

Vancouver Senate

THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2018/2019 ACADEMIC YEAR

WEDNESDAY, 16 MAY 2018

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross

a. Nominating Committee:

In response to the call for nominations issued at the previous meeting, nominations have been received for Mr Jakob Gattinger and Ms Ainsley MacDougall to serve on the Senate Nominating Committee. As there are only two nominees for two positions, they are acclaimed as elected until 31 March 2019 and thereafter until replaced.

b. Vice-Chair of Senate:

The Secretary has issued a call for nominations for Vice-Chair of Senate for a term of one (1) year pursuant to Section 37 (1)(a) of the University Act. Any senators interested should email their intent to stand for election to christopher.eaton@ubc.ca by 12 noon on 16 May 2018. Should there be more than one candidate, an election will be held under this item after short statements of interest are heard by the Senate from each candidate (or their representative should they be unable to attend the meeting).
(approval)

2. Minutes of the Meeting of 18 April 2018– Dr Santa Ono (approval)
(docket pages 5-28)

3. Business Arising from the Minutes – Dr Santa Ono

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

5. Candidates for Degrees – Dr Santa Ono

The list as approved by the faculties is available for advance inspection at the Senate office, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2018, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments (approval) (2/3 majority required).

6. From the Council of Senates – Dr Perry Adebar

Annual Report of the Budget Committee (information) (docket pages 29-32)

7. From the President and Board of Governors

2018-2019 Budget Presentation and 2017 Financial Statements – with Vice-President Andrew Szeri (information) (docket page 33-118)

8. Topic of Broad Academic Interest – Dr Andre Inanov, Dr Simon Bates, Ms Marianne Schroeder, and Mr John Maximillian Holmes
 Cost of Digital Learning Materials (discussion) (docket pages 119-120)

9. Academic Building Needs Committee – Dr Michael Isaacson

Annual Report (information) (docket pages 121-129)

10. Academic Policy Committee – Dr Paul Harrison

- a. Graduate and Postdoctoral Studies – Examinations, Master's Theses, and Doctoral Dissertations (approval) (docket pages 130-134)
- b. Undergraduate Biomedical Engineering Program - Transfer of Program Administration (approval) (docket pages 135-137)

11. Admissions Committee – Prof. Carol Jaeger

- a. Master of Urban Design – Change in Annual Schedule (May 1-April 30) (approval) (docket pages 138, 140-144)
- b. Affiliation Agreement: TRANSFOR-M: Transatlantic Master Programs Leading to a European and a Canadian degree in Forestry, Environmental or Conservation Sciences (approval) (docket pages 138-139, 145-166)
- c. Doctor of Philosophy in Biomedical Engineering: Changes in Admission Requirements (approval) (docket pages 139, 167-168)

- d. Master of Applied Science in Biomedical Engineering: Changes in Admission Requirements (approval) (docket pages 139, 168-170)
- e. Policy J-51.1: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria (approval) (docket pages 171-172, 173-185)
- f. Policy J-52.2: Admission for Secondary School Applicants following the BC/Yukon Curriculum (approval) (docket pages 171-172, 186-200)
- g. Policy J-53.1: Course-Specific Minima for Secondary School Applicants (approval) (docket pages 171-172, 201-220)
- h. Annual Report on Appeals and Other Matters of Delegated Authority (information) (docket pages 221-224)

12. Appeals on Academic Standing – Prof. Anthony Sheppard

Annual Report (information) (docket pages 225-228)

13. Awards Committee – Dr Lawrence Burr

- a. New and Revised Awards (approval) (docket pages 229-241)
- b. V-200.1: Student Awards (approval) (docket pages 242-249)

14. Curriculum Committee – Prof. Carol Jaeger

Curriculum proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies, and Science (approval) (docket pages 250-297)

15. Library Committee – Dr Lawrence Burr

Annual Report (information) (docket page 298)

16. Nominating Committee – Dr Richard Tees

Appointments to Committees (approval) (docket pages 299-300)

17. Student Appeals on Academic Discipline – Mr Tariq Ahmed

Annual Report (information) (docket pages 301-303)

18. Teaching & Learning Committee – Dr Andre Ivanov

Annual Report (information) (docket pages 304-305)

19. Report from the Provost – Dr Andrew Szeri

- a. Establishment of the Emeritus College (approval) (docket pages 306-315)



- b. Quality Assurance Process Audit (approval) (docket pages 316-357)

20. Tributes Committee – Dr Sally Thorne

Candidates for Emeritus Status (approval) (docket pages 358-359)

21. Other Business

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

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

VANCOUVER SENATE

MINUTES OF 18 APRIL 2018

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K. Ross (Secretary), Dr P. Adebar, Mr T. Ahmed, Dr R. Boushel, Dr V. Bungay, Dr L. Burr, Ms P. Chan, Dr A. Collier, Dean M. Coughtrie, Dean C. Dauvergne, Mr B. Fischer, Dr A. Fisher, Dr S. Forwell, Dean B. Frank, Mr J. Gattinger, Dr J. Gilbert, Dr C. Godwin, Chancellor L. Gordon, Ms K. Gourlay, Dr S. Grayston, Dr P. Harrison, Mr M. Holmes, Prof. C. Jaeger, Dr A. Kindler, Dr M. Koehoorn, Dr C. Krebs, Dr M. Kuus, Mr M. Leuprecht, Mr H. Leong, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Ms A. MacDougall, Dean M. MacDougall, Mr K. Madill, Ms J. Malone, Dr S. Matsui, Dr W. McKee, Mr B. McNulty, Dr P. Meehan, Dean J. Olson, Mr N. Pang, Ms S. Parker, Dean S. Peacock, Mr Q. Salehmohamed, Dr T. Schneider, Dr J. Shepherd, Prof. A. Sheppard, Mr M. Stewart, Dr L. Stothers, Dr A. Szeri, Ms A. Tanner, Dr R. Tees, Dr M. Thachuk, Dr S. Thorne, Dr M. Upadhyaya, Ms H. Xiao, Dr R. Yada

Regrets: Dean G. Averill, Dr H. Brock, Dr G. Faulkner, Dr. Greenman, Mr Q. Golsteyn, Dr V. Griess, Dean R. Helsley, Dean J. Innes, Dr M. Isaacson, Dr A. Ivanov, Dean D. Kelleher, Dr C. Marshall, Ms S. Ngo, Dean S. Peacock, Dr R. Topping

Clerk: Mr C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the eighth regular meeting of the Vancouver Senate for the 2017/2018 Academic Year to order at 6:05 pm.

Senate Membership

NEW MEMBERS

The Registrar announced the newly elected and returning student members of Senate for the term from 1 April 2018 to 31 March 2019:

Applied Science
Mr Quentin Golsteyn

Arts
Mr Matthias Leuprecht

Commerce and Business Administration
Mrs Priscilla Chan

Dentistry
Mr Austin Chen

Forestry
Ms Danika Coulbourn (Continuing until Replaced)

Graduate and Postdoctoral Studies
Ms Amber Shilling (Continuing)
Ms Alexa Tanner

Land and Food Systems
Ms Ainsley MacDougall

Allard School of Law
Mr. Alex Starr

Medicine
Mr. Qadeem Salehmohamed (Continuing until replaced)

Pharmaceutical Sciences
Mr Nick Pang

Science
Ms Katie Gourlay

Members at-large:

Mr Jakob Gattinger - Faculty of Applied Science (Continuing)
Ms Marium Hamid – Faculty of Arts (Continuing)
Mr Max Holmes - Faculty of Arts (Continuing)
Ms Jeanie Malone – Faculty of Graduate & Postdoctoral Studies
Ms Hannah Xiao – Faculty of Science

NOMINATING COMMITTEE

The Registrar issued a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2019 and thereafter until replaced.

Minutes of 28 February 2018

Richard Tees	}	<i>That the Minutes of the Meeting of 28 February 2018 be adopted as corrected.</i>
Anthony Sheppard		

*Corrections:
C. Krebs not K. Krebs*

Approved

Business Arising from the Minutes

STRATEGIC PLAN RATIFICATION

Susan Forwell	}	<i>That Senate ratify the changes to the Strategic Plan.</i>
Anthony Sheppard		

Senator Leuprecht asked for data on students who take courses on indigeneity or sustainability.

The President agreed to have this information presented at a future meeting of Senate.

Senator Malone asked when the subsidiary strategic plans, in particular the Indigenous Strategic Plan, would be brought forward to the Senate and Board.

The President replied that we were not certain when that would be completed but we would bring it forward to the Senates and Board when available.

Senator Gattinger noted that there were several versions of the strategic plan seen; he asked which versions were the most update to date as there were some variants.

The President replied that the Board document for the PowerPoint was prioritized and bundled information together that was in different locations in the formal documents. To be responsive to the requests made at a Joint Board/Senate meeting, the power point was tabled to highlight key information in the plan.

Approved

Remarks from the Chair

The President thanked the Senate for its valuable input into and endorsement of the strategic plan.

Dr Ono noted the launch of UBC Connects speaker series with Jeremy Rifkin having been the first speaker. A talk tomorrow will be with Waneek Horn-Miller and in the fall UBC will welcome Michio Kaku and Isabel Allende.

Dr Ono announced the appointment of three new Canada 150 Research Chairs – Judith Mank, Josef Penninger and Azim Shariff. Doctor Mank, will be the Canada 150 Research Chair in Evolutionary Genomics. Dr. Penninger will be the Canada 150 Research Chair in Functional Genetics and director of the Life Sciences Institute. Dr. Shariff will be the Canada 150 Research Chair in Moral Psychology. They join Dr. Margo Seltzer, whose appointment as the Canada 150 Research Chair in Computer Systems and the Cheriton Family Chair in Computer Science was announced in December.

The President reminded Senate of the opening of the UBC Life building – formerly the Student Union Building – which will provide a home to student support and student development services currently dispersed throughout campus, as well as integrated wellness and recreation services.

Dr Ono noted the installation of bilingual street signs for nine major streets around campus in English and Halkomelem: the language of the Musqueam people. The signs were conceived and designed in partnership with the Musqueam community who provided the new names. Further, Dr Ono noted that on 9 April 2019, UBC officially opened the Indian Residential School History and Dialogue Centre and he delivered an apology on behalf of UBC for the University's role in the residential school system.

Tributes Committee

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

Sally Thorne Shephard	}	<i>That Senate approve the Memorial Minutes for Dr. Finlay Morrison and Dr. Gordon Selman, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.</i>
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DR. FINLAY MORRISON

Finlay Angus Morrison was born in 1917 in Stornoway, Saskatchewan. After completing high school, Dr. Morrison served as an apprentice pharmacist in Regina and Belcarra, Saskatchewan, before enrolling in the University of Saskatchewan, where he earned his Diploma in Pharmacy. While at the University of Saskatchewan, Dr. Morrison was enrolled in the Canadian Officer Training Corps as an Officer Cadet, and upon his graduation in 1942, attended officer's training school in Gordonhead, British Columbia, and completed basic training in Manitoba. In June of 1943, he was deployed to Europe and posted to the South Saskatchewan Regiment as a platoon commander. Dr. Morrison was later posted to Canadian Army Headquarters outside of London, where he spent the remainder of the war as an aide to Canadian Army Commander, General H.D.G. Crerar. After the war, Dr. Morrison accompanied General Crerar on a cross-country tour of army units and military hospitals throughout Canada.

Following his discharge from the army in 1946, Dr. Morrison returned to Saskatchewan where he practiced pharmacy briefly, before returning to the University of Saskatchewan, where he completed his Bachelor of Science in Pharmacy in 1947. Following his graduation, Dr. Morrison accepted an appointment in the newly-formed Faculty of Pharmacy at UBC. He would spend the next 35 years at UBC, eventually achieving the rank of Professor of Pharmaceutics.

Dr. Morrison was a leading figure in both academic and professional pharmacy in British Columbia throughout his career. He held important leadership roles within the Faculty of Pharmacy, including Associate Dean, and Acting Dean. Dr. Morrison was involved in the drafting of the BC Pharmacists Act in 1974, and served as Registrar of the College of Pharmacists of BC from 1956-57, and President of the College from 1973-74. Dr. Morrison also served terms as President of the Pharmacy Examining Board of Canada, and as President of the Association of Faculties of Pharmacy of Canada.

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

GORDON SELMAN

Gordon Selman was a leading figure in the field of adult education in Canada. Born in Vancouver in 1927, he completed his undergraduate studies at UBC in 1949, and the teacher training program in 1951.

In 1954, Professor Selman returned to UBC to work as the supervisor of citizenship and evening classes in the University's Extension Department. He would continue to work in the Extension Department as a programmer and administrator until 1965. During this period, Professor Selman completed his MA in History, which he had begun 14 years earlier concurrently with the teacher education program. His thesis focused on the history of extension learning at UBC.

In 1965, Professor Selman briefly left the Extension Department, accepting a position as Executive Assistant to the President of UBC, and Secretary to the Board of Governors, but returned to the Extension Department as its Director little more than a year later. He led the Extension Department in this role until 1974, when he was appointed a Professor in the Faculty of Education where he remained until his retirement in 1992.

Over the course of his career, Professor Selman wrote extensively on the subject of adult education, including co-authoring *The Foundations of Adult Education*, which remains a key text in the field of adult education. In addition to his professional and academic work,

Professor Selman took on leadership roles in a number of organizations, including the Vanier Institute of the Family, the Vancouver Branch of the United Nations Association of Canada, the Canadian Association for Adult Education, the Open Learning Agency, and the Carold Institute. In recognition of his contributions, he was awarded honorary degrees from Open University and St. Francis Xavier University.

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

Approved

Reports from the Provost

RAPID TRANSIT UPDATE

The Provost introduced Associate Vice-President Michael White, who with permission of Senate presented an update on potential plans for rapid transit access to campus.

Senator Ahmed noted that in January 2008 the Premier and Transport minister announced a similar initiative for a \$2.8B dollar line to UBC by 2020. The Premier at the time said that the Province of British Columbia would cover the costs. The NDP critic at the time supported the initiative. He encouraged UBC to hold government to the commitments made.

Senator Krebs asked how financing would work with increased housing development and what would happen if revenues from housing declined.

Mr White said that we asked consultants to do sensitivity testing with variable returns and we used conservative numbers for leaseholds as a buffer in any significant decline.

Senator Krebs asked if going into significant debt could compromise academic funding.

Mr White said that we would look for external financing to mitigate that risk. A Public-Private Partnership is not an option for this line as it would be an extension of a public line thus it would have to be financed through government mechanisms.

STADIUM ROAD NEIGHBORHOOD PLAN

Mr White was joined by Ms Joanne Proft and Mr Gerry McGeough from Campus and Community Planning. They outlined three possible scenarios for this neighborhood with different approaches to the same overall density.

Senator Stothers asked if any of the garden spaces will be used for food production, and if this could be used for the farm or as academic space for LFS.

Mr White asked for advice on how to make this of and for UBC, noting two sets of issues – we cannot continue to have our neighborhoods just be bedroom communities, we need to have complexity; but we also want to have the academy involved. With rapid transit possibilities we are also hoping this could be an academic hub.

Senator Harrison asked what the feedback was from the Botanical Gardens on the various options. Secondly, he suggested that the proximity of the stadium with one tower already has led to friction. How has that been taken into account with further development around a stadium?

Ms Proft said that we have been working for several years with the botanical gardens. We want to benefit the gardens and have it define the neighborhood.

Dr Ono added that light pollution not just noise was a concern about the stadium. He asked if that had been considered.

Ms Proft said that we would consider that further under technical testing. The baseball stadium has recently added significant lighting so we are keeping that in mind.

Mr McGeough said that with the stadium, noise, lighting, and crowd disbursement for a stadium were considered. Moving the stadium to east mall aids with crowds.

Senator Burr asked what the population will be and if there would be a school.

Ms Proft replied that the target population would be 3700 and that there is a new elementary school site at Wesbrook

Senator Collier noted that in Australia, stadiums tend to be decommissioned when surrounded by residential experience. Secondly, she asked about canyoning effect on adjacent buildings by high-rises.

Mr McGeough noted that the stadium is used 8 times a year for football. It was designed for 5000 people. In considering the stadium, we do look to good neighbor agreements. Secondly, the more we make the stadium a community facility, the more it becomes a shared space. With regards to canyoning, we are doing testing including shadow studies. Part of that is seeing the impact of the taller buildings.

Senator Holmes noted that we looked at going from 22 to 33 stories but with 3 instead of 5 and consistent square footage. Have we looked at increasing that?

Mr McGough said no we have not and we've heard about a stress point from the community. We are more aggressive here for density than Wesbrook was.

Senator Tees asked how we would select a scenario.

Mr McGeough said that in September we expected to have further analysis that would help us making a decision. He noted that this would be an art more than a science.

Dr Tees asked to what extent were we considering how well existing housing was doing, noting concerns with past developments.

Mr McGeough said that with UBC Properties Trust, we are developing guidelines for faculty/staff housing to learn about both livability and affordability. We can do a lot to learn for how to do non-market better. For the market housing it's more a matter of what the marketplace wants to build: developers lease the land for 99 years and tailor that to what they think will sell.

Mr White added that we have gone through an evolution in our neighborhood planning from Hampton Place to Wesbrook.

Senator Krebs asked if there was a plan to include social housing to be a good neighbor to the community.

Mr White said that we are adding faculty/staff housing but recently the idea of a regional solution was discussed further.

The Provost said that they recently updated our website to note that UBC had embarked on a pilot for 100 units on a rent geared to income for staff. There is a parallel program for staff.

Senator Kindler thanked Mr White et. all for the community engagement. She expressed her support for learning from past development experiences. With regards to potentially narrowing East Mall, even now the evening it is essentially a parking lot due to pick up and drop off. When Hawthorn was being built, there was an assumption that transit would be used, and so underground parking was limited and as a result, street parking is extremely difficult as human behavior did not match expectations.

Senator Stothers asked if the Vancouver Coastal Health Authority was consulted regarding health needs of a new population.

Mr White said that there is a variety of services and amenities we need to include in such a plan, such as childcare, open space, community centres etc. This tends to be done holistically across the campus.

Senator Sheppard noted the issue of noise caused by construction and asked if we had any control over contractors creating noise.

Mr White said yes, and we issued fines and stop work orders for contractors who do not comply. Complaints can be directed to the University Neighbourhoods Association or Campus Planning.

Senator Schneider noted that we are becoming more town-like and having to deal with more civic issues rather than just academic. He noted a previous debate if UBC should become a, or part of a, municipality. Will we move more towards municipal status with this growth?

Mr White said land development is to support academic operations. All profits are endowed for academic priorities. That is the fundamental around why we build. Around governance, in the late 1990s the Province said UBC should continue as is but meet the same expectations around development that one would have for a municipality.

The President noted the envious position UBC was in for funding. He further noted that many people viewed him as the mayor.

Academic Policy Committee

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

Paul Harrison
 Blye Frank

}

That the Senates approve and recommend to the Board of Governors the following, to be effective July 1, 2018:

That the Faculty of Education on the Okanagan Campus merge with the Faculty of Education on the Vancouver Campus to become one cross-campus Faculty of Education;

That the University establish an Okanagan Division and a Vancouver Division within the expanded Faculty of Education;

That pursuant to Section 3.1 of the University Act, the Board of Governors specify that the Okanagan Senate has responsibility for the Okanagan Division of the Faculty of Education;

That the University establish a School within the Okanagan Division of the Faculty of Education named the “Okanagan School of Education” and that all courses, programs, and faculty previously assigned to the Okanagan Faculty of Education be assigned to the newly established School; and,

That all remaining units, faculty, courses and programs previously assigned to the Vancouver Faculty of Education be assigned to the Vancouver Division of the UBC Faculty of Education.

Senator Harrison set out the nature of a school at UBC and the successful cross-campus example of the Faculty of Applied Science.

Dean Frank said that we often spoke of two campuses and one university, and this aided in that approach. He noted the order of magnitude difference in sizes between the two faculties. This would aid in faculty development, in research and teaching. Students will remain students of each campus. There will be an administrative leadership structure across the whole faculty. There is no mass movement of programs, students, or faculty expected.

