

Vancouver Senate

THE FIFTH REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2017/2018 ACADEMIC YEAR

WEDNESDAY, 17 JANUARY 2018

6:00 P.M.

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

1. Call to Order – Dr Santa Ono (information)
2. Senate Membership – Dr Kate Ross

New Member:

Mr Max Holmes, Student Member At-Large, until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik (resigned)

Nominating Committee:

As a result of the call for nominations issued on 13 December 2017, a nominations has been received from Mr Michael Wong, Student Senator for the Faculty of Dentistry. As he is the only nominee, Mr Wong is acclaimed as elected to the Senate Nominating Committee until 31 March 2018 and thereafter until replaced, to replace Mr Kevin Doering (resigned).

3. Minutes of the Meeting of 13 December 2017 – Dr Santa Ono (approval) (docket page 3-19)
4. Business Arising from the Minutes – Dr Santa Ono (information)
5. Remarks from the Chair and Related Questions – Dr Santa Ono (information)
6. Penultimate Draft of Inspire: the UBC Strategic Plan – Dr Santa Ono (discussion) (docket pages 20-63)
7. Awards Committee – Dr Lawrence Burr
New and Revised Awards (approval) (docket pages 64-68)
8. Nominating Committee – Dr Anna Kindler



- a) Appointment to the President's Advisory Committee for the Extension of the Appointment of the Registrar (approval) (docket page 69)
 - b) Referral on the Ad-hoc Committee on Diversity and Inclusion (approval) (docket pages 70-71)
- 9. Report from the Provost – Dr Andrew Szeri
 - a) 2017 Report on Enrolment (information) docket pages 72-131)
 - b) 2016-2017 Report on External Reviews (information) (docket pages 132-149)
- 10. Report from the Faculty of Arts – Dean Gage Averill
 - Change in Membership of the Faculty of Arts (approval) (docket pages 150-157)
- 11. Other Business



VANCOUVER SENATE

MINUTES OF 13 DECEMBER 2017

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K Ross (Secretary), Dr P. Adebar, Mr T. Ahmed, Dean G. Averill, Ms J. Booth, Ms S. Brar, Dr V. Bungay, Dr L. Burr, Dean M. Coughtrie, Mr K. Doering, Dr A. Dulay, Dr G. Faulkner, Dr S. Forwell, Mr F. Gallegos, Mr J. Gattinger, Dr J. Gilbert, Ms A. Glinsbockel, Dr C. Godwin, Dr V. Griess, Mr S. Haffey, Ms M. Hamid, Dr P. Harrison, Dean J Innes, Dr A. Ivanov, Prof. C. Jaeger, Dean D. Kelleher, Dr P. Keown, Dr A. Kindler, Dr M. Koehoorn, Dr M. Kuus, Mr D. Lam, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Mr K. Madill, Dr P. Marshall, Dr S. Matsui, Mr B. McNulty, Ms S. Ngo, Dean *Pro Tem*. J. Olson, Ms S. Park, Ms S. Parker, Dean S. Peacock, Dean S. Porter, Mr I. Sapollnik, Dr J. Shepherd, Prof. A. Sheppard, Dr L. Stothers, Dr M. Thachuk, Dr S. Thorne, Dr R. Topping, Ms L. Wang, Dean R. Yada

Regrets: Dr R. Boushel, Dr H. Brock, Dr A. Collier, Dean C. Dauvergne, Dr G. Faulkner, Dr A. Fisher, Dean R. Helsley, Dean M. MacDougall, Dr C. Marshall, Dr C. Nislow, Dr T. Schneider, Dr A. Szeri

Clerk: Mr C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the fourth regular meeting of the Vancouver Senate for the 2017/2018 Academic Year to order at 6:04 pm.

Senate Membership

RESIGNATION

The Registrar announced the resignation of Senator Ian Sapollnik, student member-at-large, effective 15 December 2017. The Senate thanked him for his service.

NOMINATING COMMITTEE

The Registrar announced a vacancy on the Senate Nominating Committee due to the resignation of Senator Doering from the Committee. Nominations were set as due on 5 January 2018.



Minutes of 15 November 2017

Richard Tees
Ian Sapollnik

} *That the Minutes of the Meeting of 15 November 2017 be adopted as corrected.*

Corrections: Dr Tees' comments on page 8 were corrected to read "Dr Tees noted the importance of following up on these evaluations."

Approved

Remarks from the Chair

GENERAL REMARKS

Dr Ono advised the Senate that he had just returned from Hong Kong and that early in the New Year he will be able to announce the largest gift ever from Hong Kong and one of the largest in UBC history.

On November 27th, we launched the Blue and Gold campaign to raise \$100M over 3 years for student support. Already, we have had several major gifts towards the campaign from Hong Kong and our Chancellor, Lindsay Gordon, has generously endowed a new scholarship to support an Indigenous student.

Dr Ono noted that this was the 50th anniversary of the Order of Canada. In celebration, an event was held with several recipients of the Order and we hoped for this to become a regular occurrence.

The President announced that Margo Seltzer is joining UBC as Canada Research Chair in Computer Systems. Dr Ono described this as the first of what we think will be transformational hires to UBC and thanked Dean Peacock for securing the Cheriton gift that made this recruitment possible.

Dean Peacock replied it was a team effort and he was very pleased that one of the world's best computer scientists would be joining UBC.

Dr Ono advised that many members of the campus community have contributed their views on freedom of expression. We will be posting all those responses on the website and we look forward to a healthy debate on this vital issue. Most of the working group members who produced the first draft will be staying on to help the document evolve further. We hope that in late winter/early spring they will release a revised statement for review.



STRATEGIC PLANNING UPDATE

Dr Ono noted that we were now at the penultimate stage of the planning process. We are currently in the process of reviewing what we heard during consultations. In parallel, the working groups and the executive have been working to combine some strategies to reflect the inherent connections shared. The resulting 20 strategies are being developed, and consultation will continue into early January 2018 with a final plan presented to the full Board and Senates for endorsement once completed.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Paul Harrison, presented. Dr Ono noted that Dr Harrison was retiring as Associate Dean of Science after nearly 20 years, and the Senate offered a round of applause in thanks.

EXCEPTION TO POLICY V-125 FOR THE CONGRESS OF THE HUMANITIES AND SOCIAL SCIENCES IN 2019 SUMMER

Paul Harrison	}	<i>That, Policy V-125 notwithstanding, Senate direct the Registrar to modify the academic year for the 2019 Summer Session as set out in the attached report.</i>
Philip Loewen		

Dr Harrison noted that one a decade UBC got to host a large conference: the Congress of the Humanities and Social Sciences. This last happened in 2008. The Congress brings over 8000 attendees from dozens of academic associations together and it takes up all of the classrooms on campus. As a result, a one-week break in the summer session was proposed.

Approved

Agenda Committee

The Chair of the Senate Agenda Committee, Mr Jakob Gattinger, presented.

PUBLICATION OF COMMITTEE MINUTES

Jakob Gattinger	}	<i>That the Rules and Procedures of Senate be amended as follows: That the following new sections be added:</i>
Ian Sapollnik		

“(37) Unless a committee resolves otherwise either for a particular matter or for a category of matters, the minutes of committees of Senate shall be made publicly available for all meetings that



occur after 1 January 2018.

(38) In addition to a matter or matters excluded under Section 37, the Secretary shall redact any personal or otherwise confidential information in minutes made publicly available, including, but not limited to:

A) discussions and dealings with other entities or persons where disclosure of the information being discussed may compromise the relationship of the University with them or its relationship with its stakeholders;

B) labour relations or human resources issues;

C) financial, personnel, contractual and/or other matters for which a decision must be made in which premature disclosure would be prejudicial;

D) matters which the Senate or the University are required by contract or law to keep confidential;

E) matters related to civil or criminal proceedings; and

F) personal information related to an individual.”

And

That all subsequent and referential section numbers be renumbered accordingly.

Approved

AD-HOC COMMITTEE ON DIVERSITY AND INCLUSION

Jakob Gattinger
Michael Pratt

}

That Senate establish an Ad-hoc Committee on Diversity and Inclusion;

That the Senate Nominating Committee be directed to recommend the membership and formal terms of reference for this the Ad-hoc Committee on Diversity and Inclusion at the next meeting of Senate;

That the Ad-Hoc Committee present interim reports at least annually and its final report to Senate no later than the March 2020 meeting of



Senate.

Senator Gattinger outlined the students' and the Agenda Committee's rationale for the proposal and asked Senator Hamid to speak further on the matter.

Senator Haffey asked why the plan was to establish an ad hoc committee rather than assigning this to a standing committee to consider.

Ms Hamid said that they had seen similar recommendations considered before but that due to volume of work at the other committees, they wanted a group that could make this their first priority. Also, such a group would require participation from a lot of people outside of Senate and their inclusion was easier on an ad hoc committee.

Senator Lam asked if they had any idea for composition of the committee.

Senator Gattinger said that they would like to see student, faculty, alumni, and staff members, but that this would be up to the Nominating Committee.

Senator Thorne said that this initiative was similar to previous efforts and she appreciated the fluid nature that an ad hoc committee would bring.

Senator Tees urged those interested to get in touch with the Nominating Committee, noting that previous ad hoc committees were successful due to enthusiasm from both within and outside the Senate.

Senator Doering expressed a concern at the March report deadline noting that this would be the last meeting for the 2019-2020 student members of Senate.

AMENDMENT

Kevin Doering
Ian Sapollnik

}

That the final report of the Ad-hoc Committee be due in January 2020 in place of March 2020.

Amendment
Approved

Dr Ono noted that there have been several changes since President Toope's last work on this file, and that this subject area appears in our strategic planning work. He also advised that moving forward he would be directly involved in the matter in addition to the vice-presidents. He said that alignment between his group and this group would be important for its success.



Senator Forwell spoke in favour of the motion. She urged synergy with the President's task force.

Senator Thachuk expressed a concern with diversity being included in the name. He suggested something broader.

Senator Kindler suggested amending the direction to the Nominating Committee to also recommend changes to the name.

Dr Tees suggested that Senators email the Nominating Committee with any suggestions for changes, terms of reference, and membership ideas.

Approved as
Amended

Awards Committee

The Chair of the Senate Awards Committee, Dr Lawrence Burr, presented.

NEW AND REVISED AWARDS

See Appendix A: Awards Report

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>
Tariq Ahmed		

Dr Harrison noted that the Go Global awards were limited to domestic students, he asked if there were comparable awards for international students.

Dr Burr confirmed that there were.

Senator Haffey noted that the intent of the Grant/Vignale Award in Fine Arts and Business award was unclear. Based on the name, it was for Fine Arts students in Master of Management Dual Degree programs, but based on the description it could be for any Master of Management Dual Degree student with a preference for those in Film Studies.

Dr Burr suggested that they could confirm the intent with the donor and sent a correction to the Senate via email if required.



Approved

Admissions and Curriculum Committee

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

MASTER OF SCIENCE IN OCEANS AND FISHERIES

See Appendix B: Curriculum Report

Peter Marshall	}	<i>That the new Master of Science in Oceans and Fisheries degree program and its associated new course be approved.</i>
Anthony Sheppard		

Senator Marshall noted that students had been studying in this field for years, but usually under Oceanography or Zoology.

Senator Sheppard asked if two streams were practical given that there were only 5 students.

Dean Porter replied that the program felt it was sufficient.

Senator Harrison said that the current graduate students in this area are enthusiastic about having this identity.

DOCTOR OF PHILOSOPHY IN IN OCEANS AND FISHERIES

See Appendix B: Curriculum Report

Peter Marshall	}	<i>That the new Doctor of Philosophy in Oceans and Fisheries degree program and its associated new course be approved.</i>
Anthony Sheppard		

Approved

Curriculum Committee

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

PROPOSALS FROM THE FACULTIES OF OF APPLIED SCIENCE, ARTS, EDUCATION, FORESTRY, GRADUATE AND POSTDOCTORAL STUDIES LAND AND FOOD SYSTEMS, AND PHARMACEUTICAL SCIENCES



See Appendix B: Curriculum Report

Peter Marshall	}	That the new courses and revised courses brought forward by the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Science), and Science be approved.
Richard Tees		

By general consent, the proposal was amended to change the effective date for MATH 341 to 2017 Winter, Term 2.

Approved as
Amended

Nominating Committee

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

Richard Tees	}	<i>That Mr Max Holmes and Ms Amber Shilling be appointed to the Curriculum Committee until 31 March 2018 and thereafter until replaced, to replace Mr Kevin Doering and Mr Ian Sapollnik;</i>
Lynn Stothers		

That Mr Max Holmes be appointed to the Agenda Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik;

That Mr Kevin Doering be appointed to the Teaching and Learning Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik;

That Ms Amber Shilling be appointed to the Appeals on Academic Standing Committee until 31 March 2018 and thereafter until replaced, to replace Mr Francisco Gallegos; and

That Mr Michael Wong be appointed to the Library Committee until 31 March 2018 and thereafter until replaced, to replace Ms Mariam Hamid.

Approved



Tributes Committee

The Chair of the Senate Tributes Committee, Dr Sally Thorne, presented.

EMERITUS APPOINTMENTS

Sally Thorne Richard Tees	}	<i>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, Professor of Teaching Emeritus, Senior Instructor Emeritus, General Librarian Emeritus, Administrative Librarian Emeritus or Program Director Emeritus be added to the Roll of Convocation.</i>
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Dr Thorne noted that 32 faculty members and librarians were to be honored in this proposal.

Approved

Report from the Provost

HAIDA GWAIH INSTITUTE

Peter Marshall Anthony Sheppard	}	<i>That Senate establish the Haida Gwaii Institute within the Faculty of Forestry.</i>
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Approved

CHANGE IN NAME FROM DEPARTMENT OF ENGLISH TO DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURES

Anthony Sheppard Séan Haffey	}	<i>That Senate approve the change in name from Department of English to Department of English Language and Literatures.</i>
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Senator Gattinger asked why this was coming forward now when the faculty approved it in 2015.

With permission of Senate, Dr Sian Echard, Head of the Department, replied that it took time to sort out how to go about proposing the change.

Senator Thachuk asked why literature was in the plural.

Dr Echard replied that literature is often taken as the British cannon. This was to show that there are a variety of literatures in the English Language.

Approved

Report from the Faculty of Medicine

FACULTY GOVERNANCE RENEWAL

Dermot Kelleher	}	<i>That, pursuant to Sections 40 (a) and (c) and Section 41 of the University Act, Senate approve the attached rules for the government, direction and management of the Faculty of Medicine and its affairs and business, including the terms of reference, membership, and delegation of powers and duties of the Faculty to its Executive Committee, as set out in the attached proposal.</i>
Lynn Stothers		

Dean Kelleher outlined the impetus for the change.

Senate welcomed to Dr Deborah Money, Executive Vice-Dean of the Faculty of Medicine, who went over the background of the proposal

By general consent, the proposal was amended to clarify that the powers being delegated to the Executive Committee were those granted to the Faculty under Section 40 of the University Act.

Dr Sheppard noted that the College of Physicians and Doctors of BC was being removed from the Faculty Executive.

Dr Money said that in discussion with them, we have found other ways of having that relationship work.

Senator Sapollnik asked if this should be referred to a committee.

The Acting Secretary, Mr Eaton, replied that the Faculty had the ability to directly propose matters relating to its internal governance structure directly to the Senate.

Dr Tees asked how other medical schools organized themselves.



Dr Money replied that there was great diversity amongst medical schools. This was leaner, for instance, than the structure for the University of Toronto.

Dean Kelleher said that before becoming dean here he reviewed Toronto's structure, which was still complex, was once even more so.

Senator Harrison noted that in addition to medical education, the Faculty also taught science students. He asked where in the Faculty's structure that was represented.

Dr Money advised that this went through the non-MD committee that reported to the Faculty Executive.

Dean Averill asked about the reporting line to the Board of Governors.

Dr Money explained that this was for parallelism in reporting to the Senate for academic matters.

Dr Matsui asked how the new structure would improve concerns around clarity.

Dean Kelleher said that there was lack of clarity around committee terms of reference. We also clarified our reporting relationships around regional associate deans. We feel this strongly addresses accreditation concerns and streamlines our structure to clarify accountability and decision making.

Senator Haffey thanked the Faculty of Medicine for its work on this proposal noting how thorough it was.

Senator Ahmed asked for clarity on what was being approved.

The Acting Secretary replied the new faculty governance structure and the powers being delegated to the Faculty Executive Committee.

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 7:24 pm.

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Badr Faris Graduate Award in History

A \$3,000 award has been made available through an endowment established by Reema Faris (BA 1983) for a second-year MA student in History. First preference is given to students with an interest in the history of gender, women or families, or labour and immigration studies, and second preference is given to students with an interest in social or oral history. The award was established in honour of Ms. Faris' paternal grandmother, Badr Faris, who showed resourcefulness from a young age and believed strongly in education. The awards are granted on the recommendation of the Department of History in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session).

NEW AWARDS – ANNUAL

Grant/Vignale Award in Fine Arts and Business

A \$2,000 award is offered annually by Cathy Grant and Damon Vignale to a student, enrolled in the UBC Bachelor + Master of Management Dual Degree, who has fulfilled the continuation requirements and transferred successfully to the Master of Management portion of the program. In addition to academic merit, the student will have demonstrated leadership ability and/or involvement in the community. Preference will be given to a student from the Film Studies program. The award is made on the recommendation of the Sauder School of Business in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available during the 2017/2018 winter session).

Go Global International Community Field Experience Award

Awards valued up to \$1,000 each are offered to domestic UBC Teacher Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available during the 2017/2018 winter session.)

Go Global Structured Undergraduate Research Program Award

Awards valued up to \$2,000 each are offered to domestic undergraduate UBC students participating in recognized student activities through structured international research placements arranged by Go Global. Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available in the 2017/2018 winter session).

Go Global Self-Initiated Research Award

Awards valued up to \$2,000 each are offered to domestic undergraduate UBC students participating in recognized student activities through self-initiated international research



placements arranged by Go Global. Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available in the 2017/2018 winter session).

Thunderbird Men's Field Hockey Award

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Field Hockey team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First award available in the 2017/2018 winter session).

Thunderbird Men's Rugby Award

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Rugby team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First award available in the 2017/2018 winter session).

Thunderbird Women's Ice Hockey Alumni Award

One or more awards which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to members of the UBC Women's Ice Hockey team in any year of study. Awards are made on the recommendation of the Women's Ice Hockey Head Coach and the Women's Ice Hockey alumni group and administered by the Athletics Awards Committee. (First award available in the 2017/2018 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

3175 – Dr. Harold L. Chambers Memorial Prize in Urology

Current Award Description

A prize of \$500, endowed by his partners of The Seymour Medical Clinic in tribute to Dr. Harold L. Chambers, is offered to an undergraduate medical student who has shown interest and proficiency in the field of Urology. This award is made on the recommendation of the Department of Urologic Sciences.

Proposed Award Description

A prize of \$500, endowed by his partners of The Seymour Medical Clinic and augmented by his daughters Janet MacPhail and Barbara Knowles, in tribute to Dr. Harold L. Chambers, is offered to an undergraduate medical student who has shown interest and proficiency in the field of urology. This award is made on the recommendation of the Department of Urologic Sciences.

Rationale for Proposed Changes: This is an administrative change to reflect regular contributions to the fund by the daughters of the late Dr. Chambers.



5913 – Gervin Prize in Advocacy and Criminal Law Reform

Current Award Description

A \$1,000 prize is offered annually by Mark Gervin to recognize a student in the J.D. program with the highest academic achievement in the UBC Innocence Project at the Allard School of Law. The award is made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Name: Gervin Prize in Advocacy and Criminal Law Reform the UBC Innocence Project

Proposed Award Description

No changes.

Rationale for Proposed Changes: As requested by the donor and in collaboration with DAE colleagues at the Peter A. Allard School of Law, the name of the award is being revised to better reflect its purpose.

5123 – Go Global Award: Global Seminar Program

Current Award Description

Awards valued up to \$5,000 each are offered to undergraduate and graduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships / practica, international service learning, cooperative education or research placements. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Proposed Award Description

Awards valued up to \$5,000 each are offered to domestic undergraduate and graduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships / practica, international service learning, cooperative education or research placements the global seminar program at Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Rationale for Proposed Changes: As directed by Enrolment Services, the award description criteria has been narrowed to focus on the Global Seminar program. Dedicated awards are being established for programs that were once part of this award.

5925 – Kyla Lee Indigenous Law Students Bursary

Current Award Description



Bursaries totalling \$3,300 are offered annually by Kyla Lee (JD 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate financial need. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive Band funding. The bursaries are made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Proposed Award Name: Kyla Lee Indigenous Law Students Bursary Award

Proposed Award Description

Bursaries Awards totalling \$3,300 are offered annually by Kyla Lee (JD 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate financial need maintain good academic standing. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive Band funding. Financial need may be considered. The bursaries awards are made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First award available in the 2017/2018 winter session).

Rationale for Proposed Changes: As requested by the donor and in collaboration with DAE colleagues at the Peter A. Allard School of Law this award is being revised to honour the donor's intent of recognizing candidates based on a holistic assessment that considers the student's academic standing and unique responsibilities while giving preference to students who do not receive external financial support.

587 – World University Service Summer Seminar Bursary

Current Award Description

Bursaries to a total of \$5,000 are offered annually to World University Service of Canada (WUSC) Student Refugee Program (SRP) students participating in the summer seminar(s) organized by the World University Service of Canada. The bursary recognizes UBC's longstanding support for the WUSC Student Refugee Program and offers SRP students a chance at personal and professional development in leadership that otherwise might not be accessible due to financial constraints. The bursaries are made on the recommendation of the World University Service of Canada Local Committee.

Proposed Award Name: World University Service Summer Seminar Canada Student Refugee Program Leadership Bursary

Proposed Award Description

Bursaries to a total of \$5,000 are offered annually to World University Service of Canada (WUSC) Student Refugee Program (SRP) students participating in the summer seminar(s) seminars organized by the World University Service of Canada. The bursary recognizes UBC's longstanding support for the WUSC Student Refugee Program and offers SRP students a chance



at personal and professional development in leadership that otherwise might not be accessible due to financial constraints. The bursaries are made on the recommendation of the World University Service of Canada Local Committee.

Rationale for Proposed Changes: As directed by Enrolment Services, the name of this award is being updated to better reflect its purpose and that it is now available year-round.

3191 – Cornelius Leonard Mitchell Scholarship

Current Award Description

An award of \$900 is available through Vancouver Foundation as a result of a bequest from the estate of Alice T. D. Mitchell. The scholarships are awarded on the recommendation of the Faculty of Medicine to two students in FMED 426 (Brain and Behaviour).

Proposed Award Description

An Award Awards totalling \$900 have been made available annually through the Vancouver Foundation as a result of a bequest from the estate of Alice T. D. Mitchell. The scholarships are awarded to students who excel in the Brain and Behaviour components of year one on the recommendation of the Faculty of Medicine to two students in FMED 426 (Brain and Behaviour). The awards are made on the recommendation of the Faculty of Medicine.

Rationale for Proposed Changes: In collaboration with DAE colleagues in the Department of Medicine and with the donor's approval, the award description is being updated to reflect curriculum changes that have eliminated FMED 426. The updated award description refers to course content rather than a course number and now follows the Senate's preferred terminology and format while giving the Faculty of Medicine flexibility in its adjudication

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

New courses

CIVL 203 (3) Technical Communication in Civil Engineering;
CIVL 475 (3) Environmental Stewardship in Civil Engineering;
MINE 420 (3) Applied Geostatistics;
MINE 436 (3) Industrial Mixing.

FACULTY OF ARTS

New courses

ENGL 200 (3) Principles of Literary Studies;
ENGL 241 (3) Shakespeare Now;



ENGL 242 (3) Introduction to Children's and Young Adult Literature;
 ENGL 243 (3) Speculative Fiction;
 ENGL 244 (3) Environment and Literature;
 ENGL 245 (3) Comics and Graphic Media;
 ENGL 246 (3) Literature and Film;
 ENGL 249 (3) Literary Nonfiction;
 ENGL 324 (3-6) d English Corpus Linguistics;
 ENGL 375 (3-6) d Global South Connections;
 ENGL 377 (3-6) d World Literature and Social Movements.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Science

New programs

Master of Science in Oceans and Fisheries
 Doctor of Philosophy in Oceans and Fisheries

New courses

RES 602 (3) – Doctoral Seminar on Resources and Environment.
 FISH 549 (12/18) c Master's Thesis

Revised course C

HEM 561 (3) Advanced Chemical Biology.

FACULTY OF SCIENCE

New courses

CHEM 461 (3) Synthetic Chemical Biology;
 MATH 341 (3) Introduction to Discrete Mathematics;
 MATH 344 (3) Mathematical Game Theory;
 PSYC 270 (3): Introduction to Behavioural Neuroscience;
 PSYC 277 (4): Behavioural and Neuroscientific Research Methods;
 PSYC 278 (4): Analysis of Behavioural and Neuroscientific Data;
 PSYC 370 (3): Behavioural Neuroscience I;
 PSYC 371 (3): Behavioural Neuroscience II;
 PSYC 388 (3/6) c Directed Studies in Behavioural Neuroscience;
 PSYC 472 (3): Advanced Neuroscience of Motivation;
 PSYC 488 (3/6) c Directed Studies in Behavioural Neuroscience.

JANUARY 12, 2018

UBC STRATEGIC PLAN

INSPIRE

DRAFT

A NOTE FROM THE PRESIDENT AND VICE-CHANCELLOR

Welcome to **Inspire**: the strategic plan of the University of British Columbia (UBC). As we embark on our next century as a leading public university, it is an excellent time for UBC to launch a new strategic plan.

The planning process over the last year has afforded us the opportunity to connect with one another, to share perspectives on what defines UBC, and to exchange ideas around our role in the world. **Inspire** builds on the university's previous strategic plan, **Place and Promise**, and focuses on three themes that we believe are critical to society today: *collaboration, inclusion and innovation*. **Inspire** describes the strong connections between these **priorities** and the **pillars** that continue to define what we do as a public university: *People and Places, Research Excellence, Transformative Learning and Local and Global Engagement*. It also emphasizes our enduring commitment to academic excellence, to our people, and particularly to Indigenous engagement, sustainability and wellbeing.

Inspire sets out our collective vision and purpose, and our objectives and strategies for the years ahead. It will guide our decisions, actions and interactions. Our people are the cornerstone of UBC, and the plan reflects our commitment to their wellbeing, development and success, without which we will not fulfil our collective potential as a university. We want to *inspire* the very best in our students, faculty, staff, alumni and partners, and to draw the world's attention to what is happening at UBC.

I am excited to deliver this plan, and am confident that UBC will continue to play a pivotal role in helping *inspire* people, ideas and actions. This is our moment to harness the energies and strengths of this extraordinary institution to contribute to sustainable and positive change, both locally and globally. The title of our plan reflects our strongly held belief that we have, personally and collectively, the desire, capacity and responsibility to make this happen. This is our moment to **Inspire**.

I am proud of the way our community has come together to create the direction and spirit so evident in *Inspire*. To the many thousands of individuals – students, faculty, staff, alumni and university partners – who contributed their perspectives and passion to this effort, I offer my deepest thanks.

Professor Santa J. Ono

President and Vice-Chancellor

DRAFT

INTRODUCTION

The process of developing UBC's new strategic plan has helped to forge a consensus about the directions we will take as a public institution. Throughout 2017, thousands of members of the UBC community came together through group discussions, open houses and online surveys to provide input that helped inform *Inspire*. That input was further shaped by a representative Steering Committee, multiple working groups, the Deans, the Executive and other diverse university committees. We have also engaged extensively with external partners along the way, with these conversations progressively more definite as priorities for collaboration have been agreed. UBC has benefited greatly from the contributions and commitment of these individuals and groups, and will further benefit from continued work together as we move into implementation.

Our new plan builds on the success of the past. UBC recently celebrated its centennial, marking 100 years of excellence in research, education and service to British Columbia. UBC's previous strategic plan, *Place and Promise*, sparked significant academic achievements, with deepening commitments to Indigenous people and communities, alumni and international engagement. It promoted a focus on intercultural understanding, on outstanding work environments and on sustainability. Collectively, these accomplishments position us well to embrace the opportunities and navigate the challenges that lie ahead. Our campuses and learning sites at the western edge of Canada enable perspectives and relationships that are fresh and relevant in a fast-changing global landscape, reinforced by the relative youth of UBC in the world of higher education.

As a public institution, UBC is proud to play a pivotal role in British Columbia, contributing to the development of its people, evolution in society and economic growth across the province. We have a mandate to serve the people of British Columbia – with the best research, the best learning experiences and the best community

partnerships. UBC operates through multiple campuses and learning sites, including the campuses in Vancouver and the Okanagan, and those sites within its distributed medical program. Built on the traditional, ancestral and unceded territory of the Musqueam people, UBC's Point Grey campus in Vancouver has long been a place of learning. UBC Okanagan in Kelowna, which is situated on the Syilx Okanagan Nation, was formally established by the provincial government in 2005, and since that time, it has grown to be an institution of choice in research, education and innovation. In 2016, UBC Okanagan articulated its goals and actions in a visioning exercise entitled *Aspire*, a foundational document for both the campus and our institutional planning ([LINK](#)). *Aspire* and *Inspire* are mutually reinforcing.

Inspire identifies key areas for future work and supports decision-making and resource allocation across the university. It allows us to see more clearly our roles in context, and defines the outcomes against which we can be held accountable. Furthermore, it creates a basis for external dialogue and engagement. In addition to providing guidance at an institutional level, *Inspire* helps make clear the connections across, and support for, the many strategic plans that articulate ambitions and guide activity in constituent parts of the university, including Faculties, campuses and cross-cutting areas of focus.

Snapshot: UBC by the numbers (2016/17)

With over 65,000 students, and 13,300 degrees granted, UBC is by far the largest university in British Columbia, and the second largest in Canada. It accounts for about a quarter of funded domestic enrolments in the province, and over 70% of new-to-UBC students are from British Columbia. 6.9% of domestic students enrolled at UBC Okanagan identify as Aboriginal, and 2.9% of domestic students at UBC Vancouver, both proportionately consistent with populations in their respective communities. UBC has been ranked as North America's most international university by Times Higher Education (THE) for the fourth consecutive year.

UBC has grown to rank consistently as one of the world's top research universities (ranked 31 by 2017 Shanghai Ranking's Academic Ranking and 36 by 2016 THE). Close to 3,000 faculty members attract approximately \$600 million in research funding from government, industry and not-for-profit partners. UBC conducts 93% of all university industry-sponsored research in British Columbia.

(LINK <https://www.ubc.ca/about/facts.html> for updates)

In developing ***Inspire***, the university community has renewed its ***vision*** and ***purpose***. These reflect an abiding commitment to excellence in the academic mission, to global citizenship and to bold and transformational change. In sharp relief is the emphasis on the people, ideas and actions that enable us, personally and collectively, to achieve these aims. Also highlighted is the interconnectedness across these elements that defines how UBC operates, both internally and with its local and global partners.

We are seeking to ***inspire*** people, ideas and actions, and to build together a creative and dynamic institution comprised of – and connected with – ***inspiring*** people, ideas and actions. We strive not only to “stimulate, arouse and animate persons and creative activity” but also to “breathe in”¹ and incorporate the opportunities and complexities of the world into our academic endeavours.

The vision and purpose of UBC seek to capture these elements.

Vision

Inspiring people, ideas and actions

Purpose

Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable society across British Columbia, Canada and the world

¹ Definitions adapted from: *The Canadian Oxford Dictionary* (2 ed.), Ed. by Katherine Barber, OUP 2004

Five enduring **values** underpin all our activities, interactions and decisions – from the classroom and laboratory, to committees and leadership of the university, to our interactions with the world.

Excellence

A profound and aspirational value: the quality of being outstanding and extremely good at everything we do, however big or small

Integrity

A moral value: the quality of being honest, ethical and truthful

Respect

An essential and learned value: esteem or regard felt or shown towards everyone in the UBC community, its places and beyond

Academic freedom

A unique value of the academy: a scholar's freedom to express ideas responsibly without risk of institutional interference

Accountability

A value both personal and organizational: being responsible and accounting for our conduct and actions

Inspire provides a roadmap to help UBC reach its potential. It allows us to set outcomes and measures by which to assess our progress, both qualitatively and quantitatively. Our vision is further articulated with the following ***objectives*** – our goals as a university. UBC is an institution where we:

- Lead globally in research excellence, discovery, scholarship, and creative endeavours
- Inspire and enable students through excellence in transformative teaching, mentoring, advising and experience
- Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships
- Build a diverse culture that integrates our priorities of innovation, collaboration and inclusion, and infuses them through all our activities
- Lead globally and locally in sustainability and wellbeing across our campuses and communities
- Significantly expand student access, alumni networks and institutional partnerships to create stronger and more powerful connections
- Define and leverage the distinctive and complementary strengths of our campuses
- Achieve agility in academic support and administration through substantial systemic change and simplification
- Lead as a model public institution, fostering discourse, knowledge mobilization and engagement

I. Priorities and pillars

Over the course of the planning process, we received thousands of thoughtful comments from students, faculty, staff, alumni and our external partners. This valuable input formed the basis of areas of strategic focus that have been articulated within this plan as **priorities** and **pillars**. Each plays a significant role as follows:

- The **priorities** represent key opportunities for transformational change in how we work in the coming years. These are cross-cutting themes will enhance our academic impact in an increasingly complex and interconnected world.
- The **pillars** represent foundational areas that underpin our work as a public university. They form the building blocks on which to achieve transformational change.

Each of the priorities and pillars is described within the plan, together with a series of strategies to help guide us to achieving our objectives. The strategies are grouped according to pillar, recognizing that they have been closely informed by the priorities.

II. Inspire: Priorities

During the planning process, the UBC community, together with our partners, converged on three priorities: **collaboration**, **inclusion** and **innovation**. By focusing on these areas, we can reinforce and improve on our current successes in research, teaching and learning, and local and global community engagement. Achieving sustained excellence in these priorities will require clear leadership and firm action to facilitate changes in culture and practice, both of which will inspire and set free new ways of thinking, working and interacting.

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Collaboration

Advancing purposeful, coordinated action within and across disciplines, campuses and the broader community, to address the challenges and opportunities facing society

Because opportunities and challenges rarely respect the expertise of a single individual, or even disciplinary or institutional boundaries, we need to become more adept at collaboration. There are real opportunities to make a difference, both within and across traditional disciplines. From climate change, to emerging health issues like the opioid crisis, to straining social cohesion, advances will require new depths of disciplinary expertise, and new ways of working across disciplines and with the community. This has ramifications in teaching and learning, in curriculum and course design, and in providing students the latitude they need to navigate their interests and aptitudes. It also impacts research, where interdisciplinary researchers, or multidisciplinary teams, come together to supplement the work in the disciplines, to make meaningful advances in knowledge creation, scholarship and knowledge mobilization.

With its two campuses, many learning sites and the strength of relationships across the province, as well as connections beyond British Columbia, UBC is well-positioned to create and foster collaborative efforts. Examples include: the *Centre for Inclusion and Citizenship* that connects the UBC School of Social Work with community living organizations seeking to further the integration of persons with intellectual disabilities; the *Language Sciences Initiative* that, with its broad research and educational agenda considers the uniquely human phenomenon of language across multiple disciplines; the *Stewart Blusson Quantum Matter Institute* that seeks to understand and develop new quantum materials through international collaborations with such partners as the University of Tokyo and the Max Planck Society; and the

Pacific Institute of Mathematical Sciences (PIMS) that promotes research and education in the mathematical sciences across 10 universities. These efforts are only the beginning. We will work to remove institutional barriers and, where appropriate, the establishment of mechanisms to engender and embed new behaviours, and so to drive further and sustained collaboration, both internally and externally. Opportunities for valuable forms of collaboration also extend off-campus to non-academic partners, such as Indigenous communities and other organizations that can inform research, teaching and other practices.

Snapshot on Collaboration: UBC Health is an institutional consortium across UBC's health disciplines. It complements the activities across the province of individual Faculties and Schools, through its focus on tasks of mutual importance that require intensive coordination. The university is uniquely placed to play a leading role in British Columbia and in Canada, in the transition to a system that is more patient-centred, community-based, team-oriented and evidence-informed. As the sole education provider in the province for many health disciplines, UBC has significant experience in distributed health education. Together with its Health Authority affiliates, UBC accounts for over 80% of health research in British Columbia, and has worked closely with other universities to grow provincial research funding. The university is intent on facilitating the path towards a more integrated health care system, and UBC Health is a critical mechanism in this aim. [\(LINK\)](#)

Inclusion

*Achieving Inclusive Excellence by embedding diversity and equity
considerations across university systems and structures*

There is a growing societal focus on equity, inclusiveness and multiculturalism, which is especially deeply felt in Canada given our history and heritage. Achieving sustained excellence in research, education and engagement is indeed dependent on the integration of diverse perspectives and approaches. As a thoughtful public institution, UBC has an opportunity and responsibility to promote, and to ensure, inclusion across its many constituencies: students, faculty, staff and alumni. Inclusion constitutes equitable access for, and representation of, historically underserved, marginalized or excluded populations, and a commitment to their success. Aspects of our strategic planning that pertain to Indigenous peoples and communities are of high priority; there is much that needs to be done, given the long-lasting legacy of colonization. Other groups have faced exclusion, too, on the basis of gender, race, sexuality, ability and other areas, more broadly in society and especially in education. Advanced education is a critical enabler of social development and mobility, and affordability and physical accessibility are also important dimensions of inclusion.

