application for readmission to the B.F.A. degree program to Enrolment Services. Normal [deadlines](#) apply. However, B.F.A. students, in particular those in cohort-based programs, should be aware that it may not be possible for them to re-enter their program upon their return; students are strongly advised to consult their Departmental Advisor.

[...]

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Credits Completed	College-Transfer Credits Required
36 or fewer	30
37 to 45	24
46 to 53	21

If, in any Session, the competitive admission G.P.A. is set below 3.0, the required readmission G.P.A. will also be lowered for that Session. Students must attain either 3.0 or the competitive admission G.P.A. for the Session to which they apply, whichever is lower.

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During their year away, or at any later time, students may submit an application for readmission to the B.F.A. degree program to Enrolment Services. Normal [deadlines](#) apply. However, B.F.A. students, in particular those in cohort-based programs, should be aware that it may not be possible for them to re-enter their program upon their return; students are strongly advised to consult their Departmental Advisor.

[...]

Type of Action: Reduce and standardize the number of university-transferrable credits required to qualify for readmission to the BFA for students who had 53 or fewer credits when Failed Year standing was awarded. Delete table.

Rationale: Currently, Arts students who have accumulated 53 or fewer credits who receive Failed Year standing through sessional evaluation are required to reestablish a solid academic base by

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	<p> completing university-transferrable credits at college and attaining a minimum average on those credits. If they succeed, they can be readmitted to Arts. This is a model that works well for the Faculty of Arts, and Arts has no desire to terminate it. </p> <p> However, to date the number of university-transferrable credits required for this readmission calculation has varied between 21 and 30, with students who have 36 or fewer credits required to complete 30 credits elsewhere before they can be considered for readmission. A year seems like ample time in which to complete these, but in practice the student's situation is made more urgent, at least in part, by the timing of UBC's administrative functions. First, most students do not have their Arts sessional evaluation results until mid- to late-May, too late for them to register in the Summer Session at college immediately following their Failed Year (few other institutions have condensed Summer Sessions, so courses begin at the start of May). Second, both the readmission document deadline and UBC registration are too early to permit them to complete some of these 30 credits in the second summer, prior to readmission. This leaves them only September to April in which to study or, in other words, a student wishing to attempt to return to UBC after a single year away must complete a full load of ten courses during only eight months at college. </p> <p> As a result of this limited window of opportunity, and while it seems inadvisable, many students who have 36 or fewer credits upon receiving a failed year in Arts go on to attempt to complete the full 30 college credits required for readmission in a single Winter Session. The desire to return quickly to UBC is driven by complex variables, including </p>
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THE UNIVERSITY
OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
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2017/2018 Senate Meeting Schedule

Date 18 January 2017

To Senate

From Agenda Committee

Please be advised that pursuant to Rule 17 (a) of the *Rules and Procedures of Senate*, the Senate meeting schedule for 2017-2018 will be as follows:

- Wednesday September 20, 2017
- Wednesday October 18, 2017
- Wednesday November 15, 2017
- Wednesday December 13, 2017
- Wednesday January 18, 2018
- Wednesday February 28, 2018
- Wednesday March 21, 2018
- Wednesday April 18, 2018
- Wednesday May 16, 2018

All meetings will be from 6:00pm to 8:30pm at the Victoria Theatre (IKBLC 182), unless another location is determined by the Senate Agenda committee.



2 December 2016

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (November 2016)

The Senate Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.”

New Awards

ABORIGINAL Graduate Fellowship Tuition Award – Recipients of Aboriginal Graduate Fellowships may, depending on other funding held by the student, receive an award equivalent to their tuition assessment. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

CHARTERED Professional Accountants Education Foundation Scholarship – Two scholarships of \$2,000 each are offered annually by the Chartered Professional Accountants Education Foundation of British Columbia (CPAEF), to outstanding fourth year students completing the Bachelor of Commerce program with the Accounting option at the UBC Sauder School of Business. Preference will be given to students with demonstrated community involvement who have expressed interest in becoming a Chartered Professional Accountant and intention to enter the CPA Western School of Business immediately after graduation. The recipient must not be a recipient of any other CPAEF award in that academic year. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

ENTRY-to-Practice Doctor of Pharmacy Experiential Education Award – Experiential education awards valued at \$500 each are offered annually to students in the Entry-to-Practice Doctor of Pharmacy program. To access the award, eligible students are invited to complete an application identifying the experiential education they have undertaken in the preceding 12 months. Students may receive the award only once during the course of their program. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2017/18 Winter Session)

GRADUATE Global Leadership Fellowship Tuition Award - Recipients of Graduate Global Leadership Fellowships may, depending on other funding held by the student, receive an award equivalent to their tuition assessment. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

GRATIAS Vobis Ago Award in Creative Writing – Awards totalling \$1,000 are offered annually by alumnus, Jeffrey Hsu (BFA 2012) for students in any year of study pursuing a Bachelor of Fine Arts or Master of Fine Arts degree in the Creative Writing Program. The awards are made on the recommendation of the Creative Writing Program faculty members in the Faculty of Arts and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2016/17 Winter Session)

Vivian LUCAS Scholarship in Acute Care Nursing – A \$1,000 scholarship has been made available through an endowment established by Vivian Lucas (BSN 1967) in recognition of her passion for acute care nursing and education. The award is offered to an outstanding undergraduate nursing student who demonstrates excellent communication, leadership and adaptability. Preference will be given to a student interested in and with an aptitude for acute care nursing, particularly trauma, emergency or post-operative nursing. The award is made on the recommendation of the School of Nursing. (First available in the 2017/2018 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source:

#1013

Present Award Title and Description: Greg Yen Scholarship for Excellence in Finance – A \$4,000 scholarship is offered by Greg Yen, BCom'87 and past president of the Commerce Undergraduate Society, to support a third year student specializing in finance at the Sauder School of Business. The recipient will be selected based on top academic standing and extracurricular involvement. Recommendation is made by the Sauder School of Business.

Proposed Award Title and Description: Greg Yen and Family Scholarship for Excellence in Finance – A \$4,000 scholarship is offered **annually** by Greg Yen, BCom'87 and past president of the Commerce Undergraduate Society, to support a third year student specializing in finance at the Sauder School of Business. The recipient will be selected based on top academic standing and extracurricular involvement. Recommendation is made by the Sauder School of Business.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in collaboration with the Development Office in the Faculty, we are changing the name of the award to reflect the donor's family support to the award.

5 January 2017

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (December 2016)

The Senate Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.”

New Awards

BARTLETT Tree Experts Urban Forestry Award – A \$1,000 award is offered annually by Bartlett Tree Experts for an undergraduate student enrolled in the Bachelor of Urban Forestry program in the Faculty of Forestry. Preference will be given to a well-rounded student who demonstrates leadership qualities and an interest in and passion for the field of Urban Forestry. Bartlett Tree Experts was founded in 1907 in New York and is today the largest family-held tree care company in the world. Bartlett Tree Experts strongly believes in giving back to the communities they work and live in. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2017/2018 Winter Session)

Joan Wright HASSELL Prize in Visual Arts - A \$2,000 prize has been made available through an endowment established by Hassell Construction Ltd. on behalf of her family to honour Joan Wright Hassell. The prize is for an undergraduate or graduate student who demonstrates great promise and artistic ability in painting. Joan Hassell had a passion for painting in watercolour and oils. She spent much of her free time painting and sold a few of her pieces but gifted many more, choosing to share her talent with friends and loved ones freely. The prize is awarded on the recommendation of the Department of Art History, Visual Art and Theory and, in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Lawrence Edward HASSELL Graduate Field Research Award in Fisheries - A \$2,000 award has been made available through an endowment established by Hassell Construction Ltd on behalf of his family to honour Lawrence Edward Hassell. The award recognizes a graduate student in fisheries who is engaged in field research pertaining to sustainability. Preference will be given to a graduate student whose research is focused on the sustainability of the salmon ecosystem. Lawrence Hassell was an avid fisherman who was concerned about the depletion of salmon stocks. The award is made on the recommendation of the Institute for the Oceans and

Fisheries in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Dr. Brian J. LAHIFFE Memorial Bursary in Dentistry – A \$1,000 bursary has been made available through an endowment established by family, friends, and colleagues to honour the memory of Dr. Brian J. Lahiffe, a respected and dedicated teaching professional. Dr. Lahiffe was the fortunate recipient of several bursaries while he was in graduate school, which made all the difference in supporting him and his young family as he completed his specialist qualification in periodontics. The bursary is for an undergraduate student in the Faculty of Dentistry. Dr. Lahiffe's family wishes to pay the generosity forward in honour of his incredible passion and dedication. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Tracy PENNER Memorial Scholarship in Landscape Architecture – A \$2,300 scholarship has been made available through an endowment established by the Shamash family and friends in memory of Tracy Penner, for a first-year student in Landscape Architecture in the School of Architecture and Landscape Architecture. The recipient will demonstrate a strong commitment to sustainable design principles through their past education, work experience or community activities and intend to expand on these through their studies in landscape architecture. Tracy Penner worked as a LEED-accredited landscape architect, with the goal of creating beautiful environments for communities to thrive in. She was an expert in the use of native plants and developed gardens and parks that supported sustainability and social and community development. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

SOH Lim Poh Paul Foundation and the International Buddhist Society Scholarship in Buddhist Studies - A \$10,000 scholarship is offered annually by the International Buddhist Society and the Soh Lim Poh Paul Foundation to an outstanding graduate student pursuing a masters or doctoral degree in Buddhist studies. In the case of two exceptional candidates, two scholarships of \$5,000 may be awarded. The scholarship is made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

ROTHWELL Family Scholarship in Applied Animal Biology - A \$1,000 scholarship is offered annually by alumna, Janet Rothwell (B.Sc. (Agri.) 1973) for an outstanding third-year undergraduate student who is undertaking the Applied Animal Biology degree program. Preference is given to a third-year student who intends to pursue a degree in Veterinary Medicine. The Applied Animal Biology degree will prepare them academically and practically, with hands-on experience within the farm animal sector, to apply to veterinary school. The scholarship is made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2016/2017 Winter Session)

S-FRAME Software Inc. Prize in Structural Engineering – A \$1,000 prize is offered by S-FRAME Software Inc. to the undergraduate engineering student with the highest academic standing in CIVL 228: Introduction to Structural Engineering. The prize is made on the recommendation of the Department of Civil Engineering. (First Award Available in the 2017/2018 Winter Session)

John TIEDJE Fellowship – Fellowships totaling \$35,000 have been made available through an endowment established by Dorothy Tiedje in memory of John Tiedje (BASc 1944, MASc 1945). The fellowships are awarded to one or more Canadian citizens or permanent residents who are enrolled in a Master of Applied Science or PhD Program in the Faculty of Applied Science or the Master of Applied Science program in Engineering Physics in the Faculty of Science, and who have achieved a first-class average or better in the most recent two years of full-time study. Fellowships will be awarded to students whose research will help create and maintain a healthy environment, with preference for research developing clean and renewable energy, advancing the electrification of the economy, reducing greenhouse gas emissions, or improving the efficiency of energy utilization. John Tiedje was a graduate of the Department of Chemical Engineering at UBC who went on to a successful career with Imperial Oil, where he was responsible for developing several new processes for converting petroleum into value-added products. He served as manager of Esso France's research lab in Mont-Saint-Aignan, France; as manager of the Esso Petroleum Canada Research Department in Sarnia, Ontario, until his retirement in 1983; and as chair of the Canadian Committee for the World Petroleum Congress. At the discretion of the Dean of Applied Science the award may be renewed for students who are in good academic standing for up to two additional years for PhD students and an additional 6 months for Master's students. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Rick WHITE Memorial Award – Awards totaling \$1,000 are offered annually to undergraduate or graduate students enrolled in a Statistics degree program. Students must have demonstrated excellence in statistical science through collaboration with investigators in another discipline on a substantial application. The awards are made on the recommendation of the Department of Statistics in the Faculty of Science and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Previously Approved Awards with Changes in Terms or Funding Source:

#1035

Present Award Title and Description: Isadore Philip Diamond Scholarship - An \$875 scholarship has been made available through an endowment established through the Estate of

Isadore Philip Diamond, who passed away in 2016. The scholarship is to be awarded to a student enrolled in an undergraduate or graduate program in the Sauder School of Business who already holds an undergraduate and/or graduate engineering degree. The award is made on the recommendation of the Sauder School of Business, and in the case of graduate students in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title and Description: Isadore Philip Diamond Scholarship - A
scholarship with a maximum award value of \$5,000 is offered annually by the Estate of Isadore Philip Diamond, who passed away in 2016. The scholarship is to be awarded to a student enrolled in an undergraduate or graduate program in the Sauder School of Business who already holds an undergraduate and/or graduate engineering degree. The award is made on the recommendation of the Sauder School of Business, and in the case of a graduate student in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: the family of Isadore Philip Diamond has requested that in accordance with Mr. Diamond's original wish the \$25,000 gift to UBC should be used to support an annual award instead of an endowment; in collaboration with Office of the University Counsel and the Director of Estates and Trusts at UBC, we are changing the language of the calendar description to reflect the change in the type of funding and award value.

#4634

Present Award Title and Description: Outstanding INTERNATIONAL Student Award (Vancouver) – Entrance merit awards ranging in value from \$2,500 to \$10,000 are offered to outstanding international students entering undergraduate programs at the University of British Columbia Vancouver campus. The award are not renewable and are not dependent upon final grades. The awards are made on the recommendation of the International Student Initiative office.

Proposed Award Title and Description: Outstanding INTERNATIONAL Student Award (Vancouver) – Merit-based entrance awards ranging in value up to the full cost of tuition and fees are offered to outstanding international students entering undergraduate programs at the University of British Columbia's Vancouver campus. The awards are not renewable and are not dependent upon final grades. The awards are made on the recommendation of the International Student Initiative office.

Rationale for Proposed Changes – Type of Action: the dollar limit on the award has been replaced by a limit of up to the full cost of tuition and fees to allow for greater flexibility in award amounts and continued scaling as international student tuition increases.

#4667

Present Award Title and Description: INTERNATIONAL Major Entrance Scholarship (Vancouver) – Renewable scholarships totalling up to \$40,000, payable up to \$10,000 per year over four years are available to outstanding international students entering undergraduate programs at the University of British Columbia Vancouver campus. International students selected for this scholarships demonstrate exceptional academic achievement, intellectual promise, as well as strong extracurricular and community involvement. The scholarships are renewable for up to three years or until the first undergraduate degree is completed (whichever is the shorter period), provided the student continues to meet scholarship standing and maintains his/her status as an international student in Canada. The scholarships are made on the recommendation of the International Student Initiative Office.

Proposed Award Title and Description: INTERNATIONAL Major Entrance Scholarship (Vancouver) – Renewable scholarships totalling up to the full cost of tuition and fees over four years, are available to outstanding international students entering undergraduate programs at the University of British Columbia Vancouver campus. Preference will be given to international students who demonstrate exceptional academic achievement, intellectual promise, as well as strong extracurricular and community involvement. The scholarships are renewable for up to three years or until the first undergraduate degree is completed (whichever is the shorter period), provided the student continues to meet scholarship standing and maintains his/her status as an international student in Canada. The scholarships are made on the recommendation of the International Student Initiative Office.

Rationale for Proposed Changes – Type of Action: the dollar limit on the award has been replaced by a limit of up to the full cost of tuition and fees to allow for greater flexibility in award amounts and continued scaling as international student tuition increases. Language regarding selection criteria has also been amended to allow for flexibility in the inclusion of non-academic criteria such as community involvement.

#8063

Present Award Title and Description: Beer-Pop, Can-Bottle Deposit Refund Award – ~~Two awards of \$9575 each are awarded to students in the Department of Earth and Ocean Sciences, with a demonstrated aptitude for geologic field work. One award will benefit a student studying Geological Engineering; the other award will benefit a student studying Geological Sciences, with preference given to Honours students. The awards have been made possible by the collection and sale of recyclable bottles and cans collected in the University area by Dr. W. R. Danner. The awards are made on the recommendation of the Department of Earth and Ocean Sciences.~~

Proposed Award Title and Description: Beer-Pop, Can-Bottle Deposit Refund Bursary – **Bursaries totalling \$19,150 have been made available through an endowment established through the collection and sale of recyclable bottles and cans by Dr. W. R. Danner and**

proceeds from his estate to provide bursaries that will benefit students studying Geological Engineering and Geological Sciences at the University. The bursaries are adjudicated by Enrolment Services.

Rationale for Proposed Changes – Type of Action: in collaboration with the Office of the University Counsel and the Director of Estates and Trusts at UBC, we are changing the award type and the number of awards available to reflect more closely the donor's original intentions as stated in the donor's will.

#8553

Present Award Title and Description: Dr. Ted Danner Memorial Entrance Bursary in Geology – Bursaries totalling \$22,650 have been ~~endowed~~ by the Estate of Dr. Ted Danner. Dr. Danner was a long time Professor and Professor Emeritus of Geology at UBC who passed away in 2012. He began teaching at UBC in 1954 and taught an introductory geology course for many years. Dr. Danner's introductory geology classes sparked an initial interest in Geology among many new students. The bursaries are to be awarded to students entering the University of British Columbia from high school who are enrolled in at least ~~one Geology course, with preference to students who have enrolled in two or more Geology courses~~. Awards are adjudicated by Enrolment Services.

Proposed Award Title and Description: Dr. Ted Danner Memorial Entrance Bursary in Geology – Bursaries totalling \$22,650 have been **made available through an endowment established** by the Estate of Dr. Ted Danner. Dr. Danner was a long time Professor and Professor Emeritus of Geology at UBC who passed away in 2012. He began teaching at UBC in 1954 and taught an introductory geology course for many years. Dr. Danner's introductory geology classes sparked an initial interest in Geology among many new students. The bursaries are to be awarded to students entering the University of British Columbia from high school **with an interest in Geology and** who are enrolled in at least **two of the following courses EOSC 110, 111 or 116**. Awards are adjudicated by Enrolment Services.

Rationale for Proposed Changes – Type of Action: in collaboration with Enrolment Services and the Department of Earth, Ocean and Atmospheric Sciences, we are changing the language around the eligibility criteria to make the adjudication of the bursary more consistent with the original spirit of the gift.



18 January 2017

To: Vancouver Senate
From: Senate Curriculum Committee
Re: December Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties and encloses those proposals it deems as ready for approval.

The following is recommended to Senate:

Motion: *“That the new courses and revised program brought forward by the faculties of Applied Science, Land and Food Systems, Pharmaceutical Sciences and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

New courses

ENDS 101 (1) Introductory Workshop; MINE 406 (3) Mine Project Valuation and Risk Assessment; MINE 455 (3) Mine Water Management

FACULTY OF LAND AND FOOD SYSTEMS

New courses

FNH 290 (3) Introductory Topics in Food, Nutrition and Health; APBI 290 (3) Introductory Topics in Applied Biology

FACULTY OF PHARMACEUTICAL SCIENCES

New courses

PHRM 361 (1) Clinical Skills: Administration of Injections; PHAR 403 (1) Clinical Skills: Administration of Injections

FACULTY OF SCIENCE

New courses and revised program

SCIE 420 (3) Sustainability for Community and the World; PHYS 216 (3) Intermediate Mechanics; Bachelor of Science>Behavioural Neuroscience

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: 3 March 2016 Effective Session (W or S): W Effective Academic Year: 2017	Date: 7 October 2016 Contact Person: Theresa Juba, Academic Coordinator Phone: 604 822-0205 Email: tjuba@sala.ubc.ca
Proposed Calendar Entry: ENDS 101 (1) Introductory Workshop Week long orientation to the School community, the City and the study of design. Takes place one week prior to the start of Winter Session Term 1.	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: Attendance in an introductory workshop prior to the start of term is mandatory for entering B.En.D. students and reflects current practice. The creation of ENDS 101 formalizes the introductory workshop as a required component of the B.En.D. curriculum. By a separate curriculum change, degree requirements will be increased by one credit. X Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F ENDS 101 is a required course restricted to B.En.D. students. X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: APSC Department: Mining Engineering Faculty Approval Date: Oct 27, 2016 Effective Session (W or S): S Effective Academic Year: 2017</p>	<p>Date: 2016/09/17 Contact Person: W Scott Dunbar Phone: 2-4725 Email: scott.dunbar@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>MINE 406: Mine Project Valuation and Risk Assessment (3) [2-2-0]</p> <p>Mineral economics and finance. Analytical tools and techniques used in the valuation of mining companies and the financial analysis and risk assessment methods.</p> <p>Pre-requisites: MINE 396</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=MINE</p> <p>Present Calendar Entry: (Cut and paste from the current web Calendar.)</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: There is student demand for a course of this nature from Mining and other students on campus. The department would also like to promote the idea of interested graduates starting their own company. The content of this course provides some of the necessary knowledge and tools to do this. The proposed course is a technical elective.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course</p>

	will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: Mining Engineering Faculty Approval Date: Oct 27, 2016 Effective Session (W or S): W Effective Academic Year: 2017	Date: 2016/09/17 Contact Person: Bern Klein Phone: 2-3986 Email: bklein@mining.ubc.ca
Proposed Calendar Entry: MINE 455: Mine Water Management (3) [2-2-0] Mine water management covering integrated water resource management, water balances, sources, water use optimization, water quality and treatment and long term stewardship. Pre-requisites: One of MINE 291, MINE 292	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=MINE Present Calendar Entry: (Cut and paste from the current web Calendar.) Type of Action: New course Rationale for Proposed Change: The mining industry recognize that water stewardship is a fundamental priority for the sustainability of viable mining activities. This course will provide graduates with knowledge and tools that allow them to design water systems that conserve water and maintain high water quality standards. The proposed course is a technical elective. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

	(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2017</p>	<p>Date: Sept 6, 2016 Contact Person: Christine Scaman Phone: 2-1804 Email: Christine.scaman@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>FNH 290 (3) Introductory Topics in Food, Nutrition and Health Analysis and interpretation of current issues in food, nutrition and health. Topics will vary from year to year.</p>	<p>URL: FNH 290</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: There is a need for a lower level “Topics in” course to provide a mechanism for trial offerings of courses that are offered at the 200 level. This will avoid offering 200 level course material with a “400” level designation.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>APBI 290 (3) Introductory Topics in Applied Biology Analysis and interpretation of current issues in applied biology. Topics will vary from year to year.</p>	<p>URL: APBI 290</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: There is a need for an introductory level “Topics in” course to provide a mechanism for trial offerings of courses that are offered at the 200 level. This will avoid offering 200 level course material with a “400” level designation.</p>