The President advised that the Board was discussing system-wide revenues and how those can best be apportioned across both campuses.

Senator Leuprecht asked what leadership would be on the Okanagan campus.

Dean Frank replied that there would be a full time director on the Okanagan campus. There could be an associate dean one day. Once we decide on a merger we can further refine the structural and financial aspects. The faculty will act ethically and responsibly to both sites.

Senator Leuprecht asked why the Applied Science model was preferred over that of Medicine.

The Dean said that 34 months ago the Faculty of Education at Okanagan was asked to reconsider their future and they looked at many models. This was their preferred model as it gave them an appropriate degree of autonomy.

Dean Olson assured the Senate that the Applied Science model worked for Okanagan and Vancouver. There was further advantage of having two discrete curriculums for innovation and experimentation.

Approved

Agenda Committee

Mr Jakob Gattinger, Chair of the Senate Agenda Committee, presented for information. The Committee has heard the concerns made regarding timeliness of Senate materials and thus had directed the Secretary to more stringently apply the material submission deadlines.

Senator Kindler asked for assurance that we would consider extraordinary late requests.

Senator Gattinger assured Senator Kindler that the President could do so under existing Senate rules.

Awards Committee

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

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>
Loewen		

Dr Burr noted that these proposals provided \$78 000 in new student funding annually.

Approved

Curriculum Committee

The Vice-Chair of the Senate Curriculum Committee, Professor Carol Jaeger presented.

APRIL CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Carol Jaeger	}	<i>That the new course codes, new courses, new program, new specialisation, and new non-thesis option brought forward by the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies, and Forestry be approved.</i>
Max Holmes		

Senator Jaeger noted that the proposal included a new proposed program from the Faculty of Applied Science.

With permission of Senate, Dr Pool spoke to the new specialization. He noted that manufacturing was a growing industry in Canada and there was strong demand for the field. We have spent the last two years developing the program and are pleased to bring it forward.

Approved

New Certificate for Information

Senator Jaeger informed Senate that under its delegated powers, the Curriculum Committee had approved a new certificate in Dechinta Community and Land-Based Research.



Reports from the Registrar

CONFIRMATION OF EMAIL CONSENT

Appendix C: Email Consent Awards Report

Dr Ross provided confirmation that no objections were received to the two motions distributed to all senators via email on 16 March 2018 by the deadline of 23 March 2018, and thus both resolutions were considered approved pursuant to rule 24 of the *Rules and Procedures of Senate*:

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.

That Senate appoint Dr Meika Koehoorn and Dr Theresa Rogers to the President's Advisory Committee for the Appointment of an Associate Vice-President Research and Innovation.

Adjournment

Seeing no other business, the meeting was adjourned at 7:58 pm.

Appendix A: Awards Report

New Awards:

Aho-Davis Undergraduate Prize in Geological Sciences

A \$3,800 prize has been made available through an endowment established by Gordon Davis to honour the memory of Dr. Aaro Aho, his mentor and partner in exploration in the Yukon Territory. Together with prospector Alan Kulan, they were responsible for the discovery and development of the Anvil Mine and subsequent successful exploration in the district. Aaro Aho and Gordon Davis were both graduates of Geological Engineering at UBC. The Aho-Davis Undergraduate Prize in Geological Sciences is the legacy of the Dr. Aaro Aho Foundation, which has granted \$330,000 in awards to UBC students since 1978. The prize rewards outstanding academic achievement and is available to an undergraduate student completing their final year in a BSc degree in Geological Sciences or Geophysics. Preference is given to a student with field experience and/or a focus on mineral exploration and/or geochemistry. The prize is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences. (First award available in the 2018/19 winter session.)

Aho-Davis Undergraduate Transfer Scholarship in Geological Sciences

Scholarships totaling \$3,800 have been made available through an endowment established by Gordon Davis to honour the memory of Dr. Aaro Aho, his mentor and partner in exploration in the Yukon Territory. Together with prospector Alan Kulan, they were responsible for the discovery and development of the Anvil Mine and subsequent successful exploration in the district. Aaro Aho and Gordon Davis were both graduates of Geological Engineering at UBC. The Aho-Davis Undergraduate Transfer Scholarship in Geological Sciences is the successor to the Dr. Aaro Aho Foundation, which has granted \$330,000 in awards to UBC students since 1978. The scholarships are made available to students transferring into years two or three of a Bachelor of Science program in Geological Sciences from another Canadian post-secondary institution, with preference given to those with field experience or a focus on mineral exploration. The scholarships are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences. (First award available in the 2018/19 winter session.)

Dr. Wilbert G. Bos Bursary in Physics

Bursaries totalling \$4,000 have been made available through an endowment established in memory of Dr. Wilbert G. Bos, and matched by The University of British Columbia, for undergraduate students in the Department of Physics who demonstrate financial need. Preference is given to students who have overcome adversity. The bursaries are adjudicated by Enrolment Services in consultation with Access and Diversity. (First Award Available 2018/2019 Winter Session).

Nini M. Harris-Lowe Bursary for Chronic Conditions and Disability

Bursaries totaling \$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 any eligible degree program who cope with chronic pain, chronic conditions or illness, disabilities or any other

impairment that impacts their university studies. Recommendations are made by Enrolment Services in consultation with Access & Diversity. (First Award Available 2018/2019 Winter Session.)

Donald Malcolm Nicholson Bursary in Law

Bursaries totaling \$2,400 have been made available through an endowment established by Elizabeth Nicholson and Allan Nicholson in memory of their uncle, Donald Malcolm Nicholson (LLB 1949), along with matching funds from UBC. These bursaries are for JD students in the Peter A. Allard School of Law. Following the end of World War II, Donald returned to Canada and enrolled in Law at UBC. Upon graduation, he established his law practice in Haney (now Maple Ridge), where he provided a wide variety of legal services to people in the area. His law practice was both a career and a passion. The bursaries are adjudicated by Enrolment Service. (First award available in the 2018/19 winter session.)

David Podmore Bursary in Commerce

Bursaries totalling \$4,000 have been made available through an endowment established by Concert Properties to undergraduate students in the Bachelor of Commerce program at the Sauder School of Business, with preference given to students entering their third or fourth year. The award is in recognition of David Podmore's influential contributions to Concert Properties and the real estate community. David, who holds a bachelor's degree specializing in community planning from the University of British Columbia (1972) and a master's degree (Earth Sciences) specializing in urban planning from the University of Alberta, is the recipient of numerous community and professional awards, including the first Award of Excellence granted by the Real Estate Institute of BC. He has received the Queen Elizabeth II Diamond Jubilee Medal, and in 2014 was invested to the Order of British Columbia. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/19 winter session.)

Gladys and Gerald Sankey Scholarship in Career Counselling

Scholarships totaling \$4,000 have been endowed by an estate gift from Dr. Gerald Sankey (1918-2016) and Mrs. Gladys Sankey (1920-2017). Dr. Sankey was a UBC graduate (B.A. 1943, B.Ed 1954 and M.A. 1959). The scholarships are awarded each year to outstanding master's or doctoral graduate students in the Counselling Psychology program in the Faculty of Education whose studies and career aspirations are focused on career counselling. The recipients will demonstrate potential for contributing to the well-being of students in secondary or post-secondary institutions addressing school-to-work transition issues. The scholarships are made on the recommendation of the Department of Educational and Counselling Psychology, and Special Education in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available 2018/19 winter session.)

Western Union Business Solutions Bursary

Bursaries totaling \$1,200 have been made available through an endowment established by Western Union Business Solutions to undergraduate students who demonstrate financial need. Western Union Business Solutions, a global leader in payment solutions for higher education institutions, has partnerships with over 600 universities, colleges and schools globally and has processed over 180,000 student payments across 200 countries and territories. The bursaries are adjudicated by Enrolment Services. (First award available in the 2018/2019 winter session.)

Alumni UBC Blue & Gold Bursary

Bursaries totalling \$4,000 have been made available through an endowment established in honour of alumni UBC's 100th anniversary, along with matching funds from the University of British Columbia, for undergraduate students who demonstrate financial need. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018/2019 Winter Session.)

Brett Family Men's Volleyball Award

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by Rob and Vicky Brett. These awards are offered to outstanding members of the UBC Thunderbirds Men's Volleyball Team in any year of study who are in good academic standing. Financial need may be considered. Awards are made on the recommendation of the Athletic Awards Committee. (First award available in the 2018/19 winter session.)

Dr. Michael Graham Clay Presidential Prize

A \$20,000 prize has been made available through an endowment established by Ms. Jennifer Clay and Mrs. Sarah McLeod, in memory of their father, Dr. Graham Clay (M.D. 1956), with matching funds from the University of British Columbia, to a fourth-year MD undergraduate student demonstrating outstanding ability in surgical studies and the promise of an exceptional career in surgery. This student will have been matched to a surgical residency. Dr. Clay had a fulfilling career as a surgeon, specializing in breast cancer treatment. He was highly regarded by his colleagues, students and patients alike. Dr. Clay helped develop the Screening Mammography Program of BC, was a Clinical Professor Emeritus at UBC and served as the Medical Director of the Clinical Practice Subunit of General Surgery at VGH. His legacy lives on in the patients he saved and the students he taught over his well-lived 85 years. In recognition of his incredible contributions to the medical field, this prestigious prize recognizes a medical student on the recommendation of the Faculty of Medicine and in consultation with the Department of Surgery. (First award available in the 2018/19 winter session.)

Robert and Evelyn McElhanney Bursary in Engineering

A \$2,000 bursary has been made available through an endowment established by the McElhanney family to a second-year undergraduate student enrolled in engineering in the Faculty of Applied Science at the Vancouver campus. This bursary was established in honour of Robert McElhanney (B.A.Sc. 1939) and Evelyn McElhanney (née Lawrence) (Vancouver General Hospital School of Nursing, R.N. 1949), who met in Vancouver and valued the importance of education. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/19 winter session).

Robert and Evelyn McElhanney Bursary in Nursing

A \$2,000 bursary has been made available through an endowment established by the McElhanney family to a second-year undergraduate student enrolled in the nursing program in the Faculty of Applied Science at the Vancouver campus. This bursary was established in honour of Robert McElhanney (B.A.Sc. 1939) and Evelyn McElhanney (née Lawrence) (Vancouver General Hospital School of Nursing, R.N. 1949), who met in Vancouver and valued the importance of education. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/19 winter session).

Medicine Class of 1993 25th Reunion Bursary

A \$2,000 bursary has been made available through an endowment established by the Medicine Class of 1993, along with matching funds from the University of British Columbia, on their 25th reunion, for a student in the MD undergraduate program. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/19 winter session.)

Douglas C. Pryke Memorial Bursary

Bursaries totalling \$2,000 have been made available through an endowment established by Valerie Pryke, along with matching funds from the University of British Columbia, to First Nations, Inuit, or Métis students of Canada enrolled in any undergraduate program. Douglas C. Pryke graduated from UBC Chemical Engineering in 1973, embarking on a 40-year career in the pulp and paper industry. His expertise in the pulp bleaching process was known worldwide, supported by many published articles and with a focus on environmental concerns. He was the founding executive director of the Alliance for Environmental Technology and a fellow for the Technical Association of the Pulp and Paper Industry (TAPPI). Doug was known for his laughter and impeccable integrity, as well as his great love of music, golf and white-water canoeing. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/19 winter session.)

Carolyn Shaw and Ivan Buzinski Bursary in Physical Therapy

Bursaries totalling \$2,400 have been made available through an endowment established by Carolyn Shaw (B.Sc., Physical Therapy 1993) and Ivan Buzinski (B.Sc., Physical Therapy 1993), along with matching funds from the University of British Columbia, to support one or more students enrolled in the Master of Physical Therapy program who demonstrate financial need. Both Ms. Shaw and Mr. Buzinski are registered physical therapists. The bursaries are adjudicated by Enrolment Services. (First award available in 2018/19 winter session.)

Anona Thorne and Takao Tanabe Graduate Entrance Scholarship in Mathematics

Entrance scholarships totalling \$2,500 are offered annually to students entering a graduate program in Mathematics. Anona Thorne (B.A. '91 Math; M.Sc. '93 Stats) is a double alumna of UBC and went on to an interesting career with the CIHR Canadian HIV Trials Network at Saint Paul's Hospital in Vancouver. Takao Tanabe, her husband, is a well-known Canadian painter. Financial need may be considered. This award is made on the recommendation of the Department of Mathematics in consultation with the Faculty of Graduate and Postdoctoral Studies.

Graduate Award in Population Health and Engineering

Awards totalling \$2,000 are offered annually by friends and family to honour and remember UBC faculty members in the disciplines of occupational & environmental health and mechanical engineering who dedicated their careers to training and mentoring students to use knowledge from different disciplines with the goal of improving work and community environments. This award is for graduate students enrolled in the School of Population and Public Health or the Department of Mechanical Engineering, who undertake multidisciplinary research or training activities that bridge health and engineering disciplines to improve work or community environments. The awards are made on the recommendation of the Faculty of Medicine in

collaboration with the Faculty of Applied Science and in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2018/2019 Winter Session.)

Ian Kinsey Bursary

A \$2,000 bursary has been made available annually, through an endowment established by Ian Kinsey and held at the University of Victoria, to support students in the Island Medical Program of the University of British Columbia who are in their second year of study. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/2019 winter session.)

Special University Entrance Scholarship

Scholarships of up to \$2,000 are offered annually by the University of British Columbia to Canadian citizens or Permanent Residents of Canada entering university from secondary schools in Canada or abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Preference is given to students who were offered the Outstanding International Student Award but now are no longer eligible for this scholarship as they have since obtained Canadian citizenship or Permanent Residency status. The awards are made on the recommendation of Enrolment Services. (First award available in the 2018/19 winter session.)

Special University Major Entrance Scholarship

Scholarships of up to \$3,000 over 4 years are offered annually by the University of British Columbia to Canadian citizens or Permanent Residents of Canada entering university from secondary schools in Canada or abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Preference is given to students who were offered the International Major Entrance Scholarship but are no longer eligible as they have since obtained Canadian citizenship or Permanent Residency status. The awards are made on the recommendation of Enrolment Services. (First award available in the 2018/19 winter session.)

Grace Torchy Stewart Adamson Memorial Bursary in Nursing

A \$1,000 bursary is offered annually by Dr. Janet Adamson in memory of her mother, Grace (Torchy) Stewart Adamson, who received her B.S.N from UBC in 1951, to support students in the Bachelor of Science in Nursing program. The bursary will not be awarded to more than one student from the same Province or Territory within a period of 3 years unless no other eligible students can be identified, with preference given to any of the following: students from rural communities; First Nations, Inuit or Métis students of Canada; and/or single parents. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/2019 winter session.)

SUSTech Doctoral Scholarship

Up to twenty renewable scholarships, each valued at \$25,000 per year, are offered annually by the Southern University of Science and Technology (SUSTech) in China to outstanding PhD students in the Faculty of Applied Science. Renewal of scholarship funding is conditional upon recipients making satisfactory progress in their studies; funding will be renewed for a further three years of study or until completion of the PhD program requirements (whichever is the

shorter period). The awards are made on the recommendation of SUSTech and the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Bohemia Award in Theatre and Film

Two awards of \$5,000 each are offered annually by Jana Veverka (M.A. 1972 in Directing) and David Fischer (M.F.A. 1978 in Stage Design) to support Master of Fine Arts students in the Department of Theatre and Film. In recognition of David and Jana's careers in and passions for theatre and film, the awards will be offered to students who have achieved excellence in direction, design or production in theatre and/or film. Recommendations are made by the Department of Theatre and Film in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in 2018/19 winter session.)

Glorisun Fellowship in Buddhist Studies

Fellowships totalling \$60,000 are offered annually by the GS Charity Foundation Limited, Hong Kong, for graduate students in the Faculty of Arts undertaking research on East Asian Buddhism. This award is open to graduate students who live in mainland China, Taiwan, Hong Kong, or Macau or who have lived in one of these regions for at least five years of the past ten years. Preference will be given to students researching Chinese Buddhism. The fellowships will be renewed for a further three years of study or until a graduate degree is completed, whichever is shorter. The fellowships are made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

Simons Graduate Award in Disarmament, Global and Human Security

Awards totalling up to \$30,000 are offered annually by The Simons Foundation Canada. The awards will support one or more full-time PhD students to work with the Simons Chair in Disarmament, Global and Human Security on research projects related to nuclear disarmament, or more broadly, global and human security. The awards are made on the recommendation of the UBC School of Public Policy and Global Affairs and the Simons Chair in Disarmament, Global and Human Security in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018 Summer Session.)

Danny and Christina Smith Family UBC Football Award

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association guidelines, are offered to members of the UBC Thunderbird Football Team in any year of study, who have demonstrated excellent leadership skills and athletic ability and have maintained good academic standing. Preference will be given to graduates of high schools located on Vancouver Island. Financial need may be considered. Awards are made on the recommendation of the Athletics Awards Committee. (First available award in the 2018/19 winter session.)

Previously Approved Awards with Changes in Terms or Funding Source:

1286 – Normand M. Bouchard Memorial Bursary

Bursaries totalling \$4,750 have been made available through an endowment established by Mr. William and Mrs. Miyo Thornton-Trump in memory of their son, Normand Bouchard (1969-1995). Normand Bouchard was a long-time UBC Film Society Executive who graduated from UBC in 1995. The theatre at the UBC Student Union Building is named after Normand

Bouchard. The bursaries are for students in any year or faculty. The bursaries are for students enrolled in the Film Production program in the Department of Theatre and Film. The adjudication is made by Enrolment Services.

Rationale for Proposed Changes

This award was originally established in 1996 as an annual award and in 2015 a RRIF from the donor allowed us to endow it. Recent stewardship activity with the donor led us to revise the award description to better reflect the donor's original intent of having this award be given to a student in the Department of Theatre and Film. We are narrowing the bursary criteria to reflect the donor's original wishes and to reflect the original terms of reference of the endowment.

1834 – Chrysalis Dental Centre - Vancouver Award

A \$2,500 award is offered annually by Chrysalis Dental Centre - Vancouver to a third fourth year DMD student who demonstrates a special interest and excellence in the field of implantology. The award is made on the recommendation of the Faculty of Dentistry.

Rationale for Proposed Changes

The award description is being updated to reflect changes to the timing of curriculum.

4823 – Grace Torchy Stewart Adamson Memorial Scholarship in Nursing

A scholarship of \$7,950 has been endowed by family, friends, and colleagues in memory of Grace (Torchy) Stewart Adamson, who graduated from VGH School of Nursing (1950) and received a B.Sc.N. from UBC (1951). The award is offered to a student entering the master's program in Nursing, with preference given to those who are studying public health nursing or emergency nursing, and is based on academic achievement and practical experience. It is made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes

At the request of the award contact, Development and Alumni Engagement would like to update the award description to more closely align with the legacy of the award's namesake, Grace (Torchy) Stewart Adamson. The letters of the donor's degree were recorded incorrectly and are being revised.

5318 – Sandy Laird Service Award in Mining Engineering

Two awards of Awards totalling \$4,400 each have been made available through an endowment established by Sandy Laird, B.A.Sc., 1957 (Mining Engineer) to second and third year undergraduate students majoring in Mining Engineering in the Faculty of Applied Science. This award was originally conceived to inspire first year engineering students to pursue a career in These awards are intended for mining engineering leading to students who aspire to become industry leaders through careers in mine operations and management. Recipients have the opportunity to expand their understanding and knowledge of the industry that will to help them succeed in their professional career. Strong leadership abilities are critical to advancement in the mining industry; therefore, candidates must have demonstrated leadership through active



participation in extracurricular activities in high school, the community, the university and/or sports. The awards are made on the recommendation of the Department of Mining Engineering.

Rationale for Proposed Changes

At the request of the donor we are revising the description to apply to third-year students to broaden the candidate pool and allow students the opportunity to benefit from receiving the award for a second year.