The *Equity and Inclusion Office* and the *Access and Diversity Centre* at UBC provide leadership, vision and collaborative action to further UBC's commitment to Inclusive Excellence, and to engage, enhance and embed support for equity and diversity in the systems and operations of the university. The Office provides robust data collection and analysis, as well as case and issues management, and it works closely with students, faculty and staff to ensure they have the tools and skills necessary to create socially sustainable communities.

Inclusion is also a focus of our research and teaching. For example, faculty in the School of Nursing have used mixed-methods research for the last 20 years with groups of vulnerable youth, such as runaways or youth living on the streets, to examine stigma, violence and trauma as well as the factors that foster resilience

The university invests heavily in student financial assistance, with much of it focused on needs-based bursary support and funding for historically excluded student populations. Late in 2017, the *Blue & Gold Campaign for Students* was launched, with the goal of raising \$100 million in student support over three years – the largest fundraising campaign for students in UBC history. Resources are also in place to support international students and commuter students, both integral and vibrant parts of the university community. Our intentions are bold and genuine, and there are excellent examples of positive impact in inclusion to date, but we must redouble our efforts to make sustained progress. We will work harder to recruit and support students, faculty, staff and leadership that reflect the full range of people who would like to call UBC home.

Snapshot on Inclusion: The Indian Residential School History and Dialogue Centre

(IRSHDC) will open its doors to the public in Spring 2018. The Centre is conceived with two key goals in mind. First, it will be a place where former students and survivors, their families and communities access their records and other historical materials gathered by the *Truth and Reconciliation Commission of Canada* and others. It will be a place for them to share their experiences, and consider, with others, the consequences and implications of what happened to them. Second, the *IRSHDC* will serve as a source of educational and public information, for students at UBC and elsewhere, and for others who visit the Centre, in person or online. [\(LINK\)](#)

Innovation

*Cultivating creativity, resilience and shared risk-taking that catalyzes
new approaches within the university and beyond*

In a world characterized by complex societal challenges, heightened public expectations and increasing information availability, the imperative for broad-based innovation is profound. Technology and data are reshaping how we interact with each other. Increasingly available information is opening up opportunities to study and solve problems in new ways and to then mobilize the learnings, enabling the translation of research to impact beyond the academy. For instructors, there are gains in supplementing the traditional classroom experience and opening access to education through online learning. Universities need to support students, faculty and staff in acquiring the skills and competencies they need for success in this rapidly changing world. As institutions of research and learning, universities must embrace creativity and risk across all their activities. There is a compelling need in British Columbia to compete globally with other centres of innovation to advance living standards within the province. This spirit of innovation plays a strong role in the evolution of research and education, and it must also characterize the way we operate across the university, and align and steward our resources.

For many years, UBC has been a leading partner in advancing British Columbia's technology, natural resources, life sciences, cultural and information sectors. We are at the forefront of innovation in 'green' buildings and communities, and we are renowned for our long-standing commitment to innovation in teaching and learning. Fueling such innovation is an expanding network of support for entrepreneurship at university, campus and Faculty levels. This includes technology incubators in Applied Science and the Sauder School of Business, Sauder's *Centre for Social Innovation and Impact Investing* (S3i) and the *Innovation Precinct* in the Okanagan that creates a revolutionary

new space for research and development activity. The UBC Vancouver *Centre for Teaching and Learning Technologies* (CTLT) and the UBC Okanagan *Centre for Teaching and Learning* (CTL) support faculty in pedagogy and curriculum design. They coordinate dedicated annual competitions for funding that solicit, assess, support and evaluate proposals from faculty members and students for innovation in courses and programs. Going forward, we must ensure that our efforts and resources are enduring, purposeful and better connected; they must extend beyond the traditional domains of science and engineering; and they must support constructive engagement with industry and community partners.

Snapshot on Innovation: Research conducted at UBC has changed the world in many ways, from ensuring sustainable use of the world's coastal marine ecosystems through Project Seahorse to developing composite materials that fly in commercial aircraft daily. UBC is supporting multiple **'Research to Innovation' pathways** to take new knowledge generated from research through to socio-economic impact. UBC has been supporting some of these pathways for more than 30 years, with many notable achievements including the largest licensing deal in Canadian History with the \$140 million licensing of a prostate cancer drug and the provision of panoramic stitching software used in mobile phones throughout the world. UBC licensed products, services and processes have generated an estimated \$11 billion in sales. In recent years, the university has developed and is offering support for new venture creation by students, faculty and staff through *entrepreneurship@UBC* (e@UBC). These ventures are already having impact. As just one example, Acuva is providing an easy to use and low footprint water disinfection solution based on LEDs. To this innovation ecosystem, UBC is adding sector specialists, such as in life sciences, to help form collaborations with outside partners that better enable the mobilization of knowledge into policies and practice. [\(LINK\)](#)

III. Inspire: Pillars and associated strategies

The pillars within this plan represent foundational areas that underpin our work as a public institution. They are: ***People and Places***; ***Research Excellence***; ***Transformative Learning***; and ***Local and Global Engagement***. UBC has considerable strength – and exciting new areas of activity – in all four pillars. However, there are clear opportunities within each for further improvement and strategic focus that ***Inspire*** sets out to address.

The enduring importance of each of these areas has been reinforced through the planning process, as has the interconnectedness across these pillars. People and places are at the core of everything that we do, and they are the foundation of our academic and public contributions. The synergies between research and learning are critical, and our academic endeavours are stronger when we leverage these connections. While we draw attention to engagement as a distinct pillar given its fundamental importance at UBC, it is truly intertwined with research and education; it enriches our academic activities, and enables increased impact. The interplay between local and global community engagement is an important enabler of UBC's capacity to translate regional solutions for broader impact, and to enhance regional impact through global perspective.

Through the extensive consultation of 2017, the UBC community provided input that resulted in the distillation of 20 ***strategies***. These strategies form a key component of our roadmap, and will help shape the university in the coming years. There are rich connections made by the strategies across the pillars and priorities, and across our two campuses. Most strategies embrace multiple parts of our university community – and many engage our external partners. Each is intended to provide support and guidance to the activities of Faculties, Schools, departments and other cross-cutting initiatives, as expressed in their own strategic plans.

People and Places

*Creating vibrant, sustainable environments that enhance wellbeing
and excellence for people in their places at UBC and beyond*

At the core of the university's identity, *People and Places* refers to the mutually reinforcing groups of people and locations (physical and virtual) that define how the work of UBC is accomplished, and that endow it with its special qualities as an institution – such as the shared commitment to achieving excellence. 'People' naturally includes students, faculty, staff, alumni and residents. But also included are those less frequently mentioned, such as postdoctoral research fellows, medical trainees, lifelong learners, emeritus faculty members and retired staff – in addition to volunteers, philanthropic supporters, partners at other institutions, and those with whom we work in the provincial and federal governments. Our partners include the disciplinary societies, professional and community associations, and unions that provide the framework for much of our activity. UBC simply could not function without all of these important stakeholders.

The 'Places' of UBC are equally diverse, encompassing our campuses and campus communities at Point Grey and Kelowna, Robson Square in Vancouver, the additional sites of our distributed medical program, the *Learning Exchange* in Vancouver's Downtown Eastside, research forests in the province and the UBC Dairy in Agassiz, and numerous sites of community-based research and learning throughout British Columbia, across Canada and beyond. Our virtual *places* also include online class discussions and conference links between our various sites for research and learning.

We cannot begin a coherent examination of People and Places without acknowledging the fact that our campuses in Vancouver and the Okanagan are located on the traditional, ancestral and unceded lands of the Musqueam and Syilx / Okanagan

communities, respectively. This central fact is foundational for much of the research and educational enterprise of the university, including more than 180 courses with Indigenous content and degrees in First Nations and Indigenous studies and languages.

As has been well known by Indigenous people for thousands of years, people are powerful influences on their places, and places in turn play a profound role in shaping the experience of the people who work and live in them. It is our ongoing responsibility to ensure that our activities engender a positive and reciprocal dynamic between our people and places. UBC seeks to promote and protect this fundamental balance through our core commitments to Indigenous peoples, to sustainability and to wellbeing. These three aspects of our work help to differentiate the University of British Columbia.

Over the years, UBC has worked to define a comprehensive approach on Indigenous engagement, with these ambitions the subject of the *Aboriginal Strategic Plan*, currently under renewal as the *Indigenous Strategic Plan* ([LINK](#)). Significant accomplishments have been achieved under this plan, but there remains much work to do. We need to ensure access of a greater number of Indigenous students to the full range of educational opportunities, and address embedded colonial habits throughout the curricula. We need to co-create curricula and research projects on matters of concern to Indigenous people and communities. Finally, UBC must use its influence to contribute more broadly to a greater understanding of Indigenous history and peoples, and the legacy of colonization.

UBC is regarded as a leader in sustainability among educational institutions, with a long track record of pioneering practices and impactful programs. Our evidence-informed approach delivers innovation in operations, learning environments, infrastructure and transportation, including UBC's globally celebrated use of the *Campus as a Living Laboratory* – the *UBC Farm* being a prime example. The 20-year Sustainability Strategy, articulated in 2014 ([LINK](#)), provides a long-term framework for the University in its planning and activity, but the challenges around climate change are growing increasingly complex and the stakes are increasingly high. Our academic and operational

efforts must intensify on our campuses, in affiliated communities and – through research and engagement – across the world more broadly. We must go beyond minimizing harm to becoming net contributors to human and ecological health.

In October 2016, UBC became one of the first universities in the world to adopt the *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges*. The Charter includes two calls for action: (1) embedding health into all aspects of campus culture, across the administration, operations and academic mandates; and (2) leading health promotion action and collaboration locally and globally. The *UBC Wellbeing* and *UBC Thrive* programs are system-wide efforts to make the university a better place to live, work and learn; our focus on mental health, in particular, is integral to our success as an institution and as a source of influence for change in society.

Universities are increasingly competing for the very best faculty, staff and student talent, and UBC is no exception. We have made tremendous strides in building a strong culture of alumni engagement, but UBC is also competing for the attention of our alumni, numbering in 2017 more than 325,000 in over 140 countries. Success in these arenas will allow us to achieve our full institutional potential.

In addition to the imperatives noted above, we must improve the ways we work, address the significant challenges related to housing and transportation, and enhance the student experience and other aspects that impact quality of life across the institution. These are fundamental if we are to continue to strengthen the people and places that enable our performance as an institution.

Strategy 1. GREAT PEOPLE: We will attract, engage and retain a diverse global community of outstanding students, faculty and staff

Through recruitment, advising and mentoring, professional development and strong support we will build and sustain a global university community, representative of all, including historically excluded populations. We will work to create conditions whereby all faculty and staff feel a deep connection and contribution to the academic purpose of

the university. We will recruit more expansively to mirror the broader population of Canada, with particular focus on Indigenous students, faculty and staff. We will put into place improved support structures and services, including those to help address housing affordability in the Lower Mainland. Finally, professional development and succession planning are critically important. For this reason, we will strengthen programs that support workplace learning, course access for employees and leadership development through initiatives such as the *Academic Leadership Development Program* (ALDP).

Strategy 2. INSPIRING SPACES: Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

We will establish dedicated, accessible and vibrant spaces across the university, community and region that provide forums for interdisciplinary and creative interaction in research, learning and operations, and that showcase the impact of our work more broadly. Inspiring indoor and outdoor spaces can be powerful catalysts for new activities, especially when these promote engagement, interactive teaching and learning, and creative or entrepreneurial activity. These spaces can be virtual, too. Well-designed spaces are needed to drive and enable interaction within and between our Vancouver and Okanagan campuses, our multiple learning sites, and with the broader community. As part of this strategy, we will work with partners to prioritize the development of UBC's Downtown Vancouver and regional presence, recognizing the fact that many people live and work beyond easy reach of our campuses.

Strategy 3. CONNECTED COMMUNITIES: Support the ongoing development of sustainable, healthy and connected campuses and communities

We will advance knowledge and practice for deeper sustainability and wellbeing through the application of evidence-informed innovation into operations, learning environments and community infrastructure. We will intensify our collaborations with the growing residential communities on our campuses. We will work with relevant partners to advocate for the expansion of better transit to our campuses, as a complement to our work on housing support. We will make our campuses and learning

sites more physically accessible to persons with mobility challenges or otherwise differently abled, and we will better coordinate and raise the visibility of education and research associated with disability studies, as UBC has done – for example – in gender, race, sexuality and other areas. Beyond these efforts, UBC will continue to invest strategically in digital technologies, including capitalizing on our investments in the new learning management system. All of this will improve the daily experience of many at UBC.

Strategy 4. INCLUSIVE EXCELLENCE: Cultivate an institutional and individual capacity for inclusive discourse

Defined in the context of the inclusion priority, *Inclusive Excellence* is a fundamental commitment of the university. To that end, we will review and revise policies, practices and services to reflect our commitments to diversity, equity and inclusion. We will expand training across staff and faculty to create greater awareness and understanding around these principles. We will assess the climate with a view toward identifying areas with a need for focused attention, including systems, structures and processes that can be improved to create better access and success. And we will establish and implement visible, system-wide accountability mechanisms and metrics that enable us to track our progress towards the establishment of *Inclusive Excellence*.

Strategy 5. SYSTEMS RENEWAL: Transform University-level systems and processes to facilitate collaboration, innovation and agility

To support UBC's academic mission and public mandate, we will transform the ways in which we work through improved administrative systems, decision-making structures and funding models. The goal is to enable and encourage collaboration, collegial governance and better transparency – all in a more streamlined way. The University has embarked upon an ambitious program to rebuild and integrate its student information, human resources and financial management IT systems to improve their effectiveness; the timely implementation of these changes will remain a priority. We will also review, revise and communicate academic policies, incentives and budget models that are

currently constraining collaboration and innovation across research, teaching and learning, and operations. This strategy has the potential to make an extraordinary difference to the experience of our people and partners, and to our capacity for personal and collective impact.

Snapshot on People and Places: The accomplishments under the **Sustainability Strategy** are numerous and impressive. Emission reductions of 30% were notably achieved in less than five years through the *Climate Action Plan* (2010-2015), and aggressive action is being taken towards the next target of 67% through the recent Climate Action Plan Update. The vision of the *Sustainability Strategy* features simultaneous improvements in human and environmental wellbeing with an expectation that, by 2035, sustainability is embedded across the university throughout teaching, learning, research, partnerships, operations and infrastructure, and the UBC community. The strategy has a scope encompassing three components: 1) teaching, learning and research; 2) operations and infrastructure; and 3) the UBC community. In each of these areas, metrics and targets are described, alongside strategies to reach further to accomplish them. UBC (2017) has some 400 faculty members working on sustainability-related research. The university offers about 50 sustainability-related degree programs, and over 600 sustainability-oriented courses.

([LINK](#))

Research Excellence

Creating and mobilizing knowledge for meaningful impact

UBC is a global leader in disciplinary research across many fields. As one indicator, UBC ranks within the top 25 in the world in Psychology, Education, Law, Business and Economics, and Life Sciences (THE subject rankings). This breadth of research strength has enabled UBC researchers to have profound impact on many areas of society, from ground-breaking work on how infants acquire language to enabling personalized onco-genomics. Such is the strength of our research that seven UBC-associated individuals have been awarded Nobel prizes, and our researchers have earned numerous other national and international awards. For example, our university community includes 208 Fellows of the Royal Society of Canada and 69 Rhodes Scholars.

Addressing the local and global challenges that we face today, such as climate change and the imminent societal shifts that will result from increased automation, requires more than disciplinary depth of knowledge; it requires collaboration within and across disciplines and communities. It also demands accelerated translation of new knowledge into action and enhanced engagement with external partners, and the creation of new knowledge through interactions with non-academic partners such as Indigenous communities and organizations. UBC researchers are clearly willing and able to help solve these challenges, having already demonstrated their capacity to channel their expertise and experience in many domains, such as the influential work of the *BC Center for Excellence in HIV/AIDS* in establishing the global standard of care that helped curb the impact of the HIV/AIDS pandemic.

Through *Inspire*, UBC will create environments that enable our researchers to optimize these contributions, establishing disciplinary excellence and reaching beyond their disciplines to collaborate with others to address problems of significance to British

Columbia and the world. UBC will also provide support for moving research results beyond academia into the community by supporting multiple pathways for innovation, from mobilization into practice and policy to entrepreneurship and commercialization. Of course, impact comes in a variety of forms: one research project may well lead to spinoffs that take advantage of technological innovations. But impact is also to be found in projects that lead to social innovations, that change the way research in a certain field is conducted, or that influence our understanding of history or culture. Still other types of research activity emphasize the creative impulse, with design or artistic composition as the focal point. *Research Excellence* encompasses this broad vision of accomplishment. Our collective community aim is for UBC to be the place of choice for researchers – whether students, faculty, staff, alumni or external partners – to generate new knowledge and enable creative pursuits that positively impact the world.

Strategy 6. COLLABORATIVE CLUSTERS: Enable interdisciplinary clusters of research excellence in pursuit of impact

Building from early successes in the promotion of interdisciplinary research, we will invest in and support emerging and established research clusters consisting of networks of diverse researchers working in pursuit of common aims. An initial pilot program to support clusters through the *UBC Excellence Fund* has already enhanced collaborations around green infrastructure and has enabled the *UBC Wingspan Dis/ability Arts, Culture and Public Pedagogy* to explore the rights of people with disabilities through the expression of lived experiences. Building on the success of the pilot program, we will provide researchers with the support needed to form collaborations internally across UBC campuses and learning sites, and externally with partners both locally and globally. Key components of this strategy will be the facilitation of access to enhanced research funding and coordinated campaigns across Faculties and campuses to attract postdoctoral fellows and faculty members to strengthen our impact through these clusters.

Strategy 7. SHARED INFRASTRUCTURE: Strengthen shared infrastructure and resources to support research excellence

UBC will improve support for researchers through enhanced core facilities, spaces and services. These capabilities will enable our researchers to work effectively and productively in a highly competitive environment. The equipment required to conduct globally leading research in many disciplines is sophisticated, requiring significant technical expertise to build and run. By creating core facilities, such as the *Sequencing and Bioinformatics Consortium* for gene sequencing, we can provide state-of-the-art facilities, training and expert advice for both UBC and external partners. We will also explore support to help researchers across all disciplines engage with communities and access scholarly resources. For example, the pilot *Indigenous Research Support Network* helps researchers collaborate with indigenous communities. Increasingly, all disciplines require additional platforms to tackle challenging problems. For example, digital technologies are transforming work across the academy as is evident in the creation and evolution of an online database of religious history that is changing how historical traditions are studied. By enhancing the digital research infrastructure, UBC will provide researchers with the physical and technical support needed to utilize such platforms in many areas of scholarship.

Strategy 8. STUDENT RESEARCH: Broaden student access to research experiences

UBC will expand opportunities for undergraduates, graduate students and postdoctoral fellows to gain first-hand experience in research. Engagement in research builds in students the ability to apply their learning, create new knowledge and utilize research skills. UBC will need to build on the success of such initiatives as the *Undergraduate Research Opportunities* to develop better mechanisms to match undergraduate students with relevant research projects, and to provide appropriate support. For graduate students and postdoctoral fellows, we will facilitate broadened research pathways, improve the mentorship that they receive and create opportunities for them to provide mentorship to others. Well-mentored research conducted by graduate

students and postdoctoral fellows is a crucial component of the research enterprise of the university. These experiences will provide a firm foundation in skills and expertise for future careers, whether in academia or beyond. Success in this strategy demands a culture that promotes collaboration, inclusion and innovation, creating an environment that enables these models of interaction across the university.

Strategy 9. KNOWLEDGE MOBILIZATION: Improve the ecosystem that supports the translation of research into action

UBC researchers are keen to find pathways for innovation, to turn knowledge into actions that impact the local and global community. Multiple pathways exist for achieving this, including entrepreneurship and commercial spinoffs, new policies and practices, community engagement and educational reform. UBC will develop better support functions and connections across these multiple pathways. We will strengthen alignment with regional and national innovation priorities, forging valuable relationships with stakeholders beyond the university. Collaboration with organizations such as the *Centre for Drug Research and Development (CDRD)*, co-located in Vancouver with the Faculty of Pharmaceutical Sciences, will be integral to our efforts to strengthen our capacity for knowledge mobilization. We will also continue to experiment with different ways to communicate knowledge so that it is accessible to a range of communities – from citizens to decision-makers.

Strategy 10. RESEARCH CULTURE: Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and mentorship

UBC will develop further the principles and practices that define a collaborative and inclusive research culture, one that supports mentorship, scholarship, discovery and creativity, and one that demands integrity. To address the problems facing society requires the contribution of all. UBC will enable a culture that interacts in positive and respectful ways with Indigenous people and Indigenous knowledge, and that welcomes the participation of members of other historically excluded groups. These are some of

the most important components of a strategy to attract the best researchers and promote excellence across our research endeavours.

Snapshot on Research Excellence: Working on problems from multiple perspectives, informed by a depth of expertise in different disciplines, can bring new insights and enable solutions to the hardest problems facing society. Forming partnerships and networks across disciplines requires support to enable new interactions and determine common foundations on which to build. UBC's research clusters program enables these collaborations to occur, coalescing activity and resource in areas of critical societal need. At UBC Vancouver, the first year of the **Research Excellence Clusters Initiative** funded 25 clusters spanning performing and creative arts, science and engineering, health and the social sciences and humanities. The second competition in 2017 awarded 33 clusters across all disciplines, 16 of which were renewal awards. At UBC Okanagan, five research clusters funded through the **Eminence Program** are investigating such issues as community health and neurobiology. Interdisciplinary research is also being supported through the creation of *President's Excellence Chairs* in areas as diverse as brain health to media studies.

(LINK <https://research.ubc.ca/about-vpri/initiatives/research-excellence-clusters/current-research-excellence-clusters> for updates on current clusters)

Transformative Learning

Enabling learning through evidence-based teaching, mentorship and enriched experiences

At its best, education is transformative with lasting impact on the learner. Transformative learning experiences feature sound pedagogical practice and sometimes new technology to promote student engagement, curiosity and the creation of knowledge by students. UBC has a long-established track record in teaching and learning excellence and innovation. For example, two systemic initiatives have involved hundreds of faculty members and impacted thousands of students. The Carl Wieman Science Education Initiative uses evidence-based pedagogical techniques to improve undergraduate science education. It features extensive evaluation of learning gains and substantial research output, and is a model now adopted widely by other institutions. Flexible Learning is a university-wide effort to drive technology-enabled teaching innovation. It encompasses open educational resources provided by faculty on the internet, as well as professional course on the edX platform. UBC's public online offerings include Reconciliation through Indigenous Education, How to Write a Novel and Introduction to Marketing. The Teaching and Learning Enhancement Fund (TLEF) grants support and celebrate excellence in teaching, as do a network of specialist resources, including UBC IT, UBC Studios and Faculty-specific teams such as MedIT.

Thousands of students participate in experiential or work-integrated learning each year. Indeed, the Cooperative *Education Program* has the second highest student participation rate in Canada (2015/16). The Faculty of Medicine organizes undergraduate medical education through a distributed model, via a combination of face-to-face and online learning. Many of the graduates choose to stay and practice in rural locations as a result – strengthening both these communities and health care delivery across the province. *Transformative Learning* extends also to the broader

community, for example, where people in Vancouver's Downtown Eastside communities are engaged with faculty and students at the UBC *Learning Exchange*.

Changes in learner demographics and interests are reshaping the university. A rapidly diversifying economy and social context demands a different kind of education – one with a greater focus on transferable skills such as teamwork, leadership and intercultural fluency. To keep pace with the information age, and to meet the increasing expectations of students and employers, universities are investing in active, experiential and online models of education. The best among these efforts capitalize on the curiosity and drive inherent in our students, allowing them to become co-creators of their education. With a rapidly diversifying job market and evolving demographics comes greater demand for frequent skills upgrades and continuous learning. Universities must extend their traditional offerings to serve our populations better, and must rethink physical and virtual campus spaces, and facilities, to enable new ways of learning. Faculty and staff are working hard to deliver technological advances, and universities need to support them in this effort, balancing the demands for innovation in teaching with a commitment to evidence-based practice.

Building from our extensive experience and expertise in learning innovation, UBC is well positioned to strengthen its programs to meet the needs of tomorrow's learners more effectively and to help shape new paradigms in teaching. Our efforts going forward will centre on enhanced support for excellence in teaching, advising and mentoring, program redesign around competences and interdisciplinary problem solving, and continued growth in work-integrated, professional and lifelong learning.

Strategy 11. PROGRAM REDESIGN: Reframe undergraduate academic program design in terms of outcomes rather than credit hours

Leveraging valuable experience in the Faculties of Medicine and Arts, we will move towards demonstrable learning outcomes and competencies as a primary organizing principle of program structure and completion. This reflects the growing premium on

transferable and cognitive skills, and the application of acquired knowledge to focused areas of interest or challenges we face in our society. This approach will be better at engaging student curiosity and initiative. Our plans here must be made with care, as several disciplines face highly structured accreditation requirements and course structures, including necessary prerequisites. However, where this is possible, the first steps are to agree on a set of desired outcomes and map courses to these outcomes. Redesign is then focused on rebalancing courses and curriculum to emphasize the acquisition and application of more broadly useful skills – where possible. Students, advisors and alumni need to be engaged as valuable partners in thinking through the outcomes and how they can best be achieved. The Faculty of *Education's International Baccalaureate (IB) educator stream* will also be a valuable resource, given its focus on preparing instructors to teach to learning outcomes through inquiry-based education.

Strategy 12. PRACTICAL LEARNING: Expand experiential, work-integrated and extended learning opportunities for students and alumni

We will work with industry and community partners to expand experiential learning – ‘learning by doing’ – across academic programs, and to strengthen student placement services, both of which will improve the ability of our graduates to secure fulfilling employment. Working through UBC *Extended Learning (ExL)*, we will support faculty members in expanding online and other accessible offerings for working professionals and lifelong learners, many of whom are alumni. It is important to address the need for more flexible credentials that have merit after graduation. The new enhanced learner record will be an important component, creating a lifelong mechanism for students and alumni to assess skills and profile experiences beyond those gained in academic credit study. It is also incumbent on the university to infuse a passion for continuous learning amongst our students, faculty and staff. This strategy is one of the most pressing for our student population, and it has significant benefit for the province more broadly.

Strategy 13. EDUCATION RENEWAL: Drive sustained program renewal and improvements in teaching effectiveness

UBC will support faculty members in the integration of evidence-informed pedagogies into their classrooms, and encourage innovations that have the potential to improve upon traditional learning approaches. Systemic program review and learning analytics will promote ongoing evaluation and improvement. The university will provide greater support for instructors to develop their craft and to take risks in their pedagogical approaches as they explore innovative ideas and approaches to create transformative educational experiences for our learners. UBC will create incentives and recognition structures to promote and celebrate excellence in teaching and mentorship. Effective teaching and mentoring that engages student curiosity and initiative is of particular value.

Strategy 14. INTERDISCIPLINARY LEARNING: Facilitate the development of interdisciplinary, problem-focused learning

We will develop programs and courses that foster and support undergraduate students from different perspectives and traditional disciplines to work together on complex or emergent challenges. UBC will pilot and assess ways to integrate problem-focused educational opportunities as an overlay or complement to traditional majors and minors. We will also optimize academic structures to allow the flourishing of interdisciplinary graduate and postdoctoral learning opportunities. In this way, we can work toward a day when UBC students can graduate with disciplinary expertise *and* a set of experiences and skills that address their passion for a specific area of opportunity or challenge.

Strategy 15. STUDENT EXPERIENCE: Strengthen undergraduate and graduate student communities and experience

Through a continued focus on the student experience – both inside and outside the classroom – we will create opportunities for students to feel more engaged and better supported during their time at UBC. Following a collaborative, university-wide visioning

exercise, with improved student experience a primary goal, UBC is migrating (2017) the learning management system to a new platform, *Canvas*. We will expand holistic, developmental and professional student advising and engagement. This will enable our students to become self-directed learners able to navigate – and increasingly shape – their pathways through courses and curriculum. Working closely with student government, the university will improve coordination across student services, teaching and learning, co-curricular programming, residential life and the commuter student experience. Development and improvement of student ‘hubs’ of gathering, engaging and learning, such as the AMS Nest on the Vancouver campus, and the Student Union on the Okanagan campus, will remain an area of focus. Student wellbeing has been improved by major investments in UBC Recreation facilities and the design of programs and spaces that promote engagement and fun. Our work will foster a greater sense of belonging, predicated on personal growth within a large and complex community.

Snapshot on Transformative Learning: Arts One is an established program that features learning in small groups with an integrated, interdisciplinary curriculum. Each year, students choose between two themes, each led by a dynamic team of instructors from different disciplines. The reading list contains core works widely regarded as literary classics, as well as critical or alternative texts that are more challenging of the status quo. *Arts One* students participate in seminar discussions and present essays in peer-centered workshops called tutorials. These tutorials form one of the most distinctive and valuable *Arts One* experiences, promoting and nurturing independent-thinking scholars. ([LINK](#))

Local and Global Engagement

*Engaging ethically to advance a stronger and more equitable society,
learn about the world and empower people to be
good stewards and change makers*

UBC is rapidly becoming locally integrated and globally connected; it is place of community engagement. Examples include the research forests that have been instrumental in smart management of some of the province's greatest resources; the nearly 200 public events hosted annually by UBC Okanagan, 55% of them in the community; and CityStudio, an innovation hub where City staff, students, and community co-create experimental projects to make Vancouver more sustainable, livable and joyful. UBC's leadership in campus and community development is globally distinctive, through an emphasis on vibrant mixed-use environments for learning, working, living and being active.

Our global networks open new vistas for research, and providing educational opportunities that would not otherwise exist. We have many close and productive associations with partners throughout North America, Europe, Australia and New Zealand, Africa and Latin America. UBC's Asia-Pacific connections, built over many years, have yielded a powerful set of partnerships and academic exchanges, notably with China. UBC boasts the top Asian Studies department in Canada, and one of the best outside of Asia, as well as the oldest and largest Punjabi language program in the country. Many other units have developed distinctive research and curriculum strengths oriented toward Asia. Of special note are the increasing numbers of UBC alumni of East, South, Southeast and Central Asian heritage, who bring expertise and deep connections to the community when they interact with UBC. Closer to home, two collaborations are of note in the Cascadia region of the Pacific Northwest: the Global Innovation Exchange, a unique graduate technology school in Washington State that we joined in 2017 as an

academic network partner, together with the University of Washington (UW), Tsinghua University and Microsoft; and the *Cascadia Urban Analytics Cooperative*, through which we work with UW and Microsoft to address chronic urban challenges, ranging from homelessness to traffic congestion.

Many of these engagements are enabled by the *Office of Regional and International Community Engagement (ORICE)*. ORICE helps overcome complex social and ecological challenges through asset-based community development practices. ORICE programing includes the International Service Learning Program, regional community engagement and courses that bring community partners and their areas of focus into the classroom. The *Public Scholars Initiative* builds connections, community and capacity for PhD students interested in explicitly linking their doctoral work to an arena of public benefit.

We must continue to play a strong role in engagement. This requires an outward orientation in our education, research and community development. It requires a willingness to collaborate and connect, with the passion for engagement that is a part of the fabric of our university. And it requires the capacity to listen and adapt as the needs and dynamics of the world beyond the university evolve.

We will sustain the important work of engagement, and expand its scope to connect our local and global efforts more effectively. Our engagement with Asia has a regional and national reflection in our growing engagement with Asian Canadian communities. We have another excellent opportunity to improve engagement with Indigenous peoples in British Columbia and beyond, consistent with the *Truth and Reconciliation Commission Action Plan*. We will also extend our focus on building meaningful relationships with UBC alumni the world over. Students are involved in much of this activity, whether on campus, in the community or abroad, and we need to expand the opportunities for them to participate. We also recognize the vital importance of strengthening our partnership and engagement with all those living at UBC, contributing to the overall health and happiness of our campuses.

Strategy 16. UBC RELEVANCE: Deepen the relevance, impact and public appreciation of UBC research and education

We will work to reinforce dialogue and knowledge exchange, so that the public is more consistently aware of UBC's educational and research endeavours. This will also help align UBC's efforts with priority issues in British Columbia and beyond. We will improve the approaches we take to respectful co-creation of educational and research collaborations with communities. From a base of 130 new community-based research and action research projects per year and a network of community-based learning initiatives that places more than 5,000 students per year in community settings (2017), we will work more closely to ensure that these are well conceived, managed and evaluated from all perspectives. We will seek opportunities to collaborate with government and peer institutions to identify ways to realign the post-secondary education system for the benefit of students and citizens in the province.

Strategy 17. INDIGENOUS ENGAGEMENT: Support the objectives and actions of the renewed Indigenous Strategic Plan

Much of the guidance for UBC's Indigenous engagement can be traced back to the first *Aboriginal Strategic Plan* (2008), which outlined *10 Key Areas of Strategic Engagement*. The plan has been a model of effective action, with *Implementation Reports* published in 2010, 2012 and 2014. UBC will adopt a similar approach in implementing *Inspire*. The 2018 *Indigenous Strategic Plan* will continue that work ([LINK](#)). As outlined in this plan, we will deepen connections with Indigenous colleagues within the university and beyond. We will do this by listening, learning and partnering on shared priorities in recruitment, research, programming and relationship building. And we will launch a UBC response to the calls to action in the 2015 *Truth and Reconciliation Action Plan*, as a way to track unit initiatives, plans and commitments to further this work.

Strategy 18. ALUMNI ENGAGEMENT: Reach, inspire and engage alumni through lifelong enrichment

Consistent with the *alumni UBC plan: Connecting Forward* ([LINK](#)), we will broaden and deepen engagement through programs that nourish pride, empower personal growth, support professional development and enable contribution. The plan builds on the vision of a *global alumni community for an exceptional UBC and a better world*; its strategic imperatives are to extend engagement to 50% of all alumni, and to double the number of alumni more deeply involved at UBC. Many alumni are in a strong position to provide mentorship and encouragement, connections and collaboration with current students, faculty members and staff. UBC is also in a strong position to provide opportunities for alumni to update skills, change careers or simply engage in lifelong learning. We will seize upon opportunities to extend the reach of our alumni programs, services and communications by continuing to increase the effective use of technology and digital platforms. The *Alumni Centre* on the Vancouver campus, opened in 2015, provides a fitting hub for much of this engagement.

Strategy 19. GLOBAL NETWORKS: Build and sustain strategic global networks, notably across the Pacific Rim, that enhance impact

As of 2017, UBC partners with 11 of the 15 top-ranked universities in the world in research and educational activities, and has collaboration agreements with more than 300 universities and research institutions in more than 50 countries. We will prioritize and support partnerships with the greatest mutual value, and foster other collaborations in areas of shared, strategic importance. We will also simplify processes for international engagement. We will continue to expand opportunities for our students to study abroad through initiatives such as *Go Global*, or for international students to participate in exchange programs at UBC. Through partnership, both at home and abroad, we will help students, faculty members and staff broaden their perspectives, learn from peers around the globe, and contribute to a shared positive impact.

Strategy 20. COORDINATED ENGAGEMENT: Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

Community engagement at UBC has been part of research, teaching, service and student-led initiatives since the institution was founded. We will work with diverse partners to develop shared values for effective engagement. We will better align our structures, processes, funding and incentives to reinforce effective practices consistent with those shared values. We will also be intentional about coordinating our engagement efforts and removing barriers to community engagement. The establishment of a joint framework for engagement with local and global partners is the first step. To shift further the prevailing model and mindset, UBC will increase support for students, faculty members and staff working with, and in, the community. We will create mechanisms for our partners to access and navigate the university, and celebrate engagement in parity with, and as part of, research, teaching and learning. This strategy also extends to deepening our engagement with campus neighbourhoods to support the unique and vibrant experience of living at UBC.