	<p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 27 October 2016 Effective Session (W or S): Summer Effective Academic Year: 2017</p>	<p>Date: 3 October 2016 Contact Person: Marion Pearson Phone: 24933 Email: marion.pearson@ubc.ca</p>
<p>Proposed Calendar Entry: PHRM 361 (1) Clinical Skills: Administration of Injections Training for authorization to administer injections. <i>This course is not eligible for Credit/D/Fail grading.</i> Equivalency: PHAR 403.</p> <p>PHAR 403 (1) Clinical Skills: Administration of Injections Training for authorization to administer injections. <i>This course is not eligible for Credit/D/Fail grading.</i> Equivalency: PHRM 361.</p>	<p>URL: PHRM</p> <p>Present Calendar Entry: PHAR 403 (1) Clinical Skills: Administration of Injections Training for authorization to administer injections. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Create a PHRM version of an existing PHAR course. Retain the PHAR version until the end of 2017W.</p> <p>Rationale for Proposed Change: Because year 4 of the PharmD is experiential, the injections training must be offered in year 3 (it cannot be taken online only). For 2017W, we will offer both PHAR 403 (year 4 BSc) and PHRM 361 (year 3 E2P PharmD, same course). After 2017W, the BSc(Pharm) will no longer be offered and PHAR 403 will be deleted.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the E2P PharmD program. The course is not open to students outside of the program.</p>

PHYSICS

Category: (1)

Faculty: Science Department: Physics Faculty Approval Date: November 2, 2016	Date: November 2, 2016 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
Effective Date for Change: 17S Proposed Calendar Entry: PHYS 216 (3) Intermediate Mechanics Review of kinematics, Newton's laws, angular momentum and fixed axis rotation. Rigid body motion, central forces, non-inertial frames of reference. Introduction to Lagrangian and Hamiltonian mechanics. [3-0-1] Prerequisite: One of PHYS 107, PHYS 117, PHYS 170, SCIE 001 and one of MATH 152, MATH 221, MATH 223. Corequisite: One of MATH 200, MATH 217, MATH 226, MATH 253, MATH 263.	Present Calendar Entry: PHYS 216 (3) Intermediate Mechanics Review of kinematics, Newton's laws, angular momentum and fixed axis rotation. Rigid body motion, central forces, non-inertial frames of reference. [3-0-1] Prerequisite: One of PHYS 101 , PHYS 107, PHYS 117, PHYS 157, PHYS 153 , PHYS 170, SCIE 001 and one of MATH 152, MATH 221, MATH 223. Corequisite: One of MATH 200, MATH 217, MATH 226, MATH 253, MATH 263. Action: Add Lagrangian & Hamiltonian mechanics to course description. Delete PHYS 101, PHYS 153, PHYS 157 as possible prerequisites. Rationale: Starting this year, PHYS 216 is required for both honours and majors Physics & Astronomy students, and will be taught as a real intermediate mechanics course. Previously, PHYS 216 was required only for majors students, who took PHYS 101 which had nearly no mechanics content. So PHYS 216 was not taught as a real intermediate mechanics course (despite the present Calendar description). Last year we created the introductory mechanics course PHYS 117, which makes it practical to upgrade PHYS 216 to a somewhat higher level than the present Calendar description. PHYS

	101, PHYS 157, and the old PHYS 153 do not contain sufficient introductory mechanics content to be adequate prerequisites for the upgraded course.
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PSYCHOLOGY

Category: (1)

Faculty: Science Department: Psychology Faculty Approval Date: November 2, 2016	Date: November 2, 2016 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
Effective Date for Change: 17S Proposed Calendar Entry: Behavioural Neuroscience The Department of Psychology offers opportunity for study leading to bachelor's, master's, and doctoral degrees. For information on the Bachelor of Arts, see Arts Psychology. For information on graduate degrees, see graduate Psychology. Students who are entering second year and wish to pursue a Behavioural Neuroscience Major or Honours specialization, including students who have applied to enter the Faculty of Science and expect to have second-year standing upon admission, must apply using the online coordinated admissions process administered by the Faculty of Science. Students can check the Student Service Centre to see if they are eligible to register as a second-year BSc student (and thus able to use the online coordinated admissions process) in June. Students who are entering third year and wish to pursue a Behavioural Neuroscience specialization must apply online through the Department of Psychology's website for admission in June. Students registered in Behavioural Neuroscience specializations must take 6 credits of Faculty of Arts courses other than psychology. Science electives may not be psychology courses. In addition to PSYC 348 and 448, all psychology courses numbered 60 to 89 in the last two digits have science credit.	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,436 Present Calendar Entry: Psychology The Department of Psychology offers opportunity for study leading to bachelor's, master's, and doctoral degrees. For information on the Bachelor of Arts, see Arts Psychology. For information on graduate degrees, see graduate Psychology. Students wanting to enter the Major or Honours program must apply online at Psychology for admission to the B.Sc. Psychology Major Program. Students registered in Psychology specializations must take 6 credits of Faculty of Arts courses other than psychology. Science electives may not be psychology courses. In addition to PSYC 348 and 448, all psychology courses numbered 60 or higher in the last two digits have science credit. Students may not earn more than a combined 12

<p>Students may not earn more than a combined 12 credits of Directed Studies in Psychology or Behavioural Neuroscience (PSYC 340, 348, 440, and 448).</p> <p>Co-operative Education Program in Behavioural Neuroscience</p> <p>Co-operative Education is a process of education which integrates academic study with related and supervised work experience in co-operating employer organizations.</p> <p>An optional Co-operative Education Program is available for students in the Behavioural Neuroscience specializations. The Program, which is intended to help prepare interested and qualified students for research careers in industry, university, or government settings, includes at least 16 months of work placement (i.e., at least four work terms) supervised by scientists in industrial, academic or governmental positions. Co-op advisors visit students at their place of work and provide advice on work term reports required of all students in the program. The four work terms are normally taken consecutively beginning in Summer Session after third year.</p> <p>To be eligible, students must be in a Behavioural Neuroscience specialization, and they must have completed at least one academic term in this program. Admission is by application to the Science Co-op Office. Selection of students is based on academic performance and general suitability to the work environment, as determined by résumé and interview. The total enrolment is subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between students and employing organizations. Participating students register for PSYC 398, 399, 498, or 499, as appropriate, and pay the Cooperative Education program fee per course as well as Co-operative Workshop Fees.</p>	<p>credits of Directed Studies in Arts or Science Psychology (PSYC 340, 348, 440, and 448).</p> <p>Co-operative Education Program in Psychology (B.Sc.)</p> <p>Co-operative Education is a process of education which integrates academic study with related and supervised work experience in co-operating employer organizations.</p> <p>An optional Co-operative Education Program is available for students in the Psychology (B.Sc.) Program. The Program, which is intended to help prepare interested and qualified students for research careers in industry, university, or government settings, includes at least 16 months of work placement (i.e., at least four work terms) supervised by scientists in industrial, academic or governmental positions. Faculty advisers or Co-op eordinators visit students at their place of work and provide advice on work term reports required of all students in the program. The four work terms are normally taken consecutively beginning in Summer Session after third year and ending in Summer Session after fourth year.</p> <p>To be eligible, students must be in the Psychology (B.Sc.) program, and they must have completed at least one academic term in this program. Admission is by application to the Science Co-op Office. Selection of students is based on academic performance and general suitability to the work environment, as determined by CV and interview. The total enrolment is subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between students and employing organizations. Participating students register for PSYC 398, 399, 498, or 499, as appropriate, and pay the Cooperative Education program fee per course as well as Co-operative Education Program Fees.</p>
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<p>Graduation in the Co-operative Education Program for Behavioural Neuroscience requires a student to complete PSYC 398, 399, 498, and 499, in addition to the normal academic requirements. Students may choose appropriate timing of their work terms, but some of the four work placements required should not be in the summer.</p> <p>Detailed information on the program can be obtained from the Behavioural Neuroscience specialization advisors [link to http://psych.ubc.ca/undergraduate/academic-advising/bachelor-of-science] or from the Co-operative Education Program.</p> <p>Specializations</p> <p>Major (XXXX): Behavioural Neuroscience (PSYC)</p> <p>...</p> <p>Second Year</p> <p>...</p> <p>Two from: BIOL 200,⁶ BIOL 201 (or BIOC 202), BIOL 204, BIOL 205 6-8</p> <p>Electives^{4,7,8} 4-6</p> <p>...</p> <p>Third Year</p> <p>...</p> <p>Arts elective^{7,8} 3</p> <p>Electives^{7,8} 3</p> <p>...</p> <p>Fourth Year</p> <p>...</p> <p>Arts elective^{7,8} 3</p> <p>Electives^{7,8} 6</p> <p>...</p> <p>⁶ The preferred prerequisite for this course is BIOL 112, but students in the Behavioural Neuroscience Major are allowed to register without it.</p>	<p>Graduation in the Co-operative Education Program for Psychology (B.Se.) requires a student to complete PSYC 398, 399, 498, and 499, in addition to the normal academic requirements. Students may choose appropriate timing of their work terms, but some of the four work placements required should not be in the summer.</p> <p>Detailed information on the program can be obtained from the Director for the Psychology (B.Se.) Program or from the Co-operative Education Program.</p> <p>Specializations</p> <p>Major (0495): Psychology (PSYC)</p> <p>...</p> <p>Second Year</p> <p>...</p> <p>Two from: BIOL 200,⁶ BIOL 201 (or BIOC 202), BIOL 204, BIOL 205 6-8</p> <p>Electives^{4,7,8} 4-6</p> <p>...</p> <p>Third Year</p> <p>...</p> <p>Arts elective^{7,8} 3</p> <p>Electives^{7,8} 3</p> <p>...</p> <p>Fourth Year</p> <p>...</p> <p>Arts elective^{7,8} 3</p> <p>Electives^{7,8} 6</p> <p>...</p> <p>⁶ The preferred prerequisite for this course is BIOL 112, but Psychology Majors students are allowed to register without it.</p> <p>...</p>
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<p>...</p> <p>⁸ In order to graduate, a student must meet the Faculty of Science' upper-level requirement [link to http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466]. In addition, at least 6 upper-level credits must be upper-level non-Psychology courses in the Faculty of Science.</p> <p>...</p> <p>Honours (XXXX): Behavioural Neuroscience (PSYC)</p> <p>...</p> <p>Second Year</p> <p>...</p> <p>Two from: BIOL 200,⁶ BIOL 201 (or BIOC 202), BIOL 204, BIOL 205 6-8 Electives^{4,7,8} 2-6</p> <p>...</p> <p>Third Year</p> <p>...</p> <p>Electives^{7,8} 9</p> <p>...</p> <p>Fourth Year</p> <p>...</p> <p>Arts elective^{7,8} 6 Electives^{7,8} 9</p> <p>...</p> <p>⁶ The preferred prerequisite for this course is BIOL 112, but Behavioural Neuroscience Honours students are allowed to register without it.</p> <p>...</p> <p>⁸ In order to graduate, a student must meet the Faculty of Science' upper-level requirement [link to http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466]. In addition, at least 6 upper-level credits must be from upper-level non-Psychology courses in the Faculty of Science.</p> <p>...</p>	<p>...</p> <p>⁸ In order to graduate, a student must have 48 credits numbered 300 or higher, and 30 of these credits must be Science. At least 6 credits must be upper-level non-Psychology courses in the Faculty of Science.</p> <p>...</p> <p>Honours (0139): Psychology (PSYC)</p> <p>...</p> <p>Second Year</p> <p>...</p> <p>Two from: BIOL 200,⁶ BIOL 201 (or BIOC 202), BIOL 204, BIOL 205 6-8 Electives^{4,7,8} 2-6</p> <p>...</p> <p>Third Year</p> <p>...</p> <p>Electives^{7,8} 9</p> <p>...</p> <p>Fourth Year</p> <p>...</p> <p>Arts elective^{7,8} 6 Electives^{7,8} 9</p> <p>...</p> <p>⁶ The preferred prerequisite for this course is BIOL 112, but Psychology Majors students are allowed to register without it.</p> <p>...</p> <p>⁸ In order to graduate, a student must have 48 credits numbered 300 or higher, and 30 of these credits must be Science. At least 6 credits must be upper-level non-Psychology courses in the Faculty of Science.</p> <p>...</p>
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<p>B.Sc., Science Minor in Behavioural Neuroscience</p> <p>For a Behavioural Neuroscience minor, students are required to take PSYC 100, or PSYC 101 and PSYC 102 and 18 or more credits of 300- or 400-level psychology courses numbered 60 to 89 in the last two digits.</p> <p>...</p> <p>B.Sc. Major in Cognitive Systems</p> <p>...</p> <p>For information about admission to this and other COGS (B.Sc.) major streams, see Computer Science and Behavioural Neuroscience.</p> <p>...</p>	<p>B.Sc., Science Minor in Psychology</p> <p>For a PSYC-science minor, students are required to take PSYC 100, or PSYC 101 and PSYC 102 and 18 or more credits of 300- or 400-level psychology courses numbered 60 or higher in the last two digits.</p> <p>...</p> <p>B.Sc. Major in Cognitive Systems</p> <p>...</p> <p>For information about admission to this and other COGS (B.Sc.) major streams, see Computer Science and Psychology.</p> <p>...</p> <p>Action:</p> <ol style="list-style-type: none"> 1. Rename “Psychology” as “Behavioural Neuroscience.” 2. Provide new specialization codes for Behavioural Neuroscience Major and Honours. 3. Minor updates to some of the language used in the former calendar entry for the BSc. in Psychology. 4. Update footnote 8 to link to the Faculty of Science upper-level requirement. <p>Rationale: Since 1974 there has been an undergraduate Bachelor of Science specialization in Psychology. We are proposing a change in the name of the Psychology specialization to Behavioural Neuroscience for four primary reasons:</p> <ol style="list-style-type: none"> 1. The current specialization name (i.e., Psychology) does not accurately reflect the content of the courses that are required of the specialization. The new name (i.e., Behavioural Neuroscience) more accurately reflects the content of the specialization. 2. The field of ‘Biopsychology’ (a biological approach to the study of behaviour and cognition) is now more commonly referred to as ‘Behavioural Neuroscience.’
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	<p>3. The program has been faced with labeling that does not sufficiently differentiate the Arts program (BA in Psychology) and Science program (BSc in Psychology) resulting in the latter being less appealing to science-focused students.</p> <p>4. A survey administered to our BSc Psychology students in December 2014 found that 96% of students were in favour of renaming the specialization to “Behavioural Neuroscience.” Our department subsequently voted in favour of this name change.</p> <p>New specialization codes are required in order to preserve the previous specialization codes and specialization names for students that are completing or have previously completed the Science Major (0495) or Honours (0139) in Psychology.</p> <p>With respect to the wording change from ‘all psychology courses numbered 60 or higher in the last two digits have science credit’ to ‘all psychology courses numbered 60 to 89 in the last two digits have science credit,’ the rationale for that change is that our department uses courses numbers 90 to 99 in the last two digits for the BSc. Co-op program.</p> <p>With respect to the wording change for footnote 8 (for both the Majors and Honours programs), the rewording replaces the listing of explicit numbers of required upper-level credits with a link to the Faculty of Science’s upper-level requirement. This change will prevent the need for future changes to the wording of footnote 8 should the Faculty of Science’s upper-level credit requirements change.</p> <p>Supporting Documents: SCI-16-1-Major (XXXX): Behavioural Neuroscience Honours (XXXX): Behavioural Neuroscience</p>
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3 January 2017

To: Senate
From: Nominating Committee
Re: A) Committee Adjustments
B) Revisions to Procedures to Policy 18
C) Vice-Provost International
D) Triennial Review

A) Committee Adjustments

With the retirement of Senator Baimbridge, the Nominating Committee has considered possible appointees, and is pleased to recommend that:

Dr Richard Anstee be appointed to Senate Academic Building Needs Committee until 31 August 2017 and thereafter until replaced, to replace Dr Kenneth Baimbridge;

Dr Kin Lo be appointed to the Senate Curriculum Committee¹ until 31 August 2017 and thereafter until replaced, to replace Dr Kenneth Baimbridge; and

Dr Kin Lo be appointed to the Council of Senates Budget Committee until 31 August 2017 and thereafter until replaced, to replace Dr Kenneth Baimbridge

B) Revisions to Procedures to Policy 18

Under Policy 18: Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy), the Board and Senates have allowed the President to approve and revise procedures for implementation. On 5 December 2016, the President approved procedural revisions to facilitate the establishment of the new position associate vice-president academic position: the Vice-Provost International. Those revisions are reported to the Board and Senate for Information, and are set out following this report. The Nominating Committee notes that Policy 18 itself is needing of amendments to revise the position of “Vice-President Research & International” to “Vice-President Research”, and has brought this to the attention of the University Counsel and Board Secretary, who have advised that these will be proposed this term.

C) Vice-Provost International Appointments

¹ Dr Lo is already a member of the committee ex officio as Chair of the Commerce & Business Administration curriculum committee, this recommendation is to appoint him as a senator.



The Senate Nominating Committee has received a request from the Provost for three Senate appointees (two of whom must be faculty members, and one of whom must be a faculty member or a student) to the search committee for a Vice-Provost International pursuant to the revised procedures to Policy 18. In consideration of the Committees previous decisions regarding recommendations under Policy 18, the Committee will solicit nominations from all UBC faculty members or students for these appointments and hopes to present its recommendations to Senate at the February meeting

D) Triennial Review of Senate Committees and Procedures

As Senators are aware, in the third year of each triennium, the Senate considers recommendations from the Agenda and Nominating Committees for revisions to its internal structures and procedures. The Agenda and Nominating Committees have asked for a website to be established to provide background information and facilitate submissions for the review process. This should be available by 1 February, and at that time, the committees will be pleased to consider submissions from senators, senate committees, administrators, faculties, and the broader campus community. As in past trienniums, detailed requests will also be sent to Senate committees regarding their own internal operations.

 <p>The University of British Columbia Board of Governors Okanagan Senate Vancouver Senate</p>	<p>Policy No.:</p> <p>18</p>	<p>Approval Dates:</p> <ul style="list-style-type: none"> • UBCV Senate May 14, 2008 • UBCO Senate May 15, 2008 • Board June 5, 2008 <p>Last Revision:</p> <ul style="list-style-type: none"> • UBCO Senate January 25, 2012 • Board February 3, 2012 • UBCV Senate February 15, 2012
<p>Title:</p> <p>Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy)</p>		
<p>Background & Purpose:</p> <p>Section 27(2)(f) of the University Act, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for senior academic administrators.</p> <p>For extensions and acting appointments, please refer to Policy No.24 (Extension of Appointments for Designated Senior Academic Administrators).</p>		

1. Definitions and Interpretation Rules

- 1.1 A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

2. Scope

- 2.1 This Policy applies to all appointments of *Designated Senior Academic Administrators*.
- 2.2 Currently, the President of the University holds the title of Deputy Vice-Chancellor for UBC Vancouver and the Vice-President, Academic and Research (UBC Okanagan) holds the title of Deputy Vice-Chancellor and Principal for UBC Okanagan. If at some point in the future, it is determined that the position of Deputy Vice-Chancellor is to be held by a person other than the President in the case of UBC Vancouver or the Vice-President, Academic and Research (UBC Okanagan) in the case of UBC Okanagan, the process for dealing with appointments for the Deputy Vice-Chancellor and Principal (UBC Okanagan) or the Deputy Vice-Chancellor (UBC Vancouver) as set out in this Policy and any associated Procedures will apply. However, unless

and until such a determination is made, the normal selection process for the President or for the Vice-President, Academic and Research (UBC Okanagan), as applicable, will be applied.

3. Selection of Candidates

- 3.1 For the selection of candidates for *Designated Senior Academic Administrators*, the President shall convene an *Advisory Committee* as described in the Procedures and will consider the advice of the *Advisory Committee* in making a recommendation to the Board of Governors.
- 3.2 The President's recommendation, which may include recommended terms and conditions of the appointment, will be considered by the Board of Governors which must approve the appointment and has the authority to establish the terms and conditions for any such appointment.

4. Procedures Not to Conflict

- 4.1 Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Policy #18
Definitions and Other Interpretation Rules

1. Definitions

In Policy #18 – Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy), the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***“Academic Associate Vice-Presidents”*** means the positions designated as such by the President, from time to time, in the Procedures associated with this Policy.
- b. ***“Academic Vice Presidents”*** means the following:
 - 1. Provost and Vice President Academic (UBC Vancouver); and
 - 2. Vice President, Academic and Research (UBC Okanagan).
- c. ***“Advisory Committee”*** means an advisory committee to the President as defined in Article 2 in the Procedures associated with this Policy.
- d. ***“Deans”*** means:
 - 1. the Deans of UBC Okanagan Faculties;
 - 2. the Deans of UBC Vancouver Faculties;
 - 3. the Deans of Dual-Campus Faculties.
- e. ***“Designated Senior Academic Administrators”*** means the following:
 - 1. Deputy Vice-Chancellor and Principal (UBC Okanagan);
 - 2. Deputy Vice-Chancellor (UBC Vancouver);
 - 3. ***Academic Vice Presidents***;
 - 4. Vice President, Research and International; and
 - 5. ***Academic Associate Vice-Presidents***.
- f. ***“Dual-Campus Faculty”*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the sole Dual-Campus Faculty was the Faculty of Applied Science.]
- g. ***“Responsible Executive”*** means:
 - 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 - 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- h. ***“Principals”*** means:
 - 1. the Principal of the College of Health Disciplines; and
 - 2. the Principal of the College for Interdisciplinary Studies.
- i. ***“UBC Okanagan Faculty”*** has the same meaning attributed to the term "Faculty of UBC Okanagan" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Okanagan Faculties were the Faculty of Arts and Sciences (now known as the Irving K. Barber School of Arts and Sciences), the Faculty of Creative and Critical

Studies, the Faculty of Education, the Faculty of Health and Social Development, and the Faculty of Management.]

- j. ***“UBC Vancouver Faculty”*** has the same meaning attributed to the term "Faculty of UBC Vancouver" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Vancouver Faculties were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as the Sauder School of Business), the Faculty of Dentistry, the Faculty of Education, the Faculty of Forestry, the Faculty of Graduate Studies, the Faculty of Land and Food Systems, the Faculty of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].

PROCEDURES

Approved: June 5, 2008

Revised: January 5, 2017

Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors." Note: the most recent procedures may be reviewed at <http://universitycounsel.ubc.ca/policies/index/>.

1. Academic Associate Vice-Presidents

1.1 The following individuals are designated as *Academic Associate Vice Presidents*:

1.1.1 Associate Vice President, Research;

1.1.2 Vice-Provost, International;

1.1.3 Provost and Vice-Principal (Academic) (UBC Okanagan);

1.1.4 Vice-Principal (Research and Innovation) (UBC Okanagan);

1.1.5 Deputy Provost (UBC Vancouver);

1.1.6 Vice-Provost, Graduate and Postdoctoral Studies (UBC Vancouver);

1.1.7 Vice-Provost and Associate Vice-President, Academic (UBC Vancouver); and

1.1.8 Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities (UBC Vancouver).