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

New program, new course code and new courses

B.A.Sc in Manufacturing Engineering;
MANU: Manufacturing Engineering;
MANU 230 (3) Manufacturing Engineering Laboratory;
MANU 261 (3) Thermodynamics;
MANU 265 (3) Machine Dynamics;
MANU 270 (3) Production Systems Management I;
MANU 330 (3) Manufacturing Engineering Project I;
MANU 370 (3) Production Systems Management II;
MANU 378 (3) Engineering Materials II;
MANU 380 (3) Manufacturing Processes I;
MANU 386 (3) Industrial Automation;
MANU 399 (1-6) d Special Topics in Manufacturing Engineering;
MANU 430 (6) Manufacturing Design Capstone Project;
MANU 455 (6) Factory Planning;
MANU 480 (3) Manufacturing Processes II;
MANU481 (3) Manufacturing Processes III;
MANU 485 (3) Metal Cutting and Machine Tool Vibrations;
MANU 487 (3) Machine and Part Metrology;
MANU 499 (1-6) d Special Topics in Manufacturing Engineering.

FACULTY OF ARTS

New course code and new courses

INLB: Indigenous Land-Based Studies;
INLB 201 (3-12) d Special Topics in Indigenous Land-based Studies;
INLB 210 (3-12) d Land and Indigenous Self-Determination: Introduction to Theoretical Perspectives;
INLB 220 (3-12) d Land and Indigenous Self-Determination: Introduction to Methods and Application;
INLB 250 (3-12) d Indigenous Knowledge, Science, and Environmental Justice;
INLB 251 (3-12) d Introduction to Indigenous Health, Wellness, and Self-determination;
INLB 252 (3-12) d Introduction to Gender Justice and Indigenous Communities;
INLB 310 (3-12) d Land and Indigenous Self-Determination: Advanced Theoretical Perspectives;
INLB 320 (3-12) d Land and Indigenous Self-Determination: Advanced Methods and Application;
INLB 401 (3-12) d Advanced Special Topics in Indigenous Land-Based Studies;
INLB 450 (3-12) d Decolonizing Science and the Politics of Sustainability;
INLB 451 (3-12) d Decolonizing Indigenous Health and Wellness;
INLB 452 (3-12) d Gender Justice and Indigenous Resurgence;
ACAM 390 (3/6) d Asian Migrations in a Global Context;

CHIN 465 (3) Fantasy in Chinese Literature;
CHIN 466 (3) Chinese Martial Arts Fiction;
CHIN 485 (3) Contemporary Chinese Fiction in Film;
CNRS 104 (3) Temples, Tombs, and Tyrants: The Archaeology of the Middle East, Greece, and Rome;
CNRS 206 (3) The Archaeology of Life and Death in the Roman Empire;
ENGL 393 (3-6) d Ecocriticism;
HIST 329 (3) Heroes, Rebels, Villains, Folks: The People Who Shaped Canada;
HIST 415 (3-12) d History of Vancouver;
LASO 309 (3) Against the Law; and
LASO 350 (3-12) d Topics in Law and Society.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New course and new non-thesis option

GRSJ 511 (3) Difficult Knowledge: Ethics; Praxis of Research in Challenging Settings; and non-thesis option for M.A. in Music

Education

New courses

ETEC 523 (3) Mobile & Open Education; ETEC 524 (3) Learning Technologies: Selection, Design, and Application; and VRHC 513 (3) Case Management and Job Development Counselling.

Medicine

New courses and program revision

MPH: Master of Public Health; MEDI 520 (3) Advanced Topics in Visual Sciences and SPPH 553 (3) Foundations of Public Health Computing.

FACULTY OF FORESTRY

New course and specialization

HGSE 320 (1-12) d: Special Topics on Social-Ecological Systems in Indigenous Contexts.

Forest Sciences: General; and Forest Sciences: Honours.

Appendix C: Email Consent Awards Report

New Awards:

Piara Singh and Kartar Kaur Dhillon Memorial Education Abroad Award

Travel awards totalling \$3,000 have been endowed in memory of Piara Singh and Kartar Kaur Dhillon, by their two eldest children, Rashpal S. Dhillon and Rashpal K. Purewal, whose parents immigrated to Canada from Pundori Ladha Singh, Punjab, India. The awards are to support the mobility of students between UBC and institutions in India. Financial need may be considered. The awards are made on the recommendation of Go Global. (First award available in the 2018/2019 winter session.)

Monarch Pediatric Dental Centre Achievement Award

A \$2,500 award is offered annually to a graduating Doctor of Dental Medicine student who possesses outstanding clinical skills and an interest in pediatric dentistry. The successful candidate will have demonstrated exceptional clinical skills in providing care for children. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2017/18 winter session.)

Women in Engineering Entrance Scholarship

Entrance scholarships up to \$10,000 each are offered annually by the Faculty of Applied Science to female Canadian citizens or permanent residents of Canada entering an undergraduate engineering program directly from high school. Candidates must have demonstrated leadership through participation in extra-curricular or volunteer activities such as professional, school, social and community organizations or athletics. Preference will be given to residents of British Columbia. The awards are made on the recommendation of the Faculty of Applied Science. (First award available in the 2018/19 winter session.)

Previously Approved Awards with Changes in terms of funding source:

800 –George Kennedy Medal Prize in Global Resource Systems

A medal prize of \$500 is offered in recognition of George Kennedy's outstanding contribution to establishing international partnerships with UBC. He was the first Director of the Global Resource Systems Program and the main architect in creating the B.Sc. (Global Resource Systems) degree. The medal prize is awarded on the recommendation of the Faculty of Land and Food Systems to the student at the head of the graduating class in the B.Sc. (Global Resource Systems) degree.

Rationale for Proposed Changes

With the cost of the medal rising annually, the Faculty of Land and Food Systems would like to award a cash prize instead of a medal.

Weir-MacDiarmid Family Bursary in Medicine

Bursaries totalling \$4,000 have been made available through an endowment established by members of the Weir and MacDiarmid families, together with matching funds from the



University of British Columbia, for students who are Canadian citizens or permanent residents entering the MD program. The bursary celebrates family connections with UBC and the health care in BC of the following doctors: Dr. Ruth Weir, a MD 1984 graduate; Dr. Lorna Weir, BC Cancer agency radiation oncologist and UBC Clinical Professor; and Dr. Margaret MacDiarmid, family physician and formerly President of the BC Medical Association and BC Minister of Health. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018/2019 Winter Session.)

Rationale for Proposed Changes

The donor has requested that the previously approved award description be revised.



16 May 2018

To: Vancouver Senate

From: Council of Senates Budget Committee -Vancouver Sub-Committee

Re: **Annual Report** (information)

Please find attached the 2017-18 Annual Report summarizing the activities of the Council of Senates Budget Committee - Vancouver Sub-Committee.

If you have any questions, please contact Christopher Eaton at christopher.eaton@ubc.ca.

Respectfully submitted,

Dr. Perry Adebar, Chair

Council of Senates Budget Committee -Vancouver Sub-Committee



Council of Senates Budget Committee – Vancouver Sub-Committee

Report to Senate – May 16, 2018

Terms of Reference (abridged)

The Committee shall meet with the President and assist in the preparation of the University budget; and make recommendations to the President and report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget. In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

Background

Officially, the Council of Senates Budget Committee includes representation from both UBC Vancouver and UBC Okanagan. Separate subcommittees have been formed on each campus and these committees meet regularly to discuss budgetary issues affecting the specific campus.

Membership

The Vancouver-Sub-Committee's membership for 2018-2019 is as follows:

- Dr. Perry Adebar, Chair, Elected by the Joint Faculties (Applied Science)
- Dr. Adlai Fisher, Faculty of Commerce and Business Administration
- Dr. Susan Forwell, Elected by the Joint Faculties (Medicine)
- Mr. Jakob Gattinger, Student member at-large
- Mr. Séan Haffey, Convocation member of Senate
- Dr. Anna Kindler, Elected by the Joint Faculties (Education)
- Dr. Peter Marshall, Faculty of Forestry
- Dr. Mark Thachuk, Faculty of Science

Report on Activities

As this year is the start of a new triennium, the Committee spent considerable time orienting the new members and discussing possible discussion topics over the three years.

The Committee met relatively regularly over the course of the 2017-18 academic year with the Provost and Vice-President Academic, the Vice-President Finance and Operations, the Comptroller, and the Director of Academic Initiatives from the Office of the Provost and Vice-President Academic. In addition, other guests attended individual meetings in order to deliver presentations or provide input on specific issues.

The Committee met six times in 2017-18, including one joint meeting with the Senate Academic Building Needs Committee. Meetings are held immediately prior to the main Senate meetings. Meetings typically begin with a 30-minute meeting of Senators alone, followed by presentations and discussions with representatives of the administration, and other guests.

The agendas for the meetings of the Vancouver Sub-Committee are developed in collaboration with the Office of the Provost and Vice-President Academic and the Office of the Vice-President Finance and Operations.

The topics addressed by the Committee during the 2017-18 academic year include the following:

1. Work Plan for the Office of the Provost and Vice-President, Academic

Presenter: Andrew Szeri, Provost

Summary: Provost highlighted current priorities such as supporting the Strategic Planning process; supporting strategic aspirations of faculties; promoting academic and research excellence; recruiting world-class faculty; housing action plan; major IT projects; International; Extended Learning and others. Committee discussion included: the aforementioned items, as well as conservative hiring of young faculty and accumulation of sizeable carry-forwards; tuition levels for professional programs, and; international student tuition.



2. Overview of Budget Process for Upcoming Year

Presenter: Ian Burgess, Comptroller

Summary: For the benefit for the new members of the Committee, high-level information was provided about the budget, including operations, research and capital, revenue from government and tuition. The annual budget process was described, including the role the Committee plays at a later stage when a “strawman” budget has been drafted.

3. Key Priorities for the Office of the Vice-President, Finance and Operations

Presenter: Andrew Simpson, Vice-President, Finance and Operations

Summary: high-level objectives are to build financial capacity, develop a world-class campus and, deliver operational excellence. Need to develop increased revenue and reduce costs. Campus planning: capital project delivery process; seismic upgrading of buildings. Large enterprise system overhaul for student, HR and financial information systems; continue implementation of Uniforum.

4. Brief Overview of Capital Planning Process – Joint Meeting with Senate Academic Building Needs Committee

Presenter: John Metras, Associate Vice-President, Campus Facilities

Summary: a dynamic process involving input from many groups including Senate Academic Building Needs Committee; recommendations go to Executive who draft five-year capacity plan for approval by Board of Governors and submission to Ministry.

5. Recently Completed and On-going Capital Project

Presenter: Pam Ratner, Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities

Summary: Six recently completed projects and four on-going projects were briefly discussed.

6. Financing of Capital Projects

Presenter: John Metras, Associate Vice-President, Campus Facilities

Summary: Academic building projects have multiple funding sources including government, fundraising, self-funding and university (faculty or central) contributions. Discussion topics included: current debt for capital projects, student housing, new classrooms, faculty housing, how government contributions have changed over recent years, and optimization of rooms for examinations.

7. Update on Priorities for the Office of Vice President Finance & Operations

Presenter: Peter Smailes, Interim Vice-President, Finance & Operations

Summary: Four priorities set out in VPFO Strategy 2020 will continue as planned. Develop financial capacity – endowment modelling is being reviewed. World-class campus – deferred maintenance, new capital plan. Operational excellence – Integrated Systems Project, a finance project with IT implications. Responsible management – sharing best practices, developing a more robust long-term financial plan.

8. Budget Process Update and Operating Budget Presentation

Presenter: Ian Burgess, Comptroller

Summary: discussion focused on a few specific areas of interest to the Committee. Over half of increase to operating fund from international student tuition increases. Most allocated to faculties, remainder goes to Excellence Fund, which is allocated primarily on a short-term (not permanent) basis.

9. Budget 2018/2019

Presenter: Andrew Szeri, Provost and Vice-President Academic

Summary: University is in a relatively healthy financial position. Provincial government has agreed to fund GWI and has agreed to fund additional seats. One concern is the possibility of a new payroll tax being



introduced to compensate for the elimination of MSP premiums. Proposed allocations to be made with increased revenue were discussed.

10. Discussion of Budget Model

Summary: Advantages and disadvantages of the current UBC Budget Model were discussed. The Excellence Fund has helped to distribute revenue from international student tuition to faculties that do not have access to international student tuition revenue. The general consensus is that the model is working reasonably well at the university level. Different faculties have very different budget models for allocations within the faculties.

11. Update on Rapid Transit

Presenter: Michael White, Associate Vice-President, Campus & Community Planning

Summary: The extension of the Millennium Line extension from Arbutus to UBC was presented. The costs and the economic and academic benefits to UBC were discussed.

12. Update on Capital Projects

Presenter: John Metras, Associate Vice-President, Campus Facilities

Summary: The Capital Planning Principles were briefly reviewed, and the list of the top 15 priority projects for UBC and/or provincial government funding were reviewed. The issue of new classroom space was discussed.

13. Update on Government Business Enterprise

Presenter: Peter Smailes, Interim Vice-President, Finance & Operations

Summary: The University is considering the establishment of a Government Business Enterprise (GBE), which will be a subsidiary of the university. The GBE would be able to obtain financing, separate from the university, to build student housing.

Concluding Remarks

Working collaboratively with the Office of the Provost and Vice-President Academic, and the office of the Vice-President Finance and Operations, the Vancouver Sub-Committee of the Council of Senates Budget Committee has had a productive year in which many important issues were openly discussed and debated. The student, convocation and faculty Senators on the Committee have been very active and provided the president's office with an important academic perspective on behalf of the Vancouver Senate.

16 May 2018

Vancouver Senate

Docket Page 33 of 359

APRIL 2018

2018-2019 BUDGET

SUBMISSION TO THE UNIVERSITY OF BRITISH COLUMBIA
BOARD OF GOVERNORS



THE UNIVERSITY OF BRITISH COLUMBIA

Table of Contents

1. Executive Summary.....	1
2. Introduction	4
3. Budget Framework	5
4. Operating Budget.....	7
5. UBC Excellence Fund	17
6. Faculties and Departments.....	22
7. Consolidated Financial Budget.....	29
8. Capital Expenditure.....	32
9. Endowment.....	38
10. Related Entities	39
11. Financial Risks	40
12. Documents Requiring Board Approval	41
 Appendix I - Key Budget Assumptions.....	 44
Appendix II – Investment Income on Land Development	45

1. Executive Summary

Overview

We are pleased to present the 2018-2019 Budget for the University of British Columbia.

The University is ranked amongst the leading public universities in the world, contributing extensively to the economic and wider prosperity of British Columbia, Canada and the world. The Budget for the year ahead aims to continue UBC's ongoing endeavours, in addition to identifying new opportunities for extending the University's research, teaching, student and public engagement. Planned core revenues have been fully allocated towards the cost of continuing current activities, as well as investing in new strategic initiatives. The small budgeted deficit of \$31 million is the result of planned one-time investments from accumulated reserves, notably the Excellence Fund, and one-time expenses for the pre-development of enterprise-wide IT systems.

Fiscal Year 2018/19	Actual	Forecast	Budget
<i>(In \$millions)</i>	FY 2016/17	FY 2017/18	FY 2018/19
Operating Revenue			
Provincial government grants	598	615	631
Tuition	523	606	667
Investment income	42	43	50
Research indirects	40	37	36
Business revenue	24	25	31
Land development proceeds	19	23	29
Faculty revenue	187	191	188
Central support unit revenue	362	418	434
Total Operating Revenue	1,795	1,958	2,066
Operating Expenses			
Salaries & benefits	1,097	1,181	1,271
Operating costs - other	425	497	557
Cost of goods sold	41	45	47
Grants to third parties	1	16	16
Interest expense	47	51	52
Total Operating Expenses	1,611	1,790	1,943
Capital spending	(122)	(146)	(137)
Interfund transfers	(17)	(31)	(17)
Surplus (deficit)	45	(9)	(31)
Transfers (to) from reserves	(45)	9	31
	-	-	-

The University's Operating Budget shown above reflects the operations of the University, including capital spending and land development proceeds, but excluding restricted funding in Research and Endowments. Revenues are forecast to increase by \$108m (from \$1,958m in 2017/18 to \$2,066m in 2018/19), which will be allocated to Faculties, the Excellence Fund and Strategic Initiatives to meet the priorities of the University.

Economic and Funding Environment

While the overall economic environment facing the University in the year ahead continues to be constrained in a number of aspects, it does include an uplift in funding from the Provincial Government for general wage increases, a continuing commitment to improving routine capital funding (deferred maintenance on academic facilities), as well as significant contributions to a number of building projects in partnership with the Federal Government's "Strategic Investment Fund."

In March 2017, the provincial government announced additional funding to increase students' access to technology-related programs. In the 2018/19 fiscal year the Ministry of Advanced Education, Skills & Training will fund an additional 100 seats for Biomedical Engineering within the Faculties of Applied Science and Science with incremental funding of \$1.4 million. In February 2018 the provincial government also announced a one-time increase of \$0.45 million for specialty teacher education, as well adapting courses for online delivery and for piloting community-based delivery of UBC's Indigenous Teacher Education Program (NITEP).

International

UBC is an important contributor and participant in international education. This has assisted the University in becoming more engaged in global challenges, and has helped the University achieve diversity by attracting students from around the world. International enrolment continues to show strong demand, and combined with increases in international tuition, has provided an important and growing source of revenue. This revenue base now supports the UBC Excellence Fund, and contributes to Student Financial Aid and the University's strategic investments.

Strategic Investments

The 2018/19 Budget includes a number of new investments in strategic priorities and operating initiatives. Operating revenue increases will provide the capacity to meet a wide number of important needs and opportunities. The new investments support the core areas and priorities of the University's 2018-2028 Strategic Plan.

The recommendations are the result of consultations across campus that included academic Department Heads and Directors, Students, Deans, Associate Vice-Presidents and the Senate Budget Sub-Committee. A budget advisory group that consisted of a number of Deans and Associate Vice-Presidents conducted a thorough review of the detailed proposals and provided their recommendations to the Provost and the Vice-President, Finance and Operations.

Areas for new funding include:

- Core areas
 - People and Places
 - Research Excellence
 - Transformative Learning
 - Community and Global Engagement
- Strategic plan priorities
 - Inclusion
 - Collaboration
 - Innovation
- Risk mitigation
- Service improvements
- Maintaining core services

There are a wide number of important investments, but some of the most notable include: IT systems and infrastructure; Aboriginal Learning; the Faculty of Medicine; Library (exchange rate equalization); Innovation; Sexual Violence Prevention and Response Office; Diversity and Wellness; UBC Brand Positioning; and Classroom upgrades (ongoing).

UBC Excellence Fund

The University established the UBC Excellence Fund in February 2016 to support its ambition to be among the very best of public universities worldwide. The anticipated funding envelope for 2018/19 across both campuses is \$58.5m and includes approximately \$14.1m in carry forward funding from 2017/18.

The key areas of focus for investment next year are:

- Student recruitment and retention
- Student experience
- Strategic faculty hires
- Faculty retention
- Research infrastructure
- Strategic Plan implementation

Operating Costs

The Operating Budget, covering the core academic operations of the University, includes elements of new investments in programs and services, as well as providing resources necessary to maintain current activities.

The University continues to be challenged in meeting the other growing costs of our teaching, research, and support services. The Canadian dollar is currently trading at approximately \$0.80 relative to the U.S. currency, and provides challenges in key import costs, including Library subscriptions and monographs, and research equipment.

With the end of mandatory retirement and the resultant aging of our faculty, the University is focusing on identifying strategic funding to support faculty renewal. This is particularly pressing in the Faculty of Medicine, and we have set aside \$5m in ongoing funding to invest in junior faculty.

Savings from efficiencies continue to make an important contribution to providing the capacity for both new investments and maintaining current activity levels. The University will need to continue to focus on the delivery of ongoing efficiencies to optimize its teaching, learning and research outcomes.

Capital Expenditure

The Capital program for 2018/19 continues to be extensive, with \$331m of total expenditure budgeted. A notable feature in the year ahead is the continued expansion of funding from the Provincial Government for "routine capital." This is expenditure principally focused on the deferred maintenance associated with our academic facilities, and is budgeted to be \$59m in 2018/19. (Note that this expenditure includes a 25% contribution from UBC.)