Snapshot on Local and Global Engagement: Given the growing importance of Asian migration to Canada – and to British Columbia specifically – UBC is intent on building stronger connections with the growing Asian Canadian communities. An example is the 2011 Senate approval of measures to commemorate the 61 Japanese Canadian UBC students who were forcibly prevented from completing their studies in 1942 and the creation of the *Asian Canadian and Asian Migration Studies Program*. This program in the Faculty of Arts responds to community issues and concerns, engaging students in multidisciplinary, intercultural research that contributes to the building of a dynamic and sustainable Asian Canadian Community initiative at UBC. The **Asian Canadian Community Engagement (ACCE) Committee** is intent on achieving a substantial paradigm shift with regard to Asian Canadian community engagement. By building awareness and cultural fluency, and through focused educational and research programs built together with the community, UBC has an opportunity to nurture a culture of collaboration and cohesion that extends beyond university and provincial interactions for broader impact in Asia. [\(LINK\)](#)

IV. Other institutional plans

Inspire is a strategic plan for the University of British Columbia. It acts as a roadmap to help guide, connect and support other institutional plans. In addition to the cross-cutting plans referenced throughout the document (*Indigenous Strategic Plan, Sustainability Strategy, alumni UBC Plan*), below you can find a selection of campus and Faculty plans from different areas of the university.

Vancouver campus

Faculty of Applied Science ([LINK TO PLAN](#))

Faculty of Arts ([LINK TO PLAN](#))

Sauder School of Business ([LINK TO PLAN](#))

Faculty of Dentistry ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Forestry ([LINK TO PLAN](#))

Faculty of Land and Food Systems ([LINK TO PLAN](#))

Peter A. Allard School of Law ([LINK TO PLAN](#))

Faculty of Medicine ([LINK TO PLAN](#))

Faculty of Pharmaceutical Sciences ([LINK TO PLAN](#))

Faculty of Science ([LINK TO PLAN](#))

Okanagan campus

Aspire (UBC Okanagan visioning plan) ([LINK TO PLAN](#))

Irving K. Barber School of Arts and Sciences ([LINK TO PLAN](#))

Faculty of Creative and Critical Studies ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Applied Science – School of Engineering ([LINK TO PLAN](#))

Faculty of Health and Social Development ([LINK TO PLAN](#))

Faculty of Management ([LINK TO PLAN](#))

DRAFT

V. Approach to implementation

A strategic plan provides thoughtful guidance for action. It is a framework for decision-making and allocation of effort and resources within the university. The plan also provides guidance for engagement beyond our campuses and associated learning sites. Faculties will review their respective strategic plans and identify opportunities for realignment and synergy.

An important component of the work to be done involves the planning and execution of actions or projects that support the strategies outlined in these pages. Some of these are ongoing, possibly requiring realignment, different forms of support or additional funding; many will be new, arising in response to the direction and focus of *Inspire*. Some will be cross-institution initiatives; others will be specific to one or more Faculties. These actions will be revisited and renewed annually as we move forward in implementation. We are committed to ensuring that our people and teams are appropriately resourced and connected in the various initiatives that support the strategic plan.

Because there is much valuable work to be done, a structured approach to implementation is in order. The actions should have responsible leadership, accountable for budgets and progress. The project plans should be public, with milestones and measures to provide assurance about progress. Where possible, we should pilot ideas and assess outcomes before making wholesale change. The strategic plan is intended to encompass most activity across the university, and it will accordingly act as a useful mechanism for determining what we might be able to stop or defer doing. Ongoing discussion around prioritization, dependencies and capacity will be critical.

As mentioned at the outset, tracking our progress against the objectives of the strategic plan will be critical. As the saying goes, "if you can measure it, you can manage it". We must know when there is a need to revisit plans if progress is not as expected or

required. The university already tracks, and will continue to track, several **metrics** at the institutional level, many of which are reported in the *UBC Annual Report*.

We have defined a subset of these that constitute a ‘dashboard’ for the strategic plan. These metrics collectively align with the objectives that underpin the plan, and, more specifically, with the dimensions that we are most intent on shifting:

People and places

- Yield on first choice students, faculty and staff
- Student, faculty, staff and leadership demographics (diversity)
- Student wellbeing (mental health)
- % faculty and staff that would recommend UBC as a place to work
- Greenhouse gas emissions (sustainability)

Research excellence

- THE and ARWU rankings
- Social attention about impact (altmetrics)
- Number of startups and licenses
- Student research participation

Transformative learning

- Graduation rate with degree within 6 years²
- Enriched education (experiential learning) participation
- Student satisfaction with quality of the learning experience
- Courses with significant Indigenous content

Local and global engagement

- Alumni engagement
- Contract agreements with government, industry and non-profit partners
- Perception of UBC’s role and impact

² In time this may be replaced with graduate performance against defined UBC learning outcomes

17 January 2018

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

NEW AWARDS – ENDOWED

Lindsay and Elizabeth Gordon Centennial Indigenous Scholars Award

A \$10,000 renewable entrance award has been made available through an endowment established by Lindsay and Elizabeth Gordon, along with matching funds from The University of British Columbia, to First Nations, Inuit, or Métis undergraduate students of Canada entering university directly from secondary school or transferring from another post-secondary institution to an undergraduate program of study. Recipients are academically qualified with preference to students who would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available 2018/2019 Winter Session)

Michael J. Korenberg Bursary in Law

Bursaries totalling \$4,000 have been made available through an endowment established by Michael J. Korenberg for students who demonstrate financial need enrolled in the J.D. Program at the Peter A. Allard School of Law. Preference will be given to students who currently reside in British Columbia. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018/2019 Winter Session.)

L3 MAPPS Award in Naval Architecture and Marine Engineering

Awards totalling \$8,000 have been made available through an endowment established by L3 MAPPS in support of students in UBC's Naval Architecture and Marine Engineering Program. Preference is given to students with an interest in ship systems engineering and/or a background in electrical, electronic or mechatronic engineering. 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 2018/2019 Winter Session.)

Sales and Marketing Executives of Vancouver Charles Weinberg Research Award

Awards totalling \$12,000 have been made available through an endowment established by Sales and Marketing Executives International for PhD students studying at the Sauder School of Business. The awards support students undertaking research in the field of quantitative marketing who demonstrate a great passion for teaching. This research award was established in honour of Prof. Charles Weinberg, for his many years of dedication to teaching and research in Marketing at the Sauder School of Business. Sales and Marketing Executives International is a worldwide organization dedicated to ethical standards, continuing professional development, knowledge sharing, and student mentorship. The awards are made on the recommendation of the Sauder School of Business in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2018/2019 Winter Session.)

D.G. Harkness Thunderbird UBC Rugby Bursary

One or more bursaries, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are made available through an endowment established by Graeme Harkness and matched by The University of British Columbia for rugby athletes who demonstrate financial need. Proceeds from the endowment will be split evenly between the Men's and Women's Rugby Teams. Adjudication is made by Enrolment Services in consultation with the Department of Athletics. (First Award Available in the 2018/2019 Winter Session.)

Nini M. Harris-Lowe Memorial Bursary in Occupational Therapy

Bursaries totalling \$2,000 have been made available through an endowment established by Mr. Rick Lowe (B.Sc.1982) and matched by the University of British Columbia, in memory of his spouse, Mrs. Nina M. "Nini" Harris-Lowe, for students entering or pursuing their degree in occupational therapy. Recommendations are made by Enrolment Services.

Weir-MacDiarmid Family Bursary in Medicine

Bursaries totalling \$2,000 have been made available through an endowment established by Donald MacDiarmid, along with matching funds from The University of British Columbia to students who are Canadian citizens or permanent residents entering the MD program. The bursary honours UBC alumni Drs. E. Ruth Weir, Lorna M. Weir and Margaret A. MacDiarmid for their exemplary service in the health care profession in British Columbia. Over the span of their careers, they have affected thousands of lives through their posts as family physicians, head of departments, and government representatives. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018/2019 Winter Session.)

UBC Blue & Gold Bursary

Bursaries totalling \$1,400 have been made available through an endowment supported by various donors, along with matching funds from The University of British Columbia. Recipients will be undergraduate students who have demonstrated financial need and are Canadian citizens or permanent residents of Canada. The bursaries are adjudicated by Enrolment Services with preference to be adjudicated through the Blue & Gold Bursary program. (First Award Available in the 2018/2019 Winter Session)

SNC-Lavalin Memorial Award in Health and Safety for Tyler Rudderham

Awards totalling \$1,200 have been made available through an endowment established by SNC-Lavalin in memory of Tyler Rudderham (1990-2017), a member of the Ironworker's Association of BC who died in a workplace accident. The awards are given to engineering undergraduate students in any year of study who demonstrate exceptional leadership, understanding, and are involved in activities that promote health and safety. The awards are made on the recommendation of the Faculty of Applied Science.

NEW AWARDS – ANNUAL**BC Egg Marketing Board Scholarship**

Two \$2,500 scholarships are offered annually by the BC Egg Marketing Board to students who demonstrate academic excellence and are conducting projects of value to the egg or poultry sector. Recommendations are made by the Faculty of Land and Food Systems and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

BC Egg Marketing Board Travel Award

Two \$2,500 travel awards are offered annually by the BC Egg Marketing Board to support the travel and participation of students at events and conferences that have a focus on or is related to the poultry sector. Recommendations are made by the Faculty of Land and Food Systems and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

Master of Business Analytics Bursary

Bursaries are offered annually by the Sauder School of Business to students in the Master of Business Analytics program who demonstrate unmet financial need. Available funding is determined annually based on enrolment in the program. The award is adjudicated by Enrolment Services. (First Award Available in the 2018/2019 Winter Session.)

Harris & Company Award in Law

A \$2,500 award is offered by Harris & Company to a student entering second or third year of the JD program who is in good academic standing. Financial need may be considered. This award is made on the recommendation of the Peter A. Allard School of Law.

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**1614 – Strategic Management Scholarship****Current Award Description**

A scholarship of \$1,600 is awarded to an MBA student studying in the field of Strategic Management. The award is made on the recommendation of Sauder School of Business in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description**Katja Pecarevic Memorial MBA Bursary**

Bursaries totalling \$1,600 have been made available through an endowment established in memory of Katja Pecarevic who was a talented instructor, passionate market research specialist, and alumna of the Sauder School of Business (MBA 1998). The bursary is for MBA students who demonstrate financial need. Adjudication is made by Enrolment Services.

Rationale for Proposed Changes

UBC Sauder wishes to combine the Strategic Management Scholarship with the funds raised in support of a bursary in memory of Katja Pecarevic and create a viable-sized endowment with \$33,857 in capital, which will continue to support MBA students as the Katja Pecarevic Memorial MBA Bursary Endowment Fund.

President's Award for Distinguished Service by a UBC Emeritus

Current Award Description

One or more awards of \$1000 are offered annually by the UBC Association of Professors Emeritus to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost's Office, UBC. The first Award will be in 2017-2018.

Eligibility: all persons listed under "Emeritus Staff" in The UBC Vancouver Academic Calendar.

Proposed Award Description

Katja Pecarevic Memorial MBA Bursary

One or more awards of \$1000 are offered annually by the UBC Association of Professors Emeritus to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any ~~Emeritus~~ **person** to the Vice Provost's Office, UBC. The first Award will be in 2017-2018.

Eligibility: all persons listed under "Emeritus Staff" in The UBC Vancouver Academic Calendar.

Rationale for Proposed Changes

On the recommendation of the Emiriti Association and the Office of the Provost and Vice-President Academic, the nomination process for this award is being revised to permit any person to nominate a recipient.



8 January 2018

To: Senate
From: Nominating Committee

Re: A) Appointment to a President's Advisory Committee for the Extension of the
Appointment of the Registrar
B) Name, Terms of Reference, and Composition of an Ad-hoc Committee on
Diversity

**Appointment to a President's Advisory Committee for the Extension of the
Appointment of the Registrar**

The Nominating Committee has received a request from the Academic Vice-Presidents at UBC Vancouver and Okanagan to appoint a faculty member to a committee to consider the extension of the appointment of Dr Kathleen U. Ross as Registrar (and thus as Associate Vice-President, Enrolment Services) of the University. The Committee considered the qualities and backgrounds it would consider ideal for such a person, and specifically the desire to appoint a faculty member who has had frequent interaction with the incumbent and past registrars at UBC and thus has a thorough understanding of both the role and Dr Ross's work. The Nominating Committee is pleased to recommend:

*That Senate appoint Dr Paul G. Harrison, Department of Botany, to the
President's Advisory Committee for the Extension of the Appointment of the
Registrar.*

Dr Harrison is an Associate Professor of Botany in the Faculty of Science, a senator, and Chair of the Senate Academic Policy Committee and the Council of Senates Executive Committee. From 1999-2018, he was Associate Dean Students in the Faculty of Science and previously served as Director of First Year Biology. He holds a PhD in Oceanography from Dalhousie and a BSc (Hons Botany) from UBC.



Name, Terms of Reference, and Composition of an Ad-hoc Committee on Diversity

The Nominating Committee has considered the feedback provided at the last meeting as well as correspondence from senators and others. The Nominating Committee would therefore recommend:

That Senate establish an Ad-hoc Committee on Academic Diversity and Inclusivity with the terms of reference and composition as set out below.

Name:

The Committee believes that a focus on diversity and inclusion as they pertain to academic matters and affairs would best focus this committee's work and have it best fit within the mandate of the Senate. While demographic diversity is an obvious area for consideration, the Nominating Committee did not wish to limit the Ad-hoc Committee to only such considerations, nor only to consideration of faculty and student matters as originally suggested. Likewise, the university environment being an inclusive place for ideas and people is another area where an academic focus would help guide the Ad-hoc Committee's work. Therefore, the Nominating Committee would recommend that the formal name of the ad hoc committee be:

Senate Ad Hoc Committee on Academic Diversity and Inclusivity

Terms of Reference:

The Nominating Committee largely found satisfaction with the suggestions made by the students in their submissions to the December meeting. The Committee further believes that the Senate being kept regularly apprised of the Ad-hoc Committee's work would help both it and the Senate ensure that they are of similar minds on matters. The Committee would therefore recommend the following terms of reference:

- 1) To examine and report back to the Senate on the academic environment and its impact on academic diversity and inclusivity;*
- 2) To develop a framework for incorporating considerations of multiple dimensions of diversity, including demographic and intellectual diversity and inclusivity into academic decision making;*
- 3) To make recommendations to the standing committees of Senate as appropriate to ensure that the University provides inclusive intellectual and social environments that allow people to fulfilling their academic, professional and personal potential; and*



- 4) *To Report back to Senate at least once per term in the Winter Session with the status of the committees work, and to provide a final report to Senate on the work of the Committee by January 2020 at the latest.*

The Nominating Committee recognizes the broad nature of the above terms, and hopes that the Ad-hoc Committee itself will be able focus its work on those areas where it feels results are obtainable this triennium.

Composition:

The Nominating Committee felt that a committee of approximately a dozen persons would be best sized to provide expertise and viewpoints on matters without being burdensomely large to organize. Nominations and suggestions were considered from Senators and others were considered, and the Nominating Committee would propose that the composition of the committee be

*Six (6) senators, including two (2) student members of Senate, and
Five (5) non-members of the Senate.*

Because many of those contacted expressed a desire to know the final terms of reference for the ad-hoc committee, a list of recommended appointments will be brought forward for your consideration in February.



University of British Columbia

2017/18 Annual Report on Enrolment



Dr. Andrew Szeri

Provost and Vice-President Academic
UBC Vancouver

Dr. Cynthia Mathieson

Provost and Vice-Principal Academic
UBC Okanagan

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INTRODUCTION

The UBC Annual Report on Enrolment (2017/18) provides detailed information related to students enrolled at the Okanagan and Vancouver campuses and some strategic initiatives related to the recruitment and retention of undergraduate students. This report 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 and Associate 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 program 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 graduate enrolment planning is decentralized with key decisions about admissions made by individual Departments. 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, available resources, 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,
- address the needs of qualified, historically under-represented populations,
- strengthen efforts to promote students' success, and
- operationalize UBC's strong belief in the value and importance of intercultural understanding and international engagement.

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 activity of the students enrolled. FTEs for undergraduate students are calculated by dividing the number of annual credits taken by the normal or expected 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, Skills and Training 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. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2017/18 Fiscal Year,¹ UBC was government-funded for a total of 42,424 FTEs, with 6,971 FTEs allocated to the Okanagan campus and 35,453 FTEs allocated to the Vancouver campus. Overall, 36,475 FTEs were funded undergraduate domestic student spaces and 5,949 were funded graduate student spaces.

¹ Fiscal year: April 1 to March 31.

UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

UBC's enrolment objectives continue to include the following:

- meet or surpass the Government-funded number of domestic undergraduate students to the extent possible,
- increase the enrolment of Aboriginal students,²
- ensure a strong contingent of domestic students particularly from B.C. but also from the rest of Canada,
- maintain a healthy enrolment of a diverse international student body, and
- provide opportunities for traditionally underrepresented populations.

Government-funded and actual domestic FTEs, for each campus, are reported in Figure 1. In 2017/18, UBC was funded by the government for 42,424 FTEs, and 46,292 FTEs were enrolled, which results in a 9% over-enrolment.

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

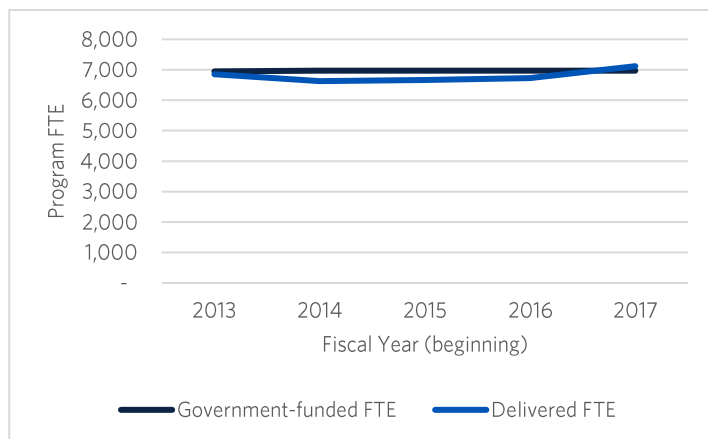
Figure 1 illustrates the historical and 2017/18 fiscal year estimated delivered (actual) FTEs for both campuses, against the respective Ministry targets.

UBC Okanagan was funded for 6,971 domestic undergraduate and graduate student FTEs for 2017/18. 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, 2017, the delivered FTE total was estimated to be 7,117, an increase of 387 FTEs over the previous year, representing a growth of 6%.

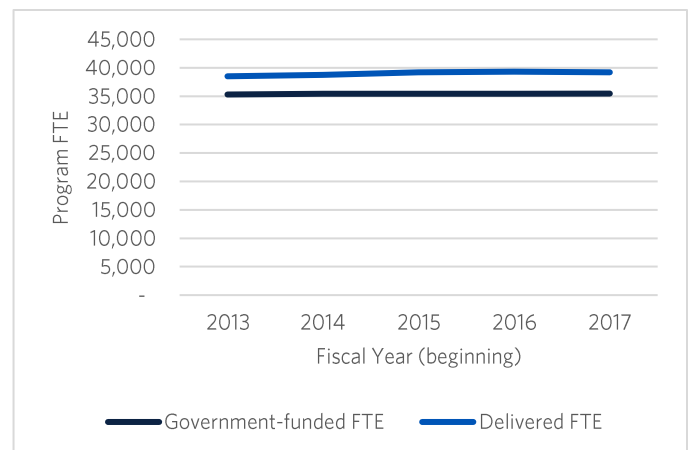
UBC Vancouver was funded for 35,453 domestic undergraduate and graduate student FTEs. The Vancouver campus has continued to surpass its government targets achieving 39,175 FTEs (110%). Enrolment is projected to remain over target for the next several years.

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

Okanagan Campus



Vancouver Campus



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.

HOW MANY STUDENTS DID UBC ENROL?

In 2017/18, 64,900 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 52,642 and graduate students was 10,797 (see Table 1). Eighty-six percent of UBC students were enrolled on the Vancouver campus in 2017/18, 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 (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students taking courses after completing a baccalaureate program. Tables 1, 2, 3, and 4 report enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 9,120 undergraduate and graduate students enrolled in 2017/18, a 5% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has increased by 160% (N = 3,511); undergraduate student enrolment increased by 5% over the previous year and graduate student enrolment increased by 9%. Further, 2017/18 was UBC Okanagan's largest graduate student enrolment, to date (N = 856). Approximately 30% of all Okanagan students enrolled in 2017/18 were new-to-UBC students (N = 2,737).³

The Vancouver campus 2017/18 enrolment grew to 55,780, an increase of 3% over the previous year. The number of graduate students increased by 2% over 2016/17.

³ New-to-UBC students are new students who have not studied previously at UBC.

TABLE 1: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS⁴

Campus	Student Level	Program Type	2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Undergraduate	Diploma & Certificate	3	42	35	24	30
		Baccalaureate Degree	7,340	7,104	7,262	7,492	7,896
		Post-Baccalaureate Degree	183	184	164	133	119
		Non-Degree	222	202	207	250	219
		Undergraduate Total	7,748	7,532	7,668	7,899	8,264
	Graduate	Master's Degree	414	430	466	523	559
		Doctoral Degree	226	252	258	265	297
		Graduate Total	640	682	724	788	856
		Okanagan Total	8,388	8,214	8,392	8,687	9,120
Vancouver	Undergraduate	Diploma & Certificate	2,122	2,202	2,263	2,359	2,460
		Baccalaureate Degree	31,602	32,524	34,075	35,507	36,670
		Post-Baccalaureate Degree	2,540	2,566	2,554	2,674	2,781
		Non-Degree	2,402	2,669	2,716	2,510	2,467
		Undergraduate Total	38,666	39,961	41,608	43,050	44,378
	Residents	Residents Total	1,269	1,326	1,378	1,437	1,461
		Graduate	Diploma & Certificate	47	61	55	75
	Master's Degree		6,222	6,351	6,142	6,162	6,395
	Doctoral Degree		3,678	3,626	3,538	3,507	3,546
	Non-Degree		2	1	-	1	-
	Graduate Total		9,949	10,039	9,735	9,745	9,941
	Vancouver Total	49,884	51,326	52,721	54,232	55,780	
	Grand Total			58,272	59,540	61,113	62,919

Note: The Residents category includes residents in the Faculties of Dentistry, Medicine, and Pharmaceutical Sciences. Not all residents have student status, but all are counted towards FTE targets.

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 increased by 2% in 2017/18 (N = 7,065), while domestic graduate student enrolment increased by 8% (N = 582). Domestic new-to-UBC undergraduate student enrolment in 2017/18 (N = 2,076) remained constant when compared with the previous year (N = 2,087 in 2016/17) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2017/18 (N = 41,095) remained constant relative to 2016/17. Domestic new-to-UBC undergraduate student enrolment decreased slightly between 2016/17 (N = 7,493) and 2017/18 (N = 7,402), or by 1% (not shown in the Table).

⁴ For the year 2017/18, "Diploma & Certificate" counts have been included in the Undergraduate category as a result of a change in classification. This change can be seen in Tables 1, 2, 3, and 4.

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

Campus	Student Level	Program Type	2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Undergraduate	Diploma & Certificate	3	42	35	24	30
		Baccalaureate Degree	6,691	6,407	6,442	6,552	6,777
		Post-Baccalaureate Degree	183	183	164	133	119
		Non-Degree	212	138	170	188	139
		Undergraduate Total	7,089	6,770	6,811	6,897	7,065
	Graduate	Master's Degree	338	338	356	381	421
		Doctoral Degree	143	148	153	158	161
		Graduate Total	481	486	509	539	582
		Okanagan Total	7,570	7,256	7,320	7,436	7,647
Vancouver	Undergraduate	Diploma & Certificate	1,993	2,055	2,109	2,203	2,290
		Baccalaureate Degree	26,467	26,323	26,659	26,944	26,909
		Post-Baccalaureate Degree	2,522	2,546	2,534	2,647	2,748
		Non-Degree	1,368	1,314	1,329	1,197	1,222
		Undergraduate Total	32,350	32,238	32,631	32,991	33,169
	Residents	Residents Total	1,262	1,319	1,371	1,429	1,452
	Graduate	Diploma & Certificate	46	58	50	70	-
		Master's Degree	4,649	4,638	4,441	4,495	4,473
		Doctoral Degree	2,206	2,170	2,111	2,064	2,001
		Non-Degree	-	-	-	1	-
		Graduate Total	6,901	6,866	6,602	6,630	6,474
		Vancouver Total	40,513	40,423	40,604	41,050	41,095
Grand Total			48,083	47,679	47,924	48,486	48,742

HOW MANY ABORIGINAL STUDENTS DID UBC ENROL?

UBC is committed to expanding educational opportunities for Aboriginal students. There is some uncertainty about the number of Aboriginal students enrolled at UBC; Aboriginal students are not required to identify as Aboriginal at any time during their studies, but can do so voluntarily. Students' Aboriginal self-identification is gleaned from several sources: students may self-identify as part of the admissions process, they may indicate their Aboriginal status at any time after initial admission, or they may indicate that they are Aboriginal when answering a UBC-administered survey. Thus, the numbers of Aboriginal students shown in Tables 3 and 11 are likely an underestimation of the actual number of students enrolled.

The following sections report the Aboriginal students of Canada as well as some from the United States who are assessed domestic tuition fees as provided for in the Jay Treaty.⁵ There are an additional 23 students (4 in the Okanagan, 19 in Vancouver) who are not included in the following sections because they are international Aboriginal students.

In 2017/18, 5.8% of students enrolled on the Okanagan campus identified as Aboriginal (N = 529), constituting 6.9% of all domestic students. In 2017/18, 159 Aboriginal students were new-to-UBC, representing 30% of the overall

⁵ The "Treaty of Amity, Commerce, and Navigation, Between His Britannic Majesty and the United States of America," which is commonly known as the Jay Treaty or Jay's Treaty, was a 1795 treaty. Since then, Aboriginal Peoples have been guaranteed the right to trade and travel between the United States and Canada.

Aboriginal student population on the Okanagan campus, and a 23% increase relative to the 2016/17 new-to-UBC Aboriginal student population (N = 129) (not shown in the Table).

About 2.1% of all students (undergraduate and graduate) on the Vancouver campus were identified as Aboriginal, constituting 2.9% of all domestic students. There has been a 20% increase in the number of domestic Aboriginal students enrolled in baccalaureate programs since 2013/14, and a 4% increase in domestic Aboriginal students enrolled in graduate programs (master's and doctoral), over the same period. In 2017/18, 274 Aboriginal students were new-to-UBC, representing a 15% increase relative to the 2016/17 new-to-UBC Aboriginal population (N = 238) (not shown in the Table).

The proportions of Aboriginal student enrolments at both campuses are consistent with the proportions observed in the populations of the respective local communities. In the 2016 Canadian Census⁶, the Okanagan area (Central Okanagan, North Okanagan, and Okanagan-Similkameen census regions) reported that 6.8% (N = 23,865) of the population identified themselves as Aboriginal. The Vancouver area (Greater Vancouver census region) had 2.5% (N = 61,455) of the population identify as Aboriginal.

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

Campus	Student Level	Program Type	2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Undergraduate	Diploma & Certificate	1	1	1	-	1
		Baccalaureate Degree	337	352	347	360	434
		Post-Baccalaureate Degree	10	10	8	8	4
		Non-Degree	57	41	36	35	54
		Undergraduate Total	405	404	392	403	493
	Graduate	Master's Degree	26	25	31	26	28
		Doctoral Degree	12	10	10	11	8
		Graduate Total	38	35	41	37	36
		Okanagan Total	443	439	433	440	529
Vancouver	Undergraduate	Diploma & Certificate	28	16	15	16	22
		Baccalaureate Degree	553	555	543	602	662
		Post-Baccalaureate Degree	153	150	162	176	197
		Non-Degree	32	24	32	34	40
		Undergraduate Total	766	745	752	828	921
	Residents	Residents Total	15	17	18	27	32
		Graduate	Diploma & Certificate	-	1	2	2
	Master's Degree		151	147	150	160	165
	Doctoral Degree		70	71	72	70	73
	Non-Degree		-	-	-	-	-
	Graduate Total	221	219	224	232	238	
	Vancouver Total	1002	981	994	1087	1191	
	Grand Total			1445	1420	1427	1527

⁶ Data are obtained from Statistics Canada Catalogue Number: 98-400-X2016156.

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit, issued by the Government of Canada, to attend UBC.⁷ Table 4 shows the number of international undergraduate and graduate students enrolled in the years 2013/14 through 2017/18, 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 2017/18, 1,473 international students were enrolled on the Okanagan campus, representing an 18% increase over the previous year (N = 1,251), which is the largest international student population to date. International students represented 16% of the total student population. The 2017/18 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 599); new-to-UBC international undergraduate enrolment increased by 8% (N = 526) over the previous year (N = 485) (not shown in the Table). International students made up 15% of all undergraduate students and 32% of all graduate students.

In 2017/18, 14,685 international students were enrolled on the Vancouver campus, which represents an 11% 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 35% of all graduate students. International students comprised 25% of all undergraduate students.

TABLE 4: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	649	697	820	940	1,119
		Post-Baccalaureate Degree	-	1	-	-	-
		Non-Degree	10	64	37	62	80
		Undergraduate Total	659	762	857	1,002	1,199
	Graduate	Master's Degree	76	92	110	142	138
		Doctoral Degree	83	104	105	107	136
		Graduate Total	159	196	215	249	274
		Okanagan Total	818	958	1,072	1,251	1,473
Vancouver	Undergraduate	Diploma & Certificate	129	147	154	156	170
		Baccalaureate Degree	5,135	6,201	7,416	8,563	9,761
		Post-Baccalaureate Degree	18	20	20	27	33
		Non-Degree	1,034	1,355	1,387	1,313	1,245
		Undergraduate Total	6,316	7,723	8,977	10,059	11,209
	Residents	Residents Total	7	7	7	8	9
		Graduate	Diploma & Certificate	1	3	5	5
	Master's Degree		1,573	1,713	1,701	1,667	1,922
	Doctoral Degree		1,472	1,456	1,427	1,443	1,545
	Non-Degree		2	1	-	-	-
	Graduate Total	3,048	3,173	3,133	3,115	3,467	
	Vancouver Total	9,371	10,903	12,117	13,182	14,685	
	Grand Total			10,189	11,861	13,189	14,433

⁷ Permits are issued by Immigration, Refugees and Citizenship Canada.

WHERE DID UBC'S INTERNATIONAL STUDENTS COME FROM?

In 2017/18, UBC's international students, at both campuses combined, were citizens of over 160 countries. Tables 5 and 6 show the top ten countries of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 2 and 3 provide maps of the countries of citizenship for each campus. 38% of UBC's international students held Chinese citizenship in 2017/18 (N = 5,637). 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's first year of operation), when 20 countries were represented by 86 students. In 2017/18, 99 countries were represented by 1,473 students. The number of countries represented by international students enrolled in all research post-secondary institutions in BC is, on average, 97 (source: [BC HEADset data](#), 2016/17).

A total of 162 countries were represented by 14,685 international students on the Vancouver campus in 2017/18. Thirty-six percent of these international students held Chinese citizenship (N = 5,222). Since 2011/12, the number of international students with Indian citizenship has increased by 270%. There was significant diversity on the Vancouver campus with the largest number of countries represented relative to other research post-secondary institutions in BC.

TABLE 5: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

Student Level	Country	2013/14	2014/15	2015/16	2016/17	2017/18	Change from 2013/14
Undergraduate	China	247	271	257	313	368	49%
	United States	23	24	42	57	90	291%
	India	40	41	59	68	76	90%
	South Korea	43	30	37	40	42	-2%
	Japan	33	29	32	27	33	0%
	Hong Kong	26	28	27	35	32	23%
	United Kingdom	10	17	22	32	32	220%
	Indonesia	*	*	14	22	31	933%
	Singapore	5	13	16	18	28	460%
	Malaysia	12	14	24	26	28	133%
	Other	209 (68)	289 (68)	325 (73)	360 (79)	439 (83)	110%
Graduate	China	45	43	45	50	50	11%
	United States	20	31	36	39	47	135%
	India	14	25	28	34	44	214%
	Iran	21	19	17	25	19	-10%
	United Kingdom	9	12	18	16	18	100%
	Mexico	5	9	7	10	11	120%
	Saudi Arabia	*	*	*	5	6	200%
	Brazil	*	7	7	7	6	50%
	Germany	-	*	*	*	5	
	South Korea	*	*	*	5	5	25%
	Other	35 (26)	43 (27)	47 (31)	56 (31)	63 (33)	80%
Grand Total		818	958	1072	1251	1473	80%

Note: The number of countries represented in the Other category is listed after the headcount in brackets. Countries with less than 5 are denoted with a * to protect individual identities.

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

Student Level	Country	2013/14	2014/15	2015/16	2016/17	2017/18	Change from 2013/14
Undergraduate	China	1784	2513	3195	3823	4406	147%
	United States	750	826	883	972	1083	44%
	India	200	242	383	513	726	263%
	South Korea	429	426	430	413	436	2%
	Japan	280	296	310	310	326	16%
	Hong Kong	187	229	245	269	290	55%
	United Kingdom	185	226	243	225	228	23%
	Indonesia	158	183	199	209	216	37%
	Singapore	132	152	162	186	189	43%
	Malaysia	178	188	170	177	188	6%
	Other	2036 (126)	2446 (126)	2762 (134)	2967 (136)	3121 (139)	53%
Graduate	China	738	793	791	753	817	11%
	United States	600	585	552	538	565	-6%
	India	216	256	257	272	344	59%
	Iran	276	234	211	186	207	-25%
	Mexico	86	82	81	82	105	22%
	United Kingdom	77	81	78	82	101	31%
	Germany	86	90	88	79	84	-2%
	Saudi Arabia	61	70	79	78	83	36%
	Brazil	40	45	52	67	82	105%
	South Korea	52	50	48	51	62	19%
	Other	815 (101)	889 (103)	892 (105)	923 (101)	1001 (105)	23%
Grand Total		9366	10902	12111	13175	14660	57%

Note: The number of countries represented in the Other category is listed after the headcount in brackets.