1.2 Currently, the Dean of the Faculty of Graduate and Postdoctoral Studies holds the title of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver). Where a Vice-Provost concurrently holds the position of Dean of a Faculty, the normal selection process for a Dean will be applied. If, at some point in the future, it is determined that the position of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver) is to be held by a person other than the Dean of the Faculty of Graduate and Postdoctoral Studies, the appointment process for Academic Associate Vice Presidents will be applied.

2. Advisory Committee for the Appointments

2.1 For the *Deputy Vice-Chancellor and Principal (UBC Okanagan)* or the *Deputy Vice-Chancellor (UBC Vancouver)*, the President will convene an *Advisory Committee* with the following membership:

For the Deputy Vice-Chancellor and Principal for UBC Okanagan or the Deputy Vice-Chancellor for UBC Vancouver			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair

Members	3	Persons appointed by the Chair from the members of the Board of Governors	Chair
	1	Person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	3	Persons selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Deputy Vice-Chancellor as the Chair may choose to appoint	Chair
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the Chair	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Students

- 2.2 For the selection of an **Academic Vice President**, the President will convene an **Advisory Committee** with the following membership:

For the Academic Vice Presidents			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Persons appointed by the Chair from the members of the Board of Governors, at least one of whom must be a faculty member	Chair
	1	Person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	2	Persons selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Dean or Principal selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students

	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Students

- 2.3 For the selection of the Vice President, Research & International, the President will convene an ***Advisory Committee*** with the following membership:

For the Vice President, Research & International			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the Chair from the members of the Board of Governors	Chair
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan.	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Vice President, Research & International as the Chair may choose to appoint	Chair
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One faculty member selected by the Chair and Members of the <i>Advisory Committee</i> (for clarity, not including the Additional Members) for every two Additional Members appointed by the Chair	Chair and Members of <i>Advisory Committee</i>

	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the Chair	Students
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- 2.4 For the selection of an *Academic Associate Vice-President*, the President will convene an *Advisory Committee* with the following membership:

For the Academic Associate Vice-Presidents other than the Associate Vice-President, Research and the Vice Provost, International			
Position	#	Source/Composition	Selected by:
Chair	1	The <i>Academic Vice President</i> to whom the <i>Academic Associate Vice-President</i> will report	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least one of whom must be a faculty member	President
	1	Person selected by UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	3	Persons selected by UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the President	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President	Students

For the Associate Vice-President, Research			
Position	#	Source/Composition	Selected by:
Chair	1	The Vice President, Research & International	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Vice President, Research & International	President
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee
	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the President	Students

For the Vice-Provost, International			
Position	#	Source/Composition	Selected by:
Chair	1	The Provost and Vice President Academic (UBC Vancouver)	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	1	Provost and Vice Principal (UBC Okanagan)	Ex Officio
	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Provost and Vice President Academic (UBC Vancouver)	President
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan	Senate
	2	Persons selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate

	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student registered in a degree or diploma program at UBC Okanagan selected by the Board of Directors of the Student Union of UBC Okanagan	UBCSUO Board of Directors
	1	Student registered in a degree or diploma program at UBC Vancouver selected by the Council of the Alma Mater Society of the University of British Columbia	AMS Council
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee
	N/A	One student registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee

- 2.5 The Chair of the **Advisory Committee** for the selection of an **Academic Associate Vice-President** must consult with the President before confirming the composition of the **Advisory Committee**.
- 2.6 **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.
- 2.7 **Senate Selections:** For a Senate selection, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply make the selections.

3. Replacement of Advisory Committee Members

- 3.1 **Vacancy or Inability to Participate:** If a member of an **Advisory Committee** becomes unwilling or unable to serve as a member of the **Advisory Committee** before it has completed its work, the Chair, in consultation with the President, may appoint a replacement member. While the replacement member may be any person whose participation is expected to contribute significantly to the **Advisory Committee's** activities, the usual practice is for the replacement member to be from the same stakeholder group as the person being replaced.
- 3.2 **Student Status:** If a student member of an **Advisory Committee** ceases to be a student at the University but remains willing and able to continue to serve as a member of the **Advisory Committee**, the Chair, in consultation with the President, may permit the student to continue to serve or may appoint a replacement student member. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student selected from the graduate students associated with a specific campus, the replacement student will be appointed from the graduate students associated with that campus.
- 3.3 If a replacement member is not appointed, the **Advisory Committee** may complete its work notwithstanding the vacancy.

4. Procedure for Advisory Committee

- 4.1 The Chair of the Advisory Committee will be responsible for calling meetings.
- 4.2 Meetings may be held face-to-face, via telephone conference, video conference or any means determined by the Chair of the Advisory Committee.
- 4.3 The quorum required to transact business at meetings will be a majority of the members of the Advisory Committee unless otherwise determined by the Chair.

5. Customary Practices: In making appointments to an *Advisory Committee*, including replacement appointments under Article 3 of these Procedures, the President will endeavour to provide for a diverse and balanced *Advisory Committee*.

6. Term and Remuneration

- 6.1 The form and amount of remuneration of *Designated Senior Academic Administrators* must be established and documented in writing at or before the effective date of the appointment.
- 6.2 Designated Senior Academic Administrators may be appointed for terms of up to five years.

7. Responsible Executive

- 7.1 **Appointment:** The individual responsible for Policy #18 and these associated Procedures is the President.
- 7.2 **Sub-Delegation:** The Responsible Executive is not limited in sub-delegation of the duties hereunder but remains responsible for oversight.

8. Administrative Leaves

- 8.1 As part of the terms of an appointment, a *Designated Senior Academic Administrator* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided, however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Designated Senior Academic Administrator* during any such administrative leave must be documented in writing at or before the effective date of the appointment.
- 8.2 Recognizing that administrative leave is intended to provide for a reasonable period of time for senior administrators who are returning to the academic ranks to focus on their scholarly and professional activities and to re-integrate with their disciplines before they resume their regular duties as faculty members, administrative leave will only be granted to the *Designated Senior Academic Administrator* if he or she holds a tenured appointment and actually returns to active duty as a faculty member for at least one year immediately after the period of the administrative leave.
- 8.3 If an administrative leave is granted, time served as a *Designated Senior Academic Administrator* and time taken on administrative leave will not be included in the years of service for the purpose of calculating study leave.
- 8.4 During the period of administrative leave, the faculty member continues to be a full-time employee of the University, and is required to comply with the University's policies and procedures.

- 8.5 Any arrangements with respect to administrative leave for a *Designated Senior Academic Administrator* that were established and documented in writing prior to May 1, 2008 will not be affected by these Procedures.
- 8.6 Any deviations from the Articles of these Procedures dealing with administrative leave may only be made with the written approval of the President.



18 January 2017

To: Senate

From: Teaching and Learning Committee

Re: Topic of Broad Interest – Program Outcomes in the Arts

Dr. Janet Giltrow (Professor, English department) presented Program Outcomes in the Arts to the Teaching and Learning Committee in October and to the ad hoc Flexible Learning Committee in February, 2016. In both instances, the presentation sparked interest and meaningful discussions. Dr. Giltrow shared her experience of working with the Arts disciplines over a number of months in an Arts Program Outcomes Project, creating discipline-level program outcome statements to support and stimulate curriculum renewal. She objectively discussed the antagonistic attitudes she met with towards program and learning outcomes in Arts, made international comparisons, and detailed the results of her coaching by providing examples of how some disciplines in the Arts came to define their program outcomes. One example provided was the program outcome statement for Visual Art and Theory:

Have an art vocabulary informed by art theory and art history and communicate complex ideas about art in a broad range of forums such as lectures, artist's talks, studio critiques, group and solo presentations, writing and conferences.

The Committee saw discipline-specific program learning outcomes not only useful for curriculum renewal but also as a recruitment tool for programs and a way to assist students in engaging in new ways with their discipline. In light of this wide-ranging context, the Committee therefore has recommended Dr. Giltrow present to Senate.

Respectfully submitted,

Dr. Andre Ivanov, Chair
Senate Teaching and Learning Committee



6 January 2017

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
2017 January Meeting				
Last Name	First Name	Rank	Faculty	Emeritus Title
Barr	Susan Irene	Professor	Land and Food Systems	Professor Emeritus of Food, Nutrition and Health
Benbasat	Izak	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Booth	Kellogg S.	Professor	Science	Professor Emeritus of Computer Science
Boulton	Anthony John	Clinical Professor	Medicine	Clinical Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
Danielson	Peter	Professor	Medicine	Professor Emeritus of Population and Public Health
Frinton	Vera Margarethe	Clinical Professor	Medicine	Clinical Professor Emeritus of Obstetrics and Gynecology
Fryer*	Christopher	Clinical Professor	Medicine	Clinical Professor Emeritus of Paediatrics
Hungr	Oldrich	Professor	Science	Professor Emeritus of Earth and Ocean Sciences
Mathews	John David	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Obstetrics and Gynecology
McDonald	William	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
McFarlane	Paul	Professor	Forestry	Professor Emeritus of Wood Science
Nemetz	Peter	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Parsons	David	Clinical Professor	Medicine	Clinical Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
Peter	Elizabeth	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
Pollock	Carol	Professor of Teaching	Science	Professor of Teaching Emeritus of Zoology
Riddell	William Criag	Professor	Arts	Professor Emeritus of Economics
Rowley	Victor Allen	Clinical Professor	Medicine	Clinical Professor Emeritus of Radiology
Schrader	John	Professor	Medicine	Professor Emeritus of Medicine
Smith	Paul Laurence	Professor	Science	Professor Emeritus of Earth and Ocean Sciences
Suto	Melinda Jane	Associate Professor	Medicine	Associate Professor Emeritus of Occupational Science and Occupational Therapy
Wand	Yair	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Warnock	Fay	Assistant Professor	Applied Science (School of Nursing)	Assistant Professor Emeritus of Nursing
Wasserman	Jerry S.	Professor	Arts	Professor Emeritus of English and Theatre
White	James	Professor	Arts	Professor Emeritus of Sociology

*previously approved, correction in title



University of British Columbia

2016/17 Annual Report on Enrolment



Dr. Angela Redish

Provost and Vice-President Academic, *pro tem*
UBC Vancouver

Dr. Cynthia Mathieson

Provost and Vice-Principal Academic
UBC Okanagan

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INTRODUCTION

The UBC Annual Report on Enrolment (2016/17) provides information related to enrolment for the Okanagan and Vancouver campuses. This year, for the first time, we provide a unified report that presents enrolment information for UBC, system-wide, as well as enrolment information for each campus.

The Provosts of the Okanagan and Vancouver campuses, along with the Deans, work in conjunction with the staff of Enrolment Services, the Planning and Institutional Research Offices, and the International Student Initiative (ISI) to develop undergraduate intake targets. These targets, along with current trends and retention rates, help project the number of undergraduate students that will be enrolled at UBC in the coming years. UBC does not set specific targets for graduate students (graduate student admissions are managed at the departmental level). However, some information about graduate students' enrolment is included in this report.

Enrolment planning is not simply a matter of numbers; it consists of a wide range of decisions and procedures. Academic plans and government-funding decisions determine the overall goals and strategies. The enrolment plan is developed to align enrolment with the resources needed to:

- provide an outstanding educational experience for all of UBC's students,
- support UBC's reputation as a globally recognized research-intensive university,
- address the needs of qualified, historically under-represented populations, and
- operationalize UBC's strong belief in the value and importance of intercultural understanding and international engagement.

UBC is funded by the BC Ministry of Advanced Education through base funding and strategic funding. Base funding is allocated based on a specified number of full-time equivalent (FTE) student spaces for domestic undergraduate and selected graduate students. International undergraduate student FTEs are not Ministry-funded. Strategic funding is designed to create student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2016/17 Fiscal Year,¹ UBC was government-funded for a total of 42,418 FTEs, with 6,971 FTEs allocated to the Okanagan campus and 35,447 FTEs allocated to the Vancouver campus. Overall, 36,493 FTEs were funded undergraduate student spaces and 5,925 were funded graduate student spaces.

UBC's enrolment objectives include the following:

- slightly surpass the Government-funded number of domestic undergraduate students,
- increase the enrolment of Aboriginal students,²
- ensure a strong national representation, and
- maintain a healthy enrolment of a diverse international student body.

¹ Fiscal year: April 1 to March 31.

² We use the term "Aboriginal" in the spirit of its use in section 35(2) of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

Student enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), which is a measure of the course load activity of the students enrolled. FTEs for undergraduate students are calculated by dividing the number of annual credits taken by the normal number of credits of each student's program and year level. For example, a student who takes 27 credits in a particular year, and whose program expects that 30 credits will be taken, is counted as 0.9 FTE. For graduate students, the FTE is determined by awarding 1.0 FTE for full-time status and 0.33 FTE for part-time status, for each term, summing the three terms in an academic year, and then dividing by 3 to create an annual average FTE.

The BC Ministry of Advanced Education sets targets for, and funds, student FTEs rather than headcounts. These targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. Government-funded and actual domestic FTEs, for each campus, are reported in Figure 1. In 2016/17, UBC was funded by the government for 42,418 FTEs, and 45,503 FTEs were enrolled, which represents utilization of 107%.

WHAT WAS UBC'S GOVERNMENT-FUNDED DOMESTIC FTE COUNT BY CAMPUS?

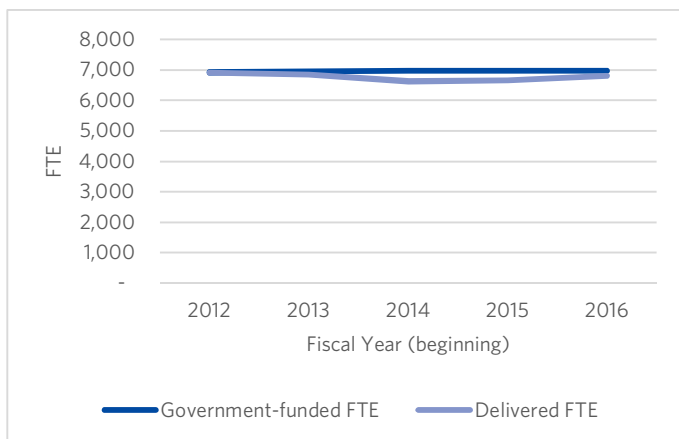
Figure 1 illustrates the historical and 2016/17 estimated delivered (actual) FTEs for both campuses, against the respective Ministry targets.

UBC Okanagan was funded for 6,971 domestic undergraduate and graduate student FTEs. In 2012/13, the Okanagan campus effectively delivered 100% of the government-funded FTE target and has delivered within 5% of the FTE target in the subsequent years. As of November 1, the delivered FTE total for 2016/17 was estimated to be 6,806, or 98% of the FTE target. The 2016/17 FTE total increased by 145 funded FTEs over the previous year, representing a growth of 2%. The projections for the Okanagan campus are to reach 100% by 2017/18.

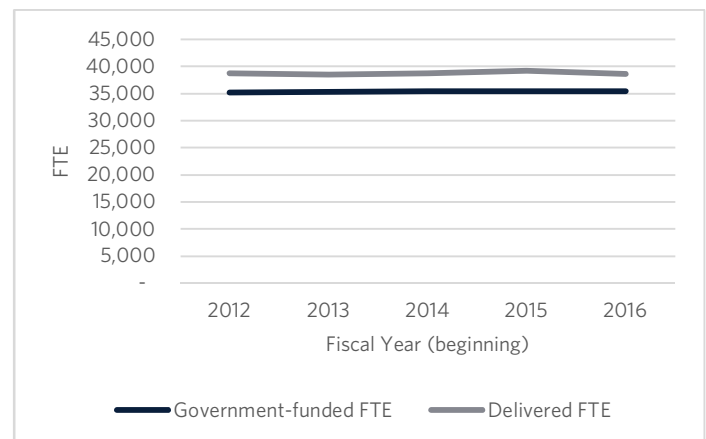
UBC Vancouver was funded for 35,447 domestic undergraduate and graduate student FTEs. UBC Vancouver continued to surpass its government targets (estimated at 109% of funded FTEs for 2016/17). Enrolment is projected to remain over target for the next several years.

FIGURE 1: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL?

In 2016/17, 62,919 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of almost 3% over the previous year. The number of undergraduate students was 52,386 and graduate students was 10,533 (see Table 1). Eighty-six percent of UBC students were enrolled on the Vancouver campus in 2016, with the remaining 14% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 1, includes students taking courses outside of a degree program as well as students taking courses after completing a baccalaureate program.

On the Okanagan campus, there were 8,687 undergraduate and graduate students enrolled in 2016/17, a 3.5% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has more than doubled, increasing by 147% (N = 3,511); undergraduate student enrolment increased by 3% over the previous year and graduate student enrolment increased by 9%. Further, 2016/17 was UBC Okanagan's largest graduate student population, to date (N = 788). Approximately 31% of all students enrolled in 2016/17 were new-to-UBC students (N = 2,661).³

The Vancouver campus 2016/17 enrolment grew to 54,232, an increase of almost 3% over the previous year. The increase is primarily attributable to the growth in the number of undergraduate international students (N = 10,067). Graduate student enrolment remained constant, relative to 2015/16.

³ New-to-UBC students are new students who have never studied at UBC previously.

TABLE 1: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	5	3	42	35	24
		Baccalaureate Degree	7,264	7,340	7,104	7,262	7,492
		Post-Baccalaureate Degree	183	183	184	164	133
		Non-Degree	215	222	202	207	250
		Undergraduate Total	7,667	7,748	7,532	7,668	7,899
	Graduate	Master's Degree	429	414	430	466	523
		Doctoral Degree	216	226	252	258	265
		Graduate Total	645	640	682	724	788
		Okanagan Total	8,312	8,388	8,214	8,392	8,687
Vancouver	Undergraduate	Diploma & Certificate	2,123	2,122	2,202	2,263	2,359
		Baccalaureate Degree	30,859	31,602	32,524	34,075	35,507
		Post-Baccalaureate Degree	2,483	2,540	2,566	2,554	2,674
		Non-Degree	2,458	2,402	2,669	2,716	2,510
		Undergraduate Total	37,923	38,666	39,961	41,608	43,050
	Residents	Medical Residents Total	1,232	1,269	1,326	1,378	1,437
		Graduate	Diploma & Certificate	49	47	61	55
	Master's Degree		6,287	6,222	6,351	6,142	6,162
	Doctoral Degree		3,727	3,678	3,626	3,538	3,507
	Non-Degree		8	2	1	-	1
		Graduate Total	10,071	9,949	10,039	9,735	9,745
		Vancouver Total	49,226	49,884	51,326	52,721	54,232
Grand Total			57,538	58,272	59,540	61,113	62,919

HOW MANY DOMESTIC STUDENTS DID UBC ENROL?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 2 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan remained stable in 2016/17 (N = 6,897), while domestic graduate student enrolment (N = 539) increased by 6%. Domestic new-to-UBC undergraduate student enrolment in 2016/17 (N = 2,087) increased by 6% over the previous year (N = 1,970 in 2015/16) (not shown in Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2016/17 (N = 41,050) remained constant relative to 2015/16. Domestic new-to-UBC undergraduate student enrolment decreased slightly between 2015/16 (N = 8,002) and 2016/17 (N = 7,493), or by 6% (not shown in Table). The small reduction was intentional and part of the strategic enrolment plan for UBC Vancouver because domestic enrolment had exceeded government-funded FTEs over the past several years.

TABLE 2: DOMESTIC STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	5	3	42	35	24
		Baccalaureate Degree	6,713	6,691	6,407	6,442	6,552
		Post-Baccalaureate Degree	183	183	183	164	133
		Non-Degree	206	212	138	170	188
	Undergraduate Total		7,107	7,089	6,770	6,811	6,897
	Graduate	Master's Degree	360	338	338	356	381
		Doctoral Degree	139	143	148	153	158
		Graduate Total	499	481	486	509	539
	Okanagan Total		7,606	7,570	7,256	7,320	7,436
Vancouver	Undergraduate	Diploma & Certificate	2,017	1,993	2,055	2,109	2,203
		Baccalaureate Degree	26,442	26,467	26,323	26,659	26,944
		Post-Baccalaureate Degree	2,472	2,522	2,546	2,534	2,647
		Non-Degree	1,550	1,368	1,314	1,329	1,197
	Undergraduate Total		32,481	32,350	32,238	32,631	32,991
	Residents	Medical Residents Total	1,223	1,262	1,319	1,371	1,429
	Graduate	Diploma & Certificate	47	46	58	50	70
		Master's Degree	4,763	4,649	4,638	4,441	4,495
		Doctoral Degree	2,274	2,206	2,170	2,111	2,064
		Non-Degree	-	-	-	-	1
	Graduate Total		7,084	6,901	6,866	6,602	6,630
	Vancouver Total		40,788	40,513	40,423	40,604	41,050
Grand Total			48,394	48,083	47,679	47,924	48,486

HOW DID UBC FULFIL ITS COMMITMENT TO ABORIGINAL STUDENTS?

UBC is committed to expanding educational opportunities for Aboriginal peoples. We cannot report with certainty the number of Aboriginal students enrolled at UBC because Aboriginal students are not required to identify as Aboriginal at any time during their studies, but can do so voluntarily. We learn about students' Aboriginal status from several sources. Students may self-identify as part of the admissions process, they may update their Aboriginal status at any time during their studies, or they may indicate that they are Aboriginal when answering a survey. Thus, the number of Aboriginal students shown in Table 3 is likely an underestimation of the actual number of students enrolled.

We estimate that 5% of students enrolled on the Okanagan campus in 2016/17 were Aboriginal (N = 442), constituting 6% of all domestic students. Over time, Aboriginal enrolment at UBC Okanagan has remained generally consistent at 5% of the total student population. In 2016/17, 129 Aboriginal students were new-to-UBC, representing 29% of the overall Aboriginal student population on the Okanagan campus, and a 2% increase relative to the 2015/16 new-to-UBC Aboriginal student population (N = 127) (not shown in Table).

About 2% of all students (undergraduate and graduate) on the Vancouver campus were identified as Aboriginal, constituting 3% of all domestic students. There has been a 12% increase in the number of Aboriginal students enrolled in baccalaureate programs since 2012/13, and a 10% increase in Aboriginal students enrolled in graduate programs (master's and doctoral), over the same period. In 2016/17, 238 Aboriginal students were new-to-UBC, representing a 9% increase relative to the 2015/16 new-to-UBC Aboriginal population (N = 218) (not shown in Table).