Major building projects under development include the Undergraduate Life Sciences Teaching Laboratories, UBC Okanagan Teaching & Learning Centre, UBC Life Building, UBC Vancouver Bus Exchange and Residence, and the MacInnes Field Parkade.

The University's student, finance and human resources enterprise IT systems were implemented over 20 years ago and are in desperate need of renewal. We are committing \$12m of recurring funds in this year's budget to begin the replacement of these systems.

2. Introduction

The University's Budget is presented for the approval of the Board of Governors, and covers the fiscal year from April 1, 2018 to March 31, 2019.

The Budget represents the financial plan for the University and is based on a wide number of projections including:

- Government funding
- Tuition levels
- Student numbers
- Revenue forecasts from other sources
- Salary and benefit increases
- Other cost increases, based on changes to the consumer price index (CPI) and exchange rates

Details on these assumptions are summarized in Appendix I.

The operating projections include all proposed budget allocations, as well as projections made by Faculties and units from both campuses (Vancouver and Okanagan) of expected results for the year, including any plans for drawdowns of reserves. The budget for each campus was determined separately and are combined in this report, with supporting details provided for each.

The primary focus of the Budget Report is the Operating Budget, which covers the core academic operations of UBC. In addition, the Budget Report covers all other areas comprising the consolidated financial statements of the University, including research, endowment, and all capital expenditure.

Plans for capital expenditure are summarized in Section 8, which include projections for major projects approved separately by the Board, as well as other planned minor capital expenditure.

The budget process followed this year has combined University-wide projections and analysis with Faculty and unit plans, and included widespread consultation and engagement about resourcing and strategic priorities. As part of the budget process, meetings and discussions have been held with:

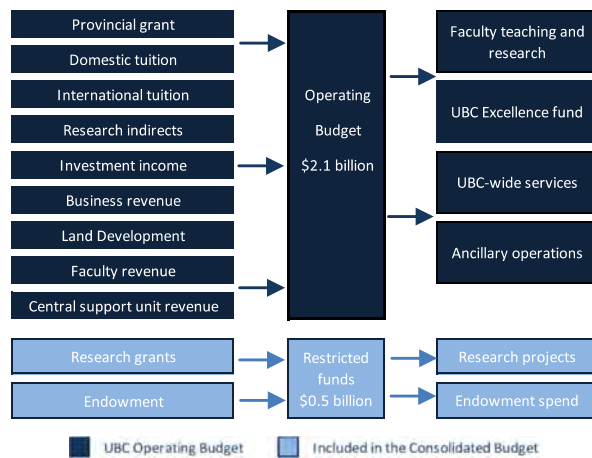
- Deans
- Senate Budget Sub-Committees of the Budget Committee of the Council of Senates (Vancouver and Okanagan)
- Elected student leadership
- Heads and Directors of academic departments and schools
- Associate Vice-Presidents (and equivalent)
- Executive

The final Budget is submitted for approval to the Board of Governors on April 19, 2018.

3. Budget Framework

The University's Consolidated Budget contains several components, with the most significant being the Operating Budget. This report provides detail of how these components link, as well as the financial targets for each.

The following chart illustrates the key components of the University's Consolidated Budget:



The Operating Budget includes income received by the University to support the core academic operations of the University. This revenue includes the Provincial Operating Grant, Domestic and International tuition, investment income earned on cash and investments, research overheads and indirect costs of research funds received from the federal government, and investment income earned from land development. It also includes business and other revenue generated by central units and ancillaries across campus that directly support those operations. These include student housing, food services, the bookstore, and parking. Many Faculties also receive funding directly from non-core activities, which are managed locally to directly support their operations.

The financial target for the Operating Budget is to achieve a balanced result. This means that operating revenue and expenditures (which include ongoing capital costs and internal loans for capital projects) are at equivalent levels.

The Province provides an operating grant totaling \$631m to the University to support the teaching of domestic undergraduate and graduate students. Of this, \$561m is designated for the Vancouver campus and \$70m for the Okanagan. In return, the Province expects the University to enrol 29,504 full-time domestic undergraduates and 5,949 graduate students in Vancouver, and 6,971 students overall in the Okanagan. There are some specific enrolment targets, primarily in the health sector and in line with the Province's Skills for Jobs Blueprint. However, the majority of this funding is untargeted and can be used for programs that the University chooses, as long as the enrolment targets set by the Province are met. UBC expects to exceed its targets, by as many as 1,600 domestic undergraduate students and 2,300 graduate students.

The University allocates tuition received via formula to the Faculties and to Student Financial Aid (SFA). In Vancouver, we allocate approximately 7.5% of incremental tuition to support student financial aid for both international and domestic students. Of the remainder, 75% of graduate and domestic undergraduate tuition and 65% of international undergraduate tuition flows directly to the faculties to support direct teaching costs. In the Okanagan, after SFA, 60% of domestic and 50% of international tuition is allocated to the Faculties. The remainder is allocated for strategic priorities and core and support services. Since 2015/16, both campuses have set aside two-thirds of the international undergraduate tuition rate increases to support the UBC Excellence Fund, which is described in Section 5.

4. Operating Budget

The Operating Budget (Vancouver and Okanagan combined) is summarized in the statement below.

Fiscal Year 2018/19 <i>(In \$millions)</i>	Actual FY 2016/17	Forecast FY 2017/18	Budget FY 2018/19
Revenue			
Provincial government grants	598	615	631
Undergraduate tuition			
Domestic	225	229	236
International	233	300	351
Graduate tuition	65	77	80
Investment income	42	43	50
Research indirects	40	37	36
Business revenue	24	25	31
Land development proceeds	19	23	29
Faculty revenue	187	191	188
Central support unit revenue	362	418	434
Total Operating Revenue	1,795	1,958	2,066
Expenses			
Salaries & benefits	1,097	1,181	1,271
Operating costs - other	425	497	557
Cost of goods sold	41	45	47
Grants to third parties	1	16	16
Interest expense	47	51	52
Total Operating Expenses	1,611	1,790	1,943
Excess of revenue over expenses	184	168	123
Capital spending	(122)	(146)	(137)
Interfund transfers	(17)	(31)	(17)
Reserve (drawdowns) / additions	45	(9)	(31)

Total revenue is budgeted to increase by \$108m (5.5%) with the most significant increase arising from international tuition. Expenses are expected to increase by approximately 6.6%, with a range of factors including salary obligations.

Operating Revenue

The Operating Budget includes all unrestricted revenue received by the University. The majority of this revenue is managed and allocated through the budget process, but a smaller portion is generated directly by Faculties and central support units. The total revenue managed through the budget process in 2018/19 is \$1,444m, with an additional \$622m of operating revenue generated directly by units.

Operating Revenue (in Millions)	UBC Vancouver				UBC Okanagan				UBC Total			
	Actual Fiscal 16/17	Forecast Fiscal 17/18	Budget Fiscal 18/19	Budget vs. Forecast	Actual Fiscal 16/17	Forecast Fiscal 17/18	Budget Fiscal 18/19	Budget vs. Forecast	Actual Fiscal 16/17	Forecast Fiscal 17/18	Budget Fiscal 18/19	Budget vs. Forecast
Provincial government grants	531	546	561	15	67	69	70	1	598	615	631	16
Undergraduate tuition												
Domestic	188	194	199	5	37	35	37	2	225	229	236	7
International	209	268	312	44	24	32	39	7	233	300	351	51
Graduate tuition	65	72	75	3	-	5	-	-	65	77	80	3
Investment income	42	43	50	7	-	-	-	-	42	43	50	7
Research revenue	39	36	35	(1)	1	1	1	-	40	37	36	(1)
Business revenue	23	24	29	5	1	1	2	1	24	25	31	6
Land development proceeds	19	23	29	6	-	-	-	-	19	23	29	6
Subtotal	1,116	1,206	1,290	84	130	143	154	11	1,246	1,349	1,444	95
Faculty revenue	186	190	187	(3)	1	1	1	-	187	191	188	(3)
Central support unit revenue	353	408	424	16	9	10	10	-	362	418	434	16
Total Operating Revenue	1,655	1,804	1,901	97	140	154	165	11	1,795	1,958	2,066	108

Provincial government grant

The government grant is the primary source of funding for domestic graduate and undergraduate teaching. Revenue is up \$16m in 2018/19 largely due to Economic Stability Mandate (ESM) funding from the Province. The ESM funding includes funding for all bargaining units according to the mandate established by the Provincial government.

Student enrolment

The University is projecting a total enrolment of 57,275 student FTEs in 2018/19 across both campuses; details as follows:

Student Enrolment

Student FTE	17/18			18/19 (Projected)			Change
	Vancouver	Okanagan	Total UBC	Vancouver	Okanagan	Total UBC	
Undergraduate							
Domestic	31,316	6,322	37,638	31,123	6,475	37,598	-0.1%
International	9,216	1,003	10,219	9,632	1,063	10,695	4.7%
Total	40,532	7,325	47,857	40,755	7,538	48,293	0.9%
Graduate	8,161	708	8,869	8,279	702	8,981	1.3%
Total	48,693	8,033	56,726	49,034	8,240	57,274	1.0%

Undergraduate Student Intake

Student Headcount	17/18			18/19 (Target)			Change
	Vancouver	Okanagan	Total UBC	Vancouver	Okanagan	Total UBC	
Domestic	11,442	2,021	13,463	11,634	2,108	13,742	2.1%
International	3,439	446	3,885	3,611	390	4,001	3.0%
Total	14,881	2,467	17,348	15,245	2,498	17,743	2.3%

Domestic undergraduate tuition

The Vancouver campus enrolled 31,316 FTEs in 2017/18. This is projected to remain relatively constant. The 2018/19 budget reflects a 2% increase in tuition rates.

The Okanagan campus enrolled 6,322 FTEs in 2017/18. The 2018/19 budget assumes a 2% increase in tuition rates and a 2.4% increase in FTEs.

International undergraduate tuition

Faculties are planning that the total international enrolment will increase by 4.7%. In combination with increases in international student tuition (average 10%, applied to all international students), this will result in an increase by \$51m across both campuses. Intake for 2018/19 is expected to increase by 3%, compared to the 2017/18 intake of first-year and transfer students.

Graduate tuition

The Vancouver campus budget reflects a 2% tuition rate increase for domestic students and higher increases in certain professional programs for international students. It also includes growth in professional programs, largely in the Faculty of Arts, Sauder School of Business, Science, Applied Science and Law. The Okanagan campus budget reflects a 2% tuition rate increase, partially offset by a slight decrease in enrolment.

Investment income

Investment income represents income earned on Cash and Operating Investments, Internal Loans and Construction Project Financing. The earnings are netted against interest payments on External Debt, the Student Housing Finance Endowment and the Endowment Borrowing for Orchard Commons. Overall volatility is mostly a function of the variability in working capital balances and the distribution of those balances; for example, delays in construction will reduce the interest earned on construction deficits whilst increasing interest earned on operating investments. The exposure to interest rate risk is minimal due to fixed rates of interest on internal loans and external debt.

Investment revenue in 2018/19 is higher than 2017/18. This is due to revision of the "Working Capital Fund Statement of Investment Policies and Procedures", which resulted in turnover of the investment portfolio in 2017/18 and one-time capital losses. The new portfolio asset mix results in higher interest earnings in 2018/19.

Research revenue

Research revenue included in the Operating Budget includes the federal Research Support Fund (which contributes to the overhead or indirect costs of Tri-Council grants and is calculated as a percentage of total federal research funding, based on a formula), a share of royalty revenue, and cost recoveries from corporate research funding. The decrease reflects the indirect costs from Canada Research Chair funding being transferred to the Faculties and now reflected in the Faculties' revenue.

Business revenue

Business revenue includes the net return to the University from ancillaries, as well as lease income and the General Municipal Service Levy (GMSL) charged to businesses on campus. Ancillaries are expected to be self-sustaining (including setting aside funds for capital renewal) and will provide an additional \$6m return to the University to be invested in important strategic priorities. The operating revenue of ancillaries is included under "Central support unit revenue," and includes Student Housing and Hospitality Services, Bookstore, and Parking.

Land development proceeds

The proceeds from land development are derived from long-term leases and from the net proceeds of market rental activities. This enterprise is managed by the UBC Properties Trust. Revenue received from long-term leases is held in perpetuity in our endowments (invested at Investment Management Trust Inc. [IMANT] and in our Student Housing Financing Endowment) to support strategic investments. This is expected to generate

\$21m in 2018/19 and the net proceeds of rental activities are expected to generate \$8m. Please refer to Appendix II for further details.

Faculty revenue

Faculty revenue represents operating revenue generated by the Faculties that flow directly to them (rather than being allocated via the tuition model or the budget process). Examples include revenue generated by Faculty of Arts' business development contracts / grants for Canadian International Resources and Development Institute (CIRDI), and Real Estate pre-licensing courses in the Sauder School of Business, as well as analytical and core services that Faculties bill on a fee-for-service basis.

Central support unit revenue

Vancouver central support unit revenue includes Extended Learning, Vantage College, Information Technology, Building Operations, Energy and Water Services, and ancillary units. The increase arises in Student Housing & Hospitality Services, Food Services, and Athletics, made possible through additional student residences with the completion of Brock Commons Tall Wood, Totem Park Student Residence In-fill Phase 2, and c'esna?em House, as well as in Vantage College and Vancouver Summer programs due to increased enrolment and a tuition increase.

Okanagan central support unit revenue primarily includes Information Technology, Project Services, utility chargebacks, and ancillary unit revenue.

Operating Expenditures

Operating Expenses (in Millions)	UBC Vancouver				UBC Okanagan				UBC Total			
	Actual Fiscal 16/17	Forecast Fiscal 17/18	Budget Fiscal 18/19	Budget vs. Forecast	Actual Fiscal 16/17	Forecast Fiscal 17/18	Budget Fiscal 18/19	Budget vs. Forecast	Actual Fiscal 16/17	Forecast Fiscal 17/18	Budget Fiscal 18/19	Budget vs. Forecast
Salaries & benefits	1,001	1,078	1,160	82	96	103	111	8	1,097	1,181	1,271	90
Operating costs - other	400	467	522	55	25	30	35	5	425	497	557	60
Cost of goods sold	41	45	47	2	-	-	-	-	41	45	47	2
Grants to third parties	1	16	16	-	-	-	-	-	1	16	16	-
Interest expense	43	49	50	8	2	2	2	-	47	51	52	1
Total operating expenses	1,488	1,655	1,795	140	123	135	148	13	1,613	1,790	1,943	153
Capital spending	117	131	125	(8)	5	11	12	(1)	122	146	137	(9)
Interfund transfers	23	24	8	(16)	(8)	7	9	2	17	31	17	(14)
Total Operating expenses & transfers	1,630	1,812	1,928	116	120	155	169	14	1,750	1,967	2,097	130

Salaries and benefits

The increase in salaries and benefits includes general wage increases (GWI), progress through the ranks (PTR) for faculty, merit increases for staff, market adjustments (APPS and CUPE 116), and economic stability mandate. The remainder of the increase is primarily due to the support for new faculty and staff, including expenditures arising from the UBC Excellence Fund. This increase will be invested largely in staff and faculty committed to research, teaching, and student support, and in building services as we add to our student residences and academic facilities.

Operating costs - other

The increase in operating costs-other is primarily due to an increase in operational expenses related to items such as supporting various strategic initiatives, increased IT support costs, building maintenance, expenditures related to the pre-development of IT major projects as well as increased scholarship, fellowship and bursaries amounts related to undergraduate and international students, and support from UBC's Excellence Fund.

This category also includes the use of proceeds from land development that are derived from long-term leases and from the net proceeds of market rental activities. In the past, the majority of these funds were used to support the costs of priority building investments, and other University strategic investments.

Capital spending

Capital spending in this budget has been identified at the departmental level across the University. These are largely funded from current revenue, though, in some cases, units have reserve funds to support this spending. It does not include any spending on major capital buildings, except to the extent that portions of those costs come from accumulated reserves. This includes Library acquisitions, routine equipment and furnishings, and minor renovations funded locally. It also includes the principal payments on any internal loans that will be repaid during the year. Please refer to Section 8 for further details.

Interfund transfers

The Operating Budget includes interfund transfers to and from other University funds that form part of the Consolidated Budget, including Research and Capital (e.g. the provision of support for research projects contained in the Research Fund).

UBC Vancouver

The following table summarizes the calculation of the discretionary revenue available for allocation (after pre-determined allocations to Faculties, the Excellence Fund and Student Financial Aid) and the proposed allocations for the Vancouver campus:

UBC at Vancouver - Operating Budget Fiscal 2018/19 Budget on a Differential Basis		(in \$ millions)		
Fiscal 2018/19 Outlook	Recurring	One-time	Total	
Incremental revenue				
International Undergraduate Tuition	44	-	44	
Domestic Tuition (includes all Graduate Tuition)	8	-	8	
Provincial Grant	15	-	15	
Land development proceeds	8	-	8	
Other revenues	10	-	10	
Operating and Land development proceeds' prior year surplus	7	9	16	
	92	9	101	
Less:				
Faculty share of tuition growth	(20)	-	(20)	
Excellence fund	(18)	-	(18)	
Student Financial Aid	(4)	-	(4)	
General Wage Increase funding to Faculties and Units	(14)	2	(12)	
	(56)	2	(54)	
Total available for allocations	37	11	47	
Proposed allocations				
People & Places	6	(1)	5	
Research Excellence	4	1	5	
Transformative Learning	3	(1)	3	
Community and Global Engagement	1	5	6	
Strategic Plan Priorities	6	-	6	
Risk	19	(6)	13	
Service Improvement	2	2	4	
Maintaining Core Services	3	1	4	
Total proposed allocations	44	1	45	
Operating contingency fund balance	5	(7)	(2)	
Land development proceeds balance	2	(2)	-	
Net of revenue and allocations	-	-	-	

Incremental revenues are projected to increase by \$122m for 2018/19, of which \$114m is recurring. As previously described, some of that increase is allocated to prior commitments, with the remaining \$47m of additional revenue available for 2018/19 creating an opportunity for UBC Vancouver to fund various strategic priorities and operating initiatives (see table on page 12).

The recommendations that follow are the result of consultations across campus over the winter that included the Executive, academic Department Heads and Directors, students, Deans, Associate Vice-Presidents and the Senate Budget Sub-Committee. A budget advisory group that consisted of three Deans and three Associate Vice-Presidents conducted a thorough review of the detailed proposals and provided their recommendations to the Provost and the Vice-President, Finance and Operations. The recommendations also follow the Strategic Planning the University is currently undertaking.

Core Areas:

People and Places

Funding will be allocated to the new Indian Residential School History & Dialogue Centre; Mental Health and Wellbeing initiatives; support for workplace practices; and housing support. Additionally, funding will be available to support market adjustments to some administrative staff salaries, and an alignment of contributions to the staff pension plan.

Research Excellence

Funding for strategic faculty renewal within the Faculty of Medicine; matching funding for research projects; increased funding for industry sponsored research and commercialization of UBC research discoveries. Also included is funding for the library collections, including monographs, which is impacted by fluctuations in the US\$ exchange rate.

Transformative Learning

Funding for the Undergraduate Teaching Labs; continued upgrading of classroom and learning spaces; and faculty support in a targeted manner to support key academic priorities.

Community and Global Engagement

Funding for the University to brand and position itself both domestically and internationally; establishing a transit office to promote the extension of the transit corridor to UBC; support for the University Neighbourhoods; and various campus initiatives that will enhance the student, faculty and staff experience.

Strategic Plan Priorities:

Inclusion / Collaboration / Innovation

Funding for Student Diversity and ongoing support of the Director of Investigation Office; the Sexual Violence Prevention and Response Office; and the Equity and Inclusion Office. Additionally, innovation initiatives at Robson Square, and support of e@UBC for the next generation of UBC entrepreneurs is included.