FIGURE 2: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2017/18, OKANAGAN CAMPUS, N = 1,473

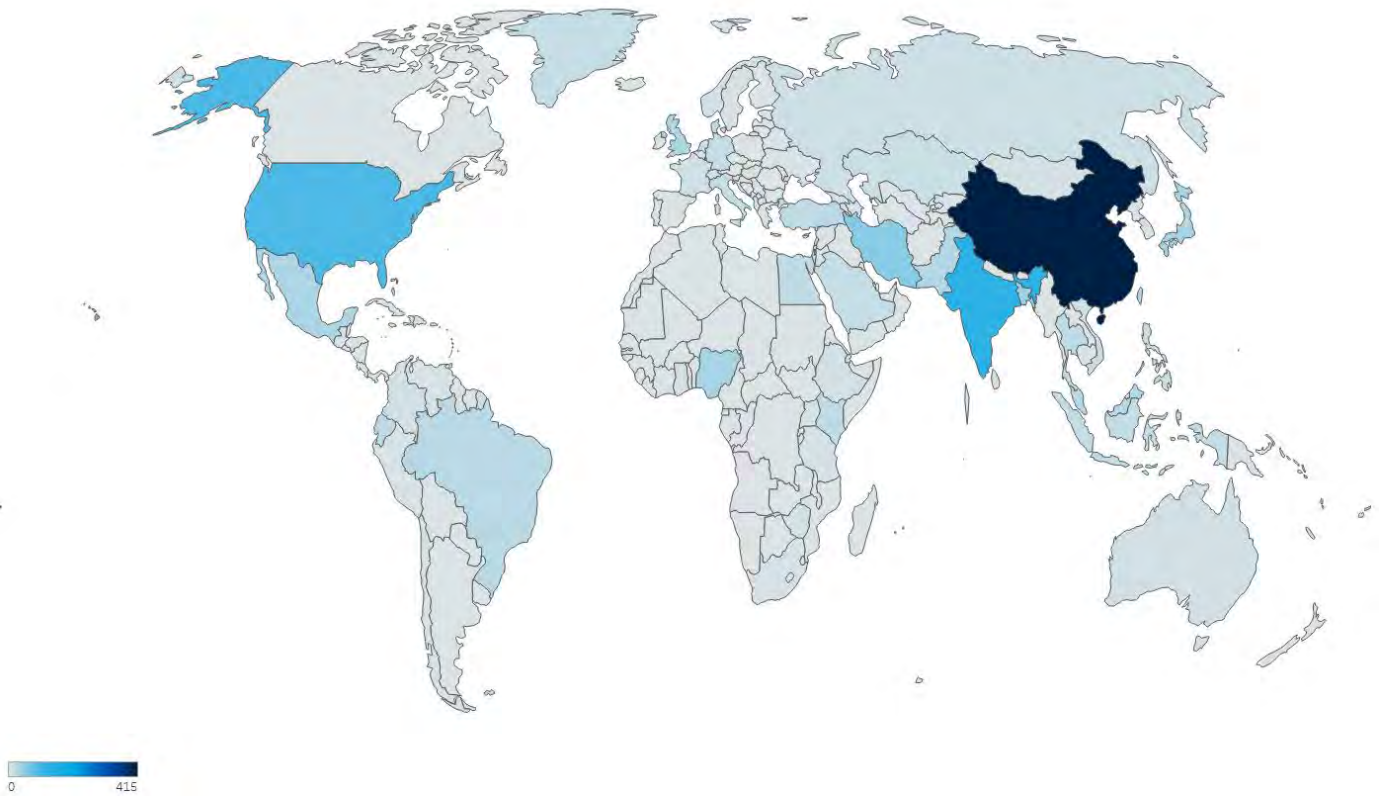
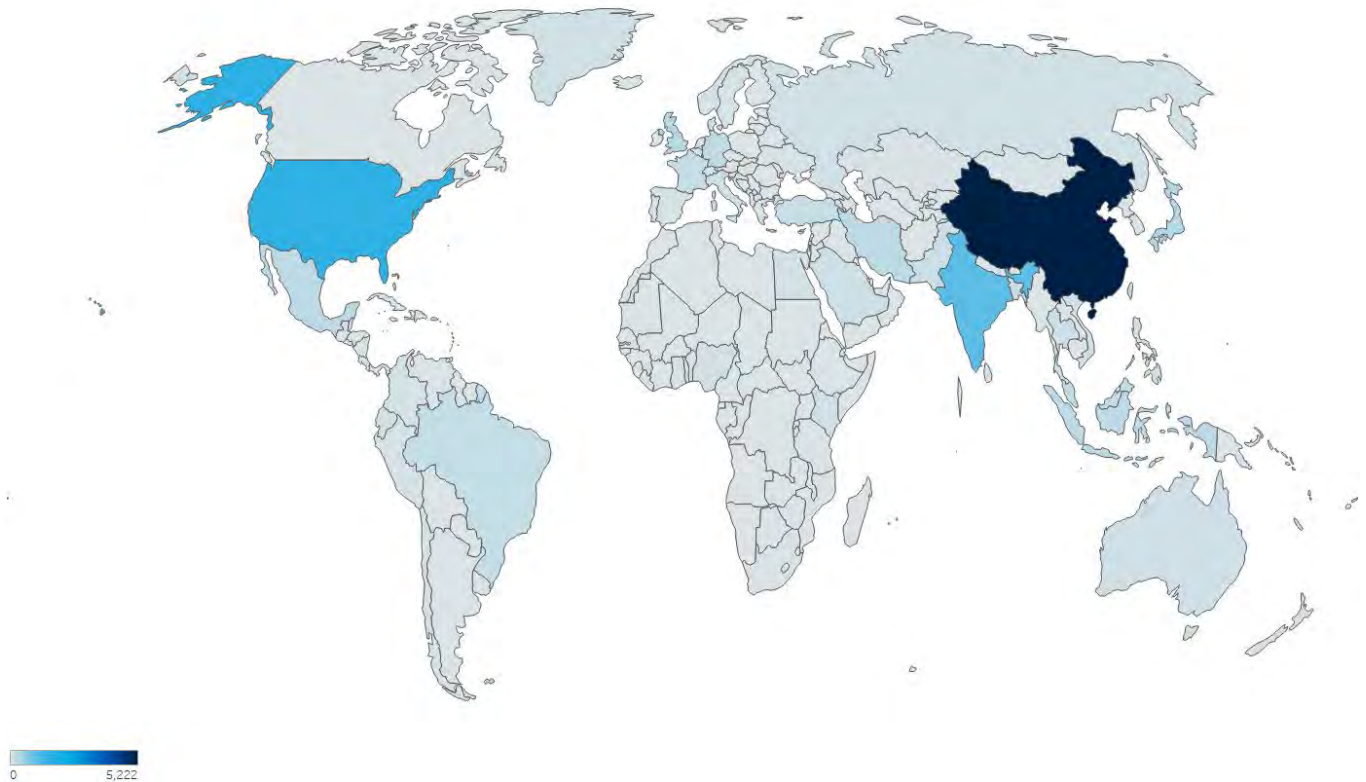


FIGURE 3: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2017/18, VANCOUVER CAMPUS, N = 14,685

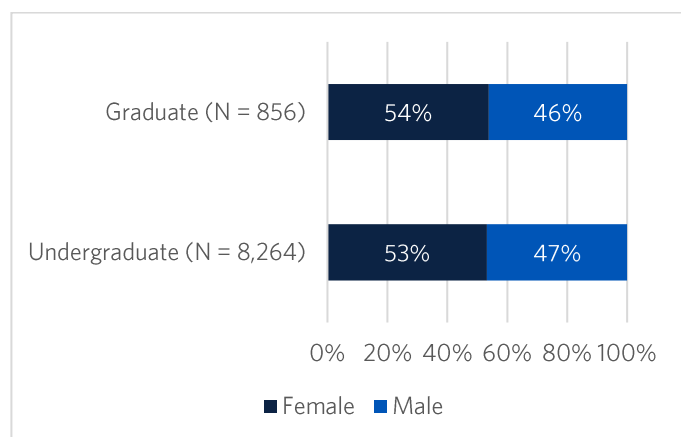


WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

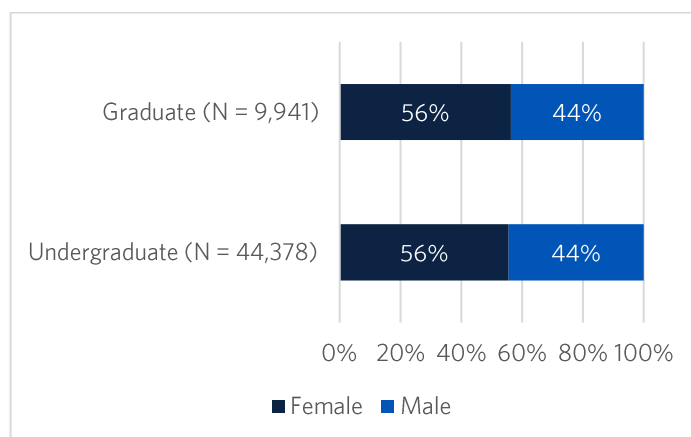
The gender distribution of students enrolled at UBC in 2017/18 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 4).⁸

FIGURE 4: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2017/18

Okanagan Campus



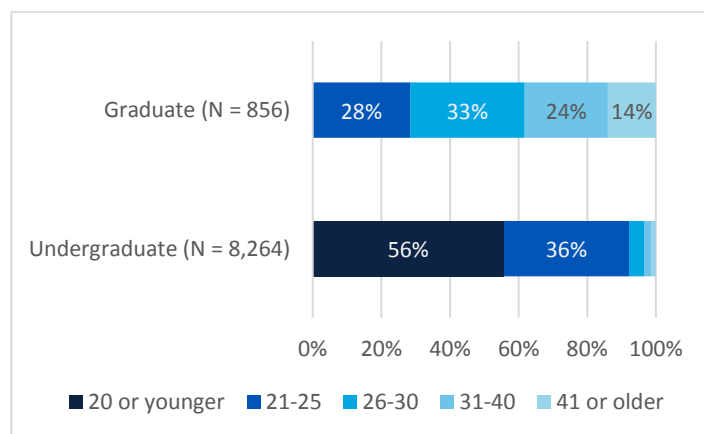
Vancouver Campus



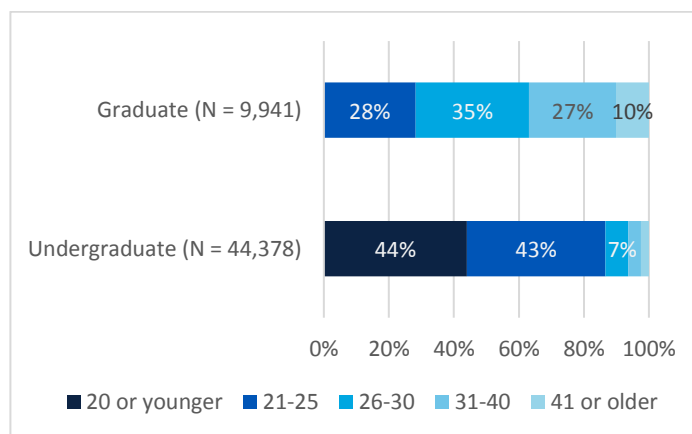
The majority of undergraduate students, in 2017/18, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 5). On the Okanagan campus, the undergraduate students' average age, in 2017/18, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30 year age group (33%), followed by the 21-25 year age group (28%); the average age was 31 years. On the Vancouver campus, the undergraduate students' average age was 22 years. The largest proportion of graduate students (35%) was in the 26-30 year age group followed by the 21-25 year age group (28%); the graduate students' average age was 30 years.

FIGURE 5: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS. 2017/18

Okanagan Campus



Vancouver Campus



⁸ The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

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 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 began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures 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. If 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). For undergraduate students, it is typical to report completion rates within six years of the students' program start dates.

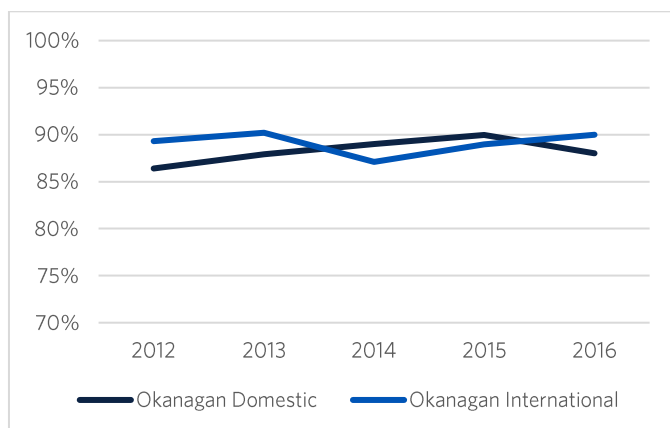
WHAT WERE UBC'S UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

Overall, 88% of the 2016/17 cohort of UBC Okanagan undergraduate students were retained into 2017/18; 88% of the domestic cohort and 90% of the international cohort were retained.

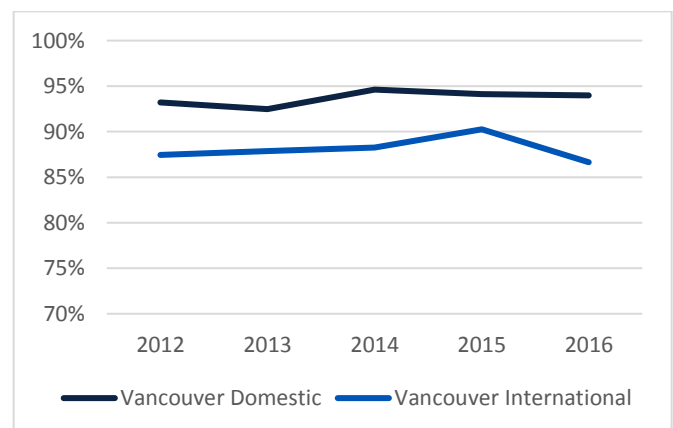
For UBC Vancouver, 90% of the 2016/17 cohort of undergraduate students were retained into 2017/18. Overall, international students had somewhat lower rates of retention than those of domestic students (see Figure 6). With the most recent cohort, 94% of domestic students and 87% of international students were retained from 2016/17 into 2017/18.

FIGURE 6: RETENTION RATES OF DOMESTIC AND INTERNATIONAL STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

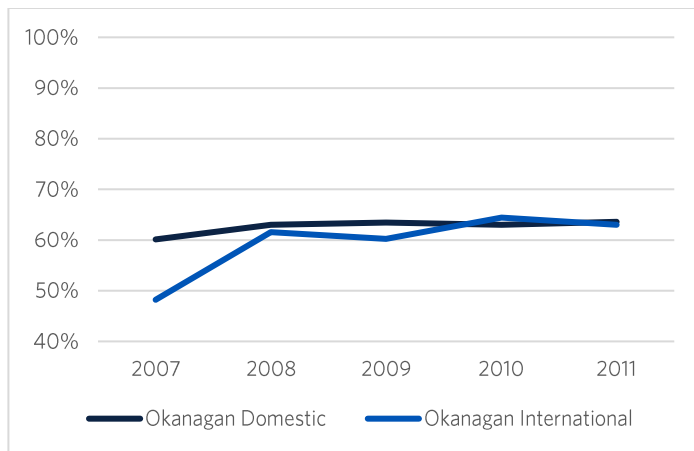


With respect to the cohort of undergraduate students who began their degree programs in 2011/12, 64% of UBC Okanagan students and 75% of UBC Vancouver students completed their degree programs within six years. Okanagan students are more likely than Vancouver students to leave their campus to complete their degree.

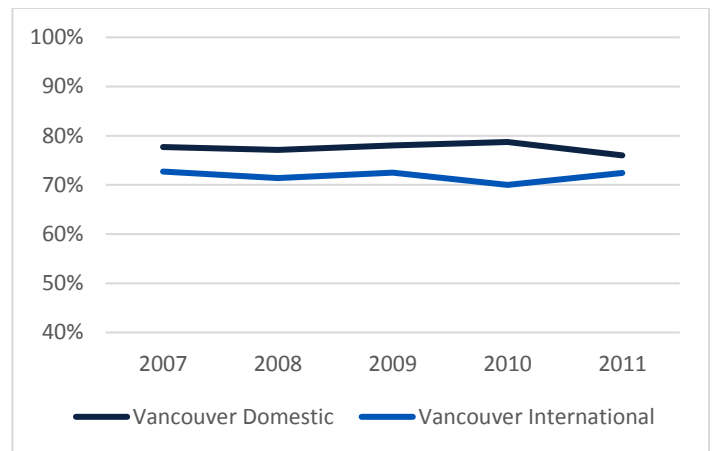
Overall, despite some fluctuation between domestic and international students, six-year completion rates have remained consistent over time. Figure 7 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 7: SIX-YEAR COMPLETION RATES FOR DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHAT WAS THE TIME TAKEN BY UBC GRADUATE STUDENTS 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 8 and 9 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 392; Vancouver, N = 7,633) who began their programs between 2007 and 2010, and the number of years between the start of their programs and degree completion.

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

FIGURE 8: MASTER'S STUDENTS' YEARS TO COMPLETION, 2007-2010 COHORTS, OKANAGAN CAMPUS

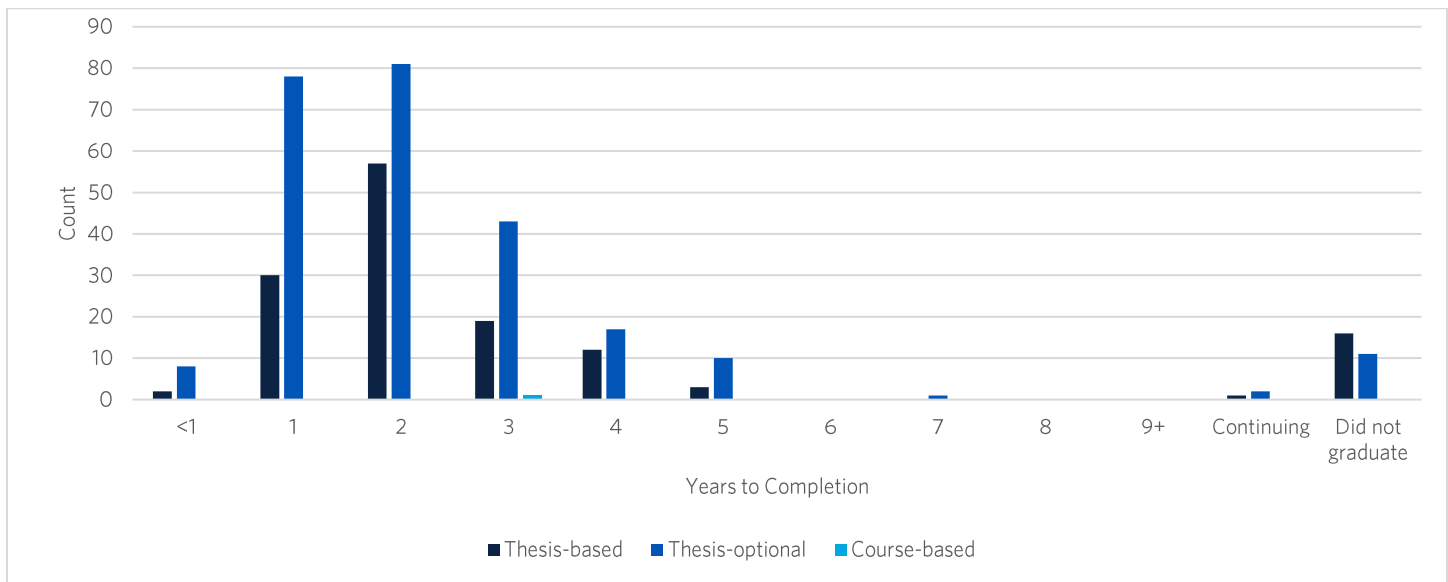
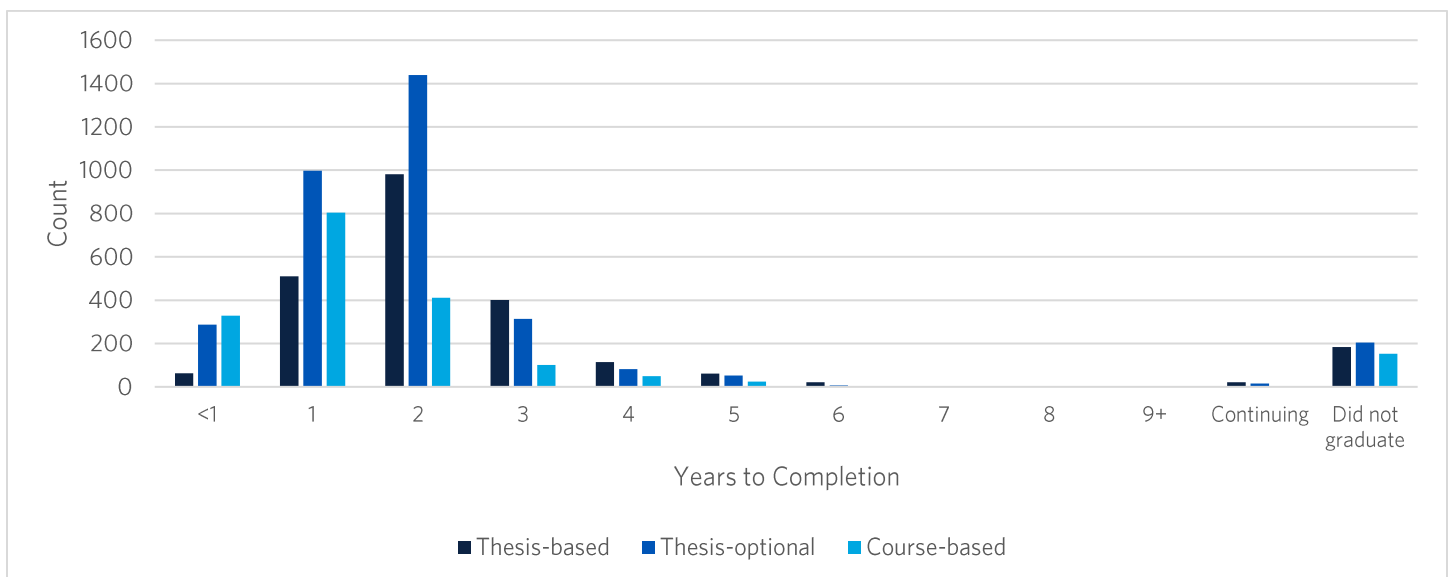


FIGURE 9: MASTER'S STUDENTS' YEARS TO COMPLETION, 2007-2010 COHORTS, VANCOUVER CAMPUS

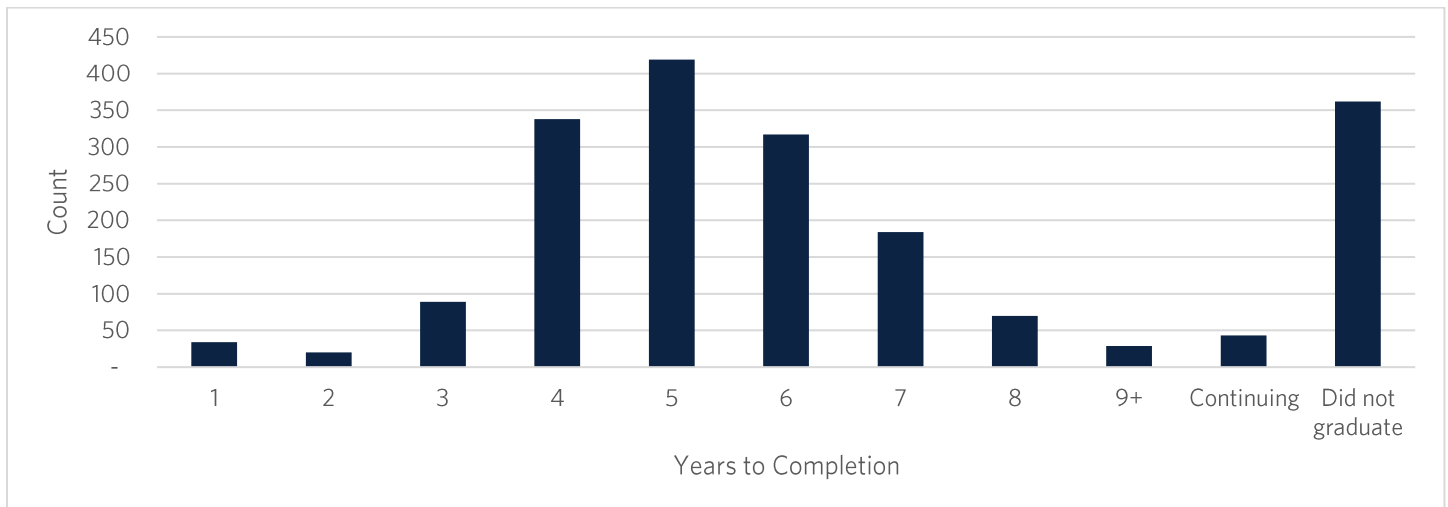


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, we report how many students graduated within nine years of program enrolment.

On the Okanagan campus, only ten doctoral students have had at least nine years to complete their degree (starting between 2004 and 2007).

For the Vancouver campus, 1,907 students began their studies between 2004 and 2007 (see Figure 10).

FIGURE 10: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2004-2007 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 (February, May, September, or November). Credentials are reported by calendar year. Once a degree has been granted by the appropriate 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 1,772 credentials were awarded to Okanagan campus graduates in 2016; since 2005, over 14,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 5% growth in the number of credentials awarded between 2012 and 2016. A total of 10,986 credentials were awarded to students on the Vancouver campus in 2016.

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

Campus	Program Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,000	1,099	1,227	1,285	1,328
		Post-Baccalaureate Degree	113	70	143	119	117
		<i>International</i>					
		Baccalaureate Degree	34	76	70	93	116
		Undergraduate Total	1,147	1,245	1,440	1,497	1,561
	Graduate	<i>Domestic</i>					
		Doctoral Degree	6	21	16	27	17
		Master's Degree	163	141	130	113	143
		<i>International</i>					
		Doctoral Degree	4	10	9	12	14
		Master's Degree	15	29	20	32	37
		Graduate Total	188	201	175	184	211
		Okanagan Total	1,335	1,446	1,615	1,681	1,772
Vancouver	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	5,218	5,300	5,502	5,494	5,413
		Diploma & Certificate	539	562	526	516	513
		Post-Baccalaureate Degree	1,086	1,019	1,030	1,067	1,038
		<i>International</i>					
		Baccalaureate Degree	640	785	866	960	1,098
		Diploma & Certificate	53	39	47	73	56
		Post-Baccalaureate Degree	6	2	6	12	7
		Undergraduate Total	7,542	7,707	7,977	8,122	8,125
	Graduate	<i>Domestic</i>					
		Doctoral Degree	433	410	391	402	376
		Master's Degree	1,845	1,795	1,701	1,779	1,590
		<i>International</i>					
		Doctoral Degree	100	102	143	170	181
		Master's Degree	549	573	618	683	714
		Graduate Total	2,927	2,880	2,853	3,034	2,861
		Vancouver Total	10,469	10,587	10,830	11,156	10,986
Grand Total			11,804	12,033	12,445	12,837	12,758

Note: In the Vancouver campus count of credentials awarded, the Master's Degree includes graduate students receiving a parchment for the Master of Digital Media program, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology and Emily Carr University of Art + Design.

The proportion of Aboriginal students conferred a UBC degree has increased over time (by 29% between 2012 and 2016; see Table 8). Aboriginal students at the Okanagan campus received about 5% of all the undergraduate and graduate credentials awarded in 2016, 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 2016, and the overall number increased by 26% between 2012 and 2016.

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

Campus	Program Level	2012		2013		2014		2015		2016	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	48	4%	48	4%	62	4%	67	4%	70	4%
	Graduate	10	5%	4	2%	10	6%	7	4%	13	6%
	Okanagan Total	58	4%	52	4%	72	4%	74	4%	83	5%
Vancouver	Undergraduate	146	2%	166	2%	146	2%	171	2%	179	2%
	Graduate	61	2%	40	1%	68	2%	61	2%	81	3%
	Vancouver Total	207	2%	206	2%	214	2%	232	2%	260	2%
Grand Total		265	2%	258	2%	286	2%	306	2%	343	3%

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

A university, such as UBC, that uses a competitive admission process 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 decisions are made in a manner that is both fair and strategic. 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. It is important to note that international students do not displace domestic students; they do not compete with domestic students for government-funded seats.

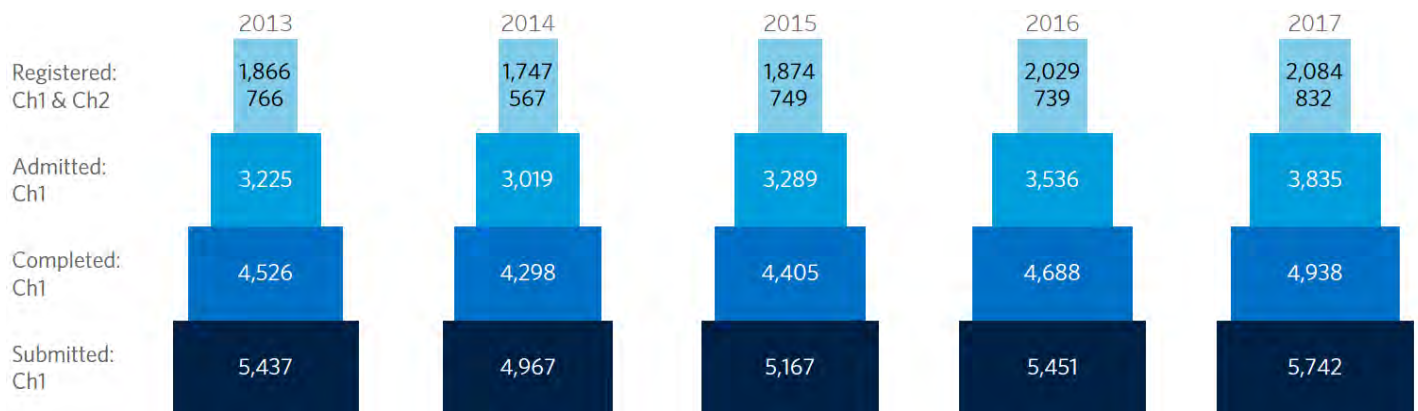
Figures 11 through 16 illustrate the campus-specific undergraduate applicant pools as a total, and then by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2013/14 through 2017/18. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs (Ch1) for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the top number represents the number of students registered in their first choice program and the bottom number represents the number of students registered in their second choice or an alternative program (Ch2). The two counts combined provide the total number of new students registered. This reflects the preferred program (and corresponding campus) a student ultimately registered in. Application pyramids reflecting the students' "top choice" (i.e., first or second choice depending on the offer of admission) are provided in [Appendix C](#).

In 2017/18, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 5% over 2016/17 (see Figure 11). The domestic applicant pool grew by 4%, over 2016/17 (see Figure 12), and the international applicant pool grew by 13% (see Figure 13).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) increased by 4% over 2016/17 (see Figure 14). The domestic applicant pool decreased by 3%, over 2016/17 (see Figure 15), and the international applicant pool grew by 13% (see Figure 16).

UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission, from universities across Canada and around the world; consequently, they do not always accept UBC's offer of admission. Hence, based on past experience of the number that accepted an offer of admission and registered, a specified number of offers of admission are made to ensure that the targeted number of students actually register. The admit and yield rates are shown in Table 9. The admit rate is the ratio of students offered admission to the number of completed applications received. The yield rate is the ratio of registered students to the number offered admission.

FIGURE 11: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMIDS (DOMESTIC AND INTERNATIONAL COMBINED), OKANAGAN CAMPUS, BY YEAR



Note: "Ch1" denotes first choice program, and "Ch2" second choice or alternative program.

FIGURE 12: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

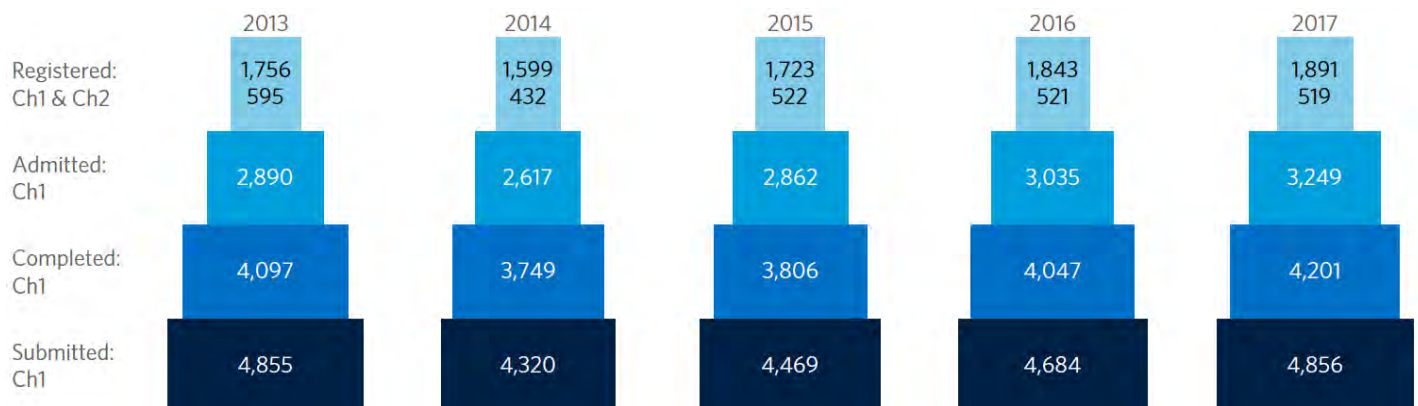


FIGURE 13: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

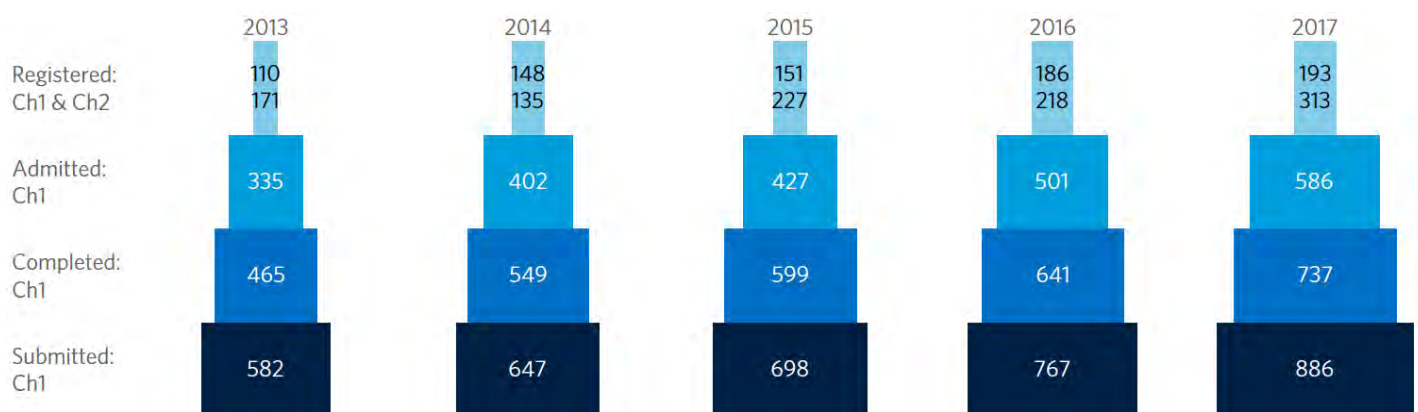


FIGURE 14: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), VANCOUVER CAMPUS, BY YEAR

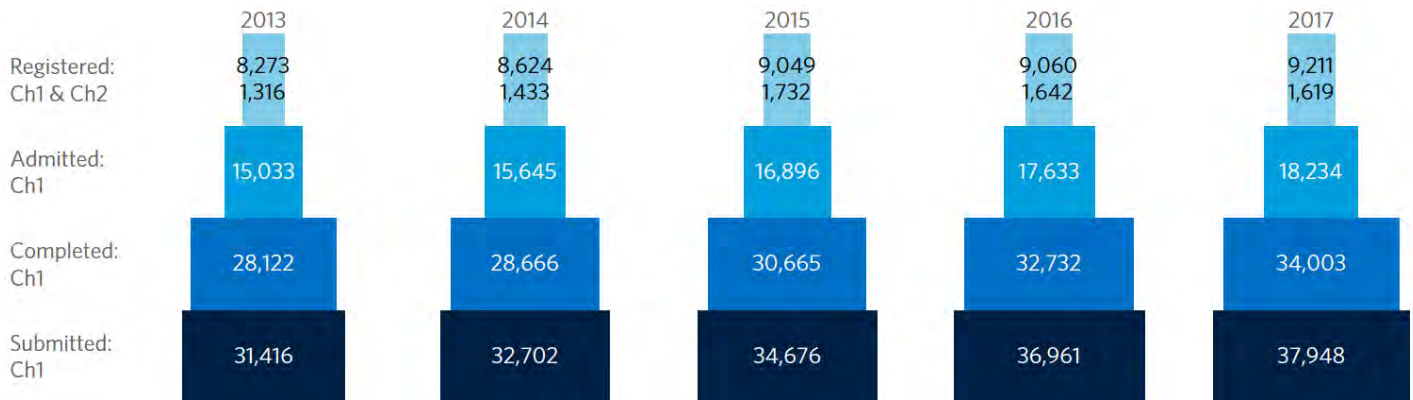


FIGURE 15: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

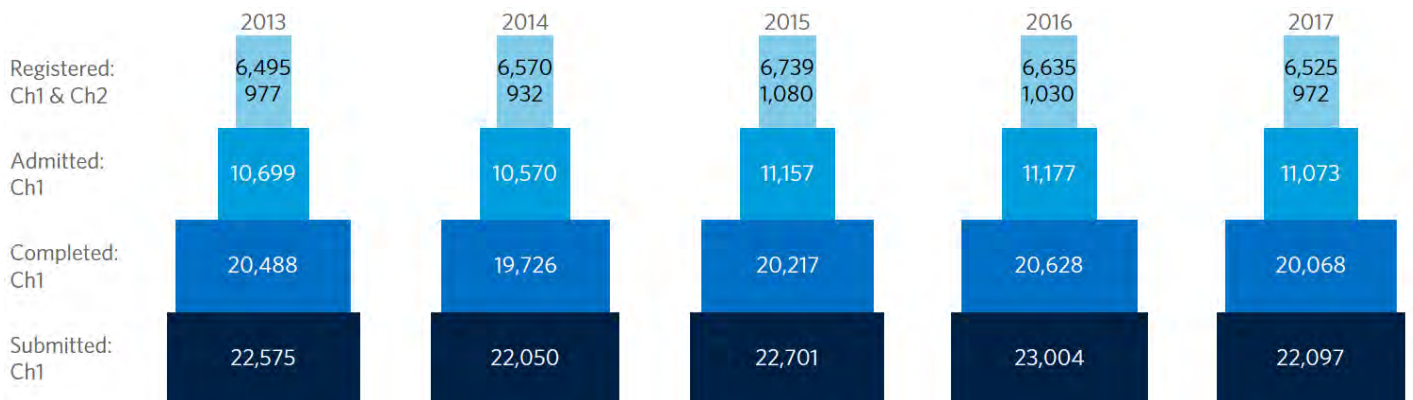


FIGURE 16: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

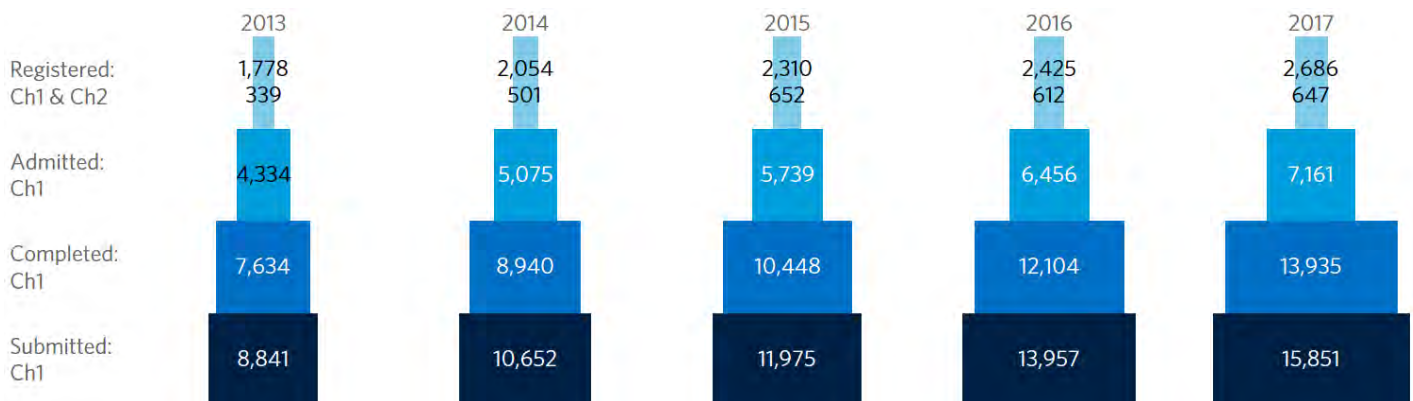


TABLE 9: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Domestic	Yield Rate	61%	61%	60%	61%	58%
		Admit Rate	71%	70%	75%	75%	77%
	International	Yield Rate	33%	37%	35%	37%	33%
		Admit Rate	72%	73%	71%	78%	79%
	Okanagan Total	Yield Rate	58%	58%	57%	57%	54%
		Admit Rate	71%	70%	75%	75%	78%
Vancouver	Domestic	Yield Rate	61%	62%	60%	59%	59%
		Admit Rate	52%	54%	55%	54%	55%
	International	Yield Rate	41%	40%	40%	38%	38%
		Admit Rate	57%	57%	55%	53%	51%
	Vancouver Total	Yield Rate	55%	55%	54%	51%	51%
		Admit Rate	53%	55%	55%	54%	54%

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

Figures 17 through 22 illustrate the campus-specific graduate student applicant pools as a total, and then by domestic and international status. Each pyramid shows the numbers of submitted applications, and the numbers of admitted students and subsequent registrations for 2013/14 through 2017/18. The years 2013/14 through 2016/17 contain intake data as of March 1st, whereas the 2017/18 contains preliminary data as of November 1, 2017. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the number of applications shown here are an underestimation of the number of students interested in graduate studies at UBC.