TABLE 3: ABORIGINAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	2	1	1	1	-
		Baccalaureate Degree	290	337	352	347	361
		Post-Baccalaureate Degree	9	10	10	8	8
		Non-Degree	45	57	41	37	36
	Undergraduate Total		346	405	404	393	405
	Graduate	Master's Degree	21	26	25	31	26
		Doctoral Degree	14	12	10	10	11
		Graduate Total	35	38	35	41	37
	Okanagan Total		381	443	439	434	442
Vancouver	Undergraduate	Diploma & Certificate	23	28	16	15	16
		Baccalaureate Degree	549	577	578	557	613
		Post-Baccalaureate Degree	164	153	150	162	176
		Non-Degree	46	32	24	32	34
	Undergraduate Total		782	790	768	766	839
	Residents	Medical Residents Total	12	15	17	18	27
	Graduate	Diploma & Certificate	-	-	1	2	2
		Master's Degree	141	151	147	150	160
		Doctoral Degree	68	70	71	72	70
		Non-Degree	-	-	-	-	-
	Graduate Total		209	221	219	224	232
Vancouver Total		1,003	1,026	1,004	1,008	1,098	
Grand Total			1,384	1,469	1,443	1,442	1,540

WHERE DID UBC'S ABORIGINAL STUDENTS LAST STUDY?

Most Aboriginal students at UBC are direct-entry students from secondary schools, but a much greater proportion (when compared with domestic students, in general) register after completing some post-secondary education elsewhere. Table 4 reports the Aboriginal student headcount, by campus, by student level, and by type of institution last attended.

TABLE 4: ABORIGINAL STUDENTS' LAST INSTITUTION ATTENDED, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Secondary School	175	209	219	203	231
		Technical Institute	19	21	12	12	12
		College	72	91	78	80	91
		University	38	42	38	29	37
		Unknown	42	42	57	69	34
		Undergraduate Total	346	405	404	393	405
	Graduate	Secondary School	1	-	-	1	5
		Technical Institute	-	-	-	-	1
		College	7	9	8	10	4
		University	12	15	17	21	21
		Unknown	15	14	10	9	6
		Graduate Total	35	38	35	41	37
		Okanagan Total	381	443	439	434	442
Vancouver	Undergraduate	Secondary School	337	373	377	382	431
		Technical Institute	15	13	15	14	9
		College	182	176	172	146	184
		University	150	136	131	128	171
		Unknown	110	107	90	114	71
		Undergraduate Total	794	805	785	784	866
	Graduate	Secondary School	7	13	13	12	22
		Technical Institute	4	3	4	4	10
		College	38	36	30	32	49
		University	134	149	149	153	145
		Unknown	26	20	23	23	6
		Graduate Total	209	221	219	224	232
		Vancouver Total	1,003	1,026	1,004	1,008	1,098
Grand Total			1,384	1,469	1,443	1,442	1,540

Most Aboriginal students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A smaller proportion of enrolled Aboriginal students studied at institutions from Central or Eastern Canada (see Figures 2 and 3).

FIGURE 2: ABORIGINAL STUDENTS' LAST INSTITUTION ATTENDED, BY PROVINCE, 2016, OKANAGAN CAMPUS

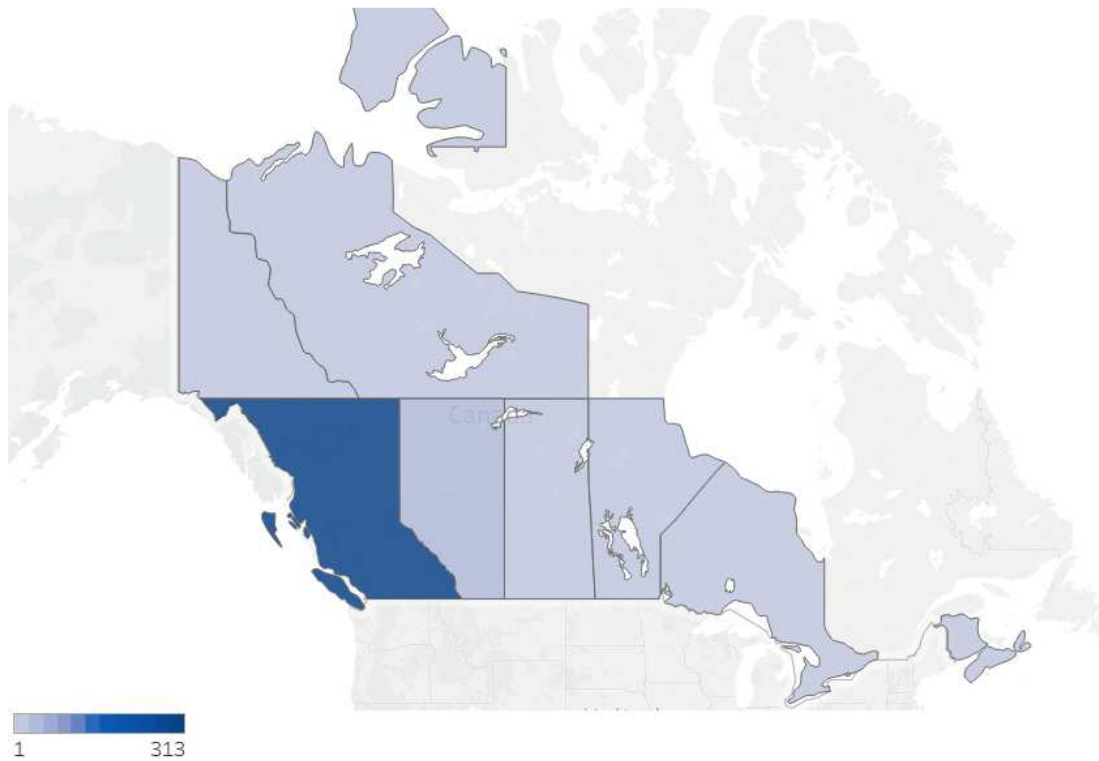


FIGURE 3: ABORIGINAL STUDENTS' LAST INSTITUTION ATTENDED, BY PROVINCE, 2016, VANCOUVER CAMPUS



HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit to attend UBC.⁴ Table 5 shows the number of international undergraduate and graduate students enrolled in the years 2012/13 through 2016/17, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses.

In 2016/17, 1,251 international students were enrolled on the Okanagan campus, representing a 17% increase over the previous year (N = 1,072), which is the largest international student population to date. International students represented 14% of the total student population. The 2016/17 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 485); new-to-UBC international undergraduate enrolment increased by 13% over the previous year (N = 429) (not shown in Table). International students made up 32% of all graduate students, compared with 13% of all undergraduate students.

In 2016/17, 13,182 international students were enrolled on the Vancouver campus, which represents a 9% increase over the previous year. Although there were more international undergraduate students than international graduate students (three times as many), the proportion of international students was greater at the graduate level, where they comprised 32% of all graduate students. International students comprise 23% of all undergraduate students.

TABLE 5: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	551	649	697	820	940
		Post-Baccalaureate Degree	-	-	1	-	-
		Non-Degree	9	10	64	37	62
		Undergraduate Total	560	659	762	857	1,002
	Graduate	Master's Degree	69	76	92	110	142
		Doctoral Degree	77	83	104	105	107
		Graduate Total	146	159	196	215	249
		Okanagan Total	706	818	958	1,072	1,251
Vancouver	Undergraduate	Diploma & Certificate	106	129	147	154	156
		Baccalaureate Degree	4,417	5,135	6,201	7,416	8,563
		Post-Baccalaureate Degree	11	18	20	20	27
		Non-Degree	908	1,034	1,355	1,387	1,313
		Undergraduate Total	5,442	6,316	7,723	8,977	10,059
	Residents	Medical Residents Total	9	7	7	7	8
	Graduate	Diploma & Certificate	2	1	3	5	5
		Master's Degree	1,524	1,573	1,713	1,701	1,667
		Doctoral Degree	1,453	1,472	1,456	1,427	1,443
		Non-Degree	8	2	1	-	-
		Graduate Total	2,987	3,048	3,173	3,133	3,115
		Vancouver Total	8,438	9,371	10,903	12,117	13,182
Grand Total			9,144	10,189	11,861	13,189	14,433

⁴ Permits are issued by Immigration, Refugees and Citizenship Canada.

WHERE DID UBC'S INTERNATIONAL STUDENTS COME FROM?

In 2016/17, UBC's international students were citizens of over 150 countries. Table 6 shows the countries of citizenship for students of both campuses combined, and Figures 4 and 5 provide maps of the countries of citizenship for each campus. More than one-third of UBC's international students held Chinese citizenship in 2016/17 (N = 4,929). Following China, the most common countries of citizenship were the United States of America, India, the Republic of Korea, and Japan.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus' first year of operation), when 20 countries were represented by 86 students. In 2016/17, 98 countries were represented by 1,251 students.

A total of 152 countries were represented by 13,182 international students on the Vancouver campus in 2016/17. Thirty-five percent of international students in 2016/17 held Chinese citizenship (N=4,577). Six percent of international students held Indian citizenship in 2016/17 (N=785). Compared to 2011/12 (N=289), the number of international students with Indian citizenship has increased by 172%.

TABLE 6: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR

Country of Citizenship	2012	2013	2014	2015	2016
China	2,212	2,790	3,607	4,279	4,929
United States of America	1397	1399	1462	1511	1,594
India	364	453	547	710	876
Republic of Korea	598	525	506	515	504
Japan	292	351	351	369	365
United Kingdom of Great Britain and Northern Ireland	247	268	318	340	344
China, Hong Kong Special Administrative Region	203	236	285	303	331
Iran	404	357	309	285	277
Mexico	207	198	207	221	256
Indonesia	149	175	206	226	240
Malaysia	190	207	217	204	216
Singapore	151	159	175	192	211
France	129	159	173	202	210
Germany	177	176	194	202	207
Brazil	89	105	232	221	205
Taiwan	172	165	177	194	205
Bangladesh	119	106	133	150	178
Australia	120	127	182	141	162
Pakistan	81	123	134	149	153
Saudi Arabia	99	113	120	139	140
Other	1,744	1,997	2,326	2,636	2,830
Grand Total	9,144	10,189	11,861	13,189	14,433

FIGURE 4: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2016, OKANAGAN CAMPUS

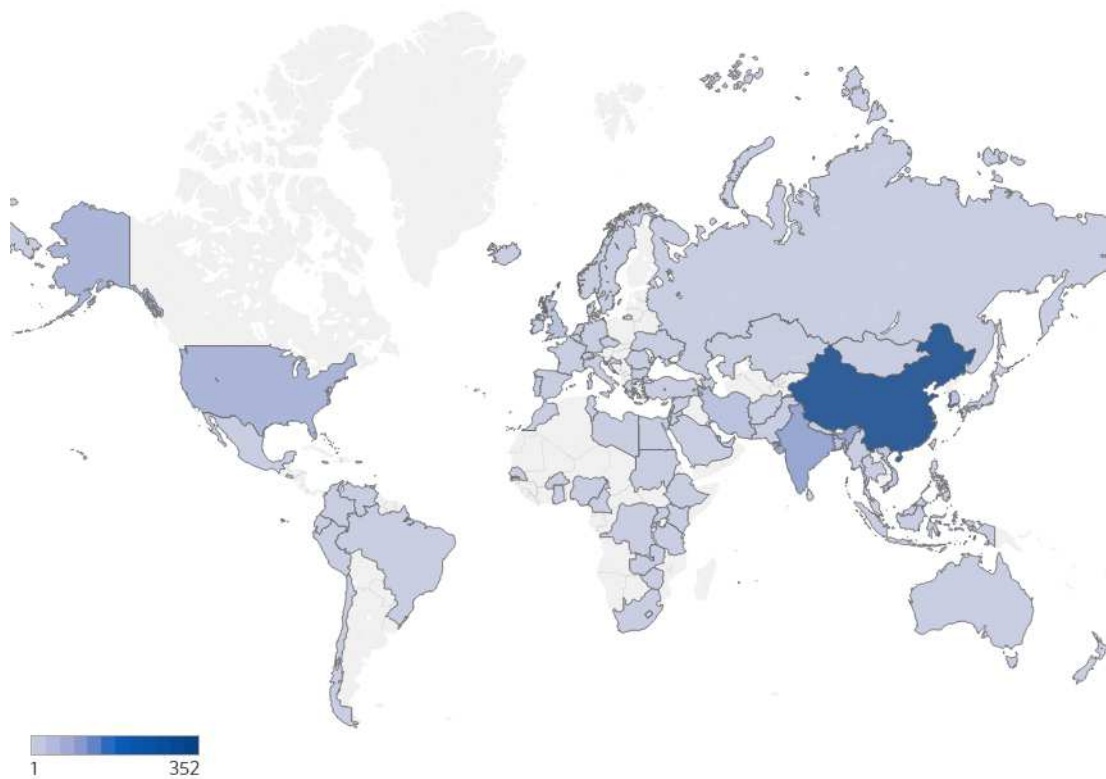


FIGURE 5: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2016, VANCOUVER CAMPUS

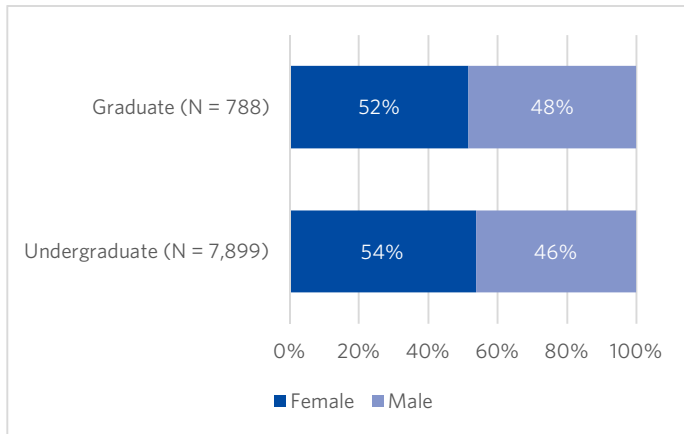


WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

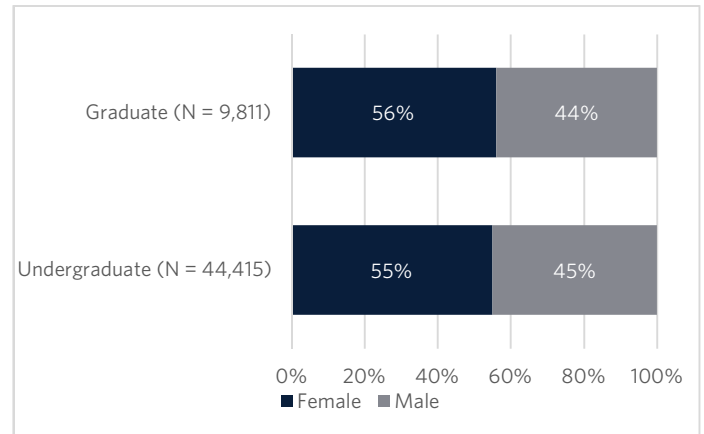
The gender distribution of students enrolled at UBC in 2016/17 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 6).

FIGURE 6: 2016 STUDENT GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS

Okanagan Campus



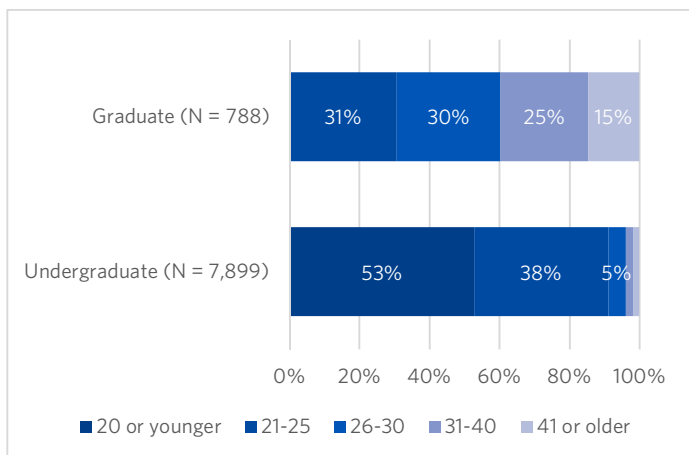
Vancouver Campus



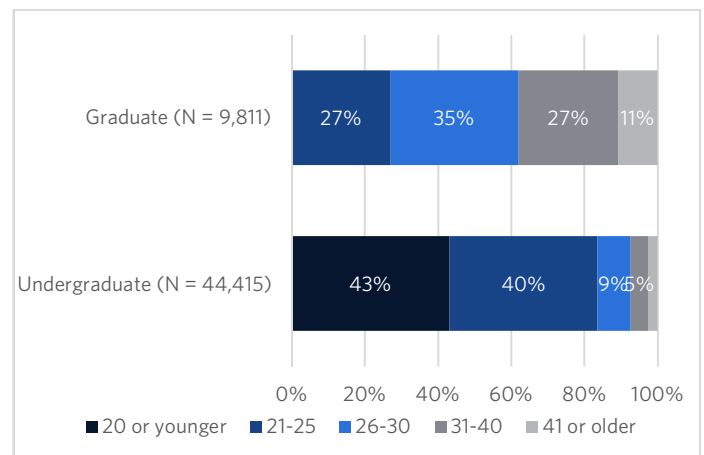
The majority of undergraduate students in 2016/17 were 25 years of age, or younger, at each campus (91% of Okanagan students and 84% of Vancouver students) (see Figure 7). On the Okanagan campus, the undergraduate students' average age, in 2016/17, was 21 years; the graduate students' average age was 31 years. Of graduate students on the Okanagan campus, the largest proportion was the 21-25 year age group (31%), followed closely by the 26-30 year age group (30%). On the Vancouver campus, the largest proportion of graduate students (35%) was the 26-30 year age group; the undergraduate students' average age was 23 years and the graduate students' average age was 31 years.

FIGURE 7: 2016 STUDENT AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS

Okanagan Campus



Vancouver Campus



STUDENT RETENTION AND COMPLETION RATES

UBC's undergraduate students' retention and completion rates, as well as the time-to-completion rates for graduate students, are reported in the following sections.

Reported below are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange (CSRDE) standard definition; that is, they were first-time (new-to-UBC), full-time, first-year students. The rates measure persistence from first year to second year, irrespective of whether there was a change in program or campus, or change from full- to part-time study. As long as the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (system-level).

WHAT WERE UBC'S UNDERGRADUATE STUDENT RETENTION AND COMPLETION RATES?

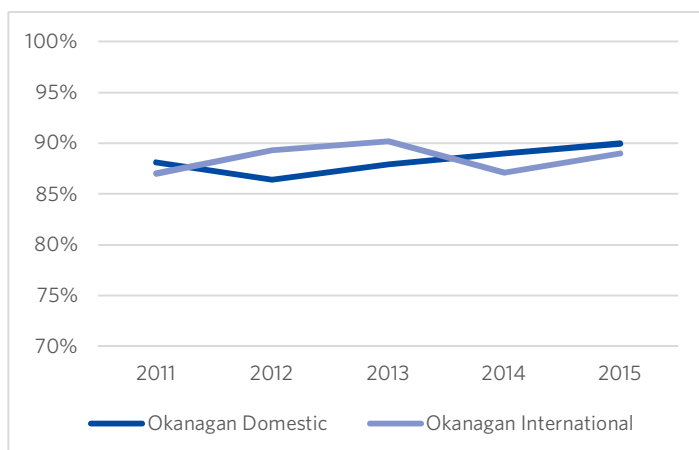
For both campuses, the overall system-level retention rates for the 2015/16 cohort of undergraduate students being retained into the 2016/17 academic year represent the highest retention rates to date.

Overall, 89% of the 2015/16 cohort of UBC Okanagan undergraduate students were retained into 2016/17; 90% of the domestic cohort and 89% of the international cohort were retained.

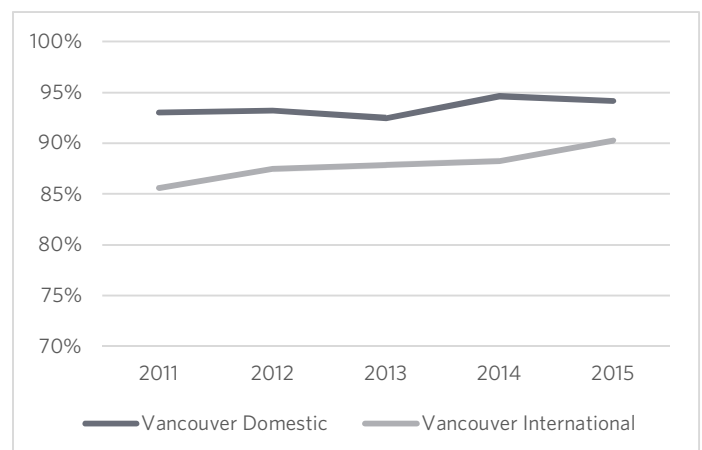
For UBC Vancouver, 93% of the 2015/16 cohort of undergraduate students was retained into 2016/17. Overall, international students had somewhat lower rates of retention than those of domestic students, although the gap has narrowed over time (see Figure 8). With the most recent cohort, 94% of domestic students and 90% of international students were retained from 2015/16 into 2016/17.

FIGURE 8: RETENTION RATES OF DOMESTIC AND INTERNATIONAL STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

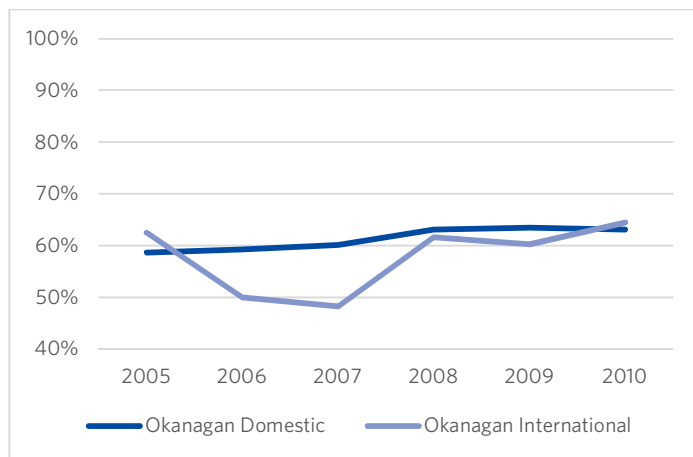


For undergraduate students, it is typical to report completion rates within six years of a student's program start date. With respect to the cohort of undergraduate students who began their degree programs in 2010/11, 62% of UBC Okanagan students and 77% of UBC Vancouver students completed their degree programs within six years.

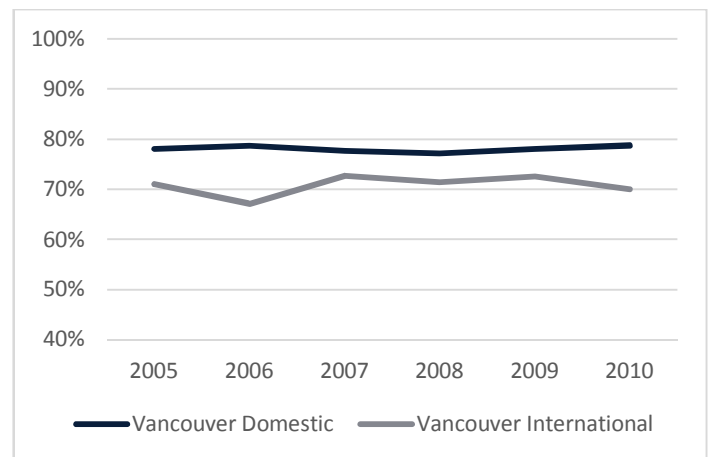
Overall, despite some fluctuation between domestic and international students, six-year completion rates have remained generally consistent over time. Figure 9 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 9: SIX-YEAR COMPLETION RATES FOR DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



HOW LONG DID UBC GRADUATE STUDENTS TAKE TO COMPLETE THEIR PROGRAMS?