Risk Mitigation

Funding the upgrading, replacement and renewal of the major IT platforms that have campus wide impact. These include the Student, Human Resources and Finance systems that are outdated, require upgrading to current technology and present a significant risk if failure of the systems occur. Also included is funding for the University Counsel and Internal Audit as part of the University's risk mitigation.

Service Improvements

Funding to implement and sustain the Procurement Modernization Initiative following the review of UBC's procurement and payment processes. The initiative will implement process improvements, transition to a new service delivery model and realize savings through strategic sourcing. Establishing a Strategic Initiatives Office within the Provost's Office to enable implementation of the strategic plan is also included.

Maintaining Core Services

While funding the University's strategic initiatives is important, the maintenance of the core services at the level of a world class university also requires additional funding as the number of students, faculty and staff, and buildings increase. This section includes additional funding for increased costs of the new facilities, utilities rate increases and required environmental services.

UBC Okanagan

The total projected incremental revenue for 2018/19 is \$11.3m. This includes tuition revenue growth and additional funding received from the provincial government for general wage increases (GWI). After allocations to Faculties, Student Financial Aid, and the Excellence Fund, \$6.5m remains for strategic allocations in 2018/19.

The Excellence Fund will increase from \$2.8m in 2017/18 to \$5.4m in 2018/19. Certain allocations from the Fund have been included in 2018/19 under relevant units for planning purposes, with the remainder to be allocated throughout the year.

The following table summarizes the calculation of the discretionary revenue available for allocation, and the recommended allocations for the Okanagan campus:

UBC at Okanagan - Operating Budget (in \$millions)

Fiscal 2018/19 Budget on a Differential Basis

Fiscal 2018/19 Outlook	Recurring	One-time	Total
Incremental revenue			
International Tuition	7.5	-	7.5
Domestic Tuition	2.4	-	2.4
Provincial Grant	1.2	(0.2)	1.0
Others	0.3	0.1	0.4
Total incremental revenue	11.4	(0.1)	11.3
Less:			
Faculty share of tuition growth	(4.1)	-	(4.1)
Excellence Fund	(2.6)	-	(2.6)
International Student Financial Aid (SFA)	(0.8)	-	(0.8)
General Wage Increase (GWI) funding	(1.2)	0.2	(1.0)
	2.7	0.1	2.8
International tuition retained risk - 2018/19	(1.5)	0.3	(1.2)
Redistribution of unspent administrative surplus	3.2	1.7	4.9
Total available for allocations	4.4	2.1	6.5
Proposed allocations			
Strategic Investments			
People & Places	2.5	0.3	2.8
Research Excellence	0.1	0.1	0.2
Transformative Learning	0.7	0.4	1.1
Community & Global Engagement	0.1	0.1	0.2
Strategic Plan Priorities	0.4	0.6	1.0
Total Strategic Investments	3.8	1.5	5.3
Risk Areas	0.1	0.1	0.2
Service Improvements	0.0	0.1	0.1
Maintain Core Services	0.5	0.4	0.9
Total proposed allocations	4.4	2.1	6.5
Net of revenues and allocations (balanced)	0.0	0.0	0.0

The allocation of the incremental revenue available of \$6.5m for 2018/19 is summarized into the following categories:

People & Places

For 2018/19 funding allocations, significant focus was placed on space planning, with resources allocated to create an additional 82,000 square feet of learning and research space. Major projects include the new Teaching and Learning Centre, development of 1540 Innovation Drive, and renovations at the Mountain Weather Office to create new research and undergraduate teaching lab space. Funding allocations to this area also include support for key personnel as well as increased allocations required to meet the additional demand for needs-based student funding in both domestic and international undergraduate aid. The ongoing increase in demand is putting pressure on available funding.

Research Excellence

These investments focus on the development of research excellence with funding allocated for research infrastructure and institute development. Funding also supports the continuation of initiatives started in 2017/18, such as the establishment of the e@UBC program on campus as well as a physical presence in downtown Kelowna, which helps support closer community engagement and collaboration while offering strong synergies with the downtown node of the Innovation Library.

Transformative Learning

Starting in 2018/19, a multi-year plan to reallocate grant allocations between Faculties will be initiated. The purpose of the reallocation is to ensure a more equitable distribution of fixed grant funding amongst the Faculties. Central finance will invest \$0.5m to kick start the process and support the strategic initiatives within the Faculties. Funding allocations to this area also focus on the development of Aboriginal Programs and Services, creating capacity for increasing demand in International Programs and Services, along with other strategic learning experience objectives.

Community & Global Engagement

Funding in this area focuses on alumni relations priorities to increase alumni engagement with the campus. As the campus is just approaching its 13th anniversary there is a need to ensure strong connections are maintained to the growing alumni base of the campus as they progress through their careers and life milestones. Funding also targets areas where we continue to have strong success around Aboriginal outreach and other specific community events and initiatives.

Strategic Plan Priorities

Funding allocations to these areas will support strategic priorities on the Okanagan campus, including the setup of the new Sexual Violence Prevention Office on campus, addressing funding shortfalls for the Disability Resource Centre, and continued development of innovative energy saving initiatives while leveraging successful community partnerships.

Maintain Core Services

Funding is allocated to these areas to maintain adequate core services and support key personnel. In addition to salary support for strategic hires, the main components of this category are funding for routine capital expenditures, facilities management, and campus planning and development.

Risk

A significant portion of the revenue growth for the campus is forecasted to come from international tuition. As a result, consistent with prior years, a contingency amount for non-Faculty support units has been established. Once actual enrolment data is known the recurring portion of funds will be allocated in the following year.

5. UBC Excellence Fund

UBC is a globally recognized centre of research and educational excellence, and our goal is to enhance this excellence through targeted strategic investments on both campuses. The UBC Excellence Fund was established in February 2016 to support the University's ambition to become Canada's best university over the next decade.

The fund supports strategic initiatives that will enhance and amplify current efforts in key areas, to ensure UBC is:

- Recruiting and retaining exemplary faculty members, students and staff
- Building and supporting world class research infrastructure to enable innovative, cutting-edge research
- Providing an excellent student learning experience for domestic and international students, at the graduate and undergraduate levels, both inside and outside the classroom.

The key principles underlying the allocation of the funds are:

- Excellence** – funds must support UBC's goal of being Canada's best university
- Sustainability** – funds may not be invested in permanently recurring expenditures
- Strategic nimbleness** – the allocation process will recognize the need to capitalize on new opportunities and changing circumstances quickly
- Effectiveness** – funds may be used to leverage additional funding – for example, donations or grants that require matching funds
- Openness** – members of the academic community will be invited to attend forums to provide advice to the Provosts on strategic uses of the funds and prioritization of initiatives
- Accountability** – metrics will be developed to measure the impact and outcomes of all allocations
- Transparency** – the Provosts will report annually to the University community and especially to the Board of Governors and Senate Budget Committees on the impact and outcomes of the funds.

Total UBC Excellence Fund (UBCV and UBCO)

EXCELLENCE FUND SUMMARY (in \$thousands)

	17/18 Forecast			18/19 PLAN		
	UBCV	UBCO	Total	UBCV	UBCO	Total
Total Funding Available	21,564	2,801	24,365	39,288	5,093	44,381
Recruiting and retaining exemplary students and staff	1,261	600	1,861	5,036	2,212	7,248
Recruiting and retaining exemplary faculty members	1,538	513	2,051	13,851	753	14,604
Building and supporting world-class research infrastructure	5,161	750	5,911	20,454	1,350	21,804
Providing an excellent student learning experience	871	535	1,406	2,000	750	2,750
Strategic Plan Enablement	-	-	-	4,000	-	4,000
Total Expenses	8,831	2,398	11,229	45,341	5,065	50,406
Net Surplus (Deficit)	12,733	403	13,136	(6,053)	28	(6,025)
Opening Carryforward	854	132	986	13,588	535	14,123
Ending Carryforward	13,587	535	14,122	7,535	563	8,098

Achievements in FY 2017-2018

In 2017/18, we estimated that \$20.2m would be available for allocation system wide. Because of stronger than anticipated demand for our programs, enrolment of international students was greater than expected, which increased the value of the UBC Excellence Fund to \$24.4m. This allowed the University to make additional commitments in areas that would further strengthen our core mission of academic excellence. It also provided us with reserve funding to invest opportunistically in keeping with the principle of strategic nimbleness and to implement initiatives from the new strategic plan.

Examples of some of the investments that UBC made in 2017-2018 are noted below:

Recruiting and Retaining Exemplary Students and Staff

The recruitment and retention of Aboriginal undergraduate students continues to be a top priority for UBC. To further support Aboriginal students, funds continue to be committed to support the hiring of an advisor dedicated to addressing their academic needs. The diversification of the domestic undergraduate pool is also a priority for UBC and we have invested funds to market the University to students outside of the province – most notably in Ontario. Investment was also made in support of the “scholars’ community” through the provision of needs-based financial support and a community home for the scholars. These commitments have continued over several fiscal years.

New in 2017/18, UBC launched the Blue & Gold Campaign for Students, with the goal of raising \$100 million in student support over three years to support those students who are determined to make the world a better place. Not all students have the same opportunities; hence, support from UBC is available to help them realize their potential by giving them access to a life-changing education. The Excellence Fund is committed to providing matching funds of up to \$5 million over a five-year period to support specific Blue & Gold campaign priorities to kick-start the campaign.

The International Doctoral Fellowship is a new award developed to recruit international students who are similar to the calibre of domestic Tri-council awardees. The fellowship provides funding for a total of five years: a \$30,000 stipend plus tuition for four years. Thirty-five students received the award in its inaugural year at UBCV with the award extended to UBCO in 2018/19.

The Doctoral Recruitment Fellowship is a four-year fellowship that is allocated to new assistant professors to support them in the recruitment of domestic or international doctoral students. The fellowship provides funding for a total of four years: a \$30,000 stipend plus tuition. Three students received this award in its inaugural year.

Investment: \$1.9m

Recruiting and Retaining Exemplary Faculty Members

To attract the best academic talent to UBC, funds were allocated to recruit and support strategic faculty hires in the area of Biomedical Engineering to support the new School of Biomedical Engineering. Recruitment for the President's Excellence Chairs began in 2017/18 in the areas of precision oncology, media studies, brain health, global development policy, biodiversity studies, forest bio-products and healthy aging. We expect to conclude most of these searches by spring 2018. With the Federal government's announcement of the results of the Canada 150 research chairs in December 2017, UBC was granted four chairs for recruitment with which UBC has successfully attracted world-renowned academic experts in the fields of medical genetics, computer systems, psychology and biodiversity. Investment of funds is committed to support these chairs over the next seven years. All hires will be joining UBC by Fall 2018.

Specific to UBCO, seed funding was provided to recruit faculty to support the creation of a Master of Data Science program that will be launched in 2018/19. In addition, the Aspire Research Fund was established to provide one-time matching funds to support the hiring of strategic faculty hires across the campus.

Investment: \$2.1m

Building and Supporting World-class Research Teams and Infrastructure

Support for research clusters is a major initiative for the University, and accordingly the most significant investment was made in the established and emerging clusters of research (those that are nationally ranked as global leaders and those that show great potential for further achievement). Financial support was also given to maintain the Sequencing and Bioinformatics Consortium and the Indigenous Peoples' Collaborative Research Support Unit, as well as establishing the foundation for the Advanced Research Computing (ARC).

Investment: \$6.0m

Providing an Excellent Student Learning Experience

Significant investment continues to be made for undergraduate academic programs to support experiential and integrative learning opportunities. This includes the development of pathways for capstone experiences and interdisciplinary opportunities with local and international components. Investment was made in the development of a central hub, to support all Faculties and to provide a coordinated strategic approach to experiential and integrative learning. Further resources were allocated to help strengthen experiential learning through mutually beneficial community-university relationships to ensure UBC has a solid foundation for continued and enhanced success. At the Okanagan campus, investment was made to launch the co-op program across all Faculties, giving all students the opportunity to participate.

Investment: \$1.4m

Commitments for FY 2018/19

Recruiting and Retaining Exemplary Students and Staff

An outstanding university is defined by the quality and diversity of students that it attracts. We continue to commit funds to support the attraction of the very best undergraduate and graduate students by providing both merit and needs based funding. UBC had established the Youth in Care Tuition Waiver Program to provide financial support to youth who age out of care and face financial barriers to pursuing a post-secondary education. As more students take advantage of this opportunity, the University is committed by ensuring support is available to guide them in achieving a positive educational outcome. Funds continue to be allocated to provide campus support to Aboriginal students as enrolment continues to climb.

The Excellence Fund continues to support the Blue & Gold Campaign for Students, by providing matching funds of up to \$5 million over a 5-year period for new gifts to selected Blue & Gold campaign priorities. Award infrastructure of \$500k has also been committed to support the campaign.

Funds have been committed to support the creation of a fourth Collegium on campus. The first Collegia have been well received and fully subscribed by first year commuter students and have helped to improve their UBC experience.

Total funds allocated to above initiatives: \$7.3m

Recruiting and Retaining Exemplary Faculty Members

Recruitment for the six President's Excellence Chairs is well underway with expectation that they will be on board by the fall of 2018. Significant funding has been set aside to provide the necessary research and salary support required to support these scholars, with the majority of these funds being expended in 2018/19. Salary support for the four successfully recruited Canada 150 Research Chairs will also start in 2018/19. Recruitment for the School of Biomedical Engineering is continuing with a commitment from the Excellence Fund to provide research funding starting in 2018/19. Funding has also been committed to support the Law School for faculty renewal to complement the school's growth.

Funds have been committed to support awards for retention of exemplary faculty. We have committed funds to recognize the achievements of our faculty by reinstituting and expanding the Distinguished University Scholars Program. The Excellence Fund will continue to support research activities of Killam Professors starting in 2018/19 and Canada Research Chair renewals (CRC's). To enable UBC's commitment of recruiting and retaining exemplary faculty, funding has also been committed to support the updated Housing Action Plan, which is one of the main barriers the University faces in retaining and attracting faculty to Vancouver.

Total allocation: \$14.6m

Building and Supporting World-class Research Teams and Infrastructure

The research action plan developed by the VP Research and Innovation identifies and continues to support established and emerging research clusters, including innovation and knowledge mobilization as major initiatives for the University. Our goal is to continue to support clusters at a range of levels of development: Global Research Excellence Institutes (GREx) clusters are world leading, while Established Clusters are close to and have the potential to reach that status with targeted investments. Emerging Clusters mostly represent new, emerging, interdisciplinary teams showing promise, and must be supported to leverage opportunities for growth. With the recent success of Canada Excellence Research Chair (CERC) and Canada Excellence Research Fund (CFREF) awards, UBC provides matching institutional funds to support these areas of research excellence.

UBC is committed to supporting the development of digital research infrastructure to provide faculty the ability to enhance their research productivity and accelerate time to discovery and innovation. This is crucial in the support of recruiting and retaining outstanding faculty whose research requires digital research infrastructure support. The project will be a three-year, \$32m undertaking before it is fully developed and operational.

Investment has also been committed at both campuses to establish and support the e@UBC initiative, which has important connections to the external community with the establishment of a downtown Vancouver presence.

Total allocation for teams and infrastructure: \$21.8m

Providing an Excellent Student Learning Experience

Students desire a career path that is integrative of all that they have become at UBC. An action plan has been developed through consultation with students and Faculties by the Vice-President, Students. This will be achieved through:

1. Re-alignment and expansion of our expertise to offer customized career education for special populations: a) discipline-specific, b) international students, c) graduate students, and d) students with disabilities, for example. This includes developing enhanced service in these areas through integration with discipline-specific curricula, working closely with departments, investing in population-specific advisors/expertise, and larger Faculty-specific initiatives to connect careers to disciplines.
2. Expanding career education and service for students not in co-op programs. Deepening career education embedded in current high impact learning experiences (e.g. Student Leaders, AMS Clubs, Student Teams), expanding career advising, increasing the opportunities for curricular integration and supporting academic departments to better understand and translate discipline learning to career readiness.
3. Focus on online resources, academic systems and relationship management tools to better serve our students, programs, employers, and community partners.

Investment in a classroom scheduling project has been committed, which will improve the student experience as more course selection and fewer schedule conflicts can enable better access to required and preferred courses. It will also improve transparency and enable better access to data for more effective decision making by the academic community.

UBC continues to support the expansion of experiential learning programs in the areas of clinical legal and health education. At UBCO, matching funds have been committed to build upon the success of the Aspire Learning and Teaching Fund to support and foster innovative teaching practices to promote more flexible, interdisciplinary, and experiential programs. In addition, funds are committed to further support the expansion of co-op programs so that all students have the option to participate in experiential learning opportunities. Continued focus to enhance Aboriginal programs and services through community outreach activities and campus supports is a priority.

Allocation: \$2.8m

Strategic Plan Implementation

As the University finalizes the development of a new UBC Strategic Plan, it is imperative that funds are made available to support initiatives that are identified in the plan. A funding envelope has been set aside.

Allocation: \$4.0m

6. Faculties and Departments – Allocations and Projected Expenses

The following tables show the fiscal 2018/19 projected funding and expenses by unit, including both allocations from the government grant and tuition, as well as revenue generated directly by the faculties and central support units.

Vancouver

Faculties and Departments

UBC Vancouver (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	711,445	187,334	898,779	889,775	9,004	194,194	
Faculty of Applied Science	82,414	5,726	88,140	86,690	1,450	25,911	
Faculty of Arts	165,508	12,281	177,789	171,483	6,306	28,171	
Sauder School of Business	59,379	29,374	88,753	88,344	409	18,087	
Faculty of Dentistry	12,656	18,862	31,518	31,955	(437)	4,179	
Faculty of Education	46,510	5,651	52,161	52,090	71	4,479	
Faculty of Forestry	19,652	5,113	24,765	23,113	1,652	11,743	
Graduate and Postdoctoral Studies	2,598	1,602	4,200	3,670	530	1,878	
Faculty of Land and Food Systems	16,086	4,366	20,452	19,893	559	7,015	
Allard School of Law	13,669	507	14,176	15,260	(1,084)	(1,486)	
Faculty of Medicine	147,029	88,402	235,431	237,734	(2,303)	76,103	
Faculty of Pharmaceutical Sciences	19,498	2,391	21,889	21,455	434	6,152	
Faculty of Science	126,446	13,059	139,505	138,088	1,417	11,962	

Overall, the net position of the Faculties is projected to be positive.

The addition to the Faculty of Applied Science reserve is primarily due to the forecasted growth of 50 international undergraduate students plus related international tuition rate increases, combined with increased revenue from graduate tuitions and Summer Programs, partially offset by increases in salary costs.

The addition to the Faculty of Arts reserve is primarily due to the forecasted growth of 131 international undergraduate students plus related international tuition rate increases. Funds have been earmarked for investment in future new and renewal facility projects (i.e. Brock Commons Phase II, Kenny Building, Arts Student Centre, Buchanan D Block, Buchanan Tower, Museum of Anthropology Education Centre).

The addition to the Faculty of Forestry reserve is primarily due to the forecasted growth of 52 international undergraduate students plus related international tuition rate increases.

The drawdown to the Allard School of Law reserve is recurring, primarily as a result of hiring seven new faculty members in 2017/18 and another two new faculty hires in 2018/19, and an increase in salary costs.

The drawdown to the Faculty of Medicine reserve is recurring, primarily due to unfunded wage increases and for the new School of Biomedical Engineering.

The addition to the Faculty of Science reserve is primarily due to the forecasted growth of 292 international students plus related international tuition rate increases, and the expansion of the Master of Data Science (MDS) program, partially offset by an increase in salary costs.

Faculty budgets remain constrained; however, the overall financial position is projected to continue to improve in 2018/19. This is largely the result of growth in undergraduate international student enrolment and an average tuition rate increase of 7.5% for international undergraduate students. Additionally, opportunities related to the development of professional programs and enhanced summer programming have allowed many Faculties to grow and diversify their revenue base. The provincial funding of mandated general wage increases has also provided an important lift and is greatly appreciated.