In 2017/18, graduate student applications for the Okanagan campus increased by 23% over 2016/17 (see Figure 17). The domestic applicant pool decreased by 3% over 2016/17 (see Figure 18), and the international applicant pool grew by 46% (see Figure 19).

For the Vancouver campus, graduate student applications increased by 22% over 2016/17 (see Figure 20). The domestic applicant pool decreased by 2%, over 2016/17 (see Figure 21), and the international applicant pool grew by 39% (see Figure 22).

The admit and yield rates, for both campuses, are shown in Table 10.

FIGURE 17: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), OKANAGAN CAMPUS, BY YEAR

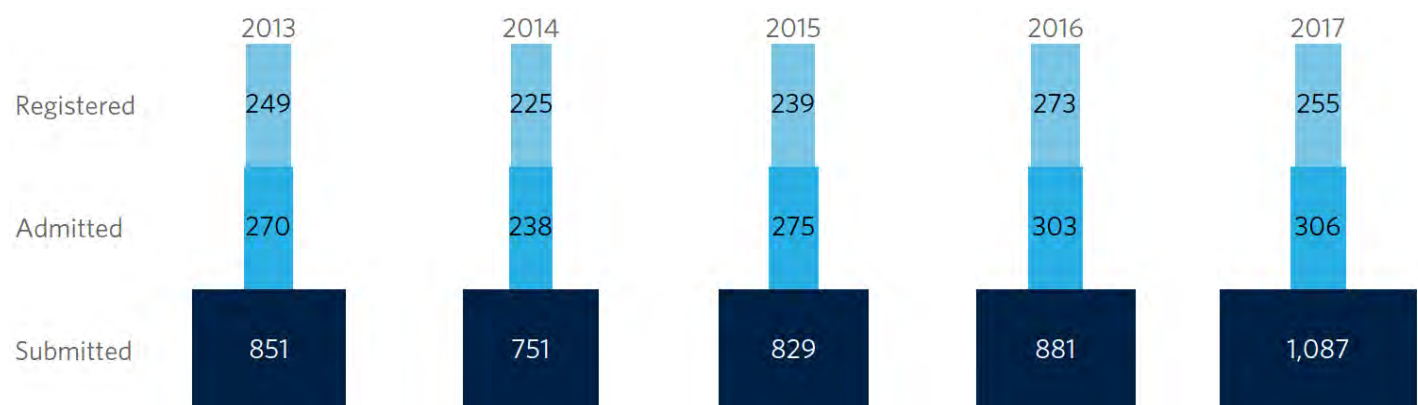


FIGURE 18: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

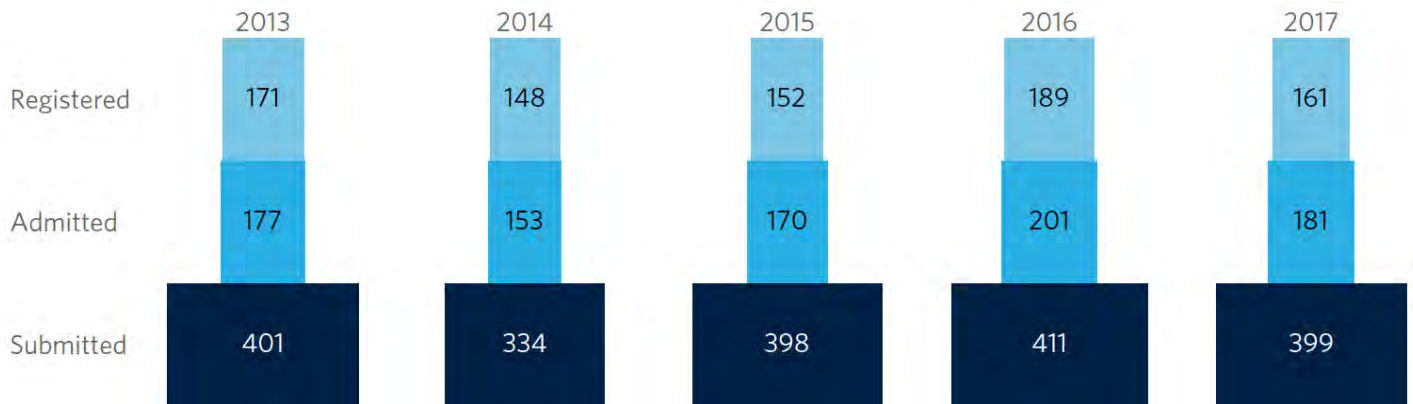


FIGURE 19: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

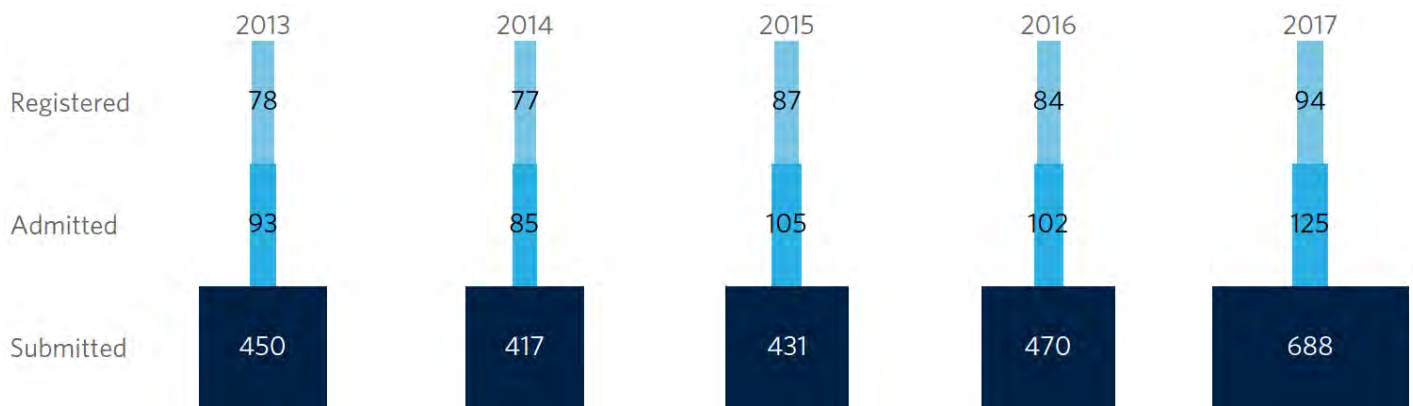


FIGURE 20: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), VANCOUVER CAMPUS, BY YEAR

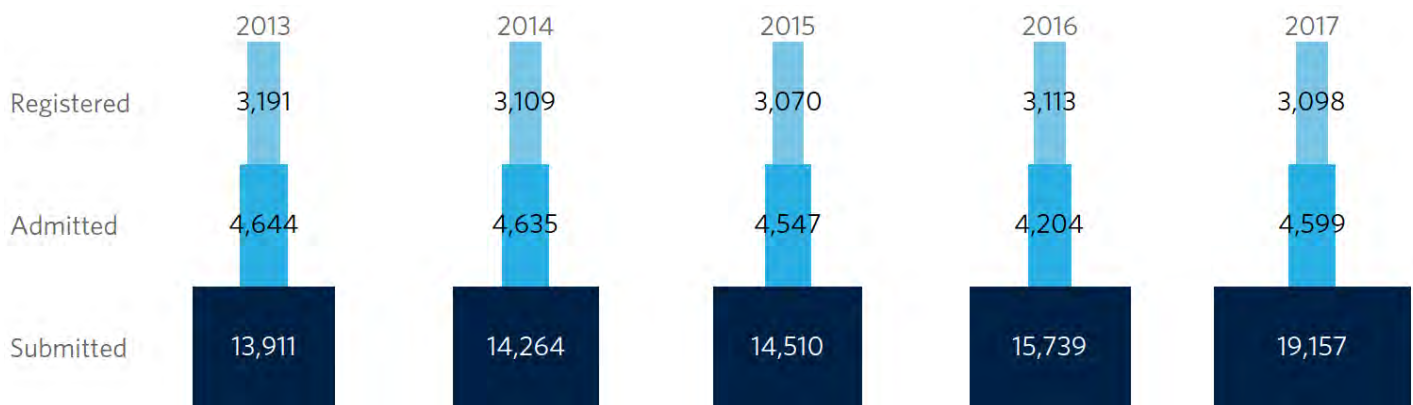


FIGURE 21: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

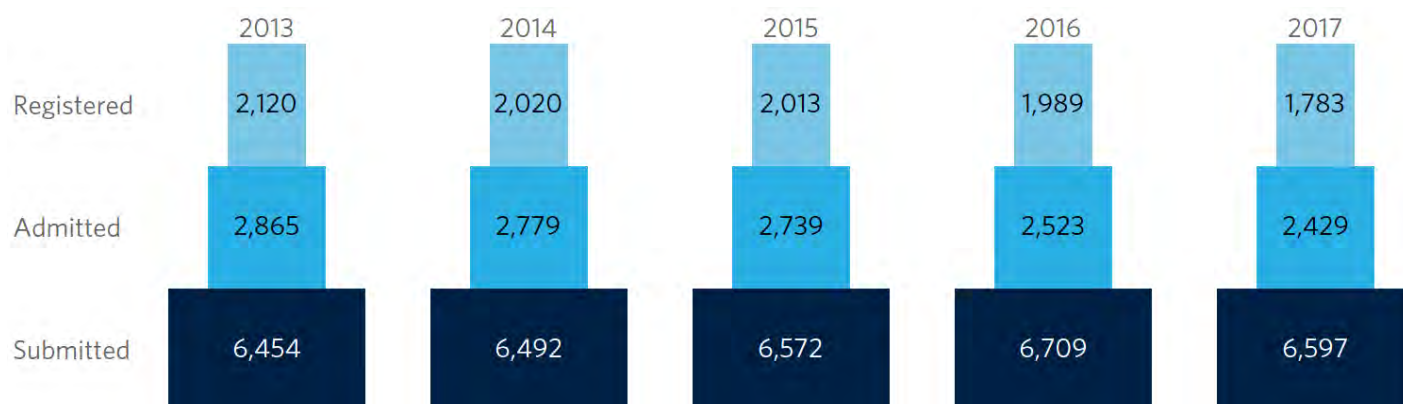


FIGURE 22: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

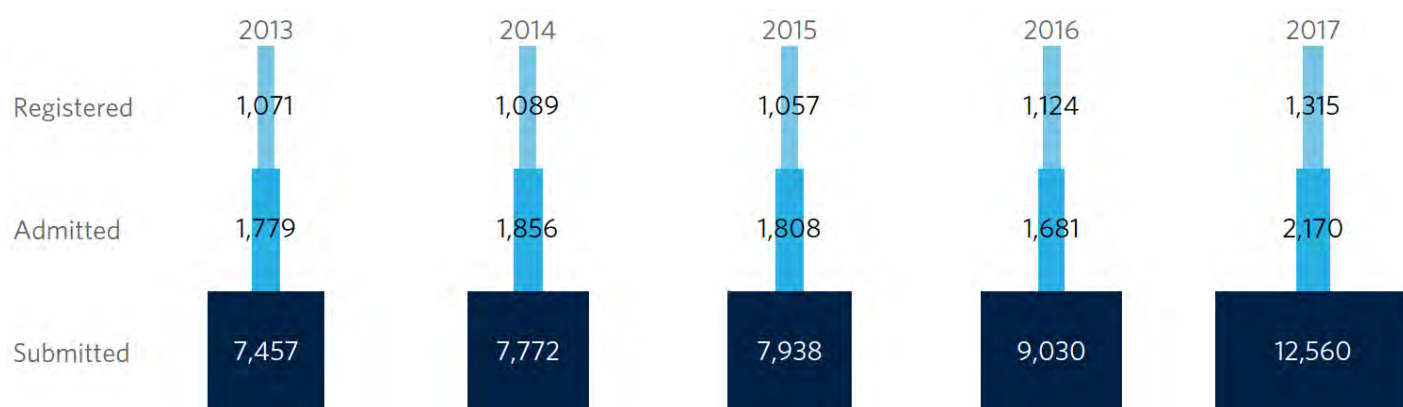


TABLE 10: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Domestic	Yield Rate	97%	97%	89%	94%	89%
		Admit Rate	44%	46%	43%	49%	45%
	International	Yield Rate	84%	91%	83%	82%	75%
		Admit Rate	21%	20%	24%	22%	18%
	Okanagan Total						
	Yield Rate		92%	95%	87%	90%	83%
Vancouver	Admit Rate		32%	32%	33%	34%	28%
	Domestic	Yield Rate	74%	73%	73%	79%	73%
		Admit Rate	44%	43%	42%	38%	37%
	International	Yield Rate	60%	59%	58%	67%	61%
		Admit Rate	24%	24%	23%	19%	17%
	Vancouver Total						
	Yield Rate		69%	67%	68%	74%	67%
	Admit Rate		33%	32%	31%	27%	24%

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

UBC students are academically successful and 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.

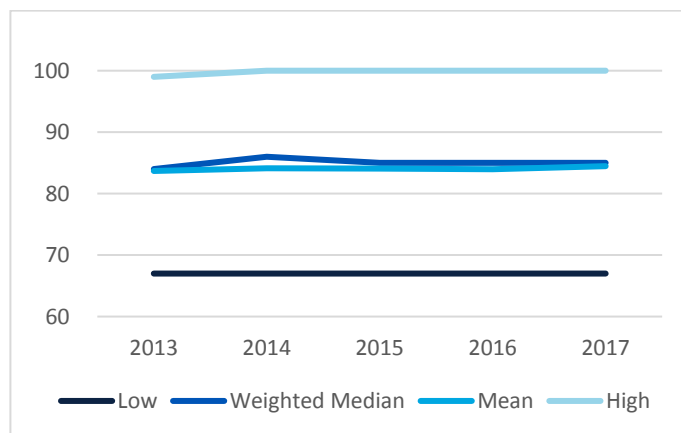
Direct-entry undergraduate applicants⁹ are evaluated not solely on their grades, but also on their accomplishments (both academic and non-academic) as well as their personal experiences and ambitions. This process involves assessing applicants' academic and personal profiles. The personal profile provides applicants with the opportunity to describe the things that are important to them, their significant achievements, what they've learned from those experiences, and the challenges that they'd overcome. UBC looks at each prospective student as a whole person: a combination of talents, interests, and passions. Personal profiles are read and scored by trained readers consisting of over 400 UBC staff members, faculty members, and alumni.

In 2017/18 over 77,000 personal profiles were read and scored for applicants to UBC. All in all, 12% of admitted applicants (12% of Vancouver students, and 3% of Okanagan students) would not have been admitted with a grades-only admission model.

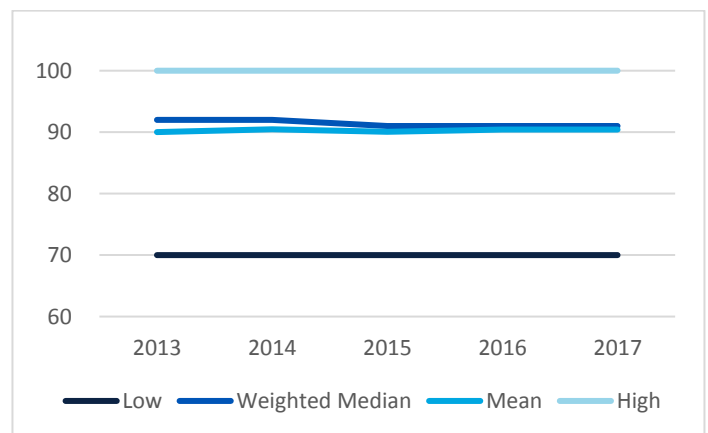
UBC's mean entering GPA has remained relatively stable over the past five years (see Figure 23), which suggests that enrolling a well-rounded class has not come at the expense of academic ability.

FIGURE 23: ENTERING GPAS OF DIRECT-ENTRY UNDERGRADUATE STUDENTS (MAXIMUM, MEAN, MEDIAN, AND MINIMUM GPA), BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



⁹ Direct-entry students are those who come directly, following completion of secondary school, to UBC. Programs that students 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 the completion of a previous degree.

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

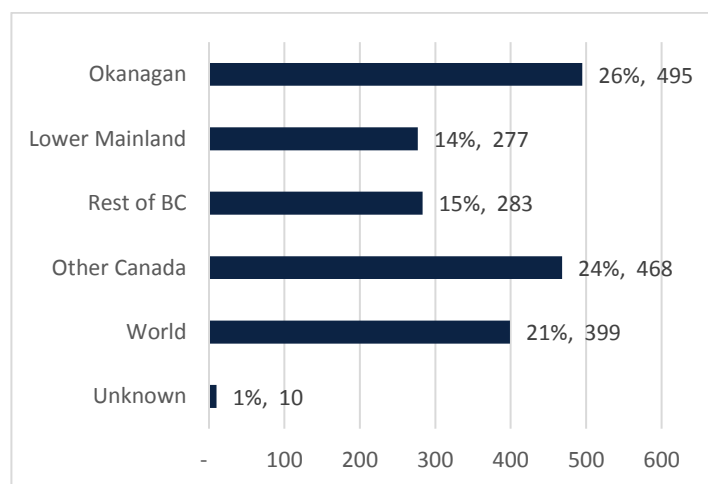
Figure 24 displays, for each campus, where 2017/18's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2017/18, 74% of new-to-UBC undergraduate students (N = 1,932) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Vernon and Okanagan Skaha school districts.

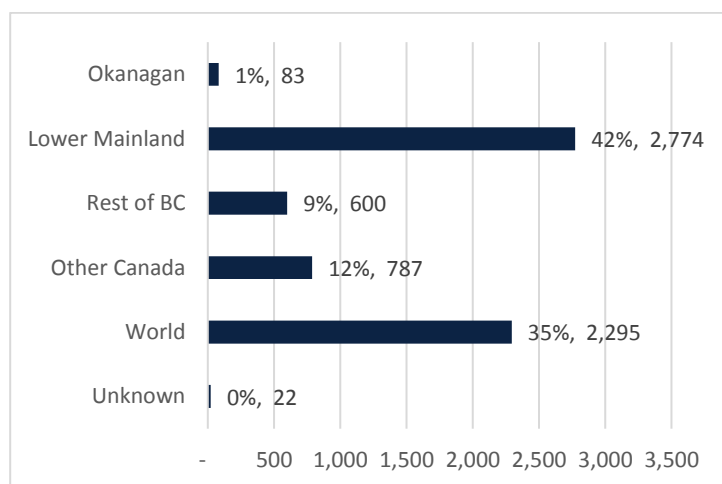
In 2017/18, 6,561 new direct-entry students, who comprised 89% of all the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 42% (N = 2,774) had previously studied at an institution in the Lower Mainland, 51% had studied elsewhere in BC (N = 3,374), and 35% had studied outside of Canada (N = 2,295).

FIGURE 24: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2017/18, BY CAMPUS

Okanagan Campus



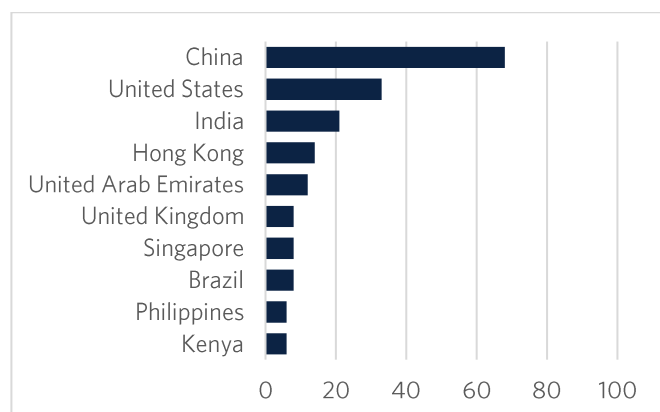
Vancouver Campus



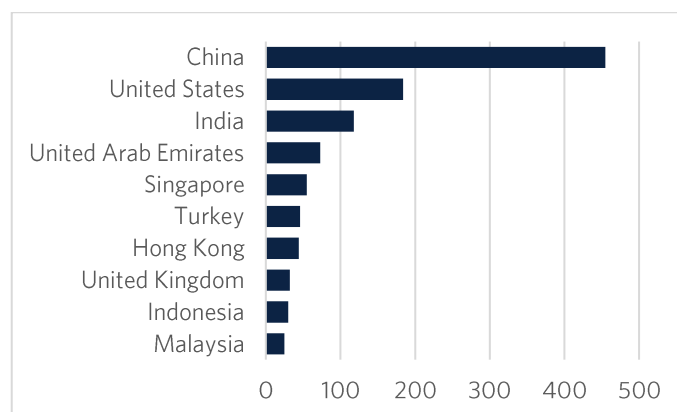
UBC actively recruits students in approximately 80 different countries and 20+ states with the USA, and has relationships with many schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from 98 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 25.

FIGURE 25: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2017/18, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

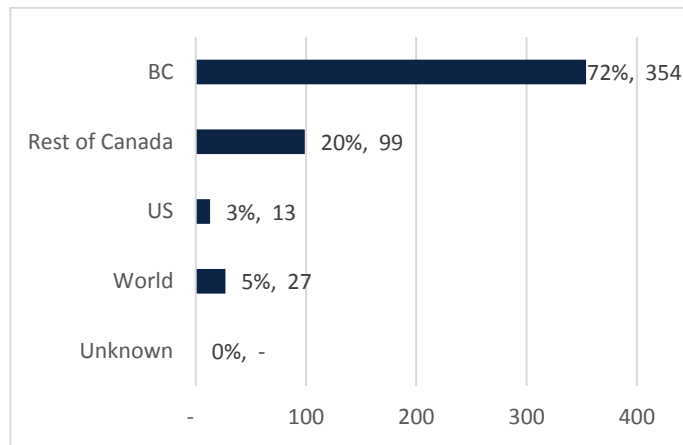
The students with previous experience at another post-secondary institution arrived at UBC via many pathways. Some had graduated from high school, studied one year at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree, and returned to post-secondary education for further education at UBC. Figure 26 illustrates the location of the previous institution of new transfer students to each of UBC's campuses in 2017/18.

In 2017/18, in total, 493 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 26 shows that 354 students (or 72% of all the post-secondary transfer students in 2017/18) previously attended a post-secondary institution in BC.

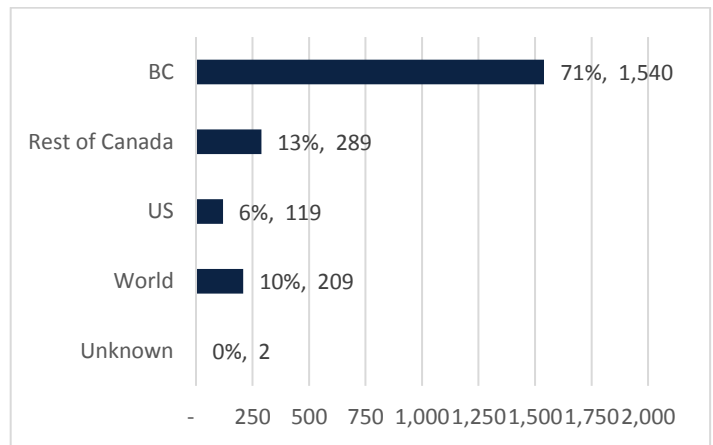
In 2017/18, UBC Vancouver registered 2,159 post-secondary transfer students, who comprised 29% of all the new-to-UBC students. The majority of these students (71%) transferred from a post-secondary institution in BC.

FIGURE 26: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2017/18, BY CAMPUS

Okanagan Campus



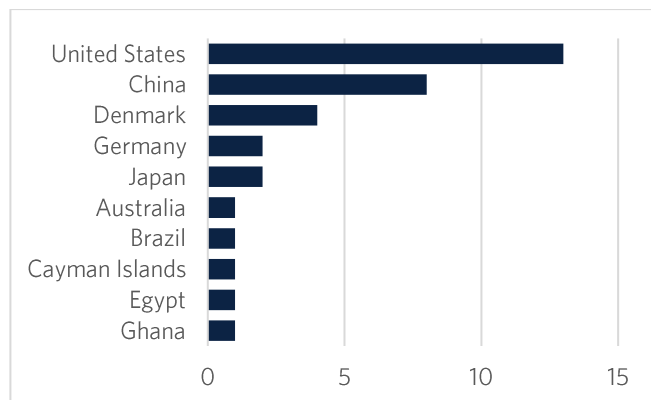
Vancouver Campus



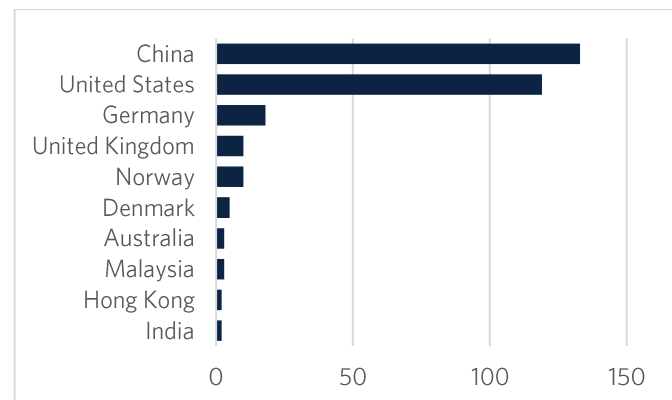
The 2017/18 transfer students attended post-secondary institutions in 32 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 27.

FIGURE 27: TOP 10 COUNTRIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2017/18, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID ABORIGINAL STUDENTS AT UBC PREVIOUSLY 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 11 shows the Aboriginal student headcount, by campus, by student level, and by the type of institution where the student previously attended.

TABLE 11: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2013/14	2014/15	2015/16	2016/17	2017/18
Okanagan	Undergraduate	Secondary School	209	219	202	229	316
		Technical Institute	21	12	12	12	12
		College	91	78	80	91	92
		University	42	38	29	37	36
		Unknown	42	57	69	34	30
		Other*	-	-	-	-	7
		Undergraduate Total	405	404	392	403	493
	Graduate	Secondary School	-	-	1	5	3
		Technical Institute	-	-	-	1	1
		College	9	8	10	4	7
		University	15	17	21	21	22
		Unknown	14	10	9	6	2
		Other*	-	-	-	-	1
		Graduate Total	38	35	41	37	36
		Okanagan Total	443	439	433	440	529
Vancouver	Undergraduate	Secondary School	354	360	370	422	463
		Technical Institute	13	15	14	9	6
		College	172	168	145	184	179
		University	135	129	127	169	172
		Unknown	107	90	114	71	96
		Other*	-	-	-	-	5
		Undergraduate Total	781	762	770	855	921
	Graduate	Secondary School	13	13	12	22	24
		Technical Institute	3	4	4	10	8
		College	36	30	32	49	50
		University	149	149	153	145	149
		Unknown	20	23	23	6	2
		Other*	-	-	-	-	5
		Graduate Total	221	219	224	232	238
		Vancouver Total	1,002	981	994	1,087	1,159
Grand Total			1,445	1,420	1,427	1,527	1,688

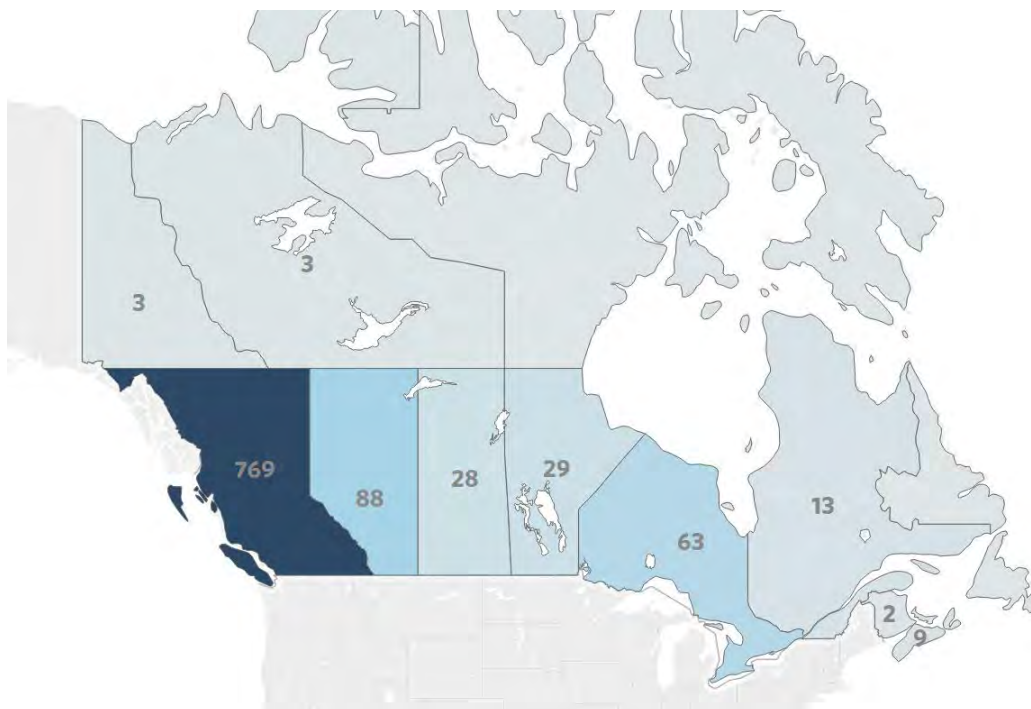
Note: "Secondary School" under the *Graduate* category represents graduate students who completed their undergraduate degree at UBC, and hence their last institution attended prior to attending UBC was a secondary school.

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 28 and 29).