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 10 and 11 show the cohort of UBC Okanagan and Vancouver master's students (Okanagan, N = 341; Vancouver, N = 7,158) who began their programs between 2006 and 2009, and the number of years between the start of their programs and degree completion.

For both campuses, most master's students graduated within 1 to 3 years, irrespective of whether they were in a thesis-based, thesis-optional, or course-based program.

FIGURE 10: MASTER'S STUDENTS' YEARS TO COMPLETION, 2006-2009 COHORTS, OKANAGAN CAMPUS

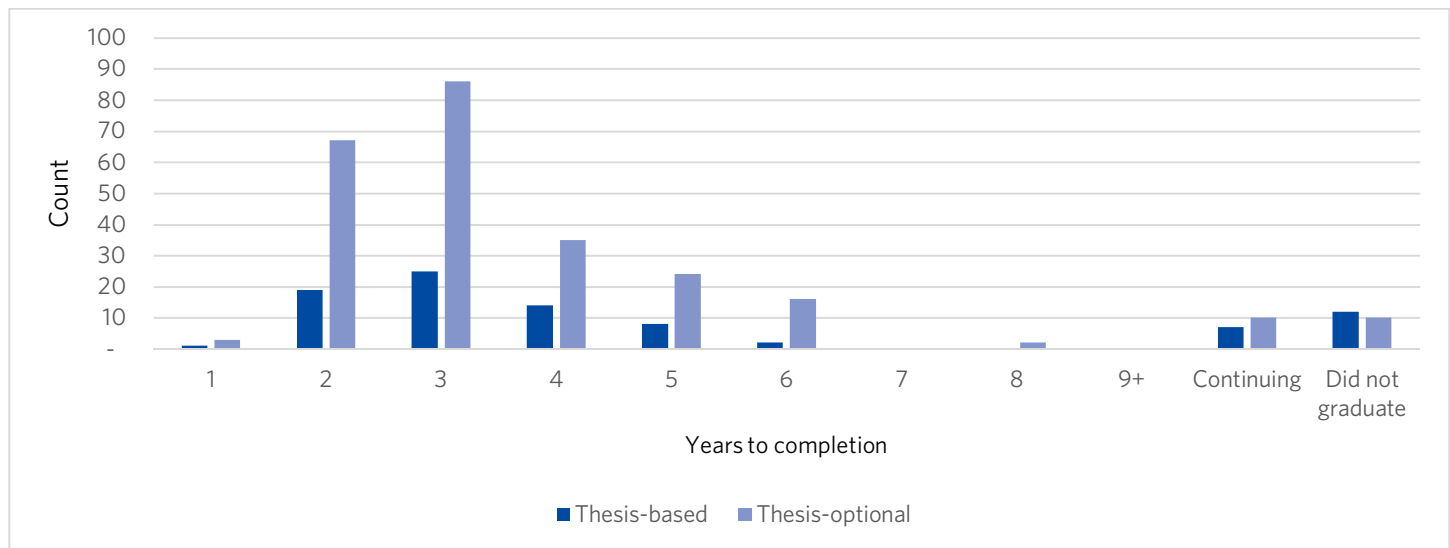
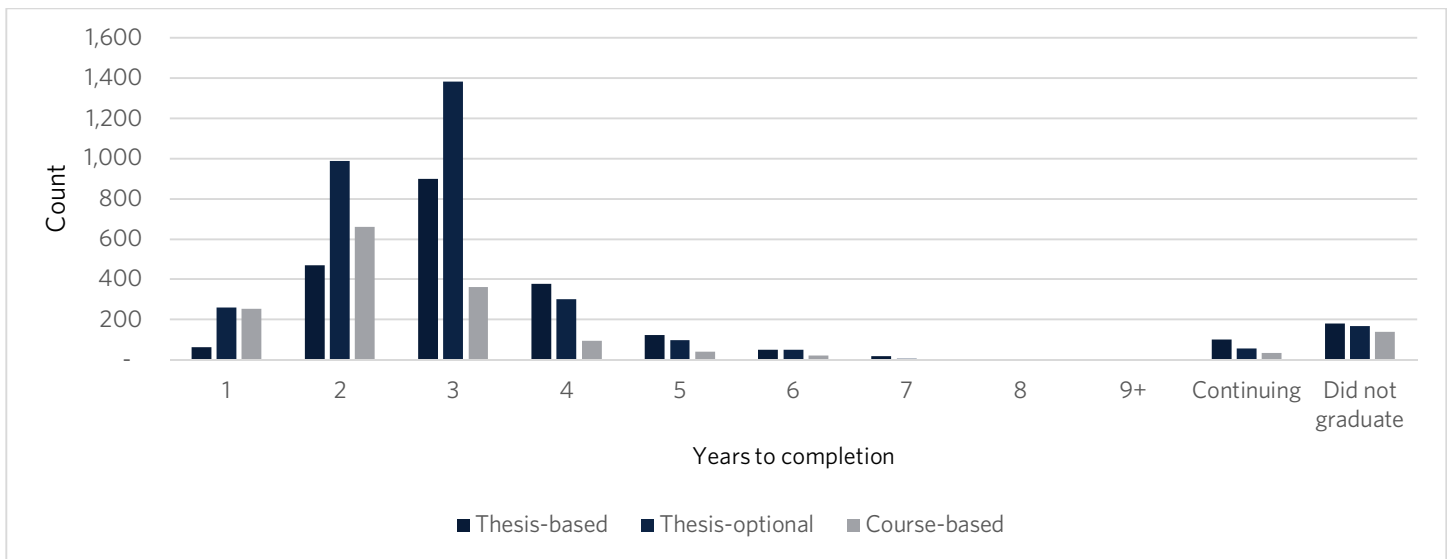


FIGURE 11: MASTER'S STUDENTS' YEARS TO COMPLETION, 2006-2009 COHORTS, VANCOUVER CAMPUS

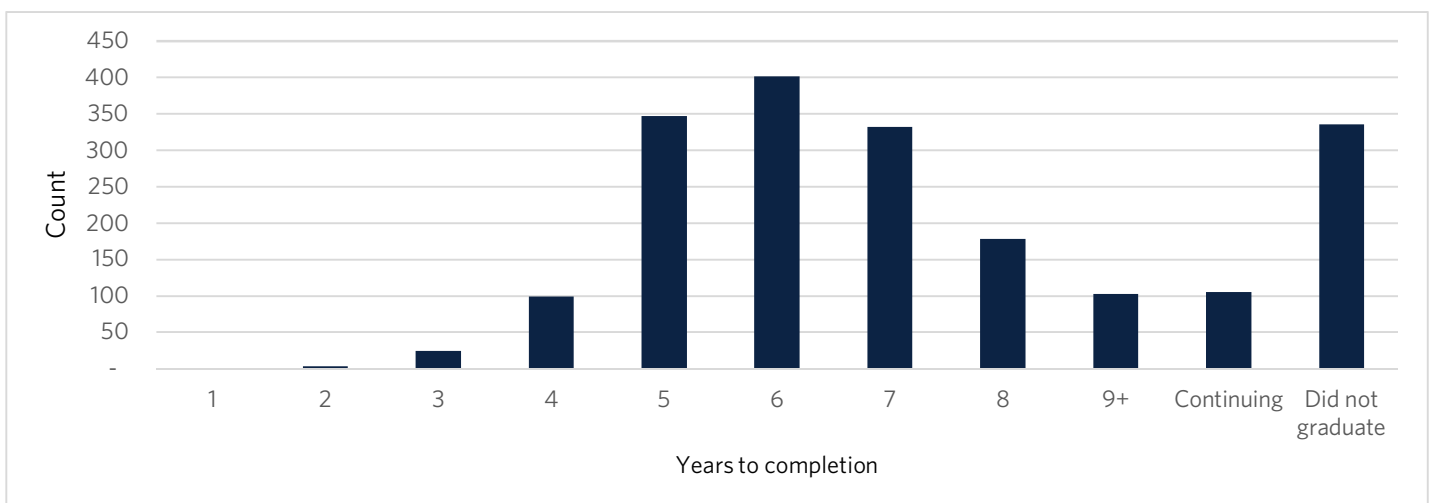


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, we consider how many students graduated within 9 years of program enrolment.

On the Okanagan campus, only 8 doctoral students have had at least nine years to complete their degree (starting in either 2005 or 2006). Given the small cohort size, completion rates are not presented for the Okanagan cohort.

For the Vancouver campus, we examined a cohort of students (N = 1,926) who began their studies between 2003 and 2006 (see Figure 12).

FIGURE 12: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2003-2006 COHORTS, VANCOUVER CAMPUS



HOW MANY CREDENTIALS DID UBC AWARD?

Undergraduate students may graduate in either the spring (May) or fall (November). Graduate students may have their degrees awarded on one of four dates in a given year (May, November, February, or September; the four dates option came into effect in May 2014). Once a degree has been granted by Senate, a notation appears on the student's transcript; however, formal conferral at Congregation ceremonies and official degree parchments are available only in May and November.

Table 7 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,681 credentials were awarded to Okanagan campus graduates in 2015; since 2005, almost 11,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 12% growth in the number of credentials awarded between 2011 and 2015 (6% at the undergraduate level and 16% at the graduate level). A total of 11,156 credentials were awarded to students on the Vancouver campus in 2015.

TABLE 7: NUMBER OF CREDENTIALS AWARDED, BY YEAR, BY CAMPUS

Campus	Program Level	Program Type	2011	2012	2013	2014	2015
Okanagan	Undergraduate	Domestic					
		Baccalaureate Degree	921	1,000	1,099	1,227	1,285
		Post-Baccalaureate Degree	123	113	70	143	119
		International					
		Baccalaureate Degree	47	34	76	70	93
		Undergraduate Total	1,091	1,147	1,245	1,440	1,497
	Graduate	Domestic					
		Doctoral Degree	1	6	21	16	27
		Master's Degree	82	163	141	130	113
		International					
		Doctoral Degree	1	4	10	9	12
		Master's Degree	9	15	29	20	32
		Graduate Total	93	188	201	175	184
		Okanagan Total	1,184	1,335	1,446	1,615	1,681
Vancouver	Undergraduate	Domestic					
		Baccalaureate Degree	5,252	5,218	5,300	5,502	5,494
		Diploma & Certificate	595	539	562	526	516
		Post-Baccalaureate Degree	1,162	1,086	1,019	1,030	1,067
		International					
		Baccalaureate Degree	620	640	785	866	960
		Diploma & Certificate	41	53	39	47	73
		Post-Baccalaureate Degree	2	6	2	6	12
		Undergraduate Total	7,672	7,542	7,707	7,977	8,122
	Graduate	Domestic					
		Doctoral Degree	396	433	410	391	402
		Master's Degree	1,664	1,845	1,795	1,701	1,779
		International					
		Doctoral Degree	91	100	102	143	170
		Master's Degree	471	549	573	618	683
		Graduate Total	2,622	2,927	2,880	2,853	3,034
		Vancouver Total	10,294	10,469	10,587	10,830	11,156
Grand Total			11,478	11,804	12,033	12,445	12,837

The proportion of Aboriginal students conferred a UBC degree has increased over time (by 32% between 2011 and 2015; see Table 8). Aboriginal students at the Okanagan campus received about 4% of all the undergraduate and graduate credentials awarded in 2015, which is generally consistent with the proportion of the total student population that self-identified as Aboriginal. At the Vancouver campus, Aboriginal students received about 2% of all the credentials awarded in 2015, and the overall number increased by 34% between 2011 and 2015.

TABLE 8: PROPORTION OF CREDENTIALS AWARDED TO ABORIGINAL STUDENTS, BY YEAR, BY CAMPUS

Campus	Program Level	2011		2012		2013		2014		2015	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	56	5%	48	4%	48	4%	62	4%	67	4%
	Graduate	3	3%	10	5%	4	2%	10	6%	7	4%
	Okanagan Total	59	5%	58	4%	52	4%	72	4%	74	4%
Vancouver	Undergraduate	140	2%	146	2%	166	2%	146	2%	171	2%
	Graduate	33	1%	61	2%	40	1%	68	2%	61	2%
	Vancouver Total	173	2%	207	2%	206	2%	214	2%	232	2%
Grand Total		232	2%	265	2%	258	2%	286	2%	306	2%

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

HOW MANY UNDERGRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

A competitive university such as UBC receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus; the admissions process is designed to ensure that it is strategic and fair. Ultimately, the goal is for the University to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications, gain admission, and ultimately register. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students, and the numbers have been increasing over time. International students contribute significantly to UBC's commitments to international engagement and intercultural understanding. It is important to note that international students do not displace domestic students; they do not compete with domestic students for government-funded seats. UBC's enrolment of domestic students exceeds the number of government-funded spaces (see Figure 1). As well, UBC received more completed applications from domestic students in 2016, compared with 2015, for both the Okanagan and Vancouver campuses, which is a very favourable outcome, given the diminishing size of BC's school-age population. The population of prospective domestic students, from BC's secondary schools, is projected to start increasing in size in 2018.

Figures 13 through 18 illustrate the campus-specific undergraduate applicant pools as a total, and then by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2012/13 through 2016/17. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. Since not every student will be admitted into their first choice program, reported below are students' "top choice" programs. This reflects the program (and corresponding campus) a student ultimately registered in, regardless of their first or second choice.

In 2016/17, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 9% over 2015/16 (see Figure 13). The domestic applicant pool grew by 4%, over 2015/16 (see Figure 14), and the international applicant pool grew by 23% (see Figure 15).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) increased by 6% over 2015/16 (see Figure 16). The domestic applicant pool grew by 2%, over 2015/16 (see Figure 17), and the international applicant pool grew by 15% (see Figure 18).

FIGURE 13: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), OKANAGAN CAMPUS

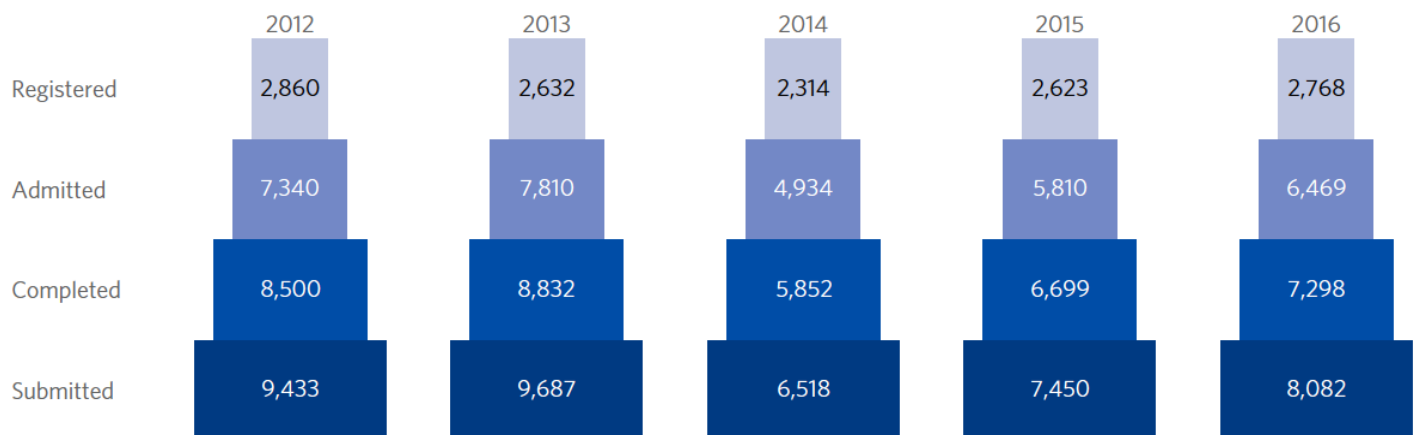


FIGURE 14: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS

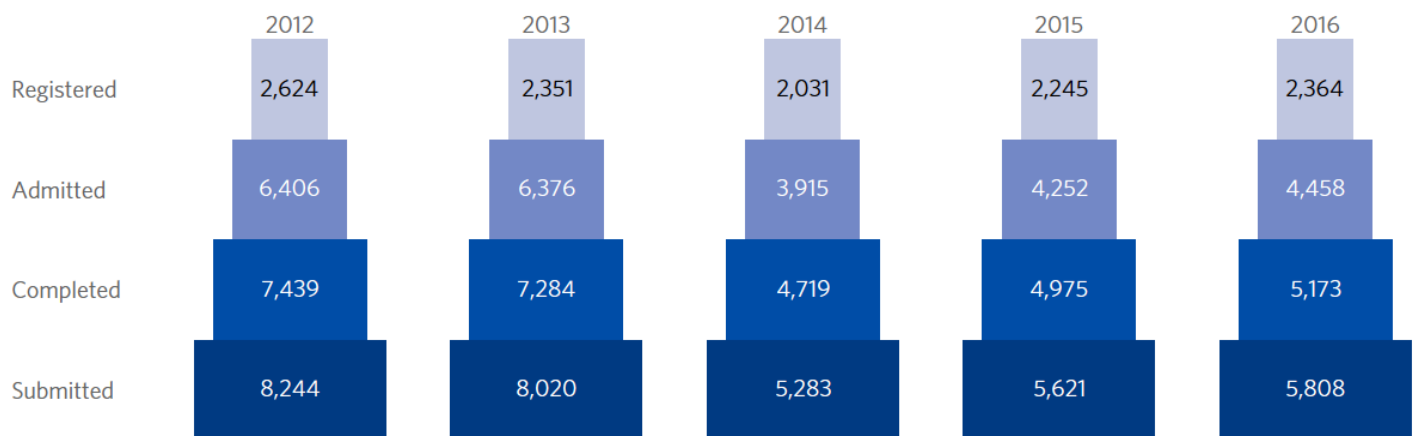


FIGURE 15: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS

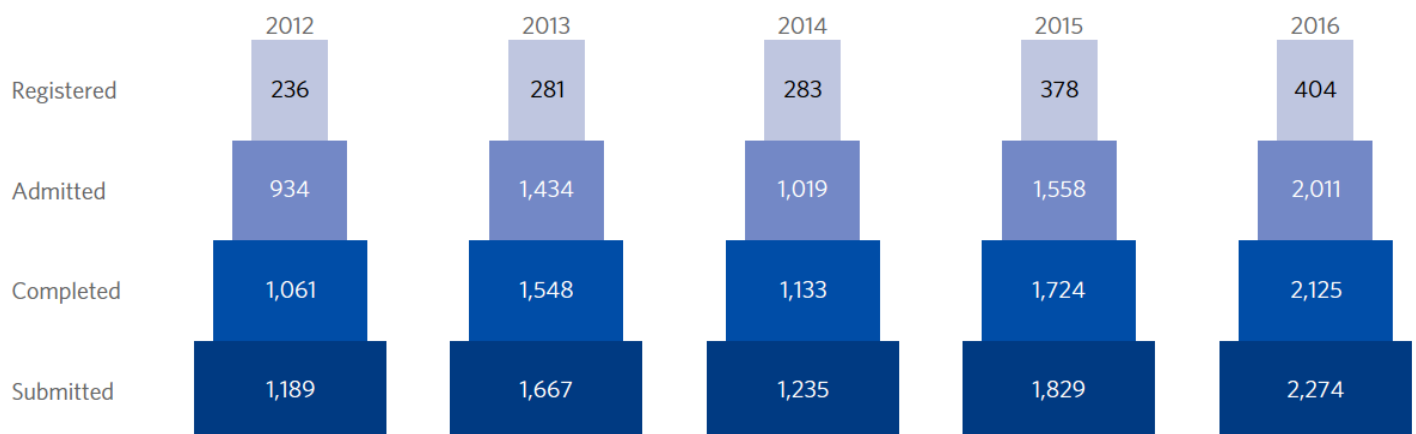


FIGURE 16: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), VANCOUVER CAMPUS

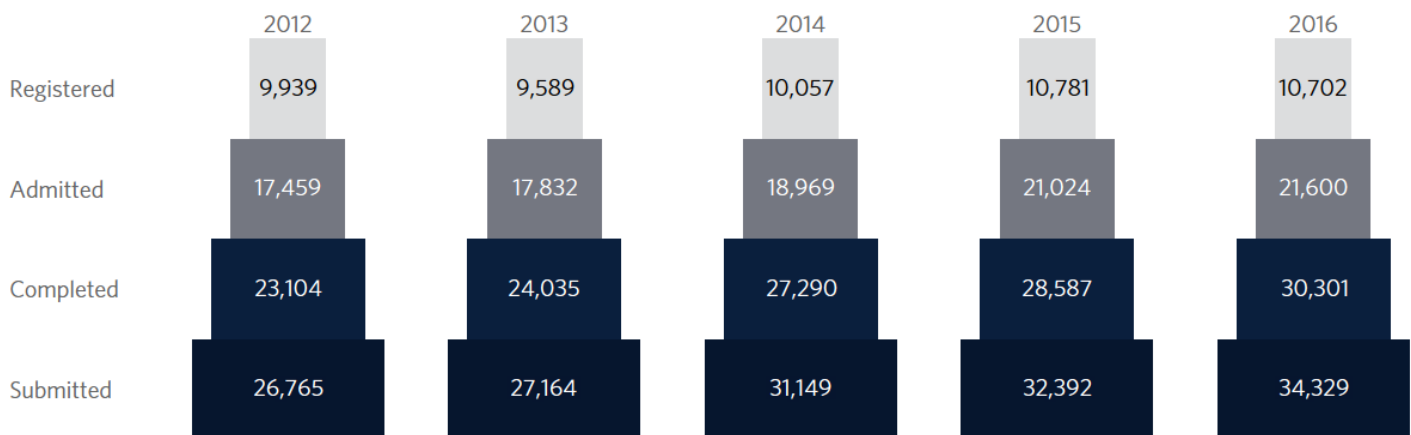


FIGURE 17: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS

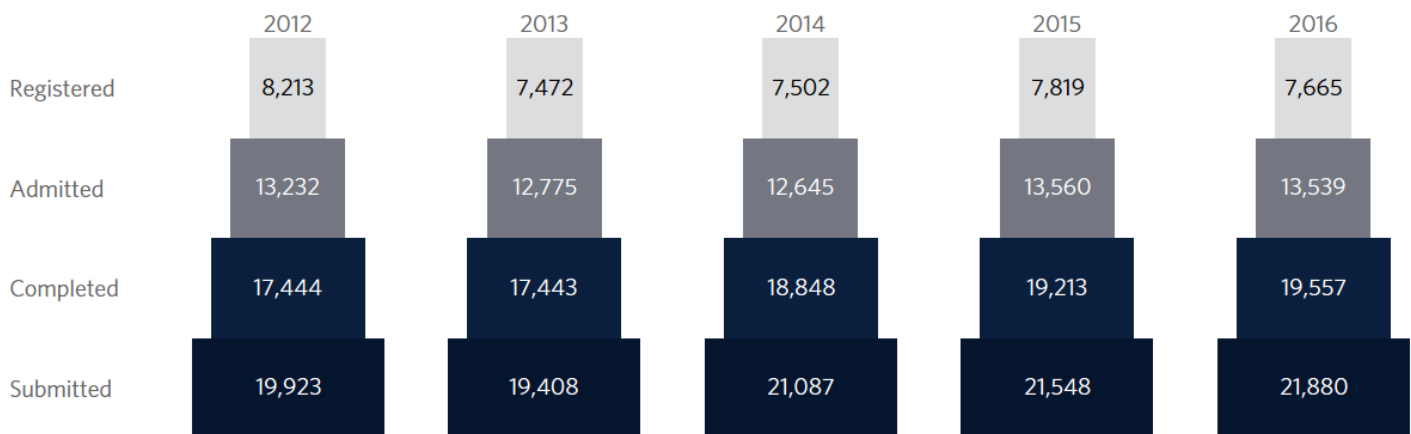
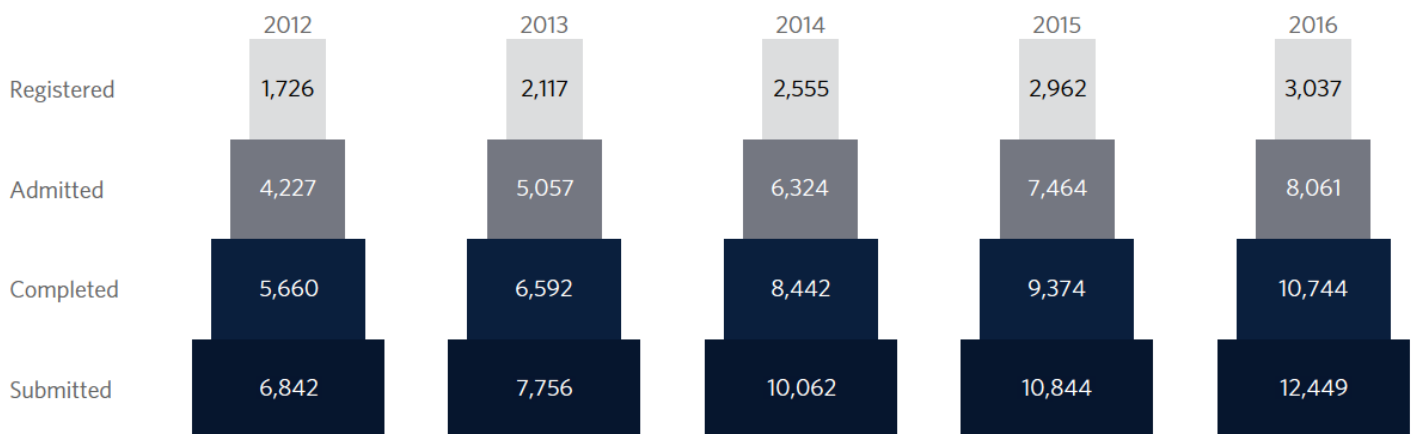


FIGURE 18: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS



WHAT WAS THE MEAN ENTERING GRADE POINT AVERAGE FOR NEW UBC STUDENTS?