Faculties are continually examining their cost structures by finding more effective ways to deliver their core academic programs while enhancing the quality of teaching, research and student support. The Faculty of Education now eliminates their structural deficit with various initiatives carried out from the Programmatic Sustainability Initiative (PSI) process since 2016/17. The Faculty of Medicine has undergone intensive reviews of their academic and non-academic programs and found opportunities that have considerably improved their budget outlook without compromising quality.

Student Financial Aid

UBC Vancouver (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Student Financial Aid	75,111	-	75,111	79,282	(4,171)	1,028	
SFA Graduate	21,939	-	21,939	21,916	23	1,191	
SFA Undergraduate Domestic	18,021	-	18,021	20,999	(2,978)	(1,709)	
SFA Undergraduate International	23,193	-	23,193	24,188	(995)	876	
Workstudy, Go Global - SFA, Int'l Tuition Award	11,958	-	11,958	12,179	(221)	670	

The drawdown to the SFA Undergraduate Domestic reserve is due to anticipated increases in SFA awards driven by recent policy changes in the Student Loan BC program.

The SFA Undergraduate International drawdown is to utilize prior year reserves.

Central Support Units (including ancillaries)

UBC Vancouver (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Total Central Support Units (including ancillaries)	473,991	424,404	898,395	926,162	(27,767)	22,207	
Provost and VP Academic	189,671	80,497	270,168	277,800	(7,632)	23,120	
Library	39,969	1,028	40,997	41,723	(726)	818	
Information Technology	55,820	29,001	84,821	85,260	(439)	3,680	
Extended Learning	131	17,249	17,380	17,318	62	(5,101)	
Enrolment Services	12,932	451	13,383	13,732	(349)	217	
International Student Initiative	8,252	-	8,252	8,260	(8)	348	
Vantage College	40	17,460	17,500	16,101	1,399	2,699	
Centre for Teaching, Learning and Technology	8,115	667	8,782	9,317	(535)	914	
Excellence Fund	39,288	-	39,288	45,342	(6,054)	6,156	
Other Provost and VP Academic units	25,124	14,641	39,765	40,747	(982)	13,389	
VP Students	31,116	264,819	295,935	296,192	(247)	30,111	
Athletics and Recreation	1,878	31,621	33,499	34,344	(845)	(2,492)	
Housing and Hospitality Services	838	190,813	191,651	190,239	1,412	27,648	
Student Development and Services	16,851	2,705	19,556	19,809	(253)	704	
University Community Services	7,089	39,680	46,769	47,727	(958)	3,815	
Other VP Students units	4,460	-	4,460	4,063	397	436	
VP Finance and Operations	125,450	38,753	164,203	164,814	(611)	1,845	
Energy and Water	28,960	25,028	53,988	53,504	484	769	
Building Operations & Infrastructure Dev't	70,996	11,634	82,630	82,314	316	1,842	
Other VP Finance and Operations units	25,494	2,091	27,585	28,996	(1,411)	(766)	
Governance	10,673	65	10,738	11,345	(607)	(1,138)	
VP Development and Alumni Engagement	25,802	209	26,011	26,011	-	10	
VP External Relations	16,487	2,975	19,462	21,386	(1,924)	1,286	
VP Research and Innovation	25,787	18,322	44,109	45,452	(1,343)	3,788	
VP Human Resources	12,983	7,536	20,519	20,918	(399)	714	
Campus Wide Expenses	36,022	11,228	47,250	62,254	(15,004)	(37,529)	

Within the Provost and VP Academic, the addition to Vantage College is primarily due to the tuition rate increase and growth in student enrolment. The drawdown to the Excellence Fund reserve is due to hiring and related research startup costs that did not happen in 2017/18, and other one-time commitments to utilize the reserves.

For VP Students, the drawdown to the Athletics and Recreation reserve is recurring and due to increased travel and other related expenses. The Housing and Hospitality Services reserve addition is due to increased revenue from new residences including Brock Commons Tall Wood, Acadia Park and Thunderbird, partially offset by increased salary costs to reflect higher business service levels. The drawdown to the Student Development & Services reserve is utilizing prior year reserves to complete several pilot programs, including the First Year Jumpstart program that is now available for domestic first-year students in addition to the current international student program. The drawdown to the University Community Services reserve is due to one-time office renovation costs in 2018/19.

For the VP Finance and Operations, the net reserve drawdown is due to an unplanned additional staffing investment being made in the Procurement and Payroll areas.

The VP External Relations drawdown is to utilize prior year reserves for delayed projects in Campus and Community Planning such as the Point Grey cliff remediation, Stadium Neighbourhood planning and transit support.

The VP Research and Innovation drawdown is utilizing prior year reserves, and is due to a combination of recurring elements in Animal Care, Ethics and Research services, and one-time renovation costs in Research Innovation.

The Campus Wide Expenses drawdown is primarily due to one-time pre-development costs of the Integrated Renewal Program.

Overall, central support units receive 38% of the allocation of operating funds (\$474m), and generate an additional \$424m in revenue from their individual operations. This revenue is mostly driven by ancillary services, including Housing and Hospitality Services and Athletics and Recreation.

Drawdowns in the central support units are expected to total \$28m during the year, as units plan to utilize a portion of their accumulated reserves. These are committed to one-time items and do not reflect ongoing commitments.

Summary

UBC Vancouver (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	711,445	187,334	898,779	889,775	9,004	194,194	
Student Financial Aid	75,111	-	75,111	79,282	(4,171)	1,028	
Central support units (including ancillaries)	473,991	424,404	898,395	926,162	(27,767)	22,207	
Total UBC Vancouver	1,260,547	611,738	1,872,285	1,895,219	(22,934)	217,429	

Of the funding allocations made for the 2018/19 budget, 56% have been made to Faculties, 6% to student financial aid, and 38% to central support units.

The total reserve drawdown for the Vancouver campus is \$23m.

Okanagan**Faculties/School/College**

UBC Okanagan (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	77,306	652	77,958	78,315	(357)	6,512	
Arts and Science	31,281	115	31,396	32,033	(637)	665	
Applied Science	12,346	207	12,553	13,149	(596)	545	
Creative and Critical Studies	10,489	146	10,635	10,312	323	1,428	
Education	3,541	47	3,588	3,602	(14)	555	
Graduate Studies	957	-	957	977	(20)	16	
Health and Social Development	12,283	137	12,420	12,256	164	416	
Management	5,504	-	5,504	5,986	(482)	62	
Faculty Investment Fund	905	-	905	-	905	2,825	

The Okanagan financial position is generally stable. The Irving K. Barber School of Arts and Sciences and the Faculty of Health and Social Development are planning for revenue growth of about 3.7% when compared with the prior year. The drawdown in Irving K. Barber School of Arts and Sciences is primarily due to one-time costs for the development of a new Master of Data Science program and funds committed to support the construction of the new greenhouse.

The School of Engineering is projecting an increase in tuition revenue of 9% over the prior year, contributing to a 64% increase to overall funding over the past five years. This increase is due to continued enrolment growth in both domestic and international student enrolment. The projected drawdown is primarily due to one-time costs relating to equipment costs and lab expansion.

In 2017/18, the Faculty of Education experienced a significant change to its curriculum, rolling out the first year of the new integrated, 18-month degree program and phasing out the Elementary and Secondary Education Programs. Enrolment targets for 2018/19 remain conservative with the objective to increase to a more sustainable level going forward.

The Faculty of Management drawdown is primarily due to one-time costs during undergraduate program redesign. The Faculty is in the process of transitioning its undergraduate program from a 2+2 delivery format to a full 4-year program as well as the development of the Masters of Management and creation of more minors for the campus. There is also a focus to create more of a critical mass within the Faculty through a combination of joint and full-hires to increase stability and sustainability of the program.

The Faculty of Creative and Critical Studies is projecting a decrease in funding of 0.9% due to a reallocation of grant allocations to other Faculties. The purpose of the reallocation is to ensure a more equitable distribution of fixed grant funding amongst the Faculties. The Faculty is focusing on current program successes around the recently launched Bachelor of Media Studies as well as opportunities for interdisciplinary cross-campus minors.

The Faculty Investment Fund was set up to unlock excessive reserve balances being built-up within individual Faculties and encourage strategic reinvestment across all Faculties. Specific initiatives will fit within the overarching principles outlined within UBC Okanagan's Aspire vision, and will be defined further over the next couple of years.

Central Support Units (including ancillaries)

UBC Okanagan (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Total Central Support Units	65,886	9,551	75,437	78,504	(3,067)	31,428	
Provost and Vice-Principal Academic	14,914	48	15	15	374	1,887	
Vice-Principal Research	4,300	264	5	6	(1,106)	604	
Deputy Vice-Chancellor and Principal	1,304	25	1	1	-	12	
University Relations	2,394	3	2	2	149	257	
Finance and Operations	26,611	6,431	33	33	467	5,398	
Students	7,234	2,753	10	10	(305)	643	
Academic	171	-	0	0	3	8	
Development and Alumni Engagement	1,945	12	2	2	32	191	
Human Resources	1,546	15	2	2	-	(40)	
Campus Wide Expenses	5,467	-	5	8	(2,681)	22,468	

Central support units have been experiencing increased pressure due to constraints on government funding. For 2018/19, administrative units will be allocated funding for staff progression increases; however, all other cost escalations must be absorbed within current funding levels. Some units have been allocated one-time funding for projects that span multiple years, adding to reserve balances on a temporary basis. Where drawdowns are occurring, units are planning to utilize a portion of their accumulated surpluses for one-time items as opposed to recurring ongoing commitments.

The Provost and Vice-Principal, Academic reserve balance is committed for specific academic initiatives, including the Excellence Fund.

In 2017/18, the Office of the Vice-Principal, Research received an increase in budget to enhance capacity to support research, with funding for research infrastructure and institute development. The increased allocation related to several multi-year funding commitments. The projected drawdown in 2018/19 reflects the use of funding allocated in 2017/18 for multi-year commitments.

Within Finance and Operations, Food Services and Parking Services carry reserves for future capital projects. The contribution to reserves in 2018/19 primarily relates to ancillary activity and projected surpluses from reduced utility costs due to investment in energy savings initiatives.

The Campus Wide Expenses drawdown is primarily due to use of funding for capital initiatives, including several major projects planned for 2018/19. As of 2017/18, capital funding is now managed through the operating fund.

Student Financial Aid

UBC Okanagan (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Student Financial Aid	10,270	-	10,270	10,801	(531)	517	
SFA Graduate	1,985	-	1,985	1,985	-	19	
SFA Undergraduate Domestic	4,927	-	4,927	5,001	(74)	16	
SFA Undergraduate International	2,758	-	2,758	3,210	(452)	326	
Workstudy, Go Global - SFA, Int'l Tuition Award	600	-	600	605	(5)	156	

The SFA Undergraduate Domestic is projecting a funding shortfall of \$1.4m due to increases in needs-based student funding. Investments from Central Finance and the Excellence Fund are planned for 2018/19 in order to offset the expected shortfall.

International Student Financial Aid is projecting a funding shortfall of \$0.5m resulting from higher international tuition and enrolments. Overall demand for student financial aid is increasing, putting pressure on the available funds. The drawdown is required to cover the expected 2018/19 shortfall.

Summary

UBC Okanagan (in \$Thousands)	Funding Allocations	Unit Revenues	Total Funding	Total Expenses	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	77,306	652	77,958	78,315	(357)	6,512	
Student Financial Aid	10,270	-	10,270	10,801	(531)	517	
Central support units (including ancillaries)	65,886	9,551	75,437	78,504	(3,067)	31,428	
Total UBC Okanagan	153,462	10,203	163,665	167,620	(3,955)	38,457	

The total reserve drawdowns for the Okanagan campus are \$4.0m, of which \$2.7m relates to central funding for capital initiatives and one-time funding support for faculty initiatives, administrative units, and Student Financial Aid needs. \$1.1m relates to Vice-Principal, Research drawdowns for multi-year commitments funded in 2017/18, and \$0.4m relates to Faculties' use of reserves for strategic initiatives in 2018/19.

7. Consolidated Financial Budget

The Consolidated Statement of Operations (by function) and the Consolidated Statement of Net Debt require formal Board approval because these components are required for inclusion in the financial statements under Public Sector Accounting Board guidelines (see Section 12). The Consolidated Statement of Operations (by object) and Consolidated Statement of Financial Position are provided below for information only.

CONSOLIDATED STATEMENT OF OPERATIONS (By Object)

(In \$millions)

	2017/18 Forecast	2018/19 Budget	Variance
Revenues			
Government grants and contracts			
Government of Canada	\$ 279	292	13
Province of British Columbia	794	809	15
Other governments	19	20	1
Other contributions	170	173	3
Student fees	717	786	69
Investment income	76	87	11
Income from Gov't Business Enterprises	8	5	(3)
Sales and services	380	393	13
Amortization of deferred capital contributions	86	85	(1)
	<u>\$ 2,529</u>	<u>2,650</u>	<u>121</u>
Expenses			
Salaries & benefits	1,460	1,579	119
Operating costs - other	444	462	18
Capital asset amortization	196	214	18
Cost of goods sold	42	44	2
Scholarships, fellowships and bursaries	133	148	15
Grants to third parties	147	147	-
Debt service costs	20	20	-
	<u>2,442</u>	<u>2,615</u>	<u>172</u>
Annual surplus from operations	<u>\$ 87</u>	<u>35</u>	<u>(51)</u>

The consolidated statement of operations reflects a 2018/19 surplus of \$35m. This is an accounting surplus only and does not reflect funds available for spending. The components are as follows:

INCOME STATEMENT ANALYSIS
(in \$ millions)

	2017/18 Forecast	2018/19 Budget	Variance
UBC Vancouver faculties	14	9	(5)
UBC Vancouver administrative units	(23)	(32)	(9)
UBC Okanagan	(1)	(4)	(3)
	(10)	(27)	(17)
Deferred land lease revenue	8	9	1
Endowment surplus	15	7	(8)
Research and other funds	5	5	1
Related organizations	(4)	(3)	1
Net investment in capital	73	43	(30)
Surplus	87	35	(52)

- Reserve drawdowns represent spending by units from reserves on capital projects
- Deferred land lease income, \$9m: proceeds from leasing land for development is allocated to the endowment as it is received, and the revenue is recognized in the Statement of Operations over the period of the lease, 99 years
- Endowment surplus, \$7m: this represents amounts that will never be spent, but are added to the principal of endowments to ensure that the spending allocation increases in future years to keep up with inflation
- Surplus from net investment in capital: when UBC acquires tangible assets, this spending appears as a surplus in the Statement of Operations in the year of acquisition (although the cash is spent), and the expense flows through as depreciation in subsequent years. The breakdown is as follows:

NET INVESTMENTS IN CAPITAL
(in \$ millions)

	2016/17 Actuals	2017/18 Forecast	2018/19 Budget
Capital asset additions	334	363	331
Funded externally	(129)	(124)	(107)
Increase in internal loans	(48)	(57)	(53)
Investment in capital from operations	157	183	171
Depreciation	(185)	(196)	(213)
Amortization of deferred capital contributions	77	86	85
Net depreciation	(108)	(110)	(128)
Net investment in capital	49	73	43

CONSOLIDATED STATEMENT OF FINANCIAL POSITION (unaudited)

Presented in Classified Statement of Financial Position Format
(in \$millions)

	Mar 31, 2018 Forecast	Mar 31, 2019 Budget
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 100	\$ 96
Accounts receivable	163	166
Operating investments	512	524
Investments in government business enterprises	42	39
Other current assets	14	14
	<u>831</u>	<u>839</u>
Non-Current Assets		
Endowment investments	1,785	1,862
Capital assets	3,417	3,534
	<u>5,202</u>	<u>5,396</u>
TOTAL ASSETS	<u>6,033</u>	<u>6,235</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued liabilities	297	303
Current portion of debt	8	8
	<u>305</u>	<u>311</u>
Non-Current Liabilities		
Employee future benefits	12	13
Deferred other restricted contributions	198	224
Non-current portion of debt	349	345
	<u>559</u>	<u>582</u>
Total Liabilities	<u>864</u>	<u>893</u>
Net Assets		
Accumulated surplus	2,003	2,069
Deferred capital contributions	1,502	1,524
Deferred land lease revenue	820	853
Deferred endowment contributions	844	896
	<u>5,169</u>	<u>5,342</u>
TOTAL LIABILITIES AND NET ASSETS	<u>6,033</u>	<u>6,235</u>

8. Capital Expenditure

The University makes significant on-going capital investments to support its learning and research mission, and to create an outstanding student experience.

Capital Expenditure for 2018/19 is budgeted as follows:

CAPITAL EXPENDITURE <i>(in \$millions)</i>	2016/17 Actuals	2017/18 Forecast	2018/19 Budget
Building and Property:			
Major Buildings	133	153	100
Building Renovations & Additions	96	89	91
Capital Infrastructure ¹	11	10	11
	<u>240</u>	<u>252</u>	<u>202</u>
Research equipment	42	35	26
Other equipment & furnishings	21	42	41
Information technology	13	19	46
Library	18	15	16
	<u>334</u>	<u>363</u>	<u>331</u>
Total Capital Expenditure	334	363	331

¹ Capital Infrastructure includes improvements to roads, lots, sewer, gas, water and electrical assets

CAPITAL FUNDING <i>(in \$millions)</i>	2016/17 Actuals	2017/18 Forecast	2018/19 Budget
Funding Source:			
Ministry (KDF/COA)	32	32	19
Ministry -Routine capital	33	38	44
Federal - CFI	28	15	5
Federal - SIF	6	27	33
Donations	30	12	6
	<u>129</u>	<u>124</u>	<u>107</u>
Internal Sources			
Unit/Central	110	125	117
Infrastructure impact charges	6	10	7
Internal Loans	89	104	100
	<u>205</u>	<u>239</u>	<u>224</u>
	<u>334</u>	<u>363</u>	<u>331</u>
Total Funding	334	363	331

Buildings and Property

The majority of buildings and property capital expenditure is under the management and control of Infrastructure Development, with additional capital expenditures overseen by Student Housing & Hospitality Services. Faculties and administrative departments also commission other building projects, normally of a minor nature. The design, construction, renovation and upgrades of all buildings and property projects are project managed by either UBC Properties Trust or UBC Project Services (Infrastructure Development).

Projects are organized according to type, scope and required approval level:

- **Major buildings** – this includes new building or major renewal projects greater than \$5m, approved by the Board of Governors.
- **Routine capital** – includes core maintenance projects funded in part by the Ministry of Advanced Education, Skills and Training (AEST), with projects typically less than or equal to \$5m. This program is approved by the Board of Governors. Building Operations and Energy & Water Services identify and prioritize projects under this program based on facility condition and building user input.
- **Infrastructure Impact Charge (IIC) and Community Amenity Charge (CAC) Program** – this includes utility, public and community infrastructure projects funded through charges on campus development. This program is approved by the Board of Governors.
- **Department-funded capital** – includes renovation and upgrade projects less than or equal to \$5m that are commissioned and funded by Faculties and administrative departments. This work is recorded under "Funded from available reserves." Projects greater than or equal to \$2.5m require UBC Executive approval.

Major Buildings

There are currently eight major building projects in design or construction and for which capital expenditures will be incurred in 2018/19. Three of these are partially funded through the Federal Strategic Infrastructure Funding. Projects include:

Building Project	Total Budget	2018/19 Estimated Cost	Estimated Completion Date
Undergraduate Life Sciences Teaching Labs (SIF/AEST funding)	\$88m	\$40.8m	Nov 2018
Exchange Student Residence at Gage South	\$77m	\$27.8m	Aug 2019
UBC Okanagan Housing Commons & Skeena Residence	\$61m	\$24.0m	Aug 2020
UBC Okanagan Teaching & Learning Centre (SIF/AEST funding)	\$35m	\$14.0m	Jul 2018
UBC Exchange (New Bus Terminal)	\$22m	\$5.7m	Aug 2019
MacInnes Field Underground Parkade	\$12m	\$4.0m	Sep 2020
BioEnergy Facility Expansion Project	\$14m	\$2.0m	Sep 2020
UBC Okanagan Environmental Sustainability Projects (SIF/AEST funding)	\$6m	\$0.8m	Apr 2018

These projects provide renewed or expanded infrastructure to address the following needs:

- Academic program changes and enrolment growth
- Research activity and grant awards
- Student housing demand
- Deferred maintenance and seismic upgrade requirements to ensure safe and reliable facilities
- Transportation and utility infrastructure capacity requirements

Further details on major building projects are provided in the Capital Projects Update report, which is included in the docket for each meeting of the Board of Governors.