FIGURE 28: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2017/18, OKANAGAN CAMPUS
(IF IN CANADA), N = 479



FIGURE 29: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2017/18, VANCOUVER CAMPUS
(IF IN CANADA), N = 1,012



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

Figures 30 and 31 are maps of where UBC's new undergraduate students, in 2017/18, previously studied (if in Canada), which is not necessarily representative of their country of citizenship. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC and Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 30: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2017/18, OKANAGAN CAMPUS (IF IN CANADA), N = 2,123

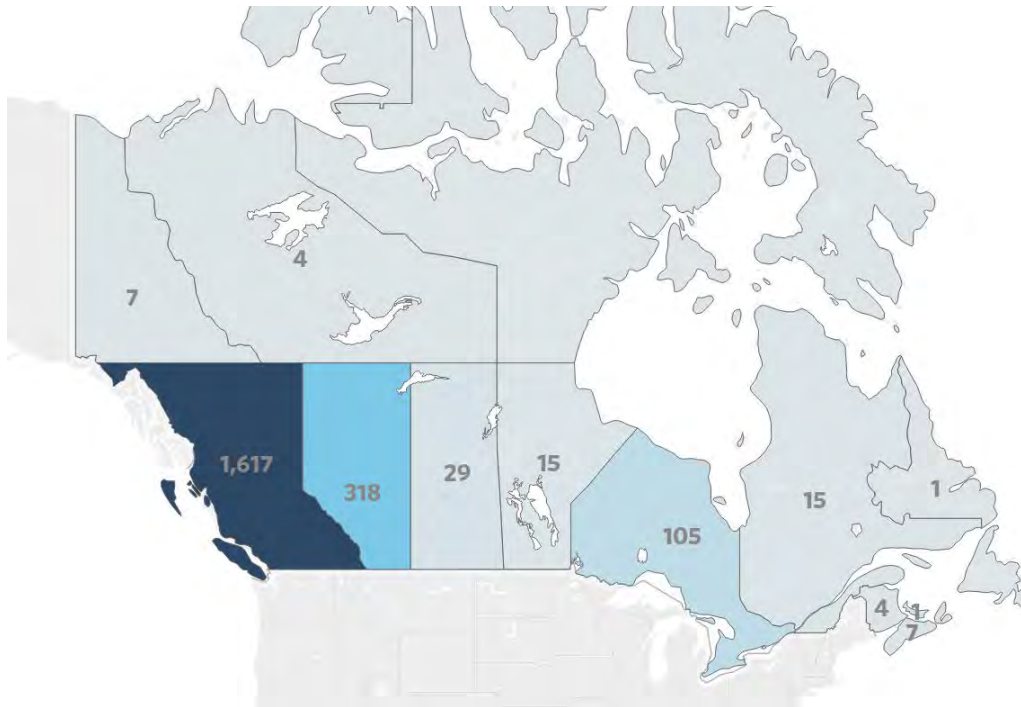
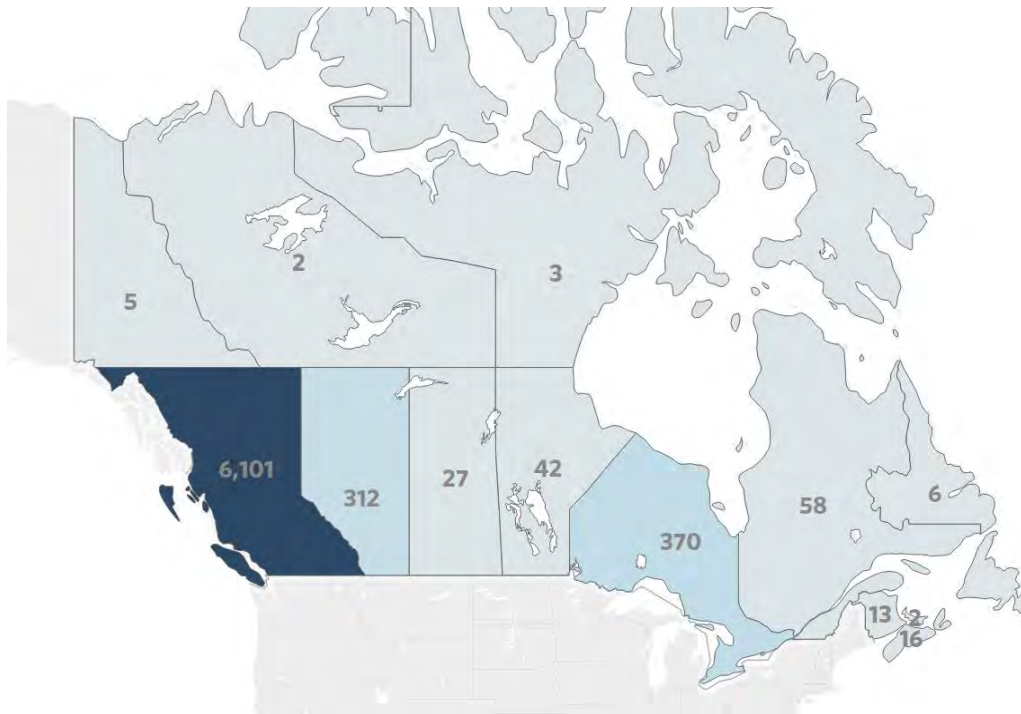


FIGURE 31: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2017/18, VANCOUVER CAMPUS (IF IN CANADA), N = 6,957



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

The 2017/18 new-to-UBC international undergraduate students came from many countries (see Figures 32 and 33). Following Canada, the US and China predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 32: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2017/18, OKANAGAN CAMPUS, N = 446

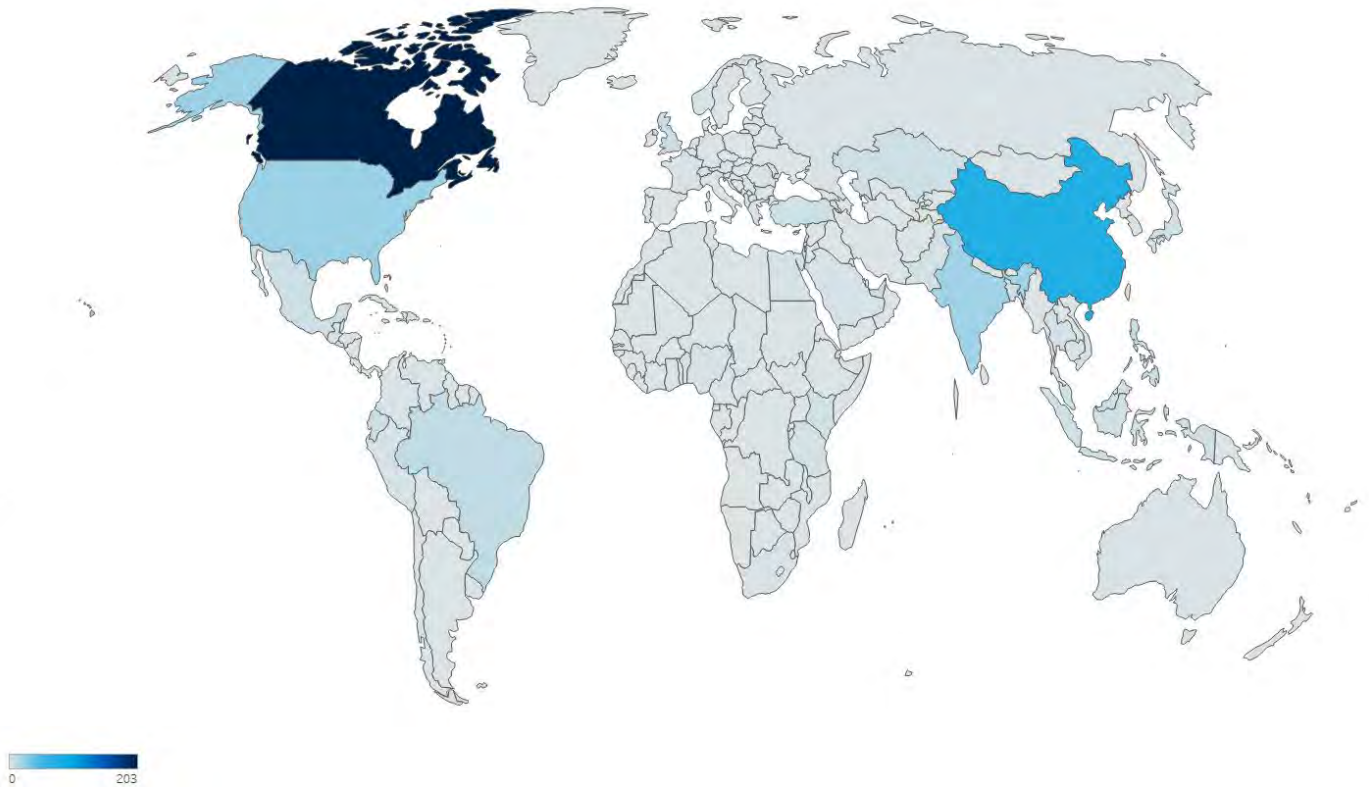
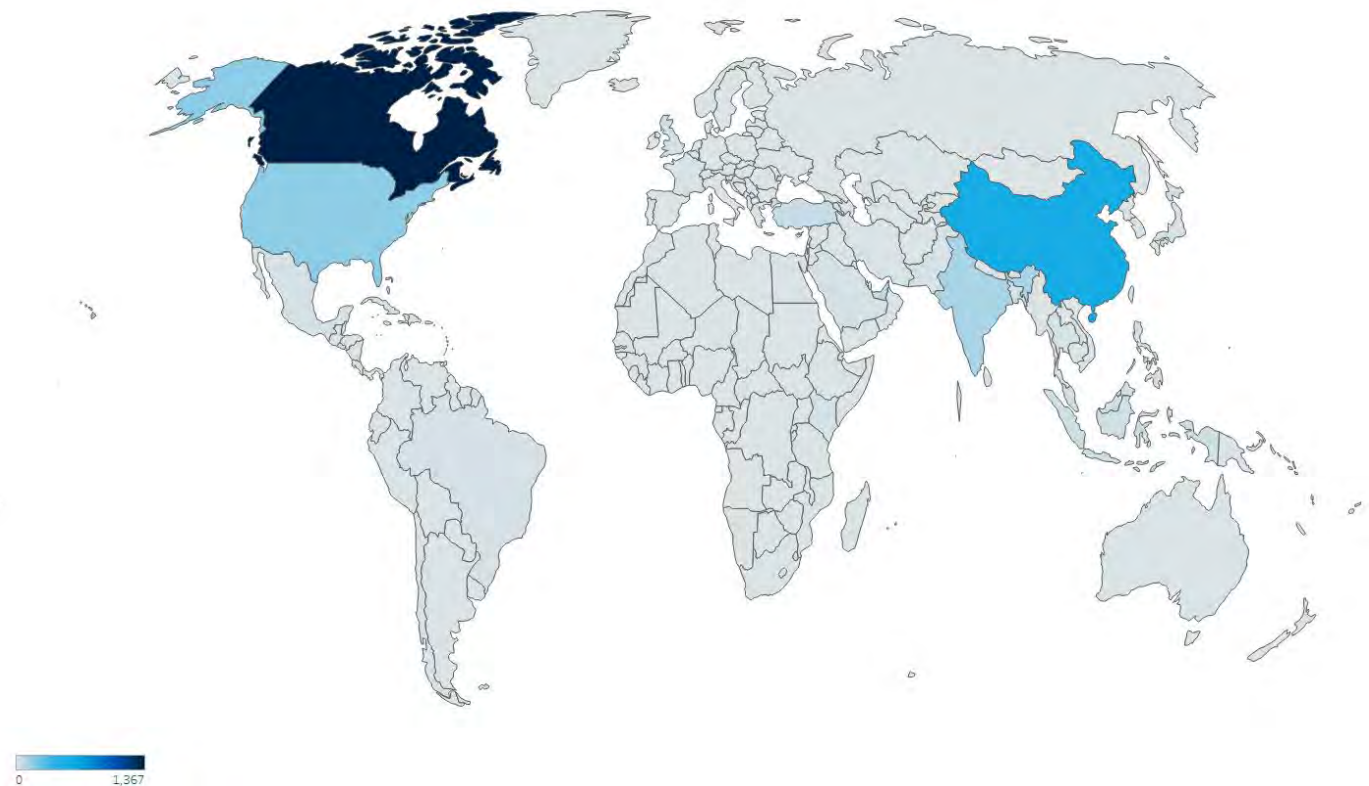


FIGURE 33: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2017/18, VANCOUVER CAMPUS, N = 2,821



STRATEGIC UNDERGRADUATE 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 2017/18 by 8% for the Okanagan campus, the result of sustained strategic initiatives conducted by UBC Enrolment Services. With 434 new UBC students, roughly 29% of first year domestic students on the Okanagan campus came from a Canadian secondary school outside of BC, resulting in one of the highest proportions of out-of-province domestic student enrolment of any university in Canada.

National representation decreased by 4% on the Vancouver campus, likely the result of a reprioritization of recruitment resources to target the most engaged and academically qualified applicants (see the *Tuum Est Experience Award*, below). Over 660 new first-year students came to the Vancouver campus from Canadian secondary schools outside the province, representing 16% of the incoming class (domestic).

Over the past few years, UBC Enrolment Services have re-focused their work to growing the representation of students from across BC by better connecting with students and secondary schools in smaller communities throughout the province. As a result, and using 2015/16 as a baseline, direct-entry enrolment from smaller communities in BC has grown by 40% (251 students in all) on the Okanagan campus and 23% on the Vancouver campus (185 students).

ABORIGINAL STUDENTS

Aboriginal students' lived experiences enrich UBC's teaching, research and learning environment. In 2017/18, Aboriginal students entering UBC directly from secondary school increased by 28% over the previous year, 45% on the Okanagan campus and 15% on the Vancouver campus. These increases represent the result of a concerted effort by UBC Enrolment Services to recruit Aboriginal students from Canadian secondary schools. A Land Acknowledgment, stating the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories, begins all secondary school recruitment presentations, in every province visited. In addition, Aboriginal students' stories and other Aboriginal content are interwoven throughout these presentations. Enrolment Services has been active in providing dedicated outreach to Aboriginal Community Liaisons / Advisors through professional development online webinars via UBC's Learning Circle infrastructure.

UBC has worked closely with partners in the community to bring more prospective Aboriginal students to campus. The development of a campus visit program for Aboriginal school groups saw over 800 Aboriginal students visit the Vancouver campus in its pilot year. In addition, the Destination UBC program brings newly admitted Aboriginal students to both Vancouver and Okanagan campuses for a weekend experience prior to the deadline to accept their offer of admission.

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 an example of a strategic initiative that allows UBC to continue to recruit in regions that cannot currently be visited in person.

STUDENTS WITH LIVED EXPERIENCE IN GOVERNMENT CARE

Since 2013, UBC has prioritized promoting access for students with lived experience in government care. In addition to special consideration being offered in the admissions process, students with lived experience in care are eligible for a tuition waiver at UBC. Over the past two years, the number of registered students who were "post-care" doubled; in all, 43 students have joined UBC since the policy was introduced in 2013.

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.

On the Okanagan campus, over 1,000 Grade 10 and 11 students from regional high schools were invited in February to explore the campus for a day and experience UBC's academic programming. More than one half of the attendees indicated that they had never before stepped onto a higher education campus. In May, newly admitted students were invited to spend a weekend on campus to start the orientation process and to begin exploring their academic options.

DEVELOPING AND CELEBRATING SCHOLARLY UNDERGRADUATE STUDENTS

The **Tuum Est Experiential Award** was introduced on the Vancouver campus in 2017. This new award provides top secondary school applicants from across Canada with an award package designed to foster and support a rich learning experience at UBC. The recipients are offered access to opportunities in co-op, international service learning, or an international Go Global experience. The students also are offered support to access an undergraduate research experience or explore leadership opportunities on campus. To support such endeavors, \$3,000 is made available to each award recipient.

An analysis of the pilot year suggests that receiving the Tuum Est Experiential Award increased the yield rate of recipients by ten percentage points in comparison with a control group. This means that more top students from across Canada are choosing UBC. For example, in 2017, UBC enrolled eight Loran Scholars (likely the largest national scholarship in Canada), all of whom were Tuum Est Experiential Award recipients, making UBC the top destination of Loran scholars in Canada in 2017.

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, 10 of which are awards equal to the full cost of tuition, room, board and fees. 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. Since this award's inception, there has been an increase in interest from donors to support transfer and aboriginal students, creating more awards for the program. This year three of the ten Centennial Leaders – the award that covers tuition, room and board for four

years – are transfer students and two are aboriginal. Steady growth in the funds for this award is expected on both campuses with it being a primary fundraising goal of the Blue and Gold campaign for student financial assistance. Currently over 175 students are supported by over \$1.8m in funding.

The **International Scholars program**, which is now in its 17th 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 365 exceptional international undergraduate students from 90 countries. The 2017/18 International Scholars cohort of 34 new students at the two campuses (30 students at the Vancouver campus and 4 at the Okanagan campus) represented 22 countries. Three 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 Myanmar, Nigeria, and Syria. In the past two years, four Syrian citizens were actively recruited and welcomed into the International Scholars cohort as part of UBC's commitment to assisting those impacted by the tumultuous events in Syria. These students, who had fled and found refuge in other countries (Germany, Malaysia, and Turkey), have now settled into UBC, with three scholars residing at the Vancouver campus and one at the Okanagan campus. An additional two Syrian students were accepted into the Vantage One program and were selected to receive the Vantage One Excellence Award for 2017. This brings the Vantage Excellence Award cohort to 10 students from 8 countries.

RECRUITMENT MARKETING STRATEGIES

Reaching prospective undergraduate domestic and international students through digital media is critical to the achievement of annual enrolment goals and we continue to see a strong return on our efforts in this area. UBC's dedicated prospective student website received over 3.5 million unique visits (June 2016 - May 2017); 52% of this web traffic was from within Canada including every part of the province and all regions of Canada, while 48% was from international locations including 200 countries worldwide and over 6,000 cities. The website's Okanagan landing page recorded over 41,000 unique visitors and over 3,000 clicks on the "apply now" tab (January - December 2016). The Virtual Campus Tour feature on the site received over 49,000 visits in the twelve months between May 2016 and June 2017 – representing an increase of 53% over the previous year.

Research on understanding what influences decision making among prospective students suggests that the perception of academic reputation and quality of the student's specific program (distinct from that of the institution as a whole) has a significant effect on whether an admitted student will accept an offer of admission. As a result, the academic program pages on the UBC website for prospective students was completely overhauled in 2017, resulting in features and functionality that better serve the needs of prospective students. This content generated 1.6 million page views in the May 2016 to June 2017 period.

In addition to website marketing, social media initiatives engaged prospective students directly with key messages, important dates and information, and academic advising support. Collectively these digital media initiatives supported UBC's print, video, and other marketing activities, and supported the successful direct recruitment efforts of the domestic and international recruitment teams in achieving the enrolment targets of both campuses.

UNDERGRADUATE ADMISSIONS IN 2018/19

In 2012 and 2013, UBC introduced Broad-Based Admissions for all direct-entry programs and began to consider the personal characteristics of applicants as part of the undergraduate admissions process. In 2018/2019, this holistic approach will expand to include a more holistic approach to the competitive academic assessment of the applicant's transcript. Moving forward, all Grade 11 and 12 courses will be considered in the decision, but with more emphasis

placed on those courses more applicable to an applicant's intended area of study (the current practice focuses on a small portion of a student's Grade 12 academics). In addition, the academic assessment will move beyond the simple calculation of an average, placing greater emphasis on the breadth, depth and relevancy of an applicant's coursework. This new holistic approach will create greater equity among applicant groups, ensure that relevant courses are appropriately emphasized in the admission decision, and better support positive learning outcomes in the secondary schools. Enrolment Services is working closely with BC secondary schools and the BC Ministry of Education to ensure that students are well prepared for the transition.

CONCLUSION

In summary, 2017/18 was another very successful year for enrolment on the Okanagan and Vancouver campuses. UBC continues to surpass the Government-funded number of domestic undergraduate students, is strengthening its national representation of incoming undergraduate students, is maintaining a healthy enrolment of international students from many countries, and its strategic initiatives are increasing the enrolment and graduation of Aboriginal students.

APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

TABLE 12: OKANAGAN STUDENT ENROLMENT BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	882	109	991	1,001	147	1,148	1,095	192	1,287
	Master of Applied Science	33	56	89	35	73	108	37	72	109
	Master of Engineering	-	17	17	1	28	29	3	27	30
	Master of Science	-	1	1	-	-	-	-	-	-
	Doctor of Philosophy	31	68	99	27	73	100	30	91	121
Applied Science Total		946	251	1,197	1,064	321	1,385	1,165	382	1,547
Arts and Sciences	Bachelor of Science	1,967	214	2,181	1,954	268	2,222	1,986	355	2,341
	Master of Arts	41	4	45	32	5	37	38	1	39
	Master of Science	40	20	60	54	22	76	57	26	83
	Doctor of Philosophy	67	28	95	75	26	101	68	38	106
Arts and Sciences Total		2,115	266	2,381	2,115	321	2,436	2,149	420	2,569
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,800	258	2,058	1,719	257	1,976	1,699	302	2,001
	Bachelor of Media Studies							16	5	21
Arts and Sciences/Creative and Critical Studies Total		1,800	258	2,058	1,719	257	1,976	1,715	307	2,022
Creative and Critical Studies	Bachelor of Fine Arts	94	14	108	107	11	118	97	10	107
	Master of Arts	13	3	16	11	4	15	11	3	14
	Master of Fine Arts	15	-	15	18	-	18	21	1	22
	Doctor of Philosophy	12	3	15	9	3	12	9	3	12
Creative and Critical Studies Total		134	20	154	145	18	163	138	17	155
Education	Bachelor of Education							86		86
	Bachelor of Education, Elementary	113	-	113	73	-	73	28		28
	Bachelor of Education, Secondary	51	-	51	60	-	60	5		5
	Certificate Programs	9	-	9	3	-	3	13	-	13
	Diploma Programs	26	-	26	21	-	21	17		17
	Master of Arts	23	1	24	16	2	18	13		13
	Master of Education	47	-	47	45	1	46	55	4	59
	Doctor of Philosophy	13	-	13	9	-	9	12		12
Education Total		282	1	283	227	3	230	229	4	233
Health and Social Development	Bachelor of Human Kinetics	649	8	657	644	12	656	713	14	727
	Bachelor of Science in Nursing	504	-	504	529	-	529	560		560
	Master of Arts	3	-	3	2	-	2	1		1
	Master of Science	31	1	32	31	1	32	25		25
	Master of Science in Nursing	35	1	36	44	1	45	48		48
	Master of Social Work	72	5	77	91	4	95	91	3	94
	Doctor of Philosophy	24	3	27	33	2	35	38	2	40
Health and Social Development Total		1,318	18	1,336	1,374	20	1,394	1,476	19	1,495

Faculty	Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Management	Bachelor of Management	546	217	763	598	245	843	611	241	852
	Master of Arts Master of Management	3	1	4	1	1	2		1	1
								21		21
	Doctor of Philosophy	6	3	9	5	3	8	4	2	6
Management Total		555	221	776	604	249	853	636	244	880
Non-Degree	Access Studies	75	1	76	76	1	77	72		72
	Exchange		16	16		43	43		58	58
	Unclassified	88	2	90	98	1	99	64	2	66
	Visiting	7	18	25	14	17	31	3	20	23
Non-Degree Total		170	37	207	188	62	250	139	80	219
Grand Total		7,320	1,072	8,392	7,436	1,251	8,687	7,647	1,473	9,120

VANCOUVER CAMPUS

TABLE 13: VANCOUVER STUDENT ENROLMENT BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Degree Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,455	967	4,422	3,490	1,034	4,524	3,435	1,233	4,668
	Bachelor of Environmental Design	48	11	59	48	14	62	42	15	57
	Bachelor of Science in Nursing	232	4	236	239	4	243	238	2	240
	M.A. (Asia Pacific) and M.A. (Planning)	2	-	2	1	-	1	-	-	-
	Master of Advanced Studies in Architecture	4	5	9	3	2	5	3	2	5
	Master of Advanced Studies Landscape Architecture	-	4	4	-	3	3	-	3	3
	Master of Applied Science	186	236	422	161	226	387	114	224	338
	Master of Architecture	135	34	169	142	31	173	147	31	178
	Master of Architecture / Master of Landscape Arch.	-	-	-	5	-	5	6	-	6
	Master of Arts (Planning)	47	3	50	14	1	15	2	-	2
	Master of Community and Regional Planning	32	2	34	57	6	63	66	8	74
	Master of Engineering	136	171	307	113	153	266	102	220	322
	Master of Engineering Leadership	1	-	1	49	33	82	44	34	78
	Master of Health Leadership and Policy	-	-	-	16	3	19	10	4	14
	Master of Landscape Architecture	46	21	67	43	17	60	48	18	66
	Master of Nursing	32	-	32	30	-	30	31	-	31
	Master of Science	2	3	5	1	1	2	1	1	2
	Master of Science (Planning)	17	4	21	7	-	7	-	-	-
	Master of Science in Nursing	114	5	119	107	4	111	106	3	109
	Master of Software Systems	4	23	27	1	-	1	-	-	-
	Master of Urban Design	5	8	13	6	8	14	1	11	12
	Doctor of Philosophy	285	291	576	271	294	565	221	316	537
Applied Science Total		4,783	1,792	6,575	4,804	1,834	6,638	4,617	2,125	6,742

Faculty	Degree Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,003	2,847	11,850	9,058	3,278	12,336	9,010	3,792	12,802
	Bachelor of Fine Arts	203	47	250	210	50	260	251	80	331
	Bachelor of International Economics	126	125	251	167	175	342	177	174	351
	Bachelor of Media Studies	60	25	85	81	42	123	99	53	152
	Bachelor of Music	243	22	265	225	22	247	217	29	246
	Bachelor of Social Work	116	1	117	100	-	100	100	1	101
	Diploma in Art History	26	1	27	24	2	26	22	1	23
	Diploma in Collaborative Piano Studies	-	1	1	-	1	1	-	-	-
	Diploma in Film Production	2	-	2	2	-	2	1	-	1
	Diploma in Linguistics	8	-	8	10	1	11	7	-	7
	Diploma in Music Performance Studies	6	-	6	3	1	4	7	2	9
	Doctor of Musical Arts	23	7	30	22	11	33	18	13	31
	Master of Archival Studies	19	9	28	18	10	28	21	14	35
	Master of Archival Studies & Library Info Studies	29	14	43	35	15	50	41	23	64
	Master of Arts	228	146	374	243	145	388	225	167	392
	Master of Arts (Asia Pacific Policy Studies)	13	8	21	6	1	7	1	-	1
	Master of Fine Arts	197	23	220	214	25	239	184	32	216
	Master of Journalism	56	18	74	52	19	71	49	21	70
	Master of Library and Information Studies	110	60	170	98	54	152	113	51	164
	Master of Music	45	23	68	48	17	65	32	18	50
	Master of Public Policy and Global Affairs	12	3	15	27	13	40	33	30	63
	Master of Science	11	8	19	9	9	18	8	11	19
	Master of Social Work	51	11	62	60	7	67	64	1	65
	Doctor of Philosophy	414	268	682	401	261	662	393	282	675
Arts Total		11,001	3,667	14,668	11,113	4,159	15,272	11,073	4,795	15,868
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	9	-	9	11	-	11	12	-	12
	Bachelor of Commerce	2,347	1,347	3,694	2,298	1,440	3,738	2,354	1,449	3,803
	Certificate in Residential Valuation	152	3	155	173	1	174	207	1	208
	Diploma in Accounting	427	132	559	446	132	578	402	140	542
	Diploma in Urban Land Economics	757	6	763	767	4	771	769	4	773
	Executive Master of Business Administration	2	-	2	1	-	1	1	-	1
	International Master of Business Administration	8	60	68	7	57	64	6	53	59
	Juris Doctor/Master of Business Administration	2	-	2	5	-	5	5	-	5
	Master of Business Administration	188	123	311	178	135	313	181	115	296
	Master of Business Analytics	-	-	-	-	-	-	7	29	36
	Master of Management	43	31	74	43	38	81	61	40	101
	Master of Science in Business Administration	3	13	16	1	9	10	2	8	10
	Post Grad Cert in Real Property Valuation	264	3	267	299	4	303	280	3	283
	Doctor of Philosophy	26	32	58	23	38	61	19	42	61
Commerce and Business Administration Total		4,228	1,750	5,978	4,252	1,858	6,110	4,306	1,884	6,190

Faculty	Degree Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Dentistry	Dental Residency	7	-	7	3	-	3	4	-	4
	Bachelor of Dental Science (Dental Hygiene)	152	4	156	145	3	148	151	2	153
	Master of Science	11	6	17	5	4	9	8	2	10
	MSc in Craniofacial Science/Dip in Prosthodontics	8	2	10	7	4	11	7	5	12
	MSc in Craniofacial Science/Dip. in Pediatric Dent	8	3	11	10	3	13	9	2	11
	MSc in Craniofacial Science/Dip. in Periodontics	5	3	8	6	4	10	7	2	9
	MSc in Craniofacial Science/Diploma in Endodontics	7	4	11	8	3	11	8	3	11
	MSc in Craniofacial Science/Diploma in Orthodontic	7	5	12	7	6	13	7	6	13
	PhD in Craniofacial Science/Dip in Periodontics	1	-	1	2	-	2	2	-	2
	PhD in Craniofacial Science/Dip in Prosthodontics	2	-	2	1	-	1	1	-	1
	PhD in Craniofacial Science/Diploma in Orthodontic	1	1	2	2	-	2	3	-	3
	Doctor of Dental Medicine	208	-	208	215	-	215	217	-	217
	Doctor of Philosophy	3	5	8	3	4	7	4	10	14
Dentistry Total		420	33	453	414	31	445	428	32	460
Education	Bachelor of Education	617	6	623	734	11	745	797	16	813
	Bachelor of Human Kinetics	3	-	3	2	-	2	1	-	1
	Bachelor of Kinesiology	1,097	83	1,180	1,150	95	1,245	1,136	106	1,242
	Cert. in Technology-Based Learning for Schools	13	-	13	9	-	9	8	-	8
	Cert.in Technology-Based Distributed Learning	21	3	24	19	3	22	21	1	22
	Diploma in Education	466	8	474	478	10	488	508	10	518
	Doctor of Education	48	1	49	42	1	43	43	2	45
	Graduate Certificate in Adult Learning & Education	1	-	1	2	-	2	7	2	9
	Graduate Certificate in Orientation and Mobility	5	1	6	9	1	10	7	1	8
	High Performance Coaching and Technical Leadership	-	-	-	17	1	18	18	4	22
	Master of Arts	189	37	226	180	36	216	167	37	204
	Master of Education	602	96	698	650	90	740	658	97	755
	Master of Educational Technology	279	14	293	257	13	270	227	15	242
	Master of High Performance Coaching&Tec Leadership	-	-	-	-	-	-	24	1	25
	Master of Kinesiology	23	3	26	37	2	39	19	2	21
	Master of Museum Education	9	2	11	25	3	28	16	1	17
	Master of Science	22	4	26	24	3	27	20	3	23
	Doctor of Philosophy	248	91	339	252	93	345	256	87	343
Education Total		3,643	349	3,992	3,887	362	4,249	3,933	385	4,318

Faculty	Degree Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Forestry	Bachelor of Science in Forest Sciences	70	21	91	71	42	113	73	76	149
	Bachelor of Science in Forestry	204	72	276	209	83	292	187	94	281
	Bachelor of Science in Wood Products Processing	94	73	167	81	74	155	83	108	191
	Bachelor of Science Natural Resources Conservation	256	109	365	231	120	351	232	123	355
	Bachelor of Urban Forestry	16	11	27	62	37	99	92	57	149
	Master of Applied Science	-	2	2	2	2	4	4	4	8
	Master of Forestry	3	1	4	3	5	8	5	12	17
	Master of Geomatics for Environment Management	-	-	-	-	-	-	17	12	29
	Master of International Forestry	5	6	11	1	7	8	3	12	15
	Master of Science	43	30	73	46	29	75	51	33	84
	Master of Sustainable Forest Management	12	4	16	13	7	20	20	5	25
	Doctor of Philosophy	59	68	127	56	68	124	61	63	124
Forestry Total		762	397	1,159	775	474	1,249	828	599	1,427
Graduate and Postdoctoral Studies	Master of Arts	10	1	11	8	-	8	6	-	6
	Master of Science	4	1	5	4	1	5	3	2	5
	Doctor of Philosophy	65	12	77	66	13	79	71	13	84
Graduate and Postdoctoral Studies Total		79	14	93	78	14	92	80	15	95
Land and Food Systems	Bachelor of Science in Agroecology	1	-	1	-	-	-	-	-	-
	Bachelor of Science in Applied Biology	359	55	414	391	66	457	343	83	426
	Bachelor of Science in Food Nutrition and Health	768	216	984	784	248	1,032	793	320	1,113
	Bachelor of Science in Global Resource Systems	96	24	120	81	35	116	85	40	125
	Master of Food and Resource Economics	10	24	34	6	25	31	14	27	41
	Master of Food Science	3	23	26	7	24	31	5	25	30
	Master of Land and Water Systems	5	6	11	5	3	8	7	7	14
	Master of Science	39	20	59	34	19	53	34	22	56
	Doctor of Philosophy	22	32	54	25	37	62	23	35	58
Land and Food Systems Total		1,303	400	1,703	1,333	457	1,790	1,304	559	1,863
Law	Juris Doctor	548	13	561	553	14	567	561	15	576
	Master of Laws	13	8	21	12	7	19	14	9	23
	Master of Laws (Common Law)	18	2	20	23	2	25	20	10	30
	Master of Laws in Taxation	10	2	12	11	4	15	10	3	13
	Doctor of Philosophy	27	15	42	27	12	39	24	13	37
Law Total		616	40	656	626	39	665	629	50	679

Faculty	Degree Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Medicine	Medical Residency	1,328	7	1,335	1,386	8	1,394	1,404	9	1,413
	Bachelor of Medical Laboratory Science	42	1	43	36	-	36	25	1	26
	Bachelor of Midwifery	71	-	71	82	-	82	80	-	80
	Doctor of Medicine	1,134	1	1,135	1,118	2	1,120	1,149	2	1,151
	Doctor of Medicine/Doctor of Philosophy	27	-	27	27	-	27	24	-	24
	Graduate Certificate in Global Surgical Care	1	1	2	7	-	7	9	1	10
	Graduate Certificate in Rehab Sciences	-	-	-	-	-	-	-	-	-
	Graduate Certificate in Rehabilitation Sciences	9	-	9	8	-	8	10	-	10
	GradCert Orthopaedic Manipulative Physical Therapy	-	-	-	-	-	-	6	-	6
	Master of Health Administration	79	2	81	79	2	81	71	2	73
	Master of Health Science	42	3	45	32	5	37	33	5	38
	Master of Occupational Therapy	99	7	106	99	13	112	98	17	115
	Master of Physical Therapy	240	-	240	240	-	240	237	-	237
	Master of Physical Therapy/Doctor of Philosophy	1	-	1	1	-	1	2	-	2
	Master of Public Health	69	1	70	52	3	55	62	4	66
	Master of Public Health/Dipl Dental Public Health	1	-	1	1	-	1	-	-	-
	Master of Public Health/Master of Science Nursing	3	-	3	5	-	5	10	-	10
	Master of Rehabilitation Science	66	3	69	63	3	66	58	1	59
	Master of Engineering							9	6	15
	Master of Applied Science							31	12	43
	Master of Science	398	64	462	419	72	491	441	86	527
	Doctor of Philosophy	398	145	543	378	148	526	383	182	565
Medicine Total		4,008	235	4,243	4,033	256	4,289	4,142	328	4,470
Pharmaceutical Sciences	Pharmacy Residency	36	-	36	40	-	40	44	-	44
	Bachelor of Science in Pharmacy	668	-	668	440	-	440	232	-	232
	Entry-to-Practice Doctor of Pharmacy	222	-	222	434	-	434	648	-	648
	Master of Science	13	6	19	11	7	18	9	7	16
	Doctor of Pharmacy	16	-	16	14	-	14	6	-	6
	Doctor of Philosophy	17	17	34	18	15	33	19	18	37
Pharmaceutical Sciences Total		972	23	995	957	22	979	958	25	983
Science	Bachelor of Computer Science	260	31	291	275	31	306	258	26	284
	Bachelor of Science	6,438	1,054	7,492	6,543	1,309	7,852	6,555	1,505	8,060
	Diploma in Meteorology	1	-	1	1	-	1	1	-	1
	Master of Applied Science	9	2	11	6	-	6	5	-	5
	Master of Arts	8	3	11	2	5	7	3	7	10
	Master of Data Science	-	-	-	19	3	22	23	22	45
	Master of Engineering	6	4	10	6	5	11	-	-	-
	Master of Science	282	228	510	267	200	467	278	222	500
	Doctor of Philosophy	456	442	898	461	448	909	452	469	921
Science Total		7,460	1,764	9,224	7,580	2,001	9,581	7,575	2,251	9,826

Faculty	Degree Program	2015 Winter			2016 Winter			2017 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Vantage College	Vantage One Bachelor of Applied Science	-	37	37	-	86	86	-	90	90
	Vantage One Bachelor of Arts	-	128	128	-	141	141	-	169	169
	Vantage One Bachelor of Management	-	18	18	-	31	31	-	37	37
	Vantage One Bachelor of Science	-	83	83	-	105	105	-	96	96
Vantage College Total		-	266	266	-	363	363	-	392	392
Non-Degree	Access Studies	176	24	200	108	19	127	137	12	149
	Exchange	17	948	965	12	995	1,007	7	1,018	1,025
	Unclassified	959	51	1,010	924	38	962	915	37	952
	Visiting	177	364	541	153	260	413	163	178	341
Non-Degree Total		1,329	1,387	2,716	1,197	1,312	2,509	1,222	1,245	2,467
Grand Total		40,604	12,117	52,721	41,050	13,182	54,232	41,095	14,685	55,780

APPENDIX B: FTE ENROLMENT TABLES

Tables 14, 15, 16, and 17 report enrolment in full-time equivalents (FTEs). FTEs are measured over the fiscal year of April to March and consist of data from August 1st for the summer term and November 1st for the winter term.