UBC students are not only academically successful, but also well-rounded. The move to a holistic evaluation method, in 2012, has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

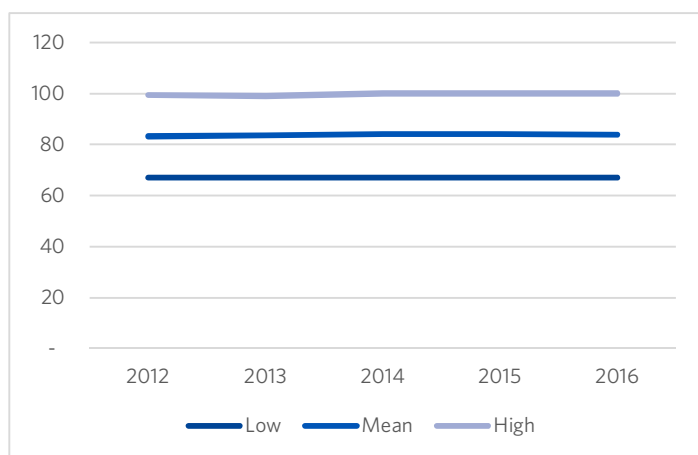
Direct-entry undergraduate applicants⁵ are evaluated not solely on their grades, but also on their accomplishments (both academic and non-academic) as well as their personal experiences and characteristics. This process involves assessing applicants' academic and personal profiles. The personal profile, with five to seven short-answer questions, requires applicants to describe their experiences (both inside and outside of the classroom), and what those experiences have taught them about themselves and the world around them. Personal profiles are read and scored by trained readers consisting of over 400 UBC staff members, faculty members, and alumni; each profile is scored by two readers against an established rubric and scores are monitored for consistency.

In 2016/17, over 8,000 personal profiles were read and scored for applicants to the Okanagan campus, and over 64,000 personal profiles were read and scored for applicants to the Vancouver campus. All in all, 10% of the 2016/17 first-year class would not have been admitted with a grades-only admission model. On the Okanagan campus, the effect of personal profiles is similar to Vancouver for particular programs but is smaller overall.

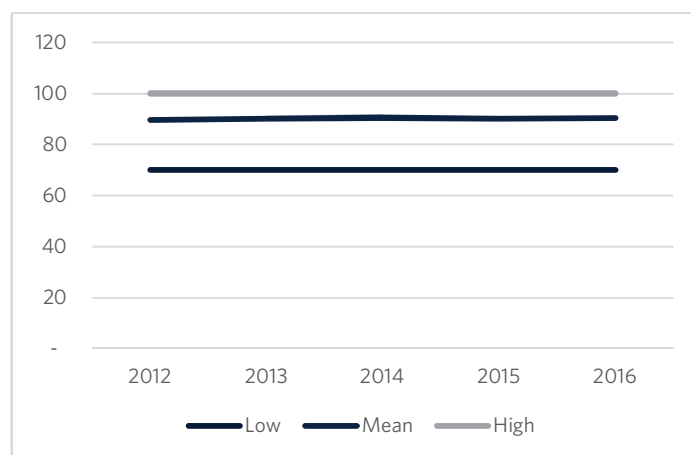
UBC's mean entering GPA has remained relatively stable over the past five years (see Figure 19), which suggests that enrolling a well-rounded class has not come at the expense of academic ability.

FIGURE 19: ENTERING GPAs OF DIRECT-ENTRY UNDERGRADUATE STUDENTS (MAXIMUM, MEAN, AND MINIMUM GPA), BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



⁵ Direct-entry students are those who come directly from completion of secondary school to UBC. Programs that students can enter in their first year of post-secondary education, or declare in their second or third year of study, are considered direct-entry programs. Direct-entry programs do not require previous post-secondary experience or completion of a previous degree.

WHERE DID UBC'S NEW DIRECT-ENTRY STUDENTS LAST STUDY?

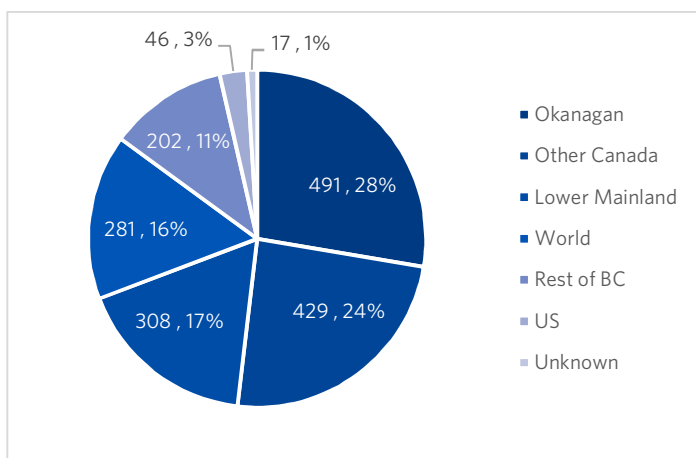
Figure 20 displays where 2016/17's new direct-entry students last studied, for each campus. Note that citizenship is different from location of last institution attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2016/17, 75% of new-to-UBC undergraduate students (N = 1,774) on the Okanagan campus entered directly from secondary school. Of those students admitted to the Okanagan campus, from an Okanagan regional secondary school, the Central Okanagan school district continued to provide the largest proportion of students, followed by the Vernon and Okanagan Skaha school districts.

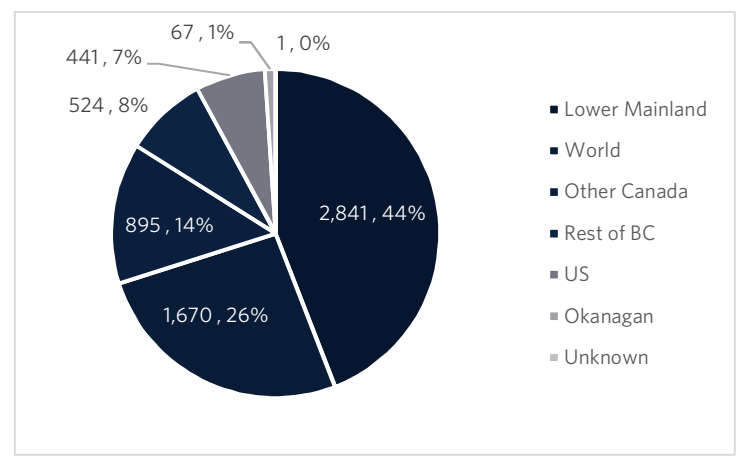
In 2016/17, 6,439 new direct-entry students, who comprised 71% of all new-to-UBC students, were granted admission at the Vancouver campus. Of the students admitted, 44% (N = 2,841) last studied at an institution in the Lower Mainland.

FIGURE 20: LOCATION OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2016, BY CAMPUS

Okanagan Campus



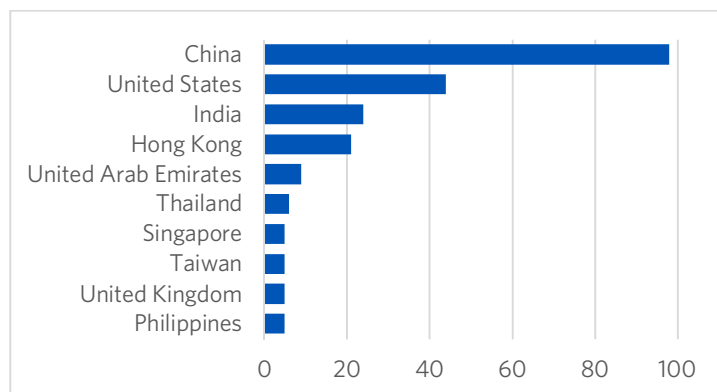
Vancouver Campus



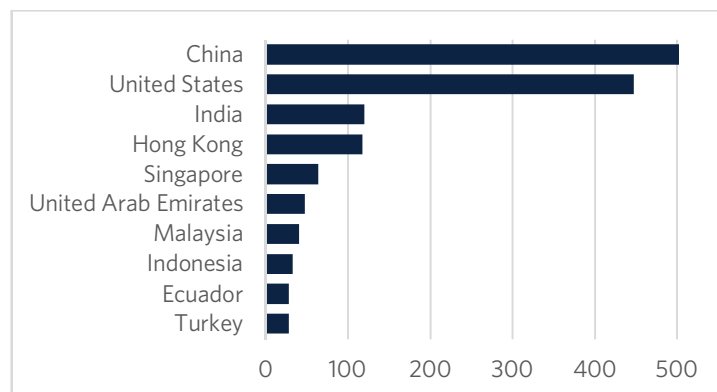
UBC recruits students from 79 countries and from 20 states in the USA, and has relationships with many schools around the world, which send large numbers of students annually to the Okanagan and Vancouver campuses. New direct-entry students who graduated from an institution outside of Canada originated from 98 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 21.

FIGURE 21: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2016, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS LAST STUDY?

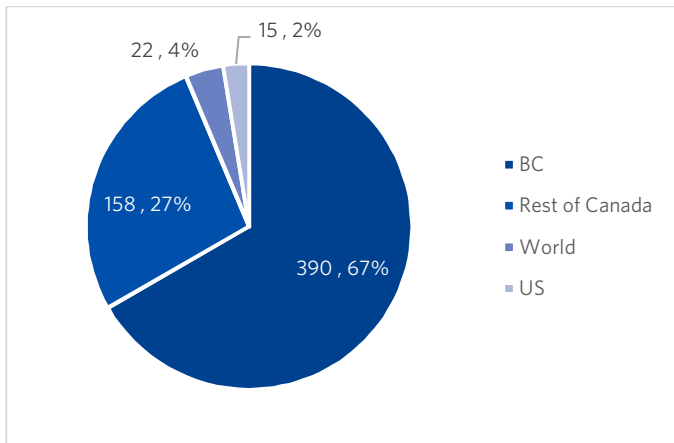
Students who have previous experience at post-secondary institutions arrive at UBC via many pathways. Some may have graduated from high school, studied one year at a college, and then transferred to UBC. Others may have completed secondary school many years ago, or earned a degree, and returned to post-secondary education for further education. Figure 22 illustrates the location of the last institution of new transfer students to each of UBC's campuses in 2016/17.

In total, 585 new-to-UBC undergraduate students in 2016/17 transferred from another post-secondary institution to the Okanagan campus, representing 25% of all the new-to-UBC Okanagan undergraduate students. Figure 22 shows that 390 students (or 67% of all the post-secondary transfer students in 2016/17) last attended a post-secondary institution in BC.

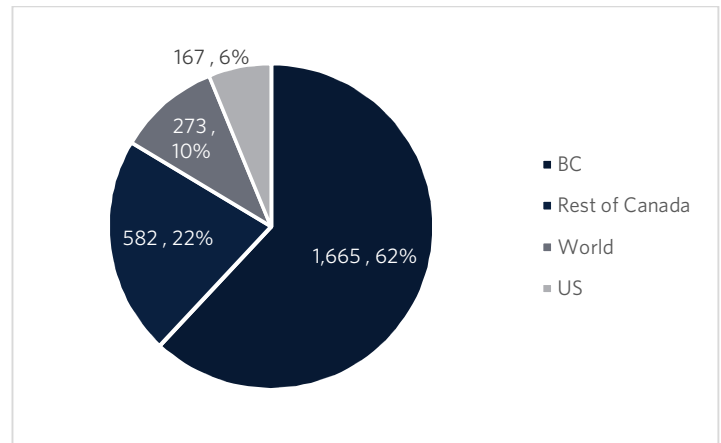
In 2016-17, UBC Vancouver admitted 2,687 post-secondary transfer students, who comprised 29% of all the new-to-UBC students. The majority of these students (62%) transferred from an institution in BC.

FIGURE 22: LOCATION OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2016, BY CAMPUS

Okanagan Campus



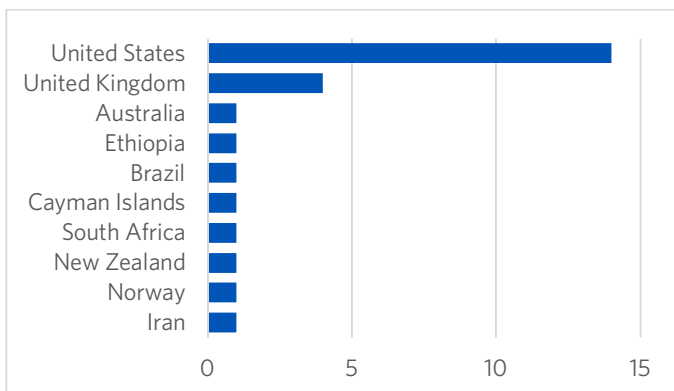
Vancouver Campus



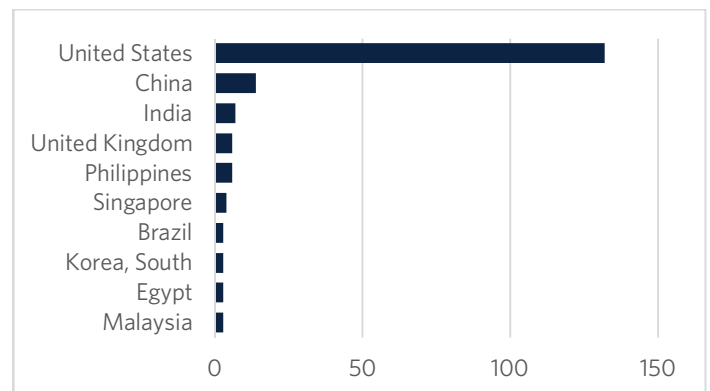
The 2016/17 transfer students attended post-secondary institutions in 102 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 23.

FIGURE 23: TOP 10 COUNTRIES (OTHER THAN CANADA) OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2016, BY CAMPUS

Okanagan Campus



Vancouver Campus



IN WHICH CANADIAN PROVINCES DID UBC'S NEW UNDERGRADUATE STUDENTS LAST STUDY?

Figures 24 and 25 are maps of where new undergraduate students last studied (if in Canada), which is not necessarily representative of their country of citizenship. For both the Okanagan and Vancouver campus, the majority of new registrants had studied in BC and Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 24: CANADIAN PROVINCE OF LAST INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2016, OKANAGAN CAMPUS (IF IN CANADA)

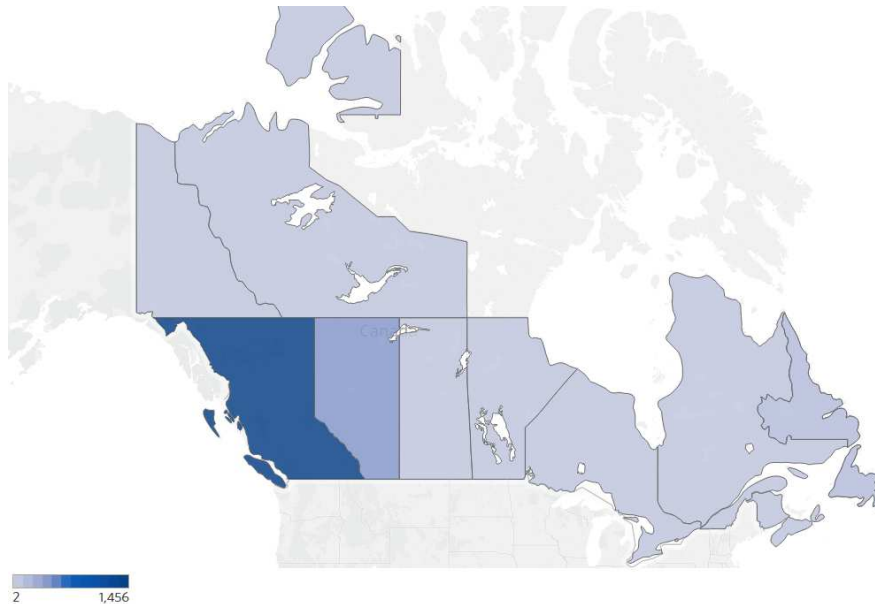
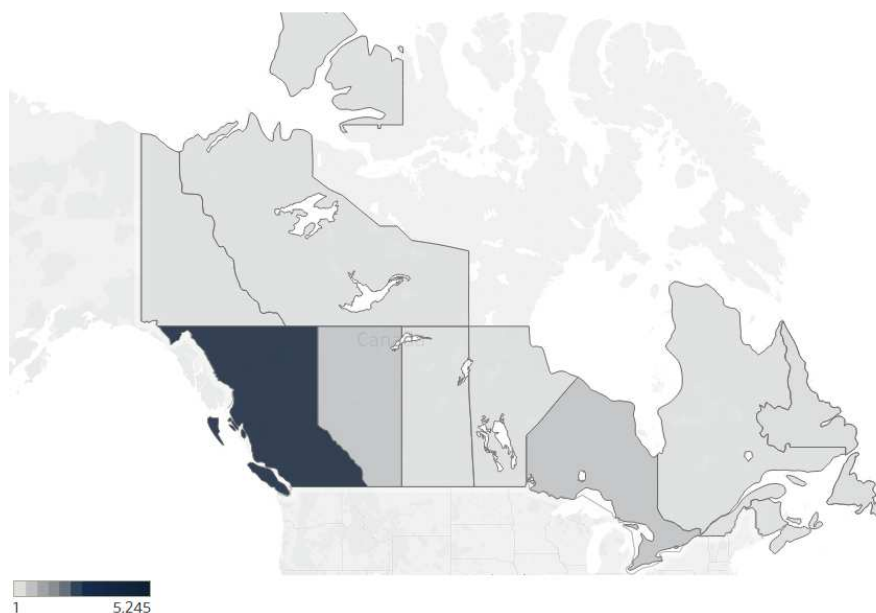


FIGURE 25: CANADIAN PROVINCE OF LAST INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2016, VANCOUVER CAMPUS (IF IN CANADA)



IN WHICH COUNTRIES DID UBC'S NEW UNDERGRADUATE STUDENTS LAST STUDY?