Routine Capital – Core Building Maintenance

The Ministry of Advanced Education, Skills and Training (AEST) increased Routine Capital funding to address much needed capital maintenance in campus buildings. UBC (both campuses) received \$39.5M from AEST in 2017/18 and is notionally scheduled to receive \$43.8m in 2018/19. AEST has specified that these funds are to be directed toward the reduction of deferred maintenance in core academic facilities and that the overall package of projects in each year must be cost-shared between AEST and UBC on a 75%/25% basis. A small portion of the funding (\$1.7m) is allocated toward Carbon Neutral Capital Program projects.

Infrastructure Development coordinates the development of the annual plan with Building Operations and Energy & Water Services, who set the program of specific projects based on facility condition assessment and input from department administrators regarding building user priorities. Synergies are sought with other infrastructure renewal and modernization requirements such as learning space upgrades, accessibility upgrades, and seismic upgrades.

The first category, Major Maintenance and Rehabilitation Projects, includes campus-wide maintenance and rehabilitation projects consisting of roof and envelope repairs, elevator retrofits, electrical infrastructure projects, fire and life safety system retrofits, minor interior refit projects (such as flooring replacements and washroom refurbishments), and utilities infrastructure improvements. Individual projects in this category will cost less than the \$5.0m Board approval threshold.

Example projects in this category for 2018/19 include:

- Brock Hall West Exterior Painting \$400k
- Coal & Mineral Roofing, Fume Hood Velocity, AHU Upgrade \$950k
- Forest Science Centre replace refrigeration equipment, compressors, evaporators, controls \$400k
- Koerner Library Chiller \$800k
- Medical Block C, Belkin fire alarm renewal \$300k
- Woodward/IRC Elevator renewal \$230k

The next eligible category for work is whole-building renewal projects to address the full range of deferred maintenance items in targeted buildings. Swing space was developed on the second floor at “Old SUB” in 2016/17 and 2017/18 to enable the decanting of buildings to undertake extensive work. Hebb Building is the first of these building renewals and the design work was completed in 2017/18. Hebb teaching spaces have been moved to Old SUB for the duration of the construction in 2018/19 and 2019/20. Addressing the significant deferred maintenance and seismic risk in the Hebb Building will improve the safety, extend the useful life, and improve the system reliability of this core academic building.

Whole building renewal projects are larger in scope and fall above the \$5.0m threshold. The Hebb Tower project, for example, is estimated at approximately \$34.4m. Given the necessity to plan and execute these projects in very tight timelines, it was previously agreed that they be approved by the Board, as part of the annual University Budget approval process.

The following table provides a high-level breakdown of the 2018/19 AEST-supported Routine Capital programs for the UBC Vancouver and Okanagan campuses. AEST has allocated funding using a formula based on the amount of deferred maintenance at each campus.

2018/19 ROUTINE CAPITAL PROJECTS*(in \$millions)***Vancouver Campus**

Major Maintenance & Rehabilitation Projects	27.9	9.3	37.2
Hebb Building Renewal	12.0	4.0	16.0

Carbon Neutral Capital Program	1.7	0.6	2.3
Minor Maintenance & Rehabilitation Projects	1.7		1.7

Total - Vancouver Campus	43.3	13.9	57.2
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Okanagan Campus

Major Maintenance & Rehabilitation Projects	0.5	0.2	0.7
Minor Maintenance & Rehabilitation Projects	0.1		0.1
Additional Routine Capital Work		1.1	1.1

Total - Okanagan Campus	0.6	1.3	1.9
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2018/19 Routine Capital Projects (\$m) - UBC Total	43.9	15.2	59.1
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Information TechnologyMajor Systems Projects

These include UBC's capital investments in enterprise-wide systems either to create new capabilities or upgrade existing systems to extend useful life. The required investments in major systems replacements and upgrades are essential for the University to maintain its level of service in a rapidly changing technology environment, and is considered a major risk factor if the systems were allowed to decline.

The Integrated Renewal Program and the Other Enterprise-Wide Systems are financed through internal loans, in accordance with Board policy, while Minor Systems Upgrades and Lifecycle investments are funded from Information Technology's annual operating budget.

The major cost items over the period are:

	Total Project Cost (Estimates)	Project Spending in 2018/19	Estimated Competition Date	Internal Loan Repayments			
	(\$ Mill)	(\$ Mill)	(\$ Mill)	2018/19 (\$ Mill)	2019/20 (\$ Mill)	2020/21 (\$ Mill)	2021/22 (\$ Mill)
Integrated Renewal Program							
Planning & Pre Development costs	40.00	-	Apr-18	5.32	5.32	5.32	5.32
Implementation	185.00	55.10	Apr-21			12.31	24.63
Other Enterprise-Wide Systems							
CRM	7.72	2.91	Dec-18	0.39	0.79	0.79	0.79
LTE	6.00	3.20	Apr-19		0.79	0.79	0.79
Prism 1 & 2	8.35	1.70	Apr-20			1.09	1.09
EDI	5.25	2.32	Apr-20			0.68	0.68
	252.32	65.23		5.71	6.90	20.99	33.30

Note: Internal Loans have an interest rate of 5.75% over a 10 year term to match the estimated useful life of the asset.

Traunch 1 of IRP implementation for HR/Finance (50% cost) to start April 20, with Traunch 2 for Student to start April 21

a) Integrated Renewal Program

The Integrated Renewal Program unites previously independent projects, formerly known as Student Academic Systems Initiative (SASI), Procurement Modernization, HR and Finance Renewal to replace legacy systems. The Integrated Renewal Program will implement one core platform for students, faculty and staff to conduct administrative tasks – resulting in a better user experience, a new set of tools, a new way of working, and improved reporting for informed decision-making. The detailed planning and architect stages are expected to be completed for the Integrated Renewal Program in 2018/19 with a primary focus on the HR and Finance Systems while also laying the detailed foundation plan for the Student System.

b) Other Enterprise-Wide Systems

Other Enterprise-wide systems are being implemented in conjunction with the Integrated Renewal Program, and include the following four systems:

- **Enterprise Data Integration (EDI)**

A project to implement an integration service to deliver data between applications and create a more coherent data integration strategy. This will replace thousands of individual integration points that exist today that pose a security risk and reduce analytic capability for the institution. Currently, UBC is moving forward with several enterprise system refresh programs, specifically the Integrated Renewal Program, Customer Relationship Management, Learning Technology Environment and many others. Inherent in all system implementations is the ability to trade business information between systems. These system refreshes will impact thousands of integration points within the UBC information system ecosystem and externally to hundreds of other communities of interest. To compound the issue, each system has a different business problem and data model, exacerbated by years of technical implementations and tools. In short, all of these integrations must be replaced and should be rationalized and updated into a common framework. Expected completion is in this upcoming fiscal year with Mulesoft as the selected cloud-based solution.

- **Customer Relationship Management (CRM) System**

This project will replace the current undergraduate student recruitment system with a goal of creating highly effective, personalized interactions for prospective students and applicants. Salesforce was the selected cloud-based solution and full implementation/project completion is expected this upcoming fiscal year.

- **Privacy and Information Security Management (PrISM)**

This is a program of activity focused on reducing the IT security risk to the institution with the provision of the required tools, technologies and support. The program has two components: technology and community. The overall budget envelope is \$8.4m in capital.

- **Learning Technology Ecosystem**

The core of UBC's ecosystem of tools and applications to support teaching and learning is the Blackboard Learn product, locally badged as Connect, which was procured and deployed in FY13. Since then, there have been significant changes in the hardware and software landscape, including the arrival of cloud-based hosting, the growth of mobile as a channel and an increasing range of other applications and tools providing additional and alternative functionality through integration with the core Learning Management System (LMS). The LTE program has been undertaken to review options and replace the existing Learning Management System, currently offered by BlackBoard Learn. Canvass is the selected cloud-based solution and FY19 planned spend is to complete the migration of all remaining courses from Blackboard to Canvass.

c) Minor Systems Upgrades

Minor Systems Upgrades include Learning Analytics, Research Data Centre and Disaster Recovery, at an estimated cost of \$3.4m, will be undertaken in 2018/19.

d) Lifecycle

Lifecycle investments represent expenditures relating to cyclical refresh of main IT infrastructure, mainly including voice, network and storage. Included in this year's budget is planned expenditure of \$8.2m for lifecycle investments, including \$2m to support the growth and refresh cycle of the virtual environment.

Research Equipment

Research projects contain a wide range of capital expenditure commitments, primarily related to major and minor equipment needs, and also IT equipment and software. Some major projects include building adaptations or renovations.

Library

The Library collections are integral to the past and future success of UBC, and underpin the academic mission of world-leading learning, teaching and research. Because the majority of the University's collections are purchased in US currency, Canadian currency depreciation has placed pressure on the Library's ability to maintain its collection acquisition levels. Consequently, an additional \$1.2m has been allocated to maintain the current collection.

9. Endowment

The University's Endowment Funds consist of endowed gifts, bequests, donations, and land lease proceeds. Approximately \$1.6 billion of the Endowment Funds, including TREK and TREK Impact, are invested by UBC Investment Management Trust Inc. (IMANT). These funds support the University's academic mission, student financial awards, academic and research initiatives, student housing, and capital projects.

The land lease proceeds endowments include the TREK, TREK Impact, Student Housing Financing (SHFE) and Faculty Housing Assistance Financing (FHAFE) endowment funds. Trek and Trek Impact support the mission of the University generally and advance its charitable goals. SHFE was established in 2012 to invest in new student residences. FHAFE was established in February 2017 to facilitate the recruitment and retention of outstanding faculty members. In addition to providing financial support for student residences and faculty recruitment, the land lease proceeds endowment funds currently support research, classroom capital projects, and athletics capital projects including the Fitness Facility Expansion in the Old SUB and the new Baseball Stadium in Thunderbird Park. Please see Appendix II for further details.

Other gifts, held separately from the IMANT invested funds, include the Peter Wall Endowment, the Vancouver Foundation Funds held for the benefit of the University, and the Merilees Chair for the Study of Democracy Fund.

(in \$millions)	Total (including SHFE and FHAFE)		IMANT Invested Funds (excluding TREK AND TREK IMPACT)		Land Lease Proceeds (TREK, TREK IMPACT, SHFE and FHAFE)		Others	
	2017/2018	2018/2019	2017/2018	2018/2019	2017/2018	2018/2019	2017/2018	2018/2019
	Forecast	Budget	Forecast	Budget	Forecast	Budget	Forecast	Budget
Endowment market value								
Endowment capital account	1,886	2,011	1,099	1,148	599	675	188	188
Stabilization account	280	293	218	228	53	55	9	10
Balance	2,166	2,304	1,317	1,376	652	730	197	198
Endowment spending								
Investment income	83	89	48	52	32	34	3	3
UBCPT rental distributions	6	8	-	-	6	8	-	-
Operating expenses	(74)	(90)	(46)	(51)	(25)	(36)	(3)	(3)
Surplus (deficit)	15	7	2	1	13	6	-	-

The capital account balances represent external donor and internal University contributions plus inflation adjustments recorded to maintain the purchasing power of endowment capital over time.

The stabilization account balances reflect the value of endowments that have been generated through returns that are above target levels. It is a measure of the amount that is currently in the endowment fund above the inflation adjusted principal balances as a protection against future market downturns.

Investment income is recorded using the accrual basis of accounting. For unrestricted endowment funds, investment income includes only realized returns. For restricted endowment funds, investment income includes total returns to the extent of expenses incurred; the excess is deferred and recorded on the Statement of Financial Position until the period in which the related expenses are incurred.

10. Related Entities

The consolidated financial statements reflect the assets, liabilities, revenue, and expenses of organizations that are controlled by UBC. Controlled organizations are consolidated except for government business enterprises, which are accounted for by the modified equity method. Inter-organizational transactions, balances, and activities have been eliminated on consolidation. All related organizations are consolidated, other than for UBC Properties Trust (UBCPT) and Great Northern Way Campus Trust, which are reported using the modified equity method.

The organizations that are fully consolidated into the financial statements of the University are:

- UBC Foundation – established to encourage philanthropic support for the University;
- American Foundation – established to encourage philanthropic support of the University;
- Hong Kong Foundation – established to encourage philanthropic support of the University;
- UK Foundation – established to encourage philanthropic support of the University;
- UBC Society for the Education of Young Children, a not-for-profit organization that maintains and operates an educational program for young children;
- UBC Asia Pacific Regional Office, a Hong-Kong based association formed to promote and advance the academic and research interests of the University and its partners in the Asia Pacific region; and
- UBC Investment Management Trust, whose primary purpose is to manage the investment assets of the University's endowment fund and operating fund, and the staff pension plan.

UBCPT is the most significant subsidiary of the University. In addition to managing a portfolio of rental assets and providing project management services on capital projects, UBCPT was established to carry out real estate development activities for the benefit of the University. Through UBCPT, the University leases certain properties to third parties for a period of 99 years. The proceeds from land leases have historically been directed to an internal endowment fund (TREK) and used to support university priorities.

11. Financial Risks

Provincial Operating Grant

The Provincial Operating Grant has not yet been confirmed for 2018/19.

International Student Enrolment

Over the past several years the University has increased the intake of international undergraduate students, and while the intake in 2018/19 is anticipated to be flat, the total enrolment is forecast to increase by 3% as cohorts move through the system. The University has also been increasing international tuition rates to better align with Canadian peers, resulting in a roughly 14% revenue increase in 2018/19. International tuition now accounts for approximately 17% (\$351m) of total operating revenue (\$2.058b).

While it is recognized that any shortfall in enrolments would result in a reduction of revenue, early indications are that applications submitted from international students are sufficient to achieve the 2018/19 intake targets. In addition, the University continues to invest in the recruitment of a diverse student population.

Information Systems Upgrade

As reported, the University is undertaking a major systems renewal program to replace the aging Student, Human Resources and Finance systems (Integrated Renewal Program). Given the magnitude of the financial investment and the scope of the installation, there is potential risk of cost overruns and negative operational impact from the required change management. To mitigate these risks, the University is implementing a robust governance structure for the project and establishing a strong Project Management Office (PMO) to monitor and report progress.

Foreign Exchange Risk

The foreign exchange rate of the Canadian dollar in comparison to the US and other currencies puts financial stress in numerous areas. These include Library acquisitions, which are purchased primarily from the US, faculty recruitment, since we compete internationally for the best faculty, research equipment, construction costs, and IT systems development and maintenance costs.

12. Documents Requiring Board Approval

Under Public Sector Accounting Board guidelines, certain approved budget information is required for inclusion in the year-end financial statements. These two documents are the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Debt.

The Consolidated Statement of Operations and Accumulated Surplus below reflects the same consolidated income statement included in Section 7, although the expenses are reflected by function, rather than by object. This mirrors the way that the information is presented in the financial statements. To derive the information by function, the University makes various assumptions about which operating units should be reflected within each category.

CONSOLIDATED STATEMENT OF OPERATIONS (By Function)

(\$millions)	2017/18 Forecast	2018/19 Budget	Variance
Revenues			
Government grants and contracts			
Government of Canada	\$ 279	292	13
Province of British Columbia	794	809	15
Other governments	19	20	1
Other contributions	170	173	3
Student fees	717	786	69
Investment income	76	87	11
Income from Gov't Business Enterprises	8	5	(3)
Sales and services	380	393	13
Amortization of deferred capital contributions	86	85	(1)
	<u>\$ 2,529</u>	<u>2,650</u>	<u>121</u>
Expenses			
Learning	1,221	1,309	88
Research	488	520	32
Facilities	279	297	18
Students	309	329	20
Community Engagement	62	64	2
Administration	82	96	14
	<u>2,441</u>	<u>2,615</u>	<u>174</u>
Annual surplus from operations	<u>\$ 88</u>	<u>35</u>	<u>(53)</u>
External endowment donations	<u>25</u>	<u>25</u>	<u>-</u>
Annual surplus	<u>113</u>	<u>60</u>	<u>(53)</u>
Accumulated Surplus, beginning of period	<u>1,822</u>	<u>2,008</u>	<u>186</u>
Accumulated Surplus, end of period	<u>1,935</u>	<u>2,068</u>	<u>133</u>

CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
YEAR END MARCH 31
(\$millions)

	2017/18 Forecast	2018/19 Budget	Change	
Annual surplus	\$ 113	\$ 58	\$ 55	
Exclude items not affecting net debt:				
Endowment donations and transfers	(25)	(25)	-	
	88	33	55	
Acquisition of tangible capital assets	(364)	(331)	(33)	
Amortization of tangible capital assets	196	214	(18)	
	(168)	(117)	(51)	
Acquisition of inventories held for use	-	-	-	1
Acquisition of prepaid expense	-	-	-	1
Consumption of inventories held for use	-	-	-	1
Use of prepaid expense	-	-	-	1
	(80)	(84)	4	
Net remeasurement gains	4	8	(4)	2
Self-supported subsidiary other comprehensive income	-	-	-	2
Increase in net debt	(76)	(76)	(0)	
Net debt, beginning of year	(2,288)	(2,364)	76	
Net debt, end of year	\$ (2,364)	\$ (2,439)	\$ 76	

Notes

1. UBC does not manage inventory and prepaids at a consolidated level or budget activity for these items.
2. The budget for investment income is prepared using high level assumptions around management of investment balances; this does not extend to detailed forecasts around individual investment holdings.

Killam Endowment Funds

In 1965, the University of British Columbia was fortunate in receiving various Killam Trusts, which were created pursuant to the last will and testament of the late Dorothy J. Killam. The trust funds were established at The Canada Council, Dalhousie College and University, The University of Alberta, The University of British Columbia (UBC) and The Montreal Neurological Institute. Subsequently, part of the fund bequeathed to The University of Alberta was transferred to The University of Calgary.

Annual budgets for the Killam Endowment Funds held at UBC require the approval of UBC's Board of Governors. They are based on Killam spending guidelines and calculated using a spending allocation of 3.5% of the preceding three years' average market value of the funds, as follows:

	Killam General	Killam Memorial Salary	Izaak Walton Killam Memorial for Advanced Studies	Total
<i>In \$thousands</i>				
Program spending				
Research and scholarly activities	653	-	-	653
Faculty research fellowship awards	230	-	-	230
Bridge funding for academic priorities	299	614		913
Post-doctoral awards	-	-	392	392
Pre-doctoral awards	-	-	392	392
Graduate Studies administration	-	-	73	73
Total 2018/19 budgeted spending allocation	1,183	614	857	2,653

Appendix I – Key Budget Assumptions

1. Provincial funding is based on funding received in 2017/18 plus increases for general wage increase (GWI) in line with the Provincial mandate.
2. Undergraduate domestic and most graduate tuition rates are budgeted to increase by 2%. International undergraduate and some international professional tuition rates will increase by greater amounts in line with the Board mandate.
3. The budget for endowment returns reflects the target return of 6.15% of which 75% is projected to be realized, and 25% is projected to be unrealized. The target is based upon our spend rate of 4.0%, administrative fees to support operations of 0.65%, and an allowance for inflation of 2%. The inflation amount is added to the endowment principal each year to protect the purchasing power of the endowment. There is potential for significant volatility in the markets, and changes of fund manager by IMANT could trigger significant realized gains.
4. Land development proceeds to be added to SHFE are projected to total \$66m during the year. As well, the distribution of rental income from UBC Properties Trust is projected to be \$8m.
5. Capital asset additions are based on the construction completion schedule of Board-approved capital projects, as well as the planned capital priorities. General additions (computers and equipment) are as projected by units across both campuses.
6. The budget includes Routine Maintenance funding from the Provincial government of \$44m.