TABLE 14: OVERALL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2013	2014	2015	2016	2017
Okanagan	Undergraduate	Diploma & Certificate	1	16	15	8	14
		Baccalaureate Degree	6,699	6,452	6,555	6,777	7,149
		Post-Baccalaureate Degree	248	242	205	180	130
		Non-Degree	84	83	74	93	103
		Undergraduate Total	7,033	6,792	6,849	7,058	7,396
	Graduate	Master's Degree	319	351	355	402	453
		Doctoral Degree	209	236	248	247	273
		Graduate Total	528	586	603	648	726
		Okanagan Total	7,561	7,378	7,453	7,706	8,122
Vancouver	Undergraduate	Diploma & Certificate	764	729	717	773	769
		Baccalaureate Degree	29,564	30,500	31,790	33,077	34,191
		Post-Baccalaureate Degree	3,049	3,108	3,112	3,204	3,403
		Non-Degree	1,048	1,162	1,123	1,091	1,097
		Undergraduate Total	34,425	35,499	36,742	38,145	39,461
	Residents	Medical Residents Total	1,292	1,346	1,401	1,437	1,461
	Graduate	Diploma & Certificate	8	14	22	19	-
		Master's Degree	4,650	4,638	4,567	4,759	4,757
		Doctoral Degree	3,482	3,448	3,365	3,323	3,352
		Non-Degree	-	-	-	-	-
		Graduate Total	8,141	8,101	7,954	8,101	8,108
		Vancouver Total	43,857	44,946	46,097	47,684	49,030
Grand Total			51,418	52,324	53,549	55,390	57,152

TABLE 15: DOMESTIC STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2013	2014	2015	2016	2017
Okanagan	Undergraduate	Diploma & Certificate	1	16	15	8	14
		Baccalaureate Degree	6,117	5,819	5,825	5,940	6,153
		Post-Baccalaureate Degree	248	241	205	180	130
		Non-Degree	80	51	56	63	61
		Undergraduate Total	6,447	6,126	6,102	6,190	6,358
	Graduate	Master's Degree	258	276	270	293	341
		Doctoral Degree	132	139	148	145	151
		Graduate Total	391	415	417	438	493
		Okanagan Total	6,837	6,541	6,519	6,628	6,851
Vancouver	Undergraduate	Diploma & Certificate	707	662	652	713	696
		Baccalaureate Degree	24,898	24,838	25,012	25,271	25,124
		Post-Baccalaureate Degree	3,026	3,083	3,087	3,169	3,358
		Non-Degree	483	441	431	410	436
		Undergraduate Total	29,114	29,023	29,182	29,563	29,614
	Residents	Medical Residents Total	1,285	1,339	1,394	1,429	1,452
		Graduate	Diploma & Certificate	8	14	21	18
	Master's Degree		3,413	3,338	3,289	3,428	3,298
	Doctoral Degree		2,080	2,050	1,999	1,953	1,874
	Non-Degree		-	-	-	-	-
	Graduate Total		5,501	5,401	5,309	5,399	5,172
	Vancouver Total	35,901	35,764	35,885	36,391	36,239	
Grand Total			42,738	42,305	42,404	43,020	43,089

TABLE 16: DOMESTIC ABORIGINAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2013	2014	2015	2016	2017
Okanagan	Undergraduate	Diploma & Certificate	0	3	0		1
		Baccalaureate Degree	297	304	314	328	383
		Post-Baccalaureate Degree	14	13	11	12	5
		Non-Degree	24	18	18	18	29
		Undergraduate Total	334	338	344	358	419
	Graduate	Master's Degree	20	21	23	19	26
		Doctoral Degree	10	10	10	9	7
		Graduate Total	30	31	33	28	33
		Okanagan Total	365	369	376	386	452
Vancouver	Undergraduate	Diploma & Certificate	10	8	7	5	7
		Baccalaureate Degree	512	511	503	537	612
		Post-Baccalaureate Degree	153	152	174	178	190
		Non-Degree	7	7	10	10	12
		Undergraduate Total	682	679	693	730	819
	Residents	Medical Residents Total	15	18	20	27	32
		Graduate	Diploma & Certificate		0	1	1
	Master's Degree		109	107	103	101	119
	Doctoral Degree		63	68	67	64	70
	Non-Degree						-
	Graduate Total		173	176	171	165	187
	Vancouver Total	870	872	885	922	1,040	
Grand Total			1,234	1,241	1,261	1,308	1,492

TABLE 17: INTERNATIONAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2013	2014	2015	2016	2017
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	582	633	730	837	996
		Post-Baccalaureate Degree		1			-
		Non-Degree	4	32	18	30	42
		Undergraduate Total	586	666	748	867	1,038
	Graduate	Master's Degree	61	75	86	108	112
		Doctoral Degree	77	96	100	102	122
		Graduate Total	138	171	186	210	235
		Okanagan Total	723	837	934	1,078	1,272
Vancouver	Undergraduate	Diploma & Certificate	57	67	64	60	73
		Baccalaureate Degree	4,665	5,662	6,778	7,807	9,066
		Post-Baccalaureate Degree	23	26	25	35	45
		Non-Degree	565	721	692	681	662
		Undergraduate Total	5,310	6,476	7,559	8,582	9,846
	Residents	Medical Residents Total	7	7	7	8	9
		Graduate	Diploma & Certificate	-	1	2	1
	Master's Degree		1,237	1,301	1,278	1,332	1,458
	Doctoral Degree		1,402	1,398	1,366	1,370	1,477
	Non-Degree						-
	Graduate Total		2,639	2,700	2,645	2,703	2,936
	Vancouver Total	7,957	9,182	10,212	11,293	12,791	
Grand Total			8,680	10,019	11,145	12,370	14,063

APPENDIX C: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMIDS (BY TOP CHOICE)

Not every student is admitted to their first choice program. Reported below are the application pyramids with students' "top choice" programs. This reflects the program (and corresponding campus) a student ultimately registered in, irrespective of their first or second choice. The admit rates and yield rates are also provided in the table below.

FIGURE 34: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMIDS (DOMESTIC AND INTERNATIONAL COMBINED), OKANAGAN CAMPUS, BY YEAR

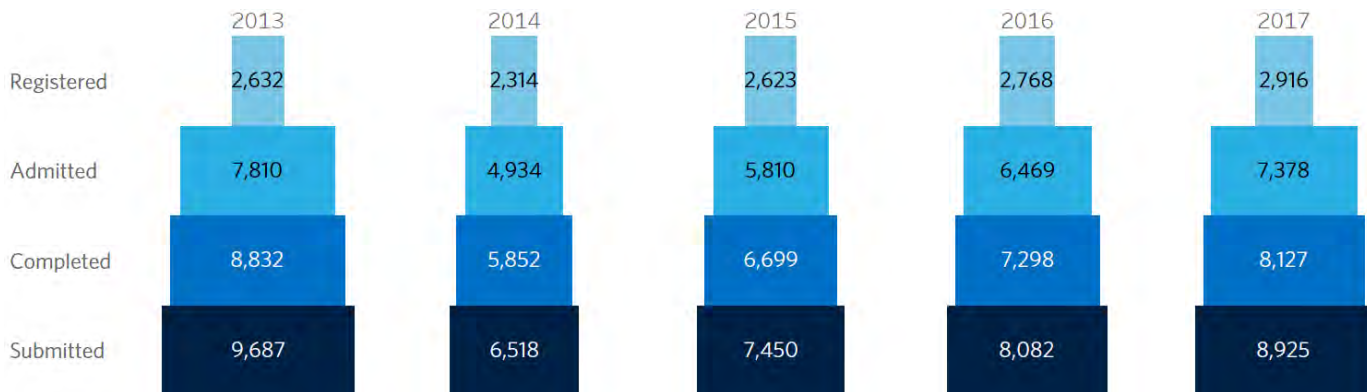


FIGURE 35: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

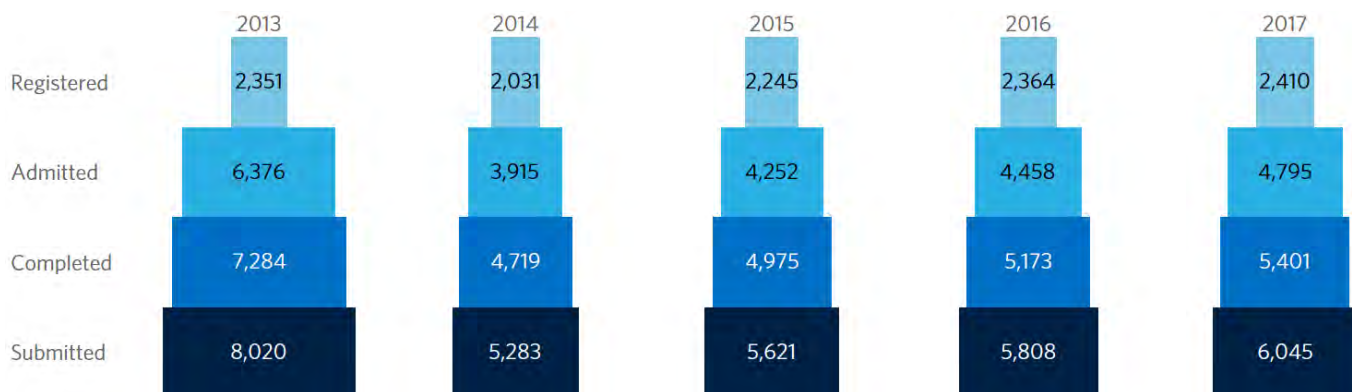


FIGURE 36: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

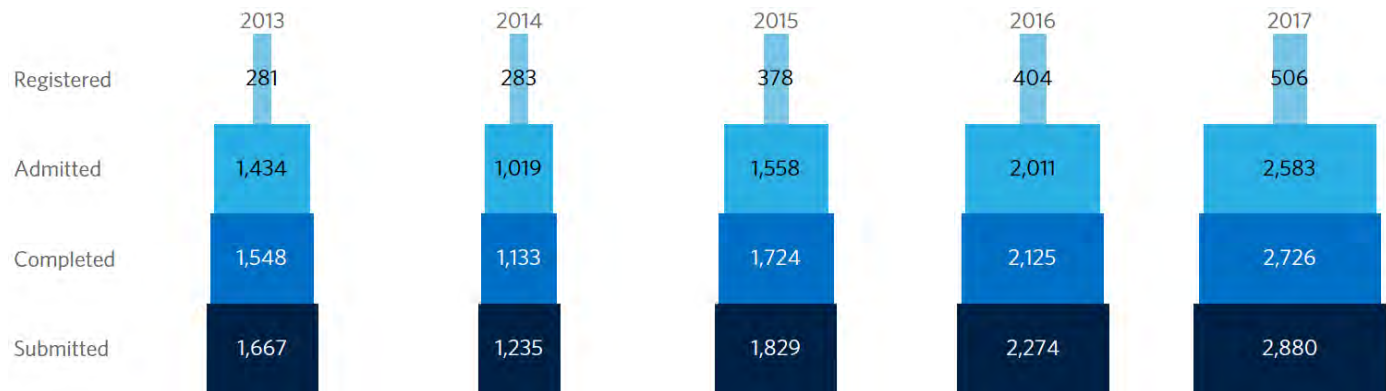


FIGURE 37: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), VANCOUVER CAMPUS, BY YEAR

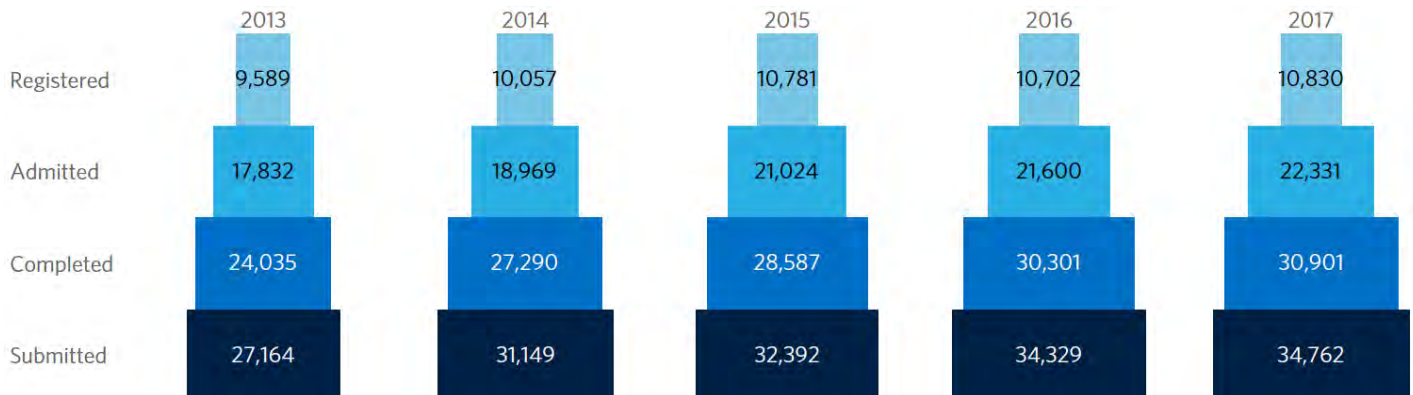


FIGURE 38: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

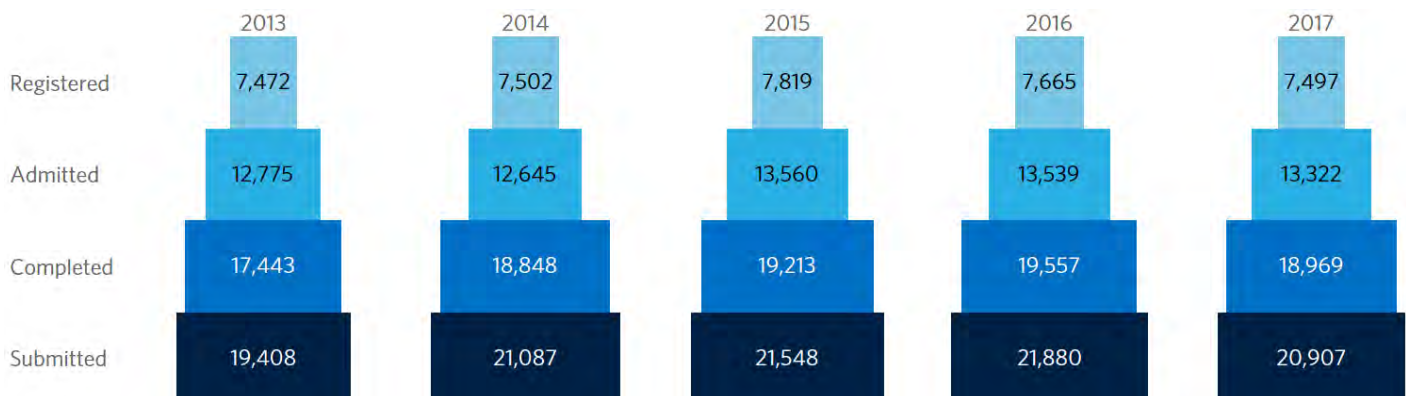


FIGURE 39: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

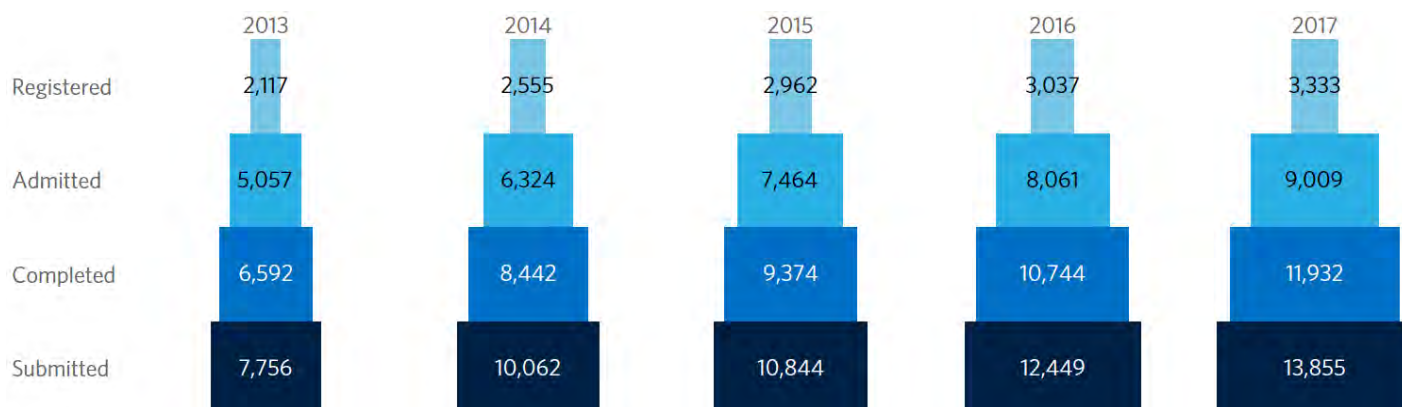


TABLE 18: UNDERGRADUATE STUDENTS' TOP CHOICE ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2013	2014	2015	2016	2017
Okanagan	Domestic	Yield Rate	37%	52%	53%	53%	50%
		Admit Rate	88%	83%	85%	86%	89%
	International	Yield Rate	20%	28%	24%	20%	20%
		Admit Rate	93%	90%	90%	95%	95%
	Okanagan Total	Yield Rate	34%	47%	45%	53%	40%
		Admit Rate	88%	84%	87%	89%	91%
Vancouver	Domestic	Yield Rate	58%	59%	58%	57%	56%
		Admit Rate	73%	67%	71%	69%	70%
	International	Yield Rate	42%	40%	40%	38%	37%
		Admit Rate	77%	75%	80%	75%	76%
	Vancouver Total	Yield Rate	54%	53%	51%	50%	49%
		Admit Rate	74%	70%	74%	71%	72%

APPENDIX D: GLOSSARY

Aboriginal	Students from Canada who have reported themselves as Aboriginal, at some time while in the BC Kindergarten to Grade 12 system, or while at UBC.
Academic Year	The 12-month period from September 1 to August 31.
Access studies	A non-credential-granting program category. Students are allowed to register in a limited number of courses in a specific area to upgrade or achieve a qualification or when they do not wish to pursue a specific program.
Admission Stage	A stage of the admission process. The successive stages are: Submitted, Completed (application), Admitted, Accepted, and Registered.
Admission Stage: Admitted	The stage when applicants with completed applications receive an offer of admission.
Admission Stage: Completed	The stage when applicants have completed all application requirements.
Admission Stage: Registered	The stage when admitted students have registered for courses.
Admission Stage: Submitted	The stage when applicants have submitted an application. At this stage, there may be outstanding documents to submit.
Admit Rate	Within an admissions cycle, the ratio of admitted students to completed applicants.
Applicant	A person who has submitted an application.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than a year of study.
Cohort	A set of people who have been grouped because they have a shared characteristic(s).
Completion Rate	The proportion of students in a cohort who received a credential.

Continuing	Students who were registered in a prior session.
Course-based	Pertaining to graduate-level programs that do not require the completion of a thesis.
Credential	A qualification awarded on successful completion of a program of study.
Degree	A credential awarded on the successful completion of a program of post-secondary study.
Delivered FTE	The number of actual full-time equivalents that are reportable to the government.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than a year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctorate	The credential awarded upon completion of a doctoral program.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
Entering Grade Point Average	The grade point average of students at the time of admission.
Grade Point Average (GPA)	A number indicative of a student's academic achievement calculated as the total number of grade points received over a given period divided by the total number of credits awarded or attempted. UBC uses a percentage scale (/100%) and equivalent letter grades for grading purposes and not a grade point average scale.
Exchange Students	A student participating in an exchange program.
Exchange Program	A program allowing students from one partner institution to attend another partner institution temporarily.
First Choice	Pertaining to an applicant's preferred program.
Fiscal Year	The twelve-month period from April 1st through March 31st.
Full-time Equivalent (abbrev.: FTE)	The workload of a student or employee converted to a proportion of a full-time course- or work-load. It is the ratio of a given course- or work-load to a stated full-time course or work-load.

Government Funded FTEs	FTEs (full-time student spaces) funded by the Ministry of Advanced Education, Skills and Training.
Graduate Program	A program that leads to a master's or doctorate credential.
Graduate Student	A student in a graduate program.
Headcount	A count of persons.
Intake Targets	A target for new student admissions to UBC's undergraduate programs, approved by Senate.
International	Pertaining to persons who are not citizens, refugees, or permanent residents of Canada.
International Student Initiative (abbrev.: ISI)	International students who pay international tuition to attend their program. International students are not included in the FTEs funded by the Ministry of Advanced Education, Skills and Training.
Last Institution	The most recent educational institution attended by a student or applicant.
Master's Degree	The credential awarded upon completion of a Master's program.
Master's Program	A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
Matriculate	To enroll or register (or be enrolled or registered).
New To UBC	Pertaining to students who were never registered in a prior session.
Non-Degree Program	A program that does not lead to a credential. Also known as a non-credential program.
Non-Degree Students	Includes students registered in courses outside of a degree program, as well as students registered in courses after completion of a baccalaureate program.
Normal Load FTE (normal number of credits)	The course load of students converted to a proportion of their expected full-time course load.
Part-Time	For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only 1 course per term if it is not a thesis course.
Post-Baccalaureate Degree	The credential awarded upon completion of a post-baccalaureate program.
Post-Baccalaureate Program	An undergraduate program ordinarily requiring a Bachelor's degree as a pre-requisite.

Program Type

A grouping of programs into commonly-used reporting categories.

Resident

A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the workplace under supervision.

Retention Rate (Consortium for Student Retention Data Exchange (CSRDE))

A consortium of two-year and four-year institutions that shares with its members' data, internationally-accepted definitions, and knowledge. The CSRDE's defined cohort consists of first-time (new-to-UBC), full-time, first year students.

Student Level

A grouping of programs into three major categories: graduate, undergraduate, or resident.

Thesis-based

A graduate-level program that requires students to complete a thesis.

Thesis-optional

A graduate-level program wherein completion of a thesis is not mandatory.

Top Choice

A student's first choice of program, unless they are admitted to or registered in their second or alternative choice program only.

Transfer Student

Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.

Unclassified Student

A program category indicating a registered student who is not pursuing a credential.

Undergraduate Program

A program that leads to a baccalaureate or post-baccalaureate credential.

Undergraduate Student

A student in an undergraduate program.

Visiting Student

A student from one institution attending a non-partner institution temporarily.

Yield Rate

Within an admissions cycle, the ratio of registered students to admitted students.



January 12, 2018

To: Vancouver Senate

From: Andrew Szeri, Provost and Vice-President Academic

A handwritten signature in black ink, appearing to read 'ASzeri'.

Re: Report to Senate on External Reviews, 2016-17

Item for information:

For the information of the UBC Vancouver Senate, I am pleased to attach the Annual Report on External Reviews of Academic Units and Programs. The report provides a summary of each of the eight external reviews undertaken during the period of September 2016 - June 2017.

Attachment:

Report to Senate on External Reviews of Academic Units and Programs, 2016-17



Report to UBC Vancouver Senate

External Reviews of Academic Units and Programs, 2016-17

Submission Date: January 12, 2018

Submitted by: Office of the Provost and VP Academic

External reviews were undertaken by UBC for the following academic units and programs between September 2016 and June 2017.

Key findings and recommendations made by the review teams, along with the Faculty and/or Department responses, are summarized on the following pages and comprise the remainder of this report.

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 <u>Faculty of Arts</u>	
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Department of Mechanical Engineering
Faculty of Applied Science
Summary of External Review: October 2016

Key Findings of the Review Committee:

- *The Department is well-established and is highly regarded nationally and internationally for its top-notch education and research activities. Overall it is running smoothly. The Committee found that faculty, support staff and students are enthusiastic and collegial, and are highly supportive of the current Head's leadership.*
- *Faculty members and support staff have demonstrated a high degree of commitment to high quality teaching and program delivery. It is clear that high quality teaching has been a historical and ongoing priority of the Department.*
- *The Department has made conscious effort to attract female faculty and now has four; however the 2 out of 32 in the research stream is quite lower than the national average. A more aggressive and proactive approach should be used to attract top quality female faculty members.*
- *The major challenge facing the Department is lack of adequate space and facilities. Office, lab, and classroom space used by the Department is scattered, and some is in dire need of upgrade or replacement. This is inhibiting the Department to efficiently carry out its basic functions and to effectively progress.*
- *There is strong research activity in the Department. The collegial environment positions the Department well for collaborations to pursue multi-disciplinary research. More effort should be made to encourage such collaborations.*
- *The Department has seen considerable success with the internationally award-winning MECH2 program which uses an innovative and integrated teaching approach that has seen overwhelming support from, and benefit to, students.*
- *The percentage of female students has increased steadily since 2006, currently at 24%. The Department should be congratulated and encouraged to continue this trend.*
- *In general, the issues and recommendations raised in the last external review were diligently addressed. However, there are a few major ones still outstanding: (1) high housing costs at UBC, (2) the need for high quality space to unify Department activities and (3) the need to hire more female faculty.*

Key Recommendations of the Review Committee:

- *Promote collaborative research environment and culture of research excellence.*
- *Implement graduate recruitment events to attract graduate students.*
- *Increase financial support to graduate students.*
- *Be more proactive in reaching out to female candidates in hiring.*
- *Increase international exchange programs.*
- *Promote more international presence in the academic community.*
- *Work with the Dean's Office to pursue the upgrade and improvement of space and facilities in the Department.*

Department's Response:

- The Department agrees that research culture and collaboration should continue to be a focus. It currently has many initiatives focused on fostering high quality research, such as extensive teaching relief and start-up grants for new research stream faculty and external seminar series with high profile international researchers. We will seek new ways to foster a strong research culture.
- The Department agrees that improvements are needed in the graduate student recruitment program. The Department believes that it is prudent to carry out graduate recruitment when it is most efficient to do so, such as when faculty members visit other top universities or attend conferences. We acknowledge the need to improve our methods of “piggybacking” our efforts onto the larger APSC recruitment events, by, for example, having professional graduate student recruitment brochures available and training the APSC presenters, with Mech-specific information.
- The Department agrees that its graduate students would benefit from higher levels of financial support and accordingly we have regular increases coded into our GA research stipend policy. However, we must balance that desire with the reality of limited research funding. The Department will re-examine how scholarship money it controls is allocated to ensure we can offer competitive packages to top students and reasonable financial support to all students.
- The Department agrees that increasing the diversity of the faculty pool is essential for the health of the unit. To increase the likelihood of attracting strong female applicants, we start by ensuring all our advertisements are as broad as possible, and the language of ads is checked to ensure it is non-gendered. We then actively contact Departments at other top universities and encourage them to recommend good diversity candidates. All search committees receive “unconscious bias” training by the Associate Dean and are requested to bring forth the best diversity candidate for consideration by the Department, unless there are no suitable diversity candidates. We plan to enhance our efforts to recruit female faculty by advertising in the Society of Women Engineers careers page, the WEPAN site, with IEEE WIE and with the Women in Engineering Division of ASEE. The Department is very open to suggestions of additional strategies.
- International exchange programs create unique opportunities and offer new perspectives to students. The Department is currently working actively with the Dean's Office to increase international exchanges, through the Coordinated International Experience program which has our full commitment.
- The Department agrees that it should further promote our international presence. Evidence of our already-substantial presence ranges from the fact that multiple faculty members are Editors-in-Chief or Associate Editors of prestigious journals to the fact that the Department has hosted multiple international research conferences (e.g., for the IEEE). The Department already supports the hosting of visiting foreign faculty and graduate students, and that support will be enhanced.
- The Department would be delighted to have improved space and facilities and is ready to work with the Dean's office, Campus and Community Planning, or any other group to pursue facility improvements.

School of Community and Regional Planning
Faculty of Applied Science

Summary of External Review: March 2017

Key Findings of the Review Committee:

- *The unit is academically strong with excellent faculty, staff and students working together in a collegial way. The School is effectively delivering on its mission. The School and its faculty enjoy immense international respect, as indicated by acclaim and awards received.*
- *Graduates of SCARP have proven successful in the planning field, and many doctoral graduates win national scholarships (such as SSHRC) and have gone on to great success as planning educators.*
- *The School's biggest challenges relate to program development, succession planning and the improvement of facilities.*
- *There is a lack of gender parity and limited diversity amongst faculty.*
- *There is a low proportion of junior faculty to senior faculty, and equity concerns. This could affect ability to attract and retain junior faculty members; the unit and UBC need to continue to work to meet the needs of junior colleagues (e.g., housing, research support, space).*
- *There are concerns about space connectivity, quality and allocation. The primary issue is finding a way to bring the various components of SCARP together; the reviewers concluded that the School has a reasonable amount of space but it is not currently configured to address some program and research needs. Lack of contemporary technology and infrastructure to support classroom innovation in the existing space can undermine creative programming.*
- *The professional master's program (MCRP) attracts very well-qualified students. Recent changes to the program constitute an important step toward meeting the needs of graduating students and employers. Students would also benefit from clearer pathways through the curriculum. The doctoral program has a long, successful history and continues to attract excellent candidates. Doctoral students expressed a wish for more teaching opportunities.*
- *Planning is well underway for new undergraduate course offerings, which seem well-considered and pedagogically sound. SCARP could also explore opportunities for continued learning opportunities for professionals.*
- *Collaboration around the Master of Engineering Leadership in Urban Systems has created a promising new program. SCARP can also consider partnerships with other Departments at UBC to create collaborative programs.*

Key Recommendations of the Review Committee:

- *Consider expanding the unit's strategic plan to more robustly identify SCARP's pedagogical, scholarly and service aims.*
- *Assess whether an internship of 3 credits (80 hours) provides enough work experience for students. Build stronger connections with SCARP's alumni network and local professions to enhance opportunities for internship placements and alleviate student anxieties about locating work experiences. The profile of the internship program could be raised to the benefit of all parties: greater clarity for host organizations and students alike. A joint student/faculty/alumni review committee could improve relationships, activities, strategies.*

- *Administrators and some faculty members are in a different building from students and other faculty, and this is seen to undermine departmental cohesiveness and communication. Storage space or underutilized common space in WMAX could be reconfigured to support junior faculty members launching research programs. Similarly, students lack and need appropriately equipped work space, including increased computing capacity for GIS and design software.*
- *Encourage student initiative to generate in-house proposals for better uses of SCARP spaces.*
- *Begin succession planning to ensure committed funds for the continued viability of the Indigenous Community Planning program, a clear strength and highlight of SCARP.*
- *Doctoral students have few opportunities to teach in the program. Preparing doctoral students for the academic job market necessitates finding ways to help students develop teaching skills. Explore more TLEF help, professional development courses, guest lectures, and teaching certificates.*
- *Develop a hiring plan linked to program needs and objectives. Anticipate future retirements and discuss their implications for program development.*
- *If student supervision is calculated as a component of assigned teaching loads, ensure that supervisory duties for graduate students are equally distributed and effectively delivered. Concerns about the unevenness of supervision arose frequently in the site visit and in submissions the reviewers received.*
- *To provide more clarity for students on administrative staff duties, consider relocating some support staff to WMAX for more direct contact with students. The SCARP website could include and update photos of staff so that students know and recognize “who does what”.*
- *Generate effective program materials that outline frameworks for students developing their program plans, or databases of potential employers and mentors, to make student advising more straightforward.*

School's Response:

- The School recognizes the issues identified in the report, and the recommendations provide a framework for further refinement and clarification of the initiatives underway at SCARP. The School intends to use the review report as the basis of its Strategic Planning exercise in 2017.
- The need to consolidate facilities has been an ongoing problem for decades, and is further compounded by the deterioration of the School's main space in West Mall Annex. Without this consolidation in good quality space, the ambitious agenda we are undertaking will be difficult to accomplish.
- Renewal of the faculty, addressing the faculty gender imbalance, and succession planning of SCARP leadership are all issues of concern to us and to which we will devote careful planning.
- The report provides useful feedback on student responses to our initiatives, which will be considered along with other student feedback we receive.
- The report also offers suggestions on how to move forward on initiatives such as our proposed undergraduate program. The criteria suggested to evaluate the success of such a venture is very useful.
- The School found it puzzling that a lack of clarity was noted regarding various staff roles. SCARP staff has worked diligently to provide a comprehensive SCARP website that provides all of the information that students need, including staff roles and responsibilities, as well as developing policies and procedures with student input.

Department of Art History, Visual Art and Theory
Faculty of Arts

Summary of External Review: March 2017

Key Findings of the Review Committee:

- *The department is a highly productive, well-functioning unit that successfully brings together faculty and students with multiple areas of expertise and interests.*
- *Reviewers felt that the department was energetic and had strong leadership, staff was effective and devoted, students were “engaged and thoughtfully committed”, and faculty members were forward-looking and exhibited strong feelings of department loyalty.*
- *The department has taken full advantage of prior reviews, and has built up momentum in moving out of “silos” and has developed a coherent identity and growth strategy.*
- *The growth of the department depends on careful selection of a new Head who will guide the department into its next iteration.*
- *The fact that the department is comprised of several sub-specialties is a strength, but also presents challenges related to strategy, advising, and fairness.*
- *The department has resource challenges in terms of space and graduate funding that will need to be addressed to allow for growth and to remain competitive.*

Key Recommendations of the Review Committee:

- *It is important to carefully select a Head to succeed Scott Watson who can balance the different interests of the department and guide it into the future. The Head should be selected from outside the department due to a lack of suitable candidates within. The selection should be made with an eye toward future growth, in visual arts (VISA) in particular, but in the department’s role in leading the Humanities in general.*
- *The department should study the K-factor budget formula to consider ways to increase budget resources and enrolments, and to allow VISA faculty to lower their teaching load from the current 3:3.*
- *Physical space is used in an ad hoc manner, and can be consolidated for greater storage, classroom, and studio space. The department should undergo thorough and regular reviews of how it uses physical space, and additional space should be allocated, especially through an updated Lasserre building.*
- *The undergraduate program should be revised in consultation with faculty and students. The department should consider implementing a writing intensive curriculum with more lower-level, large-enrolment courses and fewer upper-level courses.*
- *The department should provide greater support and transparency to graduate students, including more advising, greater financial resources, and clear policies and procedures in the form of an updated handbook.*
- *The Critical Curatorial Studies (CCST) stream should be merged into ARTH and VISA programs. Teaching for it should be spread out across the department, and it should be more flexible in its requirements.*
- *The department should consider how it relates to other units and programs within the Faculty of Arts, such as the Coordinated Arts Program or other BFA programs.*
- *Internal and external communications ought to be clear and consistent to increase transparency and ensure equity. Regularly maintained e-mail lists and a redesigned website would aid in this regard.*

Department Response:

- The department appreciated the complimentary nature of the review report, but noted multiple errors, which were corrected in the response, and which posed a challenge to adopting many of the recommendations contained therein. Many of these errors stemmed from the assumption that the Belkin Art Gallery is a part of AHVA, which it is not. The review was also extraordinarily long, containing about 123 recommendations, many of which are impractical in the UBC context.
- The department respects the suggestion that the new Head come from outside AHVA, but feels that there are several viable candidates who could assume the position from within the department. The department felt that the report underemphasized the research output of its research scholars and the impressive service that they provide the department, the Faculty, and UBC.
- Course offerings are currently being re-evaluated to increase lower-level, high-enrolment classes. The department would like to consider how to lower course loads for VISA instructors, and has submitted a proposal to this effect to the Dean's Office.
- The physical space is used in a mindful manner, and what may seem to be ad hoc space allocation is, in fact, intentional and necessary, as described in the Response.
- The department already has a graduate handbook, revised in Summer 2017, and there are many advising structures in place for graduate students of which the review committee did not seem aware. The department acknowledges that central funding for graduate students needs to increase.
- Instruction for CCST courses will be spread across the department, as recommended. It is already integrated into VISA, and the department will explore how to better integrate it into ARTH, though there are structural issues with doing so. The program is already quite flexible, and the review committee may have read suggestions and best practices for students in the program as requirements.
- Links will be explored with the Coordinated Arts Program and the BFA in Music, however, the challenge in doing so will be incorporating studio courses into program requirements.
- The department recently redesigned its website, prominently posts its policies and procedures, and currently maintains regular several e-mail lists for faculty and students.

Faculty Response:

- The Faculty has already approved a move in the teaching load of VISA faculty from 3:3 to 3:2.
- The Faculty has adjusted the Art History K-factor to the more common (and lower) factor for humanities departments (50).
- The Faculty will pursue the procedures outlined in Policy 22 to replace the new Head. It is rare to seek a Head from outside the department, and does not seem necessary in this case.
- The Faculty will provide staffing resources to meet the growing needs of the department and has already increased staffing levels devoted to facilities.
- The Faculty encourages the department to consider new and creative ways to increase enrolments in conversation with the Dean of Arts Office, especially on the Art History side.
- The Dean of Arts will work with the Assistant Dean, Facilities to consider how spaces might be renovated for the use of AHVA faculty and students, particularly considering buildings like Lasserre.
- The Faculty has revised its graduate funding formula and has added \$.5M in funding to graduate fellowships. We have also attracted new 4YFs/year through the Academic Excellence Fund. In addition, we have matched donations to the President's Blue&Gold Campaign of \$1M for both graduate and undergraduate support. Along with the restoration of a G+PS funding formula that improves Arts' funding, these measures will go a long way to improving the funding for graduate students in Arts.

**UBC Arts Co-op Program
Faculty of Arts**

Summary of External Review: May 2017

Key Findings of the Review Committee:

- *The program is highly regarded by students, alumni and employers as well as within the university.*
- *Program staff demonstrate a high degree of professionalism and genuine care for their students. The reviewers found that current students and alumni were extremely complimentary of the staff in the Arts Co-op Office and praised their expertise and dedication.*
- *The newly-implemented coaching model for first-year students is commendable and well-received by students, although there were concerns about reduced coaching support in second and third years. The coaching model is resource-intensive.*
- *Retention is an issue given the high rate of students not completing the program. More student feedback, including from those who leave the program or do not secure a work term, would be valuable.*
- *The program currently serves mainly undergraduate students, but there is increasing interest in expanding it for graduate programs.*
- *There was mixed student feedback about the perceived relevance, compensation and quality of jobs on the job board.*
- *The current decentralized model at UBC has potential to result in brand confusion and difficulty for new employers trying to find a gateway into relevant programs.*
- *The reviewers felt that all faculties would benefit from a stronger mechanism for cross-faculty postings and referrals, despite the challenges associated with cross-postings.*
- *The reviewers commended the work of the Associate Dean Student Success in engaging in a logic model to identify and gauge factors influencing student success.*

Key Recommendations of the Review Committee:

- *Differentiate staff roles, and explore the development of an entirely new organizational structure with dedicated student coaching and business development expertise.*
- *Optimize the data management system to track key metrics, which will help staff have a better understanding of the sectors in which students seek employment and track reasons for withdrawal.*
- *Complete an analysis of the program's current admissions requirements and determine which entrance requirements correlate to student success, both in terms of securing the first work term and achieving success in the workplace.*
- *Conduct market research, possibly using an external consultant, to assess both student and employer demand, particularly focusing on sectors experiencing growth in Greater Vancouver where most students complete their work terms.*
- *Increase visibility of the program to prospective employers, perhaps through past-employer testimonials, video clips, and profiles of students who have secured roles in non-traditional sectors.*
- *Evaluate current communications and marketing activities. The office may want to replace some of the print materials and monthly newsletter with social media messages, which afford more frequency and brevity, and might be more effective in the digital age. Increase online presence.*
- *Although it is beyond the control of Arts and the external review's scope, reviewers encouraged the UBC Co-op Council to consider a shared software system that allows for easy cross-posting of multi-disciplinary jobs between faculties.*

- *Increase visibility of jobs to students by working with software providers to implement a filtering tool on the job board, so that students can more easily view roles most relevant to them. Consider discontinuing daily notifications, which discourage students from searching for jobs via the system.*
- *The Faculty should retain a centralized model of co-op for both graduate and undergraduate programming, particularly since graduate students joining the program may result in new and different operational needs and challenges.*

Program Response:

- The unit is dealing with high demand for its services; it currently admits only half of those applying for positions. Student demand is already well-understood, but in determining how and whether to admit more students, the unit needs more information on employer needs and demands.
- Co-op is developing more of an online presence and is moving away from print communications. The unit is now using HootSuite to manage Twitter communications and has replaced larger print documents with shorter digital documents.
- The unit is working on a series of videos to promote Co-op programs. Co-op students now have the option to fulfill their work term assignment by creating a video that can be shared with prospective and current co-op students. The unit is launching a new employer education campaign using the videos, some created by TAXI (a marketing and strategy company) and some by students.
- The assigned advisor program has been revised to streamline student-advisor interactions, and a strategy is being developed to reach out to senior co-op students.
- Based on analytics that will be provided by a Research Analyst, the unit will adjust the intake process, revise the work term assignment structure, and reconfigure staff roles and job descriptions.
- The Unit consulted with Symplicity staff at the University of Toronto to change the way students are tracked and data is collected. Based on these consultations, the unit is exploring ways to improve how students search for and view job postings.
- The unit will work with the Dean of Arts office to help implement some of the cross-faculty and university-wide recommendations made in the review.