The 2016/17 new-to-UBC undergraduate students came from many countries (see Figures 26 and 27). Following Canada, the US and China predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 26: COUNTRY OF LAST INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2016, OKANAGAN CAMPUS

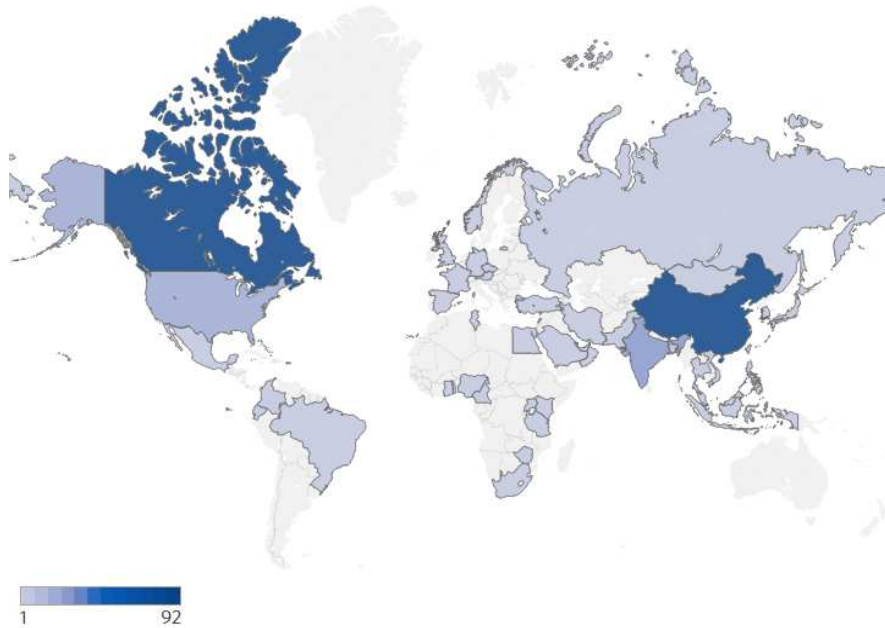
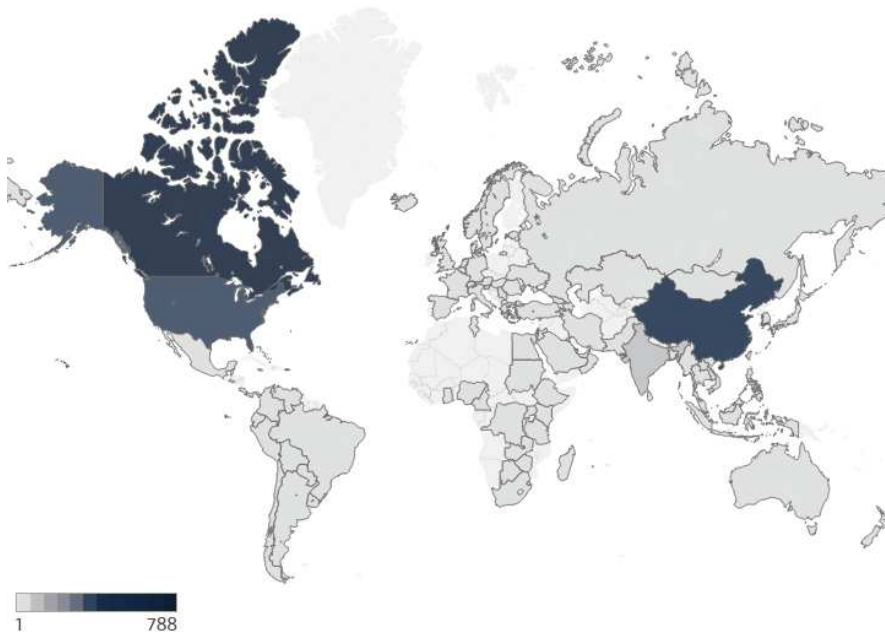


FIGURE 27: COUNTRY OF LAST INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2016, VANCOUVER CAMPUS



UBC STRATEGIC ENROLMENT INITIATIVES – A DIVERSE STUDENT BODY BY DESIGN

DOMESTIC STUDENTS

Geographical diversity of the student body is a key objective for UBC and both campuses enroll significant numbers of domestic students from across Canada. National representation grew in 2016 for both the Okanagan and Vancouver campuses, the result of numerous strategic initiatives conducted by UBC Enrolment Services.

In 2016/17, the Okanagan campus had 67% of its new-to-UBC students come from BC. The remaining 33% of domestic students came from across Canada or internationally, resulting in one of the highest proportions of out-of-province domestic student enrolment of any Canadian university. Alberta was the most significant contributor to domestic student enrolment, accounting for 19% of the UBC Okanagan incoming class in 2016/17. The Vancouver campus had 73% of new-to-UBC students come from BC with Alberta again being the largest contributor from outside BC.

An often overlooked category of domestic students is those who return from outside Canada to enroll at UBC. In 2016/17, there were 597 new students in this group, 90 at the Okanagan campus and 507 at the Vancouver campus.

INTERNATIONAL STUDENTS

International students contribute a rich diversity to both UBC's campuses. Specifically, five regions have been identified as strategic priority areas for growth: the USA, the Middle East, Africa, Southeast Asia, and South Asia. Strong representation from China continues, and the focus toward greater geographic diversity is showing results, as evidenced by increasing enrolment numbers from India. Unrest in different parts of the world, as well as the desire to reach students far and wide, necessitate that UBC continually innovate on how to attract students from diverse countries. The International Student Initiative's focus on eRecruitment is a strong example of a strategic initiative that allows UBC to continue to recruit in regions that cannot currently be visited in person.

ABORIGINAL STUDENTS

Aboriginal students' lived experiences enrich UBC's teaching, research and learning environment. Aboriginal students are more likely than other domestic students to arrive at UBC from high schools or colleges outside of the Lower Mainland and from outside British Columbia. For example, Aboriginal students have enrolled at UBC from as far as the Northwest Territories and New Brunswick. Additionally, new-to-UBC Aboriginal students are more likely to be first-generation post-secondary students and transfer students. Aboriginal students are also more likely than other domestic students to study on a part-time basis. Each of these factors invites further consideration of the types of services UBC offers, and could offer, to Aboriginal students.

SUPPORTING PROSPECTIVE STUDENTS

Achieving enrolment objectives (in terms of quantities and qualities of students) is the result of both strategic recruitment activities and supportive advising for prospective students. Be it through school visits, public events in the community, the online environment, or on the campus, how the university supports students' desires to gain admission and study at UBC is critical to enrolment success. The **Destination UBC program** brings newly-admitted students from across Canada to campus during the spring, offering supports for a successful first year in addition to insights into the outstanding experiences that await them on campus. Similar welcome events are held across Canada and around the world to ensure that newly admitted students are enthusiastic and prepared for their studies at UBC.

CELEBRATING AND DEVELOPING OUR SCHOLARLY UNDERGRADUATE STUDENTS

The **Centennial Scholars Entrance Award** offers 100 new-to-UBC students (coming directly from high school or transferring from another University or College) the opportunity to study at UBC. The award is given to students who have high financial need as well as academic merit, and targets those from under-represented student populations including, but not limited to, Aboriginal students, students from low- and middle-income households, first generation learners, and students from rural communities. The award is designed to engage students who do not normally think that attending UBC is possible and who may not have been able to pursue post-secondary education without it.

The **International Scholars program**, which is now in its 16th year of existence, has a significant impact on UBC's diversity. Since its inception in 2001, this UBC initiative (a need/merit hybrid awards program) has welcomed 338 exceptional international undergraduate students from 87 countries. The 2016/17 International Scholars cohort of 31 new students at the two campuses (29 students at the Vancouver campus and 2 at the Okanagan campus) represented 21 countries. Seven of these countries are represented for the first time amongst UBC's International Scholars, thereby expanding the diversity of this already very diverse group of top-calibre students. The newly represented countries include Syria, Turkmenistan, Uruguay, Sweden, Slovenia, Greece, and Sierra Leone.

The **Okanagan Society of Scholars program** was launched in the fall of 2015 to provide the recipients of selected UBC Okanagan scholarships with support, opportunities for engagement, and a platform to thrive throughout their studies. The 85 Scholars are offered intentional supplemental enrichment programming, such as leadership retreats, career specific seminars, information sessions on post-undergraduate education opportunities, learning support through academic skills workshops and study halls, and regular social gatherings to develop their peer network. The Scholars also receive peer support as well as curated volunteer and involvement opportunities, which are shared with them through regular newsletters and social media.

The Vancouver Campus introduced the **Scholars Community program** in the fall of 2016 to the incoming Centennial and Major Entrance Scholarship recipients. It is modeled off of the successful Okanagan Society of Scholars, and has been well received by the scholars who will guide and develop the community as new scholars join with the 2017/18 intake.

NEW CUSTOMER RELATIONSHIP MANAGEMENT SYSTEM

The undergraduate recruitment and admission offices are working to replace the current student recruitment Customer Relationship Management (CRM) system with a more robust solution. The current system was implemented in 2007 and is unable to meet the evolving needs of the international and domestic recruitment offices. A new CRM solution will enable UBC to take advantage of established technology while meeting the current and anticipated needs of constituents and staff. Stakeholders for this project include UBC staff and faculties who are involved in the student recruitment process and who interact with undergraduate prospective domestic and international students at each stage of the application process for both the Vancouver and Okanagan campuses.

A new CRM solution will allow for the creation of highly effective, personalized interactions for prospective students and applicants. These interactions will introduce UBC's wide range of academic opportunities, and enhance engagement and affinity with UBC through the entire recruitment and admission process. Analytic capabilities will enable UBC's recruitment teams to mobilize their limited resources to maximum effect. Strategic outcomes for this project include:

- contributing to satisfying the domestic and international student enrolment targets,
- serving under-enrolled programs,
- achieving diversity amongst the UBC student population,
- establishing a student-centred approach to recruitment, and
- improving the prospective undergraduate student experience.

RECRUITMENT MARKETING STRATEGIES

The Recruitment Marketing team, in support of the Vancouver and Okanagan campuses, have made investments in digital marketing activities to support strategic enrolment initiatives and to achieve diversity and other targets. These activities have included various local, national, and international geo-targeted campaigns, behavioural retargeting campaigns, digital advertising, and social media initiatives. As a result, the system-wide prospective student website has seen a 19% increase in users over the previous year, average digital campaign click-through rates of 1.61 are far exceeding industry averages, and the new Snapchat initiative for prospective students is growing followers at a rate of 13% each month.

On the Okanagan campus, the Office of the Deputy Vice Chancellor and Principal has sponsored an initiative to increase the public visibility of the campus. New academic program web pages have resulted in significant increases in the number of page views (14% per month over the previous year), the average time on page (20%), and the number of unique visitors (23%). Social media digital campaigns (on Facebook and Google) resulted in over 4,000 click-throughs to UBC Okanagan web pages in October alone.

CONCLUSION

In summary, 2016/17 was a very successful year for enrolment on the Okanagan and Vancouver campuses. UBC continues to surpass the Government-funded number of domestic undergraduate students, we are strengthening our national representation of incoming undergraduate students, we are maintaining a healthy enrolment of international students from many countries, and our strategic initiatives are increasing the enrolment and graduation of Aboriginal students.

APPENDIX: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

Faculty	Program	2014 Winter			2015 Winter			2016 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	762	57	819	882	109	991	1,001	147	1,148
	Master of Applied Science	27	53	80	33	56	89	35	73	108
	Master of Engineering	1	16	17	-	17	17	1	28	29
	Master of Science	-	1	1	-	1	1	-	-	-
	Doctor of Philosophy	33	65	98	31	68	99	27	73	100
Applied Science Total		823	192	1,015	946	251	1,197	1,064	321	1,385
Arts and Sciences	Bachelor of Arts	1,755	227	1,982	1,624	255	1,879	1,569	255	1,824
	Bachelor of Science	1,899	175	2,074	1,967	214	2,181	1,954	268	2,222
	Pre-Pharmacy Studies	1	-	1	-	-	-	-	-	-
	Master of Arts	42	2	44	41	4	45	32	5	37
	Master of Science	48	14	62	40	20	60	54	22	76
	Doctor of Philosophy	67	31	98	67	28	95	75	26	101
Arts and Sciences Total		3,812	449	4,261	3,739	521	4,260	3,684	576	4,260
Education	Bachelor of Education, Elementary	115	1	116	113	-	113	73	-	73
	Bachelor of Education, Secondary	68	-	68	51	-	51	60	-	60
	Certificate Programs	17	-	17	9	-	9	3	-	3
	Diploma Programs	25	-	25	26	-	26	21	-	21
	Master of Arts	20	-	20	23	1	24	16	2	18
	Master of Education	44	1	45	47	-	47	45	1	46
	Doctor of Philosophy	10	-	10	13	-	13	9	-	9
Education Total		299	2	301	282	1	283	227	3	230
Creative and Critical Studies	Bachelor of Arts	188	6	194	176	3	179	150	2	152
	Bachelor of Fine Arts	114	9	123	94	14	108	107	11	118
	Master of Arts	12	2	14	13	3	16	11	4	15
	Master of Fine Arts	13	-	13	15	-	15	18	-	18
	Doctor of Philosophy	11	2	13	12	3	15	9	3	12
Creative and Critical Studies Total		338	19	357	310	23	333	295	20	315
Health and Social Development	Bachelor of Human Kinetics	612	4	616	649	8	657	644	12	656
	Bachelor of Science in Nursing	498	-	498	504	-	504	529	-	529
	Bachelor of Social Work	1	-	1	-	-	-	-	-	-
	Master of Arts	3	-	3	3	-	3	2	-	2
	Master of Science	24	1	25	31	1	32	31	1	32
	Master of Science in Nursing	20	1	21	35	1	36	44	1	45
	Master of Social Work	81	1	82	72	5	77	91	4	95
	Doctor of Philosophy	24	2	26	24	3	27	33	2	35
Health and Social Development Total		1,263	9	1,272	1,318	18	1,336	1,374	20	1,394
Management	Bachelor of Management	577	219	796	546	217	763	598	245	843
	Master of Arts	3	-	3	3	1	4	1	1	2
	Doctor of Philosophy	3	4	7	6	3	9	5	3	8
Management Total		583	223	806	555	221	776	604	249	853
Non-Degree	Access Studies	56	-	56	75	1	76	76	1	77
	Exchange	-	29	29	-	16	16	-	43	43
	Unclassified	76	1	77	88	2	90	98	1	99
	Visiting	6	34	40	7	18	25	14	17	31
Non-Degree Total		138	64	202	170	37	207	188	62	250
Grand Total		7,256	958	8,214	7,320	1,072	8,392	7,436	1,251	8,687

VANCOUVER CAMPUS

Faculty	Degree Program	2014 Winter			2015 Winter			2016 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,515	823	4,338	3,455	967	4,422	3,490	1,034	4,524
	Bachelor of Environmental Design	52	9	61	48	11	59	48	14	62
	Bachelor of Science in Nursing	234	3	237	232	4	236	239	4	243
	M.A. (Asia Pacific) and M.A. (Planning)	2	1	3	2	-	2	1	-	1
	Master of Advanced Studies in Architecture	5	8	13	4	5	9	3	2	5
	Master of Advanced Studies Landscape Architecture	2	4	6	-	4	4	-	3	3
	Master of Applied Science	198	237	435	186	236	422	161	226	387
	Master of Architecture	144	31	175	135	34	169	142	31	173
	Master of Architecture / Master of Landscape Arch.	-	-	-	-	-	-	5	-	5
	Master of Arts (Planning)	65	6	71	47	3	50	14	1	15
	Master of Community and Regional Planning	-	-	-	32	2	34	57	6	63
	Master of Engineering	164	173	337	136	171	307	113	153	266
	Master of Engineering Leadership	-	-	-	1	-	1	49	33	82
	Master of Health Leadership and Policy	-	-	-	-	-	-	16	3	19
	Master of Landscape Architecture	40	10	50	46	21	67	43	17	60
	Master of Nursing	29	-	29	32	-	32	30	-	30
	Master of Science	3	3	6	2	3	5	1	1	2
	Master of Science (Planning)	21	7	28	17	4	21	7	-	7
	Master of Science in Nursing	115	2	117	114	5	119	107	4	111
	Master of Software Systems	10	43	53	4	23	27	1	-	1
	Master of Urban Design	4	12	16	5	8	13	6	8	14
	Doctor of Philosophy	312	295	607	285	291	576	271	294	565
Applied Science Total		4,915	1,667	6,582	4,783	1,792	6,575	4,804	1,834	6,638
Arts	Bachelor of Arts	8,763	2,426	11,189	9,003	2,847	11,850	9,058	3,278	12,336
	Bachelor of Fine Arts	215	37	252	203	47	250	210	50	260
	Bachelor of International Economics	88	79	167	126	125	251	167	175	342
	Bachelor of Media Studies	-	-	-	60	25	85	81	42	123
	Bachelor of Music	230	19	249	243	22	265	225	22	247
	Bachelor of Social Work	118	2	120	116	1	117	100	-	100
	Certificate of Advanced Study	1	-	1	-	-	-	-	-	-
	Diploma in Art History	23	2	25	26	1	27	24	2	26
	Diploma in Collaborative Piano Studies	-	-	-	-	1	1	-	1	1
	Diploma in Film Production	2	-	2	2	-	2	2	-	2
	Diploma in Linguistics	9	1	10	8	-	8	10	1	11
	Diploma in Music Performance Studies	5	-	5	6	-	6	3	1	4
	Doctor of Musical Arts	27	9	36	23	7	30	22	11	33
	Master of Archival Studies	21	7	28	19	9	28	18	10	28
	Master of Archival Studies & Library Info Studies	26	17	43	29	14	43	35	15	50
	Master of Arts	243	164	407	228	146	374	243	145	388
	Master of Arts (Asia Pacific Policy Studies)	25	15	40	13	8	21	6	1	7
	Master of Fine Arts	197	28	225	197	23	220	214	25	239
	Master of Journalism	57	15	72	56	18	74	52	19	71
	Master of Library and Information Studies	113	59	172	110	60	170	98	54	152
	Master of Music	47	19	66	45	23	68	48	17	65

	Master of Public Policy and Global Affairs	-	-	-	12	3	15	27	13	40
	Master of Science	11	8	19	11	8	19	9	9	18
	Master of Social Work	69	5	74	51	11	62	60	7	67
	Doctor of Philosophy	413	270	683	414	268	682	401	261	662
Arts Total		10,703	3,182	13,885	11,001	3,667	14,668	11,113	4,159	15,272
College for Interdisciplinary Studies	Master of Arts (Asia Pacific Policy Studies)	-	-	-	-	-	-	1	-	1
College for Interdisciplinary Studies Total		-	-	-	-	-	-	1	-	1
Commerce and Business Administration	Bachelor of Business in Real Estate	13	1	14	9	-	9	11	-	11
	Bachelor of Commerce	2,362	1,210	3,572	2,347	1,347	3,694	2,298	1,440	3,738
	Certificate in Residential Valuation	106	-	106	152	3	155	173	1	174
	Diploma in Accounting	484	133	617	427	132	559	446	132	578
	Diploma in Urban Land Economics	753	2	755	757	6	763	767	4	771
	Executive Master of Business Administration	18	2	20	2	-	2	1	-	1
	International Master of Business Administration	10	66	76	8	60	68	7	57	64
	Juris Doctor/Master of Business Administration	1	-	1	2	-	2	5	-	5
	Master of Business Administration	195	116	311	188	123	311	178	135	313
	Master of Management	44	27	71	43	31	74	43	38	81
	Master of Science in Business Administration	1	19	20	3	13	16	1	9	10
	Post Grad Cert in Real Property Valuation	240	2	242	264	3	267	299	4	303
	Doctor of Philosophy	25	35	60	26	32	58	23	38	61
Commerce and Business Administration Total		4,252	1,613	5,865	4,228	1,750	5,978	4,252	1,858	6,110
Dentistry		6	-	6	7	-	7	3	-	3
	Bachelor of Dental Science (Dental Hygiene)	165	6	171	152	4	156	145	3	148
	Master of Science	13	4	17	11	6	17	5	4	9
	MSc in Craniofacial Science/Dip in Prosthodontics	10	-	10	8	2	10	7	4	11
	MSc in Craniofacial Science/Dip. in Pediatric Dent	8	2	10	8	3	11	10	3	13
	MSc in Craniofacial Science/Dip. in Periodontics	4	2	6	5	3	8	6	4	10
	MSc in Craniofacial Science/Diploma in Endodontics	9	4	13	7	4	11	8	3	11
	MSc in Craniofacial Science/Diploma in Orthodontic	9	4	13	7	5	12	7	6	13
	PhD in Craniofacial Science/Dip in Periodontics	1	1	2	1	-	1	2	-	2
	PhD in Craniofacial Science/Dip in Prosthodontics	2	-	2	2	-	2	1	-	1
	PhD in Craniofacial Science/Diploma in Orthodontic	1	-	1	1	1	2	2	-	2
	Doctor of Dental Medicine	212	-	212	208	-	208	215	-	215
	Doctor of Philosophy	2	3	5	3	5	8	3	4	7
Dentistry Total		442	26	468	420	33	453	414	31	445
Education	Bachelor of Education	620	9	629	617	6	623	734	11	745
	Bachelor of Human Kinetics	8	1	9	3	-	3	2	-	2
	Bachelor of Kinesiology	1,080	76	1,156	1,097	83	1,180	1,150	95	1,245
	Cert. in Technology-Based Learning for Schools	6	-	6	13	-	13	9	-	9
	Cert.in Technology-Based Distributed Learning	27	2	29	21	3	24	19	3	22
	Diploma in Education	432	7	439	466	8	474	478	10	488
	Doctor of Education	44	1	45	48	1	49	42	1	43
	Graduate Certificate in Adult Learning & Education	-	-	-	1	-	1	2	-	2
	Graduate Certificate in Orientation and Mobility	5	1	6	5	1	6	9	1	10
	High Performance Coaching and Technical Leadership	-	-	-	-	-	-	17	1	18
	Master of Arts	212	34	246	189	37	226	180	36	216
	Master of Education	687	86	773	602	96	698	650	90	740

	Master of Educational Technology	286	14	300	279	14	293	257	13	270
	Master of Kinesiology	17	5	22	23	3	26	37	2	39
	Master of Museum Education	11	3	14	9	2	11	25	3	28
	Master of Science	25	6	31	22	4	26	24	3	27
	Doctor of Philosophy	252	81	333	248	91	339	252	93	345
Education Total		3,712	326	4,038	3,643	349	3,992	3,887	362	4,249
Forestry	Bachelor of Science in Forest Sciences	66	23	89	70	21	91	71	42	113
	Bachelor of Science in Forestry	213	56	269	204	72	276	209	83	292
	Bachelor of Science in Wood Products Processing	78	78	156	94	73	167	81	74	155
	Bachelor of Science Natural Resources Conservation	272	93	365	256	109	365	231	120	351
	Bachelor of Urban Forestry	-	-	-	16	11	27	62	37	99
	Master of Applied Science	-	4	4	-	2	2	2	2	4
	Master of Forestry	3	2	5	3	1	4	3	5	8
	Master of International Forestry	-	-	-	5	6	11	1	7	8
	Master of Science	47	29	76	43	30	73	46	29	75
	Master of Sustainable Forest Management	10	10	20	12	4	16	13	7	20
	Doctor of Philosophy	55	70	125	59	68	127	56	68	124
Forestry Total		744	365	1,109	762	397	1,159	775	474	1,249
Graduate and Postdoctoral Studies	Master of Arts	13	1	14	10	1	11	8	-	8
	Master of Science	2	1	3	4	1	5	4	1	5
	Doctor of Philosophy	67	12	79	65	12	77	66	13	79
Graduate and Postdoctoral Studies Total		82	14	96	79	14	93	78	14	92
Land and Food Systems	Bachelor of Science in Agroecology	3	-	3	1	-	1	-	-	-
	Bachelor of Science in Applied Biology	335	61	396	359	55	414	391	66	457
	Bachelor of Science in Food Nutrition and Health	781	185	966	768	216	984	784	248	1,032
	Bachelor of Science in Global Resource Systems	92	20	112	96	24	120	81	35	116
	Master of Food and Resource Economics	3	15	18	10	24	34	6	25	31
	Master of Food Science	7	17	24	3	23	26	7	24	31
	Master of Land and Water Systems	6	1	7	5	6	11	5	3	8
	Master of Science	41	20	61	39	20	59	34	19	53
	Doctor of Philosophy	22	28	50	22	32	54	25	37	62
Land and Food Systems Total		1,290	347	1,637	1,303	400	1,703	1,333	457	1,790
Law	Juris Doctor	547	11	558	548	13	561	553	14	567
	Master of Laws	18	9	27	13	8	21	12	7	19
	Master of Laws (Common Law)	19	13	32	18	2	20	23	2	25
	Master of Laws in Taxation	8	-	8	10	2	12	11	4	15
	Doctor of Philosophy	27	18	45	27	15	42	27	12	39
Law Total		619	51	670	616	40	656	626	39	665
Medicine	Residents	1,277	7	1,284	1,328	7	1,335	1,386	8	1,394
	Bachelor of Medical Laboratory Science	47	-	47	42	1	43	36	-	36
	Bachelor of Midwifery	66	-	66	71	-	71	82	-	82
	Doctor of Medicine	1,143	-	1,143	1,134	1	1,135	1,118	2	1,120
	Doctor of Medicine/Doctor of Philosophy	24	-	24	27	-	27	27	-	27
	Graduate Certificate in Global Surgical Care	-	-	-	1	1	2	7	-	7
	Graduate Certificate in Rehab Sciences	19	-	19	9	-	9	-	-	-
	Graduate Certificate in Rehabilitation Sciences	-	-	-	-	-	-	8	-	8
	Master of Health Administration	76	7	83	79	2	81	79	2	81

	Master of Health Science	31	6	37	42	3	45	32	5	37
	Master of Occupational Therapy	101	5	106	99	7	106	99	13	112
	Master of Physical Therapy	241	-	241	240	-	240	240	-	240
	Master of Physical Therapy/Doctor of Philosophy	1	-	1	1	-	1	1	-	1
	Master of Public Health	71	5	76	69	1	70	52	3	55
	Master of Public Health/Dipl Dental Public Health	1	-	1	1	-	1	1	-	1
	Master of Public Health/Master of Science Nursing	-	-	-	3	-	3	5	-	5
	Master of Rehabilitation Science	51	1	52	66	3	69	63	3	66
	Master of Science	399	73	472	398	64	462	419	72	491
Doctor of Philosophy		449	160	609	398	145	543	378	148	526
Medicine Total		3,997	264	4,261	4,008	235	4,243	4,033	256	4,289
Pharmaceutical Sciences	Residents	36	-	36	36	-	36	40	-	40
	Bachelor of Science in Pharmacy	882	-	882	668	-	668	440	-	440
	Entry-to-Practice Doctor of Pharmacy	-	-	-	222	-	222	434	-	434
	Master of Science	16	5	21	13	6	19	11	7	18
	Doctor of Pharmacy	16	-	16	16	-	16	14	-	14
	Doctor of Philosophy	14	20	34	17	17	34	18	15	33
Pharmaceutical Sciences Total		964	25	989	972	23	995	957	22	979
Science	Bachelor of Computer Science	215	20	235	260	31	291	275	31	306
	Bachelor of Science	6,430	786	7,216	6,438	1,054	7,492	6,543	1,307	7,850
	Diploma in Meteorology	1	-	1	1	-	1	1	-	1
	Master of Applied Science	9	2	11	9	2	11	6	-	6
	Master of Arts	8	6	14	8	3	11	2	5	7
	Master of Data Science	-	-	-	-	-	-	19	3	22
	Master of Engineering	-	-	-	6	4	10	6	5	11
	Master of Science	285	213	498	282	228	510	267	200	467
	Doctor of Philosophy	441	453	894	456	442	898	461	448	909
Science Total		7,389	1,480	8,869	7,460	1,764	9,224	7,580	1,999	9,579
Vantage College	Vantage One Bachelor of Applied Science	-	-	-	-	37	37	-	86	86
	Vantage One Bachelor of Arts	-	84	84	-	128	128	-	141	141
	Vantage One Bachelor of Management	-	-	-	-	18	18	-	31	31
	Vantage One Bachelor of Science	-	103	103	-	83	83	-	105	105
Vantage College Total		-	187	187	-	266	266	-	363	363
No Faculty	Non-Degree	1,314	1,356	2,670	1,329	1,387	2,716	1,197	1,313	2,510
	Master of Science	-	-	-	-	-	-	-	1	1
No Faculty Total		1,314	1,356	2,670	1,329	1,387	2,716	1,197	1,314	2,511
Grand Total		40,423	10,903	51,326	40,604	12,117	52,721	41,050	13,182	54,232



18 January 2017

Vancouver Senate
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 132 of 142

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OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Phone 604 822 1261
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December 23, 2016

To: Vancouver Senate

From: Angela Redish, Provost and Vice-President Academic *pro tem*

Re: **Report to Senate on Student Evaluation of Teaching, 2015-16**

Item for information:

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on Student Evaluation of Teaching. The report includes the results for the University Module Items for the 2015W academic year, from September 2015 to April 2016.

The report is submitted in accordance with the Policy on Student Evaluation of Teaching passed by Senate in May 2007, which requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions as defined by the Policy).

Additional information on student evaluation of teaching is available at <http://teacheval.ubc.ca>.

Attachment: Report to Senate on Student Evaluation of Teaching, 2015-16



STUDENT EVALUATION OF TEACHING REPORT TO SENATE DECEMBER 2016

2015W SCOPE

Results for 7,335 instructor evaluations were submitted to the University, for 6,243 course sections in which the University Module Items were administered. This represents an increase of 28 evaluations compared to 2014W.

Table 1. Scope of 2015W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	87	111	199	202	231	830
Arts	690	401	729	467	317	2,604
Commerce	19	140	241	157	164	721
Dentistry	1	2	1	83		87
Education	20	77	259	173	206	735
Forestry	6	29	27	35	35	132
Land & Food Systems	9	22	47	41	28	147
Law		41	60	105	10	216
Medicine ³	6	24	68	91	188	377
Pharmaceutical Sciences	33		38	42		113
Science	410	235	313	216	130	1,304
Vantage College	54					54
TOTAL	1,335	1,082	1,982	1,612	1,324	7,335

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section/instructor combination.

³ Includes Medicine courses evaluated by Science.



RESULTS

The overall quality of teaching at UBC as assessed by students on a five-point scale has a mean rating of 4.2 (median 4.3). Four percent (4%) of instructors received an overall rating of 5.0; 70% were assessed at 4.0 or higher and only 4% received evaluations below 3.0.

A summary of the results for the 6 UMI questions is shown in table 2. Figure 1 shows the distribution of the overall quality of teaching (UMI 6). There were no statistically significant changes, in the overall quality of teaching in 2015W, compared to the previous academic year (2014W).

Table 2. 2015W Results by Year Level¹

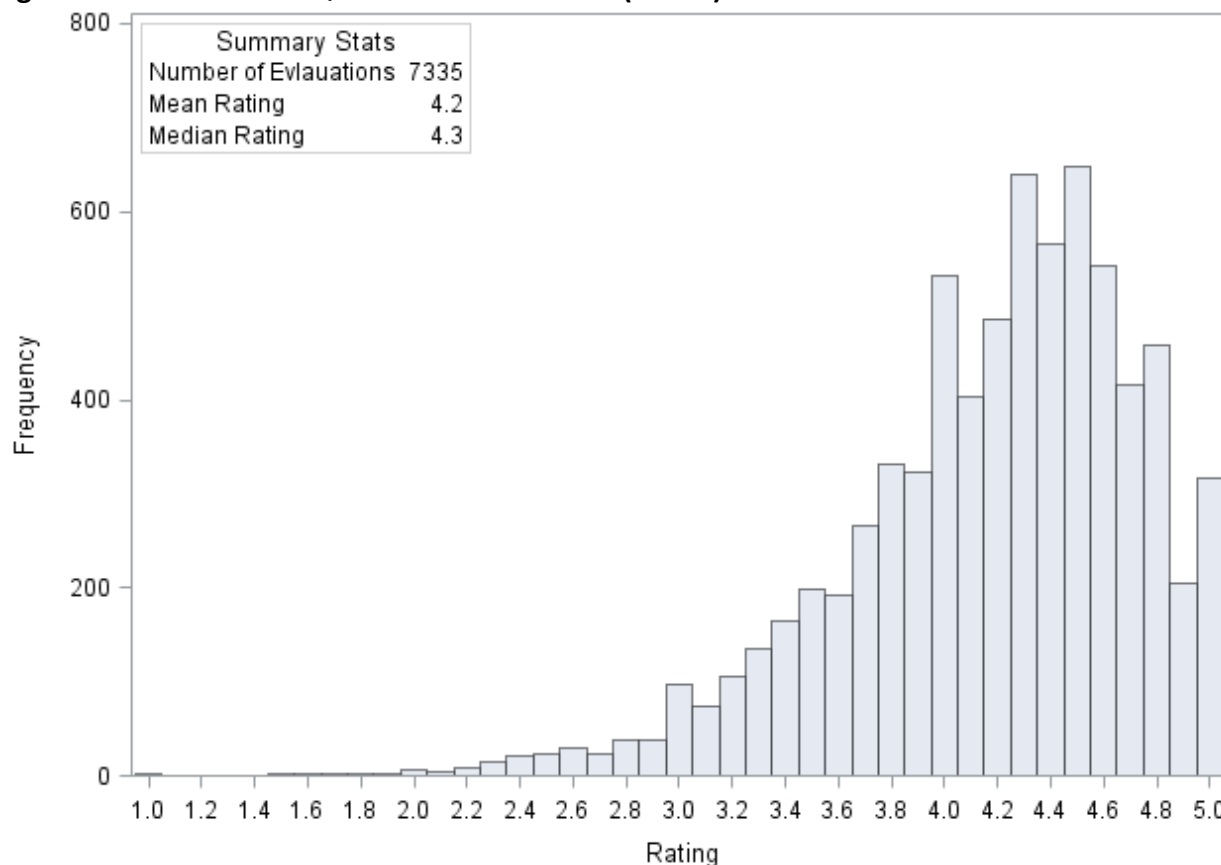
UMI	Year Levels						2014W Average ²
	100 Level	200 Level	300 Level	400 Level	Grad	Average ²	
1. The instructor made it clear what students were expected to learn	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
2. The instructor communicated the subject matter effectively	4.1 (4.2)	4.0 (4.1)	4.1 (4.2)	4.2 (4.3)	4.2 (4.4)	4.1 (4.2)	4.1 (4.2)
3. The instructor helped inspire interest in learning the subject matter	4.0 (4.1)	4.0 (4.1)	4.1 (4.2)	4.2 (4.3)	4.3 (4.4)	4.1 (4.2)	4.1 (4.2)
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.0 (4.1)	4.0 (4.1)	4.1 (4.1)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
5. The instructor showed concern for student learning	4.2 (4.2)	4.2 (4.2)	4.2 (4.3)	4.4 (4.4)	4.4 (4.5)	4.3 (4.3)	4.3 (4.3)
6. Overall the instructor was an effective teacher	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.3 (4.4)	4.2 (4.3)	4.2 (4.3)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

² Median in parenthesis



Figure 1. THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2015W



PUBLICATION OF RESULTS

In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. In accordance with FIPPA, faculty members need to consent to publication for every section, every time it is offered. For 2015W, results for 8.7% of course evaluations were published, compared to 10.6% for the previous academic year (2014W).

MAGNITUDE AND VARIABILITY OF RATINGS

Table 3 shows a distribution of instructor evaluations by the overall quality of teaching score (UMI 6) and a measure of dispersion. The average percent favourable ratings (4 & 5) for each cell is given in parenthesis. Percent favourable rating reflects the ratio of students who rated the instructor a 4 or 5 as a percentage of class responses. As would be expected, percent favourable rating decreases as dispersion increases in the first three rows of table 3, but increases with dispersion in the lower two rows in table 3.



Evaluations in the upper left cells of table 3 have high ratings, with low variability, resulting in a high percentage of favourable ratings. Whereas the lower left cells in the table show low UMI 6 scores, with low variability in students' scores, resulting in low percentage of favourable ratings.

Table 3. Distribution of Instructor Evaluations by overall score (UMI 6) and a Measure of dispersion (% favourable rating in parenthesis).

Rating	Variability in Instructor Rating (dispersion) ¹						Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	> 0.55	
	Number of Evaluation (% Favourable Rating in Parenthesis)						
-5.0	312 (100%)	696 (99.6%)	907 (97.7%)	203 (91.4%)			2,118
-4.5		77 (99.8%)	563 (97.8%)	1107 (88.4%)	846 (82.2%)	68 (79.3%)	2,661
-4.0	60 (100%)	23 (80.4%)	77 (75.5%)	235 (72.2%)	775 (69.3%)	430 (67.6%)	1,600
-3.5		4 (21.7%)	34 (43.1%)	38 (40.6%)	207 (48.2%)	356 (50.2%)	639
-3.0	23 (0%)	1 (0%)	10 (2.9%)	10 (8.2%)	77 (19.6%)	196 (32.1%)	317
							7,335

¹ Based on an ordinal dispersion index: Rampichini, Carla, Leonardo Grilli, and Alessandra Petrucci (2004). Analysis of university course evaluations: from descriptive measures to multilevel models. Statistical Methods & Applications (2004) 13: 357–373.

“IN-CLASS” SUBMISSIONS AND RESPONSE RATES

At the beginning of the 2013 academic year, the Provost's office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for compliance. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable).

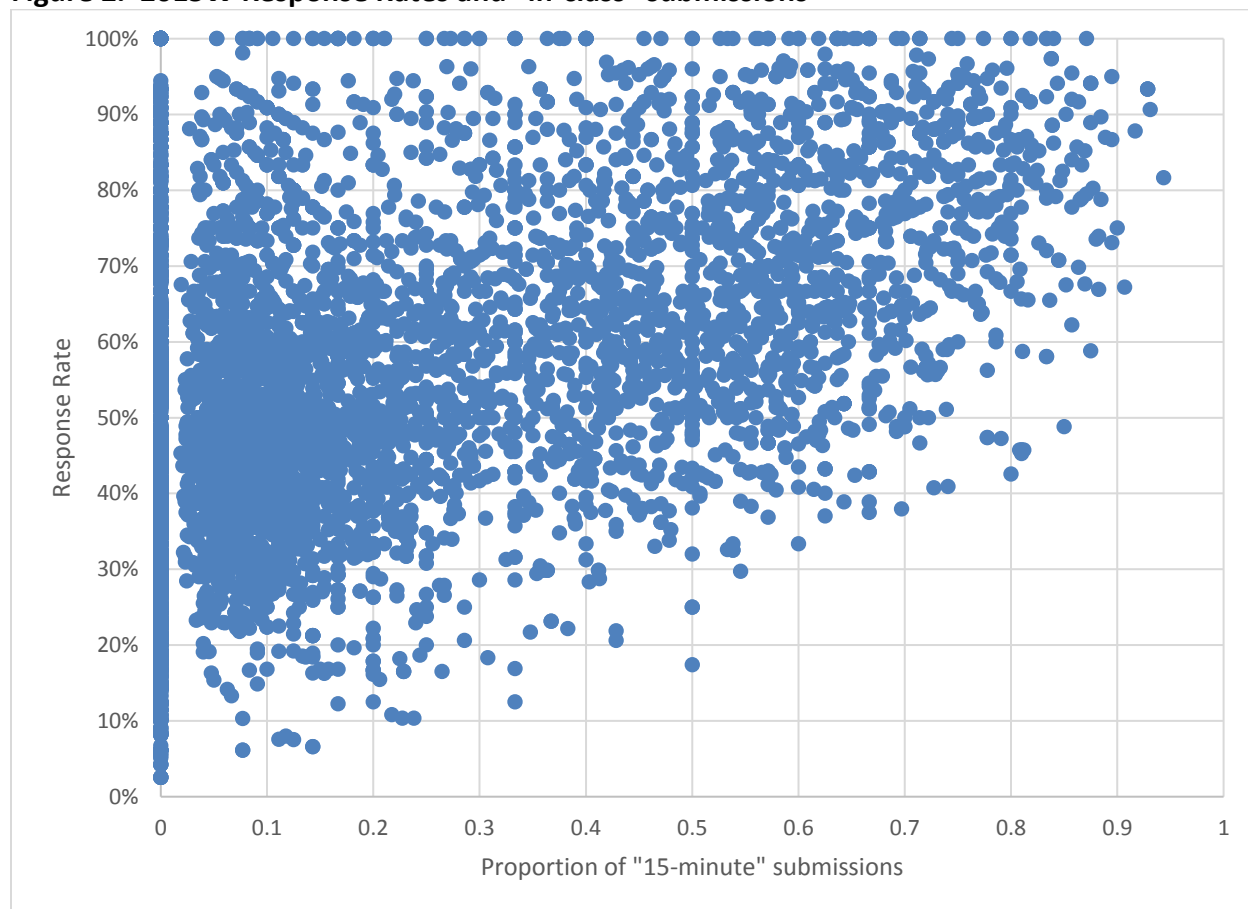
Figure 2 shows response rate vs. the proportion of submissions completed within a 15-minute time span for all Faculties. The trend shows increased response rates and decreased variance in those rates as the proportion of 15-minute submissions increase. Figure 2 also shows that for



sections with more than half of the respondents completing the survey “in class”, response rates are higher than 30%. Similar trends were observed in 2014W.

We encourage faculty members to set aside time in class for students to complete online evaluations. Those students who cannot complete the evaluations in the time given, can save them and complete them later.

Figure 2. 2015W Response Rates and “in-class” submissions



RESPONSE RATES

Zumrawi, Bates and Schroeder (2014) developed a set of recommended response rates based on the observed variability in the UBC ratings of instructors over a 4-year period. Evaluations with response rates below this minimum should be interpreted with care, particularly if they are anomalous. A summary of the 2015W response rates by class size is given in Table 4.

In 2015W, the overwhelming majority of evaluations in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 57% of the total enrollment.

**Table 4. Sections Meeting or Exceeding the Recommended Response Rates¹**

Class Size¹	Unique Sections	Number of Evaluations	Total Enrolment	Recommended minimum response rate	% meeting or exceeding the minimum recommended response rate²
≤ 10	543	650	5,024	75%	33%
11 -19	1,242	1,420	21,242	65%	38%
20 -34	1,674	1,915	50,927	55%	48%
35 - 49	975	1,153	47,934	40%	68%
50 -74	639	718	43,091	35%	75%
75 -99	351	410	35,137	25%	97%
100 -149	413	504	61,683	20%	91%
150 - 299	370	498	104,819	15%	97%
300 - 499	36	67	22,889	10%	100%

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis

² Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? Educational Research and Evaluation: An International Journal on Theory and Practice, 20:7-8, 557-563

More than half of the sections with 34 or less students did not meet the minimum recommended response rates. However, these sections account for 20% of the total enrollment. Based on the results in Table 4, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on sections with under 50 students.

Information about Student Evaluation of Teaching at UBC is available at <http://teacheval.ubc.ca>.



5 January 2017

To: Vancouver Senate

From: Dr. Kate Ross, Registrar

Re: Election Results

A) Board of Governors

Subsequent to the call for nominations issued on 17 October 2016, elections were held for representatives of faculty members and staff from the Vancouver campus to the Board of Governors from 21 November to 5 December 2016. Pursuant to Section 16 of the *University Act*, the results are formally reported to the Senate.

Faculty Members:

Menzies, Charles R.	227
Chaudhry, Ayesha S.	196
Illes, Judy	189
Morrell, Cameron	79
Total	691 votes

Drs Charles R. Menzies and Ayesha S. Chaudhry have been elected; their terms of office are from 1 March 2017 until 28 February 2020 and thereafter until successors are elected.

Staff Member:

Fernandez, Darran	150
Pini, Claudio	143
Gorczynski, Chris	137
Belanger, Leisa	96
Andraza, Gary	75
Ludlow, Joanna	50
Yu, Minghui	43
Kline, Cathy	41
Vered, Nancy	39
Murray, Matthew	37



Boskic, Natasha	15
Spoiled Ballot	1
Total	827 votes

Mr Darran Fernandez been elected; his term of office is from 1 March 2017 until 28 February 2020 and thereafter until a successor is elected.

B) Representatives of the Joint Faculties to Senate

Further to the call for nominations for faculty members of the Vancouver Campus to fill the twelve (12) positions for representatives of the Joint Faculties on the Vancouver Senate issued first on October 17th, 2016 and subsequently on November 21st, 2016 eight (8) valid nominations have been received. Therefore pursuant to Section 15 of the *University Act* the following faculty members are acclaimed as elected as representatives of the Joint Faculties on the Vancouver Senate for terms beginning on September 1st, 2017 and ending August 31st, 2020 and thereafter until successors are elected:

- Perry Adebar, Professor, Faculty of Applied Science
- Susan Forwell, Associate Professor, Faculty of Medicine
- Paul G. Harrison, Associate Professor, Faculty of Science
- Carol Jaeger, Senior Instructor, Faculty of Applied Science
- Paul A. Keown, Professor, Faculty of Medicine
- William McKee, Assistant Professor, Faculty of Education
- Santokh Singh, Professor of Teaching, Faculty of Science
- Sally Thorne, Professor, School of Nursing

A third and final call for nominations for the four (4) remaining positions was issued on Monday, January 9th, 2017.



2017/2018 Academic Year

Date	18 January 2017
To	Senate
From	Kate Ross, Associate Vice-President Enrolment Services & Registrar

Key dates for the 2017/18 **Winter Session** are as follows:

Winter Session Term 1

Term 1 begins	Tuesday, September 5, 2017
Last day of Term 1 classes for most faculties	Friday, December 1, 2017
First day of exams for Term 1	Tuesday, December 5, 2017
Last day of exams for Term 1	Wednesday, December 20, 2017
Number of Teaching Days	61

Winter Session Term 2

Term 2 begins	Wednesday, January 3, 2018
Mid-term break	February 19 – February 23, 2018
Last day of Term 2 classes for most faculties	Friday, April 6, 2018
First day of exams for Term 2	Tuesday, April 10, 2018
Last day of exams for Term 2	Wednesday, April 25, 2018
Number of Teaching Days	60

Key dates for the 2018 **Summer Session** are as follows:

Summer Session Term 1

Term 1 begins	Monday, May 14, 2018
Last day of Term 1 classes for most faculties	Thursday, June 21, 2018
First day of exams for Term 1	Monday, June 25, 2018
Last day of exams for Term 1	Friday, June 29, 2018
Number of Teaching Days	28



THE UNIVERSITY
OF BRITISH COLUMBIA

Summer Session Term 2

Term 2 begins	Tuesday, July 3, 2018
Last day of Term 2 classes for most faculties	Friday, August 10, 2018
First day of exams for Term 2	Tuesday, August 14, 2018
Last day of exams for Term 2	Saturday, August 18, 2018
Number of Teaching Days	28

Draft term and examination dates for academic years up to and including 2021/2022 may be viewed on the Senate website: <https://senate.ubc.ca/vancouver/termdates>