Appendix II – Investment Income on Land Development

The Endowment Lands were given to the University a century ago to fund a “margin of excellence” beyond what a publicly funded university could achieve. The University generated proceeds through developing land starting in the 1990’s. The capital was invested and the net income was available to support discretionary strategic priorities.

At the time, the Board had two objectives: first, to maintain the capital in perpetuity; second, to ensure the use of the income was not permanently restricted to specific purposes such that the annual cash flows could be used for whatever strategic purposes the President of the day determined. This lack of restriction is illustrated in the Trek Terms of Reference dating back to 2002, which broadly states that “the income will be used to support the mission of the University.”

Four endowment funds have been established with the net proceeds of long-term leases: Trek which resides in the Main Pool of endowment funds managed by IMANT, Trek Impact in the Sustainable Future Pool managed by IMANT, the Student Housing Financing Endowment (SHFE) and more recently the Faculty Housing Assistance Financing Endowment (FHAFE).

LAND DEVELOPMENT ENDOWMENT

(in \$ millions)

	Forecast 2017/2018	Budget 2018/2019	Increase / Decrease
Trek Endowment, in the Main Pool	305	387	82
Trek Impact, in the Sustainable Future Pool	10	16	6
SHFE	326	310	(16)
FHAFE	11	17	6
	652	730	78

The \$16 million reduction in SHFE is comprised of a \$75 million Board approved transfer to Trek in April 2018, a \$5m transfer to Trek Impact, \$6m to FHAFE, net of \$66m million estimated land lease proceeds from UBCPT and \$4 million of capitalized interest.

Trek and Trek Impact support the mission of the University generally and advance its charitable goals. SHFE was established to support Student Housing projects while the intention of FHAFE was to facilitate the recruitment and retention of outstanding faculty members. In all cases, interest and other earnings have been used to support strategic initiatives, while preserving the principal value of the original contributions. The University also receives net proceeds from rental properties managed by UBC Properties Trust, which are combined with the income from these endowments to support strategic initiatives.

These funds are not intended to be allocated permanently, but are used to support initiatives with limited life spans to maintain flexibility as to their use for future administrations. That said, a large portion has been allocated to support building projects that are University priorities but are not fully funded from other sources. Typically, funding is allocated to finance construction costs, which are amortized over periods of up to 30 years until the debt has been repaid, at which point the funding will become available for reallocation. On-going allocations below represent debt service payments to support the construction of various University buildings, such as the Ike Barber Learning Commons, Allard Hall, the Centre for Comparative Medicine, the Life Sciences Building, and the Student Nest.

More recently, as funding has become available, these endowments have supported other types of priorities, such as research matching funds and faculty support.

The funds available from investment income on land development and funding allocations are summarized as follows:

INVESTMENT INCOME ON LAND DEVELOPMENT

(in \$millions)

	Forecast 2017/2018	Budget 2018/2019	Increase / Decrease
Funding sources, includes carryforward			
Balance carried forward	3.0	3.9	0.9
Trek 4.0% spend allocation	9.0	14.2	5.2
Trek Impact 3.5% spend allocation	0.4	0.4	0.0
SHFE 3.5% spend allocation	7.5	6.4	(1.1)
FHAFE 4.0% spend allocation	0.3	0.5	0.2
UBCPT rental distributions	6.0	8.1	2.1
Total funding	26.2	33.5	7.3
Funding allocations			
On-going debt service	13.6	13.7	
<u>New ongoing allocations</u>			
Internal loan - Enterprisewide IT renewal	2.3	6.0	
Internal loan - Fitness Expansion in old SUB		0.5	
Internal loan - Initial Integrated Program Costs		4.0	
Internal loan - Pharmaceutical Sciences Building		0.3	
Internal loan - Stem Cell Lab Biomedical Research Centre		0.3	
Medicine faculty renewal		5.0	
	15.9	29.8	13.9
<u>Limited term allocations</u>			
Baseball Stadium in Thunderbird Park	0.5		
Brain Canada applications	0.3		
Classroom	2.0		
Other research & endowment matching	1.7		
Pharmaceutical Sciences Building - Debt relief	1.5		
UBC Brand Positioning Campaign & Speaker Series Support		1.8	
University Neighbourhood Association		1.5	
VP Research - E@ubc	0.4		
	6.4	3.3	(3.1)
Total allocations	22.3	33.1	10.8
Funding available for further allocations	3.9	0.4	(3.5)



CONSOLIDATED FINANCIAL STATEMENTS

For year ended March 31, 2017

Vancouver, B.C. Canada



THE UNIVERSITY OF BRITISH COLUMBIA

Consolidated Financial Statements
Year ended March 31, 2017

Statement of Management Responsibility

The consolidated financial statements of the University of British Columbia (the University) have been prepared by management in conformity with Canadian public sector accounting standards and Treasury Board direction outlined in note 2(a). The financial statements present the financial position of the University as at March 31, 2017, and the results of its operations, remeasurement gains and losses, and the changes in net debt and changes in its cash flow for the year ended March 31, 2017.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that University assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Governors is responsible for reviewing and approving the financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the financial statements principally through its Audit Committee. No members of the Audit Committee are officers or employees of the University. The Audit Committee meets with management, the external auditors and the internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit Committee, with and without the presence of management.

The financial statements for the year ended March 31, 2017 have been reported on by KPMG. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the consolidated financial statements.



Santa Ono
President and Vice-Chancellor



Andrew Simpson
Vice-President Finance & Operations

May 26, 2017





KPMG LLP
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Telephone (604) 691-3000
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INDEPENDENT AUDITORS' REPORT

To the Board of Governors of the University of British Columbia, and
To the Minister of Advanced Education, Province of British Columbia

We have audited the accompanying consolidated financial statements of the University of British Columbia, which comprise the consolidated statement of financial position as at March 31, 2017, the consolidated statements of operations and accumulated surplus, remeasurement gains and losses, changes in net debt and cash flows, for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.



We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements of the University of British Columbia as at March 31, 2017 and for the year then ended are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Emphasis of Matter

Without modifying our opinion, we draw attention to note 2 to the consolidated financial statements which describes the basis of accounting and the significant differences between such basis of accounting and Canadian public sector accounting standards.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font. Below the signature is a horizontal line.

Chartered Professional Accountants

June 14, 2017

Vancouver, Canada

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31
(in thousands of dollars)

		<u>March 31 2017</u>	<u>March 31 2016</u>
			(Recast - Note 3)
Financial Assets			
Cash and cash equivalents	(Note 4)	\$ 86,973	\$ 101,412
Accounts receivable		224,338	175,901
Inventories for resale		6,020	6,330
Investments	(Note 5)		
Operating		511,708	319,376
Endowment (expendable balance)		622,219	576,199
Investments in government business enterprises	(Note 6)	<u>46,318</u>	<u>41,147</u>
		<u>1,497,576</u>	<u>1,220,365</u>
Liabilities			
Accounts payable and accrued liabilities	(Note 8)	291,276	279,516
Employee future benefits	(Note 9b)	12,094	11,960
Deferred contributions	(Note 10)	966,280	817,913
Deferred capital contributions	(Note 11)	1,464,720	1,413,581
Deferred land lease revenue	(Note 12)	690,484	579,578
Debt	(Note 13)	<u>360,401</u>	<u>363,474</u>
		<u>3,785,255</u>	<u>3,466,022</u>
Net debt		(2,287,679)	(2,245,657)
Non-Financial Assets			
Tangible capital assets	(Note 14)	3,249,088	3,100,234
Investments			
Endowment (original contribution)	(Note 5)	916,053	885,806
Inventories held for use		2,116	2,141
Prepaid expenses		<u>5,623</u>	<u>8,238</u>
		<u>4,172,880</u>	<u>3,996,419</u>
Accumulated surplus		<u>\$ 1,885,201</u>	<u>\$ 1,750,762</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 1,844,820	\$ 1,723,671
Accumulated remeasurement gains		<u>40,381</u>	<u>27,091</u>
		<u>\$ 1,885,201</u>	<u>\$ 1,750,762</u>
Contractual obligations and contingent liabilities	(Note 17)		

Approved on behalf of the Board of Governors:



Stuart Belkin
Chair, Board of Governors



Andrew Simpson
Vice-President Finance and Operations

(See accompanying notes to the consolidated financial statements)



CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
YEAR ENDED MARCH 31
(in thousands of dollars)

	<u>Budget</u> (Notes 2(p) and 19)	<u>2017</u>	<u>2016</u>
Revenues			
Government grants and contracts (Note 16)	\$ 1,082,322	\$ 1,058,952	\$ 1,043,818
Tuition and student fees	616,274	629,869	560,490
Sales and services	342,241	373,231	335,587
Non-government grants, contracts and donations	159,769	168,534	169,174
Investment income	60,927	69,280	81,954
Income (loss) from government business enterprises (Note 6)	(100)	11,032	2,382
Revenue recognized from deferred capital contributions (Note 11)	80,123	77,412	76,355
	<u>2,341,556</u>	<u>2,388,310</u>	<u>2,269,760</u>
Expenses			
Learning	1,139,313	1,144,661	1,088,526
Research	497,486	473,021	474,334
Facilities	290,543	261,312	260,738
Students	276,212	291,067	275,131
Community engagement	51,314	52,027	49,088
Administration	71,945	74,455	67,543
	<u>2,326,813</u>	<u>2,296,543</u>	<u>2,215,360</u>
Annual surplus from operations	14,743	91,767	54,400
External endowment donations	<u>20,000</u>	<u>29,382</u>	<u>36,800</u>
Annual surplus	34,743	121,149	91,200
Accumulated surplus, beginning of year	1,723,671	1,723,671	1,632,471
Accumulated surplus, end of year	<u>\$ 1,758,414</u>	<u>\$ 1,844,820</u>	<u>\$ 1,723,671</u>

(See accompanying notes to the consolidated financial statements)



CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT
YEAR ENDED MARCH 31
(in thousands of dollars)

	Budget (Notes 2(p) and 19)	2017	2016
Annual surplus	\$ 34,743	\$ 121,149	\$ 91,200
Exclude items not affecting net debt:			
Endowment donations and transfers	(20,000)	(30,247)	(37,919)
	<u>14,743</u>	<u>90,902</u>	<u>53,281</u>
Acquisition of tangible capital assets	(352,204)	(334,000)	(371,385)
Amortization of tangible capital assets	197,446	185,146	182,006
	<u>(154,758)</u>	<u>(148,854)</u>	<u>(189,379)</u>
Acquisition of inventories held for use	-	(4,985)	(4,574)
Acquisition of prepaid expense	-	(7,187)	(7,179)
Consumption of inventories held for use	-	5,010	4,923
Use of prepaid expense	-	9,802	6,349
	<u>-</u>	<u>2,640</u>	<u>(481)</u>
	(140,015)	(55,312)	(136,579)
Net remeasurement gains (losses)	9,607	12,958	(27,619)
Self-supported subsidiary other comprehensive income (loss)	-	332	(339)
	<u>-</u>	<u>332</u>	<u>(339)</u>
Increase in net debt	(130,408)	(42,022)	(164,537)
Net debt, beginning of year	(2,245,657)	(2,245,657)	(2,081,120)
Net debt, end of year	\$ <u>(2,376,065)</u>	\$ <u>(2,287,679)</u>	\$ <u>(2,245,657)</u>

(See accompanying notes to the consolidated financial statements)



CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED MARCH 31
(in thousands of dollars)

	<u>2017</u>	<u>2016</u>
Cash provided from operating activities		
Annual surplus	\$ 121,149	\$ 91,200
Add non-cash items:		
Amortization of tangible capital assets	185,146	182,006
Amortization of deferred capital contributions	(77,412)	(76,355)
Amortization of deferred land lease revenue	(6,681)	(5,737)
Change in employee future benefits	134	531
	<u>222,336</u>	<u>191,645</u>
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(48,437)	54,657
Decrease in inventories	335	1,070
Decrease (increase) in prepaid expenses	2,615	(830)
Increase in accounts payable and accrued liabilities	11,760	37,104
	<u>188,609</u>	<u>283,646</u>
Cash used in capital activities		
Tangible capital asset acquisitions	<u>(334,000)</u>	<u>(371,385)</u>
Cash used in investing activities		
Decrease (increase) in investment in government business	(5,171)	(29,475)
Net acquisitions in investments	(213,291)	(98,747)
	<u>(218,462)</u>	<u>(128,222)</u>
Cash provided from financing activities		
Net increase in deferred contributions	105,837	93,201
Net decrease in long-term	(2,561)	(3,444)
Increase in deferred land lease revenue	117,587	62,864
Increase in deferred capital contributions	128,551	84,388
	<u>349,414</u>	<u>237,009</u>
Increase (decrease) in cash and cash equivalents	(14,439)	21,048
Cash and cash equivalents, beginning of year	101,412	80,364
Cash and cash equivalents, end of year	\$ <u>86,973</u>	\$ <u>101,412</u>
Supplemental cash flow		
Cash paid for interest	\$ <u>20,609</u>	\$ <u>21,417</u>

(See accompanying notes to the consolidated financial statements)



CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED MARCH 31
(in thousands of dollars)

	<u>2017</u>	<u>2016</u>
Accumulated remeasurement gains, beginning of year	\$ 27,091	\$ 55,049
Remeasurement gains realized and reclassified to the statement of operations from:		
Equity investments quoted in active market	(4,746)	(11,086)
Other investments designated at fair value	(2,191)	(331)
Unrealized gains (losses) generated during the year from:		
Equity investments quoted in active market	20,370	(8,412)
Other investments designated at fair value	(475)	(7,790)
Other comprehensive income (losses) from government business enterprises	<u>332</u>	<u>(339)</u>
Net remeasurement gains (losses) for the year	13,290	(27,958)
Accumulated remeasurement gains, end of year	\$ <u>40,381</u>	\$ <u>27,091</u>

(See accompanying notes to the consolidated financial statements)



CONSOLIDATED FINANCIAL STATEMENTS**YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

Notes to the Consolidated Financial Statements**1 Authority and Purpose**

The University of British Columbia (UBC or the University) operates under the authority of the *University Act* of British Columbia. UBC is a comprehensive research university offering a full range of undergraduate, graduate and continuing studies programs. The academic governance of the University is vested in the Senate. As a not-for-profit entity, UBC is governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia. UBC is also a registered charity and is therefore exempt from income taxes under section 149 of the *Income Tax Act*.

2 Significant Accounting Policies

The consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of UBC are as follows:

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the consolidated financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections effective their first fiscal year commencing after January 1, 2012.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and, referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.



**CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(a) Basis of accounting (continued)

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

As a result, revenue recognized in the Statement of Operations and Accumulated Surplus and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Basis of Presentation

The University reports its operations on a consolidated basis, which includes activities from various funds within the University and external entities.

(c) Basis of consolidation

(i) Consolidated entities

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of organizations which are controlled by UBC. Controlled organizations are consolidated except for government business enterprises which are accounted for by the modified equity method. Inter-organizational transactions, balances, and activities have been eliminated on consolidation.

The following not-for-profit organizations whose activities are intended to benefit UBC are controlled by the University and are consolidated in these financial statements:

- UBC Foundation, a not-for-profit foundation formed to develop public awareness and encourage financial support for the University.
- American Foundation for UBC, an American charitable foundation that encourages financial support of the University.
- Hong Kong Foundation for UBC, a not-for-profit organization incorporated in Hong Kong that promotes and advances all matters concerning education in Hong Kong and elsewhere.
- UK Foundation for the University of British Columbia, an official charitable organization in the United Kingdom that promotes and advances all matters concerning education in the UK and elsewhere in the world.
- UBC Society for the Education of Young Children, a not-for-profit organization that maintains and operates an educational program for young children.
- UBC Asia Pacific Regional Office Limited, a Hong-Kong based association formed to promote and advance the academic and research interests of the University and its partners in the Asia Pacific region.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(c) Basis of consolidation (continued)

(i) Consolidated entities (continued)

The following for-profit entities are controlled by the University and are fully consolidated in these financial statements:

- UBC Investment Management Trust, whose primary purpose is to manage the investment assets of the University's endowment fund and the staff pension plan.
- UBC Research Enterprises Inc., which promotes the creation, testing, development, production and commercialization of intellectual property owned by the University.
- Paragon Testing Enterprises Inc., an English language testing organization that administers English language proficiency tests and develops products and programs to help test takers.

(ii) Investment in government business enterprises

Government business enterprises are accounted for by the modified equity method. Under this method, the University's investment in the business enterprise and its net income and other changes in equity are recorded. No adjustment is made to conform the accounting policies of the government business enterprise to those of UBC other than if other comprehensive income exists, which is accounted for as an adjustment to accumulated surplus (deficit) of the University. Inter-organizational transactions and balances have not been eliminated, except for any profit or loss on transactions between entities of assets that remain within the entities controlled by UBC.

The following organizations are government business enterprises and are accounted for by the modified equity method:

- UBC Properties Investments Ltd. ("UBCPIL")

UBCPIL is incorporated pursuant to the B.C. Business Corporations Act, and is a wholly-owned subsidiary of UBC. UBCPIL is the sole trustee of UBC Properties Trust, which was established to carry out real estate development activities for the benefit of the University.

- Great Northern Way Campus Trust

The University has a 25% (2016 - 25%) interest in the Great Northern Way Campus Trust (the Trust). The Trust was formed on September 15, 2002 to include the lands and premises comprising the Great Northern Way Campus for the equal benefit of the University, Simon Fraser University, British Columbia Institute of Technology and the Emily Carr Institute of Art and Design.



CONSOLIDATED FINANCIAL STATEMENTS**YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)**(c) Basis of consolidation (continued)****(iii) Investment in government partnerships**

Government partnerships that are business partnerships are accounted for by the modified equity method. Accounting policies of the business partnership are not conformed to those of the partners before the equity pick-up. The University is not party to any government business partnerships.

Government partnerships that are not business partnerships are accounted for under the proportionate consolidation method. The University accounts for its share of the partnership on a line by line basis on the financial statements and eliminates any inter-organizational transactions and balances. Accounting policies of the partnership which is not a business partnership are conformed to those of UBC before it is proportionately consolidated.

The consolidated financial statements include the accounts of the following government partnerships, which are not business partnerships, and are accounted for by the University using the proportionate consolidation method of accounting:

- **Tri-Universities Meson Facility (TRIUMF)**

The University has a 8.33% (2016 – 8.33%) interest in TRIUMF. TRIUMF is a joint venture amongst the University and eleven other universities, which was established to operate a facility for research in sub-atomic physics. TRIUMF operates on the UBC campus and elsewhere.

- **Western Canadian Universities Marine Sciences Society (WCUMSS)**

The University has a 20% (2016 – 20%) interest in WCUMSS. The University is one of five university members of WCUMSS.

- **CDRD Ventures Inc. (formerly DDI Drug Development Inc.)**

The University has a 33% (2016 – 33%) interest in CDRD Ventures Inc. The University is one of three university members of CDRD Ventures Inc., which is a development stage biotechnology enterprise.

(iv) Trusts under administration

Trusts administered by UBC as directed by agreement or statute for certain beneficiaries are not included in the University's consolidated financial statements.

(d) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(e) Revenue recognition

(i) Restricted revenue

The University follows the deferral method of accounting for contributions. Some contributions, such as grants and donations for research or capital purposes, are restricted in use by the external contributor. Externally restricted contributions are recognized as revenue when the restrictions imposed by the contributors on the use of the monies are satisfied as follows:

- Non-capital contributions for specific purposes are recorded as deferred contributions and recognized as revenue in the year in which the stipulation or restriction on the contribution have been met; usually the year in which the related expense is incurred.
- Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services, are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services. Where the capital asset involved has an unlimited life, the contribution is recorded in the Consolidated Statement of Operations and Accumulated Surplus.

Some restricted contributions must be retained in perpetuity, allowing only the investment income earned thereon to be spent, and are recorded as external endowment donations on the Consolidated Statement of Operations and Accumulated Surplus for the portion to be held in perpetuity and as deferred contributions for the investment income earned thereon.

(ii) Unrestricted revenue