Faculty Response:

- The Faculty of Arts currently subvents the Co-op program, and will continue to do so as it is a unit of tremendous value to the faculty.
- The Dean of Arts will initiate a cross-Faculty conversation to consider ways to minimize overlap in Faculty-based Co-op programs that results in multiple Faculties competing for positions with the same employers.
- The Dean will empower the Co-op Program to coordinate and to work for coherence amongst departments and schools offering career enhancement programs of their own.
- The Dean will propose a central UBC unit that supports all Co-op programs while maintaining faculty-specific programs that provide customized service for students. The Dean will request that the university dedicate resources to such a hybrid system of resource sharing, and to implement software that will facilitate information and expertise-sharing across faculties.
- The Office will consider ways to include more graduate students in Co-op. Building on initiatives in certain departments, the Associate Dean Research and Associate Dean Communication & Innovation will be tasked with liaising with Co-op and units to increase graduate student participation.
- The Dean of Arts will support hiring a Research Analyst to conduct a climate survey to gauge student demand, employer needs, growth potential, and staffing and resource requirements. The Analyst will also review the Co-op fee structure, develop metrics for measuring student success, and provide suggestions for communications and marketing strategies.

Department of Psychology
Faculty of Arts

Summary of External Review: March 2017

Key Findings of the Review Committee:

- *The Department is a scientific leader and is ranked at the top of Psychology departments in Canada and among the top departments internationally. The Head is a skilled, dedicated and respected leader. Department members conveyed a general view of departmental governance as democratic and consultative. Reviewers sensed a positive spirit of community in the department.*
- *The previous review recommended a less centralized governance and this has been followed. However, the current number of standing committees (20) may need to be trimmed.*
- *A significant portion of the budget seems devoted to seven major content areas; this may have the effect of limiting departmental funds available for other, more communal uses.*
- *Until recently the department was housed within a single building, but growth, collaborations, and changing needs have led to the movement of Faculty, students and labs to other buildings. There is a risk that some areas could become isolated from the rest of the department.*
- *The department has been quite successful in recruiting excellent junior faculty in recent years and has addressed the previous review recommendation to increase mentoring and support for junior faculty. The faculty body is gender-balanced and there is reasonable diversity among faculty members in terms of minority status and sexual orientation.*
- *Psychology is the most popular major for undergraduate specialization at UBC, and the large number of students results in a fairly high student-to-instructor ratio.*
- *Graduate programs are excellent but there are challenges in areas such as completion times, graduate student funding, shortage of required classes, and insufficient numbers of teachers in certain specialties. Graduate students are very productive in publishing.*
- *The level of research activity is consistently high across the department and faculty members have been very successful in attracting grant support for their research.*
- *Community engagement efforts are strong and effective. Members of the department play a strong role as public intellectuals, frequently providing media interviews and expert opinion.*

Key Recommendations of the Review Committee:

- *In the next strategic planning process, consider whether there are activities in the common interest that are being neglected because of the emphasis on areas as largely independent administrative units.*
- *Twenty seems like a very large number of standing committees. The reviewers wondered whether some trimming might be possible. It may be useful to consider the trade-offs between the work each committee does and the administrative effort needed to maintain its existence.*
- *Teaching stream faculty are critical to the department given the heavy undergraduate teaching service the department undertakes. The reviewers recommend the expansion of the teaching stream with a focus on tenure-track teaching faculty and 12-month (or multi-year) full-time lecturers to the extent possible.*
- *The department should actively develop strategies to maintain intellectual connection within department, and the administration should limit future moves that distribute resources beyond the department and may strain the intellectual unity of the department.*
- *The reviewers recommend significant support, by upper administration, for improvements to the physical infrastructure in the Kenny Building, or construction of a new building for the department.*

- *Consider options for reducing the number of undergraduate students in order to reduce class size and student-to-instructor ratio. This might include making the entry requirements for the BA program the same as for the BSc program, or hiring more instructors. The latter option would need to be done carefully as 30% of the department's undergraduates are already taught by sessionals.*
- *The department should consider strategies for supporting grant proposal development and submission in areas that are not currently well-supported in the department.*

Department Response:

- The department was pleased with the report and found the recommendations to be insightful and constructive.
- A committee will be struck to re-consider content area divisions in the department. Space restrictions require faculty members to be in different physical places, but the challenge is maintaining intellectual connections within the department. A committee will be struck for this purpose as well. Existing committees will be examined to test their necessity, but since existing committees require little administrative effort and have not been demonstrated to be superfluous, the department believes that committees as presently constituted do not represent a problem.
- The department welcomes the recommendation to hire two research stream professors and instructors in the educational leadership stream. Soft funds will be allocated to hire a grants officer to assist with faculty applying for grants.
- The suggested hires will allow the department to teach smaller-sized classes, and particular attention will be paid to offering such classes. Grading rubrics, however, will likely be preserved; fairness considerations, especially in large, multi-sectioned courses, outweigh the costs in implementing set grading policies.
- The department anticipates that it will be able to offer more graduate-level courses, especially with the new hires suggested in the report. The new graduate funding allocation scheme will allow the department to admit the best graduate students and support existing students, but the Department will nevertheless investigate how it can better serve the needs of graduate students.
- An equity committee has been collecting data on how gender and race affects student and staff experiences in the department, and a report will be forthcoming later this year.
- The department welcomes the suggestion to address structural issues with the Kenny building as soon as possible.

Faculty Response:

- The review is highly laudatory and reflects the Dean's highly positive assessment of the department. The recommendations are well received, and it is anticipated that the recommendations made therein will be met within two years.
- The Faculty of Arts will fund faculty and instructor lines as recommended.
- The Kenny building is a top priority for the Faculty of Arts, and renovations will be made in short order. Over \$1 million has already been set aside by the department for renovating the Kenny building, and the Faculty of Arts will contribute another \$3M. We are awaiting the results from the latest seismic survey but we are working with the Provost's Office to secure University support to move forward on seismic readiness. The Assistant Dean, Facilities will help the department with any temporary spaces or physical needs during the renovation process.
- The department's governance structure is functional and highly successful. Whereas areas of study may be re-examined, there is no pressing need to restructure governance.
- Curricular changes are welcome, but should be made with consultation with other units, since the introduction of pathways and prerequisites will affect other programs.

Centre for Teaching, Learning and Technology

Summary of External Review: November 2016

Key Findings of the Review Committee:

- *The Centre provides a significant and highly-competent service to UBC in supporting quality teaching and learning and professional development for faculty. It plays an immense role in the university's pursuit of outstanding teaching. It strikes a balance between being a concierge (performing design or production tasks) and promoting capacity-building (providing education and support), depending on the situation. CTLT staff are highly responsive and tailor their assistance well to individual needs.*
- *Beyond the diverse array of services it provides, CTLT's emphasis on "customer" orientation is exemplary and it adapts its assistance to faculty and department priorities, thereby respecting faculty autonomy and avoiding a "one size fits all" approach.*
- *The review committee appreciated CTLT's evidence-based approach to its practices.*
- *CTLT has a collaborative and integrative approach in its outreach to other UBC units. The relationship to UBC-O is very positive, and this should be upheld to ensure both Vancouver and Okanagan campuses experience benefits and collaborate appropriately.*
- *Staff have a strong collaborative approach within the Centre. CTLT personnel engage in internal, cross-team collaborations, and several members have dual reporting structure within CTLT. These activities appear to promote information flow and positive interactions. Nevertheless, in a unit of CTLT's size, additional focus on how to keep relevant team members informed of Centre activities is still warranted.*
- *The relatively small degree of student involvement/contact in CTLT's current mandate may be limiting its effectiveness. Through its involvement with educational leadership and faculty engagement, CTLT has the potential to more actively promote a culture of student engagement throughout the institution.*

Key Recommendations of the Review Committee:

- *Clarify roles played by CTLT (as a central resource) and the localized teaching and learning support services that are available within academic units.*
- *CTLT should update its current vision, mission and values to become more outcome-oriented. Metrics could go beyond numbers to measure the learning impact of faculty who have implemented more active pedagogies and supporting technologies.*
- *Develop a robust structure and process for discovery, innovation, production and retirement of initiatives -- a central process to track and support the lifecycle of projects.*
- *Develop an overarching campus strategy for online learning / innovation, including a revenue-generation strategy. While revenue generation is not necessarily a fit within CTLT's current model, the unit would play a critically important role in the development of such a strategy by providing guidance and expertise on teaching, learning and educational technology. There could be a university steering committee to guide and support the strategy, with a separate team with entrepreneurial expertise to develop the business/financial model.*
- *While the overall focus on the faculty member as client is a valuable service and ultimately impacts the student learning experience, there would be real benefit in expanding the focus to include broader pedagogical conversations with more student engagement, including graduate students.*

- *Increase transparency around the TLEF selection process and implement a more rigorous assessment of TLEF outcomes.*

Unit's Response:

- It is gratifying to read the reviewers' commendations for the effort that CTLT has put into becoming a faculty-focused service. Nonetheless, we heed the comments around the need to clarify the relationships with local teaching and learning support units and other campus partners. The upcoming Learning Management System transition provides a timely route into these conversations with Faculties, acknowledging that these need to be broader than just around learning technology support.
- The review report fairly states that CTLT has limited measures of the impact of its activities. Measuring impact of service provision and support is difficult, but we commit to address this, drawing on effective practices elsewhere and linking to the recommendation to broaden our focus to student outcomes. We will ensure measures of impact align with broader institutional priorities, and incorporate input from stakeholders.
- As CTLT outlined in its self-study review, the unit has developed processes to prioritize the lifecycle of projects taken on internally, and committed to progressing the operationalization of this in light of the recommendation to do so. However, this also extends more widely into institutional initiatives, for example measuring the impact of teaching and learning enhancements and piloting learning technology applications.
- The unit agrees that revenue generation from a broader range of learning contexts (e.g. career and personal education) using online learning as a channel is not part of its core mandate. The establishment of a separate team for more market-focused and entrepreneurial offering is currently underway in the Provost Office and we will continue to engage in these discussions, particularly around the interfaces (pedagogical, curricular, technological) between this area and the core undergraduate teaching and learning mandate.
- We see great possibility to develop an even stronger culture of innovation in pedagogy that encourages all actors (faculty, staff, and students) to collaboratively take up the challenge of co-design and co-creation of an outstanding learning environment. CTLT plans to actively pursue conversations to realize the opportunities to work more directly in partnership with student groups in the evaluation of teaching and learning outcomes. The unit continues to support over 500 graduate students each year through specific teaching and learning programming.
- The Provost Office disburses TLEF funds through a competition in which proposals are adjudicated by a committee comprising faculty and students from across the university, with CTLT providing administrative and consultative support. We will work with Provost Office to enhance communication of priorities and criteria. We commit to developing better ways to evaluate and disseminate TLEF results; we have an early prototype of an impact framework for teaching and learning enhancement and leadership that is being refined through broad consultation.

Sauder School of Business
Summary of External Review: January 2017

Key Findings of the Review Committee:

- *The Sauder School is well-managed and the culture appears to be highly collegial and healthy. The reviewers praised the School's implementation of a new workload policy that provides transparency in the process of workload assessment.*
- *The Dean is well-respected and is viewed as being appropriately transparent. The committee heard widespread support, within the unit and across the university, for the direction the Dean is taking the School.*
- *The School known for its focus on high-quality research. The committee found this aspect of the School's reputation to be well-confirmed through its meetings.*
- *The School has generated surpluses in recent years; however, while the current financial situation is stable, the medium term outlook has some challenges and sustainability risks.*
- *Facilities are of a high standard, particularly the expansions to the Robert H. Lee Graduate School. Building a viable and larger portfolio of masters programs would provide a source of further revenue for the School, and this growth would necessitate more such advanced new facilities.*
- *Students were generally complimentary and positive in their overall assessment of the quality of an education from the School. The committee observed that the School "attracts high-end students at all admission levels." Students would benefit from initiatives that connect them more strongly with the School's research activities and engage them more in the learning processes.*

Key Recommendations of the Review Committee:

- *Consider allocating responsibility more broadly across senior executives. For example, there is a large number of direct reports to the Dean; some intermediate level of senior managers is recommended, and more diversity in the senior leadership.*
- *The School operates under several budgetary constraints, including regulated below-market domestic undergraduate tuition and mandated domestic undergraduate enrolment. Concern was expressed that in one program, the cost exceeds the domestic tuition revenue, the shortfall being covered by a portion of the international tuition. This is a sustainability issue. There also appears to be inconsistency within in the School in the understanding of cost allocations, revenues and deficits for the various programs.*
- *The Executive Education facilities at Robson Square should be upgraded or relocated. The competitiveness and viability of Executive Education and professional programs are crucial to the economic stability of the School.*
- *The students expressed a desire for closer and more continuous dialogue between themselves and the School's senior administration. The review team recommends that the ambition of more active engagement and involvement with students and student bodies is pursued, and that the potential is actively discussed with the students/student bodies.*
- *Students expressed a desire to connect more closely with the School's research activities. A possible approach would be to build Honours tracks in order to forge a stronger link between research and education. Another approach, mentioned by the Commerce Undergraduate Society, is to focus on a more active feedback culture.*

- *There is potential for greater research and program collaboration with other UBC Faculties / Schools. The Sauder School should take the lead in furthering the university's innovative and entrepreneurial initiatives, linking STEM-disciplines with business disciplines and linking theory with practice in academic education programs.*

School's Response:

- It is acknowledged that managerial responsibilities are relatively concentrated in the Dean and the Senior Associate Dean for Faculty under the current structure, yet the team is highly collaborative and, in the Dean's view, highly effective. The Dean also views the team as quite diverse, especially if one includes the Assistant Deans and program directors in the calculus; nevertheless, the School is committed to creating an environment that respects diversity and will be mindful of the reviewers' comments as the team evolves in the future.
- The School has tried to manage the growth and development of the school in an optimal manner subject to the budgetary constraints mentioned. The generally sound financial position of the School over the past few years indicates that these efforts have been successful. However, as the reviewers note, the fiscal health of the school is heavily dependent on revenues from international tuition and executive and professional programs, resulting in significant risks inherent in the budget model. Mitigation strategies include diversifying the executive and professional programs. The regulated amount of domestic undergraduate tuition impacts the School and other parts of the university, and the School will continue to work with the executive and the Deans of other Faculties to address this. The reviewers' observation that there does not seem to be a common understanding of how costs are allocated to programs, or how much money individual programs make or lose, is a very fair criticism. The School is currently working to develop a consistent model of individual program budgets.
- The School agrees that the expansion of the facilities at the Point Grey campus and upgrading of facilities at Robson Square will be essential to the future success of the school. Facility quality has become one of the dimensions on which business programs compete for students and clients.
- The School has taken some initial steps toward more active engagement with students, through the creation of the Dean's Student Advisory Council at the undergraduate level and townhall meetings for undergraduates and masters students, and will continue to develop this capacity going forward.
- The recommendation that the School do more to connect undergraduates to the research mission of the school is very well taken. The School is exploring the feasibility of enhancing the Commerce Scholars Program and offering an honours track within the BComm program that would have a significant research component.
- Collaboration across the university has been an area of emphasis for the School over the past few years, and there have been several significant successes in this regard. Entrepreneurship education and the Creative Destruction Lab West, the B+MM dual degree, the Bachelors of International Economics, the Masters of Engineering Leadership and the Physicians Leadership Program are all examples of the benefits of collaboration between the School and other faculties.

Institute for Resources, Environment and Sustainability
Faculty of Science

Summary of External Review: October 2016

[Note: In 2012, IRES was transferred from the College for Interdisciplinary Studies to the Faculty of Science.]

Key Findings of the Review Committee:

“Overall, IRES is a highly productive unit, both in terms of interdisciplinary research output and graduate training. Their track record in interdisciplinary research, as measured by the quantity and quality of publications that focus on highly interdisciplinary topics and include multi-disciplinary authors, is excellent. Their graduate program grounds students in interdisciplinary research through coursework and frequent co-supervision models. The number of graduate students in the program is very high, much higher than norms in the Faculty and University. Yet completion rates, student placements, and student satisfaction appear to be very good.” “The Unit contributes to undergraduate teaching in several programs in the Faculties of Arts and Science as well as in the Faculty of Land and Food Systems and the Faculty of Applied Science.”

Key concerns raised by the review committee are that the *“new budget model at UBC appears to especially reward undergraduate teaching”* and that IRES has *“a desire to contribute more broadly to the development of a Policy School at UBC”*.

Key Recommendations of the Review Committee:

- Clarify the implications of the budget model for future development of IRES.
- Consider reducing the number of graduate trainees per faculty member.
- Clarify the administrative arrangements for IRES’ Canada Research Chair (CRC) positions.
- Clarify the funding situation regarding the professional master’s program (MPPGA).
- Engage in a University-wide discussion regarding the development of the proposed Policy School.
- Resolve uncertainty around the requirement for undergraduate programming in IRES.
- Recommend a process for streamlining tenure/promotion for jointly appointed faculty.
- Standardize review processes for graduate student and postdoctoral training.

Department and Faculty’s response:

- IRES has tacit budget agreements in place with different Faculties but would prefer to formalize these with an MOU. That said, IRES also recognizes that UBC’s current budget model might well not work for a number of graduate-focused units at UBC, and is equally open to solutions that have wider applicability across campus.
- IRES has and will continue to monitor the ratio of graduate students to faculty within IRES while recognizing that the overall pool of applicants virtually doubled last year and the quality of applicants has been superb. A number of options are being considered that would ensure all graduate students are well supervised and supported.

- In principle, IRES would like to secure agreements or an MOU that stipulates that should either CRC now held by Arts leave, we would agree to rehire joint positions in areas of mutual consent.
- MPPGA discussions are ongoing regarding revenue flaws viz-a-viz teaching and faculty involvement.
- The Policy School has been formally approved by the UBCV Senate. IRES' contribution to its design was recognized in the supporting documents. That proposal primarily concerned only the formation of the school and the moving of positions formerly in the LIU and IAR. Future discussions are forthcoming and IRES has been active in these, but discussion at the level of the Deans and Provost would be beneficial.
- IRES' most recent strategic discussions have resulted in an undergraduate teaching focus in ENVR and SCIE courses, alongside obligations in place due to joint appointments (e.g., with Departments of Psychology, and GRSJ in Faculty of Arts). Beyond this, IRES hopes to further elaborate undergraduate teaching in sustainability streams as they proliferate across campus.
- The recommendation to streamline the process for tenure/promotion for jointly-appointed faculty is already partially relieved by more rigid criteria set out at the time of appointment as per newest SAC guidelines (i.e. P&T procedures, handling of files, etc.) and wherein lead units are now explicitly identified at the point of initial [hire] contracts.
- Review processes conducted by the graduate program manager, the graduate advisor and relevant supervisor were recently modified to address the recommendation to standardize these processes. Masters students will now have a review in the Spring of their first year to ensure their programs are on track. PhDs will have one review at the beginning of their second year and another one in Fall of third year. A similar review process is being developed for post-doctoral fellows who are at IRES for more than one term.

January 4, 2018

To: UBC – Vancouver Senate
c/o: Chris Eaton

From: Gage Averill
Dean, Faculty of Arts, UBC – Vancouver

Re: Proposal to Amend the Voting Membership of the Faculty of Arts Council

I would be grateful if you would forward the enclosed proposal to Senate for approval.

At the Faculty of Arts Meeting on December 14, 2017, the following motion was carried:

“That the changes to the Voting Membership of the Faculty of Arts Council be approved, as set out in the attached Proposal.”

The enclosed 5-page document includes a rationale and summary of the consultation process undertaken (see pages 1-2), followed by Appendix 1 (the proposal), Appendix 2 (the current voting membership), and Appendix 3 (excerpts from the 2014/15 student election forms).

Proposal to Amend the Voting Membership of the Faculty of Arts Council
for consideration at the Vancouver Senate meeting on January 17, 2018

The Proposal to Amend the Voting Membership of the Faculty of Arts Council (**Appendix 1**) was approved at the Faculty of Arts Council meeting on December 14, 2017.

Motion:

“That the changes to the Voting Membership of the Faculty of Arts Council be approved, as set out in the attached Proposal.”

Rationale:

The existing voting membership (**Appendix 2**) of the Faculty of Arts Council has been in place for decades and is in need of updates that better reflect the Faculty of Arts as currently constituted and that add clarity to the description of council membership. The proposed changes are intended to broaden and strengthen participation in Council meetings. Although we propose a reduction to the overall number of external faculty representatives and student representatives, there will still be ample representation of both. While the current structure allows for 24 student representatives, in reality the vast majority of these positions remain unfilled from year to year.¹ It is our hope that defining a smaller number of positions that are integrated with the Arts Undergraduate Society (AUS) and the Graduate Student Society (GSS) will strengthen student voices. Positions for representatives from other Faculties typically are filled but attendance is rare. In combination with routine external consultation on proposals and voting by all Faculties in Senate, we believe that a smaller number of external representatives will continue to provide an effective mechanism to convey perspectives from other Faculties.

For reference, enclosed is a sample notice of student election and call for nominations showing the list of 20 constituencies currently in place that cover a mix of third- and fourth-year majors and honours programs as well as graduate programs, and 2 constituencies that cover first- and second-year students (**Appendix 3**). The proposed AUS involvement should provide broad-based undergraduate student representation on the Faculty of Arts Council through inclusion of the AUS President, AUS VP Academic, and representatives from each year level who have been elected into positions designated for that purpose by the Arts Undergraduate Society. We hope that integration with AUS elections also will increase electoral visibility and participation. An additional undergraduate position will provide for representation of students in undergraduate degree programs not represented by the AUS. Separate positions filled through the GSS will strengthen graduate student representation.

Summary of proposed changes:

- Updating the nomenclature to reflect faculty ranks in the research stream and educational leadership stream
- Including up to 2 elected representatives to represent Sessional Lecturers
- Including up to 2 elected representatives to represent Lecturers
- Rationalizing external faculty representation by reducing the number of faculty representatives from outside the Faculty of Arts (currently up to 27 representatives) to:
 - (i) 1 representative from each Faculty
 - (ii) 1 representative of departments that offer the B.A. degree, but whose salaries are not in the budget of the Faculty of Arts
 - (iii) 1 representative of Vantage College
- Rationalizing the selection process for undergraduate student representation by including:

¹ Over the past six years (2011-12 through 2016-17), the number of student representatives ranged from as few as 5 (in 2014/15) to as many as 13 (in 2013/14), with an average of 9 reps per year, or roughly 25% of positions filled. In the current year, 2017-18, we have 8 elected student reps.

- (i) 1 representative to represent undergraduate students in degree programs not participating in the Arts Undergraduate Society (AUS);
- (ii) 2 members of AUS Executive (President and Vice President Academic);
- (iii) 4 representatives (one from each year level), elected by members of the Arts Undergraduate Society, to represent undergraduate students in degree programs administered by the Faculty of Arts
- Providing separate graduate student representation by including up to 2 representatives, either elected or chosen by the Graduate Student Society Council
- Including postdoctoral fellows as non-voting members
- Including senior administrative staff as non-voting members

Consultation:

Broad consultation 2016/17:

April 18, 2017: The Proposal to Amend the Voting Membership of the Faculty of Arts Council was sent to the following to invite feedback:

- Deans of Faculties at UBC-Vancouver
- Heads and Directors in the Faculty of Arts
- Faculty Representatives to Faculty of Arts Council, 2016/17
- Student Representatives to Faculty of Arts Council, 2016/17
- Arts Undergraduate Society Executive, 2016/17 (via AUS President)
- Graduate Student Society Executive, 2016/17 (via GSS President)
- Dean's Office Staff (including Academic Advising Services, Curriculum)

Statement of support from 2016/17 and 2017/18 Arts Undergraduate Society (AUS) Executives:

"The outgoing 2016 AUS executive and incoming 2017 AUS executive fully support the [proposed] new composition of the Faculty of Arts Council. With further integration of AUS and other student societies into the Faculty of Arts Council, we strongly believe that student voices can be effectively carried through into implementing change that is more representative of the entire student body. We understand that student seats are being decreased but we believe that this smaller number will in fact allow students to be engaged in the Council and its proceedings, rather than just being another number. This change ultimately fills the identified gap that has long existed between the Faculty and the AUS and is much more reflective of how the Faculty of Arts is [run]."

Proposal brought to Faculty of Arts Council:

May 18, 2017: The Proposal was discussed at the Faculty of Arts Council Meeting. The decision taken to bring the proposal back to the Faculty of Arts Council in Fall 2017 given limited numbers of student representatives present at the May meeting.

Student consultation 2017/18:

October 16, 2017 through December 5, 2017: Senior Associate Dean met on two occasions with the 2017/18 Student Representatives to Faculty of Arts Council, a Student Senator, and the AUS President to discuss the Proposal and to receive their input and suggestions for further revisions.

Proposal brought to Faculty of Arts Council:

December 14, 2017: The Proposal was discussed and approved at the Faculty of Arts Council Meeting.

Appendix 1

Proposal to Amend the Voting Membership of the Faculty of Arts Council

Arts

Voting Members:

- a. The President or their nominee
- b. The Dean
- c. The Dean of the Faculty of Graduate & Postdoctoral Studies, or their nominee
- d. The University Librarian, or their nominee
- e. Faculty members provided for in the budget of the Faculty of Arts
 - i. Tenure-stream faculty
 - All full-time Professors, Associate Professors, Assistant Professors, Professors of Teaching, Senior Instructors, and Instructors appointed in the Faculty of Arts
 - ii. Term-appointed faculty
 - Lecturers appointed in the Faculty of Arts (up to 2 elected representatives)
 - Sessional Lecturers appointed in the Faculty of Arts (up to 2 elected representatives)
- f. Such other members of the teaching or administrative staffs of the Faculty or University as the Faculty shall appoint in conformity with rules determined by the Faculty and approved by the Senate:
 - i. Representatives from other Faculties:
 - Deans (or their nominees) of the Faculties of: Applied Science, Commerce and Business Administration, Dentistry, Education, Forestry, Land and Food Systems, Law, Medicine, Pharmaceutical Sciences, and Science (1 representative per Faculty)
 - Heads (or their nominees) of Departments which offer the B.A. degree and whose salaries are not in the budget of the Faculty of Arts (1 representative each)
 - Principal of Vantage College, or their nominee (1 representative)
- g. Student Representatives:
 - i. One representative to be elected by undergraduate students in degree programs not participating in the Arts Undergraduate Society, as of 2017 those enrolled in the Vancouver School of Economics (BA major in Economics and Bachelor of International Economics), School of Music and School of Social Work.
 - ii. For all other undergraduate students in degree programs administered by the Faculty of Arts (currently, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Media Studies), representation to be achieved via the Arts Undergraduate Society (AUS) President, the AUS Vice President Academic, and 4 representatives, one for each year of study, to be elected by members of the Arts Undergraduate Society.
 - iii. For graduate students whose programs are housed in the Faculty of Arts, representation to be achieved via up to 2 representatives to be elected or chosen by the Graduate Student Society Council.

Non-Voting Members:

- h. Individuals who are invited to participate in faculty meetings without voting privileges:
 - i. Emeritus faculty
 - ii. Administrative Staff:
 - Assistant Dean, Development and Alumni Engagement
 - Assistant Dean, Facilities and Human Resources
 - Assistant Dean, Finance
 - Director, Arts Academic Advising
 - Director, Arts Co-operative Education Program
 - iii. Such individuals as the Dean may invite from time to time.

[note: For ease of comparison, the text of the current voting membership document below was downloaded from the web on March 14, 2017 and the following edits were made to create the Proposal.]

Arts

Voting Members

- a. The President or their nominee
 - b. The Dean
 - c. The President or his nominee
 - d. The Dean of the Faculty of Graduate & Postdoctoral Studies, or their nominee
 - e. The University Librarian, or their nominee
 - f. Faculty members provided for in the budget of the Faculty of Arts
 - i. Tenure-stream faculty
 - All full-time Professors, Associate Professors, Assistant Professors, Professors of Teaching, Senior Instructors, and Instructors appointed in the Faculty of Arts
 - ii. Term-appointed faculty
 - Lecturers appointed in the Faculty of Arts (up to 2 elected representatives)
 - Sessional Lecturers appointed in the Faculty of Arts (up to 2 elected representatives)
 - f.g. Such other members of the teaching or administrative staffs of the Faculty or University as the Faculty shall appoint in conformity with rules determined by the Faculty and approved by the Senate:
 - i. Representatives from other faculties:
 - Deans (or their nominees) of the Faculties of: Applied Science, Commerce and Business Administration, Dentistry, Education, Forestry, Land and Food Systems, Law, Medicine, Pharmaceutical Sciences, and Science (1 representative per Faculty)
 - Heads (or their nominees) of Departments which offer the B.A. degree and whose salaries are not in the budget of the Faculty of Arts (1 representative each)
 - Principal of Vantage College, or their nominee (1 representative)
- ~~Science:~~
- ~~Botany (1)~~
 - ~~Chemistry (1)~~
 - ~~Computer Science (1)~~
 - ~~Earth and Ocean Sciences (1)~~
 - ~~Physics and Astronomy (1)~~
 - ~~Mathematics (6)~~
 - ~~Microbiology (1)~~
 - ~~Physics (1)~~
 - ~~Zoology (1)~~
 - ~~Applied Science – Applied Science (Engineering) (1)~~
 - ~~Nursing (1)~~
 - ~~Architecture (1)~~
 - ~~Education (3): Education (2); Human Kinetics (1)~~
 - ~~Agricultural Sciences (1)~~
 - ~~Commerce and Business Administration (1)~~
 - ~~Dentistry (1)~~
 - ~~Forestry (1)~~
 - ~~Law (1)~~
 - ~~Medicine (1)~~
 - ~~Pharmaceutical Sciences (1).~~
- g. Student representatives:
 - i. One representative to be elected by undergraduate students in degree programs not participating in the Arts Undergraduate Society, as of 2017 those enrolled in the Vancouver School of Economics (BA major in Economics and Bachelor of International Economics), School of Music and School of Social Work.
 - ii. For all other undergraduate students in degree programs administered by the Faculty of Arts (currently, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Media Studies), representation to be achieved via the Arts

Undergraduate Society (AUS) President, the AUS Vice President Academic, and 4 representatives, one for each year of study, to be elected by members of the AUS Undergraduate Society.

- ~~ii.iii.~~ For graduate students whose programs are housed in the Faculty of Arts, representation to be achieved via up to 2 representatives to be elected or chosen by the Graduate Student Society Council. ~~with voting privileges (27).~~

Non-Voting Members

h. Individuals who are invited to participate in faculty meetings without voting privileges:

i. ~~Emeritus faculty~~ Director of the Centre for Continuing Education

ii. Administrative Staff:

- Assistant Dean, Development and Alumni Engagement
- Assistant Dean, Facilities and Human Resources
- Assistant Dean, Finance
- Director, Arts Academic Advising
- Director, Arts Co-operative Education Program ~~Assistant and Associate Librarians~~

~~ii.iii.~~ Library division heads ~~Such individuals as the Dean may invite from time to time~~
~~Emeritus faculty.~~

Appendix 2

The **current** voting membership of the Faculty of Arts Council is noted here:

<https://faculty.students.ubc.ca/membership/arts>. [note: The text below was downloaded from the web on March 14, 2017.]

Arts

Voting Members

- ~~g~~-h. The Dean
- ~~h~~-i. The President or his nominee
- ~~i~~-j. The Dean of the Faculty of Graduate Studies
- ~~j~~-k. The Librarian
- ~~k~~-l. All full-time Professors, Associate Professors, Assistant Professors, Instructors and Lecturers, provided for in the budget of the Faculty.
- ~~l~~-m. Such other members of the teaching or administrative staffs of the faculty or university as the faculty shall appoint in conformity with rules determined by the faculty and approved by the Senate:
 - ~~i~~-ii. Representatives from other faculties:
 - Science:**
 - Botany (1)
 - Chemistry (1)
 - Computer Science (1)
 - Earth and Ocean Sciences (1)
 - Physics and Astronomy (1)
 - Mathematics (6)
 - Microbiology (1)
 - Physics (1)
 - Zoology (1)
 - Applied Science** Applied Science (Engineering) (1)
 - Nursing (1)
 - Architecture (1)
 - Education** (3): Education (2); Human Kinetics (1)
 - Agricultural Sciences** (1)
 - Commerce and Business Administration** (1)
 - Dentistry** (1)
 - Forestry** (1)
 - Law** (1)
 - Medicine** (1)
 - Pharmaceutical Sciences** (1).
- h. Student representatives with voting privileges (27).

Non-Voting Members

- i. Individuals who are invited to participate in faculty meetings without voting privileges:
 - ~~iii~~-iv. Director of the Centre for Continuing Education
 - ~~iv~~-v. Assistant and Associate Librarians
 - ~~v~~-vi. Library division heads
 - ~~vi~~-vii. Emeritus faculty.

Appendix 3

Excerpts from the Faculty of Arts 2014/2015 student election forms.

Form A: Constituencies A.1 to A.20

[for Third-Year and Fourth-Year undergraduate students and Graduate students]

A total of 20 students may be elected, one from each of 20 constituencies. The constituencies consist of third- and fourth-year students in Major or Honours programs (students must have declared their Major or Honours program), or in the Interdisciplinary Studies B.A. program concentrations, or graduate students on campus. Arts students in third- or fourth-year or in graduate programs of the Faculty of Arts who are not registered in association with any particular department or school of the Faculty should contact the department secretary in the constituency with which their program is most closely associated in order to determine if it is possible for them to be included in a particular constituency.

- A.1 Anthropology, Museum Studies; A. 1.1 Sociology (Family Studies)
- A.2 Art History, Visual Art and Theory, Digital Media
- A.3 Asian Studies (including Asian Area Studies, Chinese, Japanese, Korean, South Asian Languages)
- A.4 Central, Eastern and Northern European Studies
- A.5 Classical, Near Eastern and Religious Studies (including Classical Studies, Greek, Latin, Archaeology, and Religion, Literature and the Arts)
- A.6 Economics (including combined majors)
- A.7 English (including Comparative Literature)
- A.8 French, Hispanic and Italian Studies (including Romance Studies and Languages, and diploma programs)
- A.9 Geography
- A.10 History (including Medieval Studies, History with International Relations, Latin American Studies)
- A.11 Journalism, Interdisciplinary Studies, Canadian Studies, First Nations Studies, Modern European Studies
- A.12 Library, Archival and Information Studies
- A.13 Linguistics (including Speech Sciences and diploma programs)
- A.14 Music (including diploma programs)
- A.15 Philosophy and Science Studies
- A.16 Political Science (including Political Science with International Relations and Majors in International Relations), US Studies
- A.17 Psychology and Cognitive Systems
- A.18 Social Work
- A.19 Theatre, Film, Creative Writing (B.A., B.F.A., diploma and graduate programs and Integrated Drama Program)
- A.20 Women's Studies and Critical Studies in Sexuality.

Form B: Constituencies B.1 and B.2

[for First-Year and Second-Year students]

A total of 4 students to be elected, two from each constituency B.1 – First Year Arts students and B.2 – Second Year Arts students.

- B.1 First-year Arts students (including B.A. and B.Mus.)
- B.2 Second-year Arts students (including B.A., B.Mus. and B.F.A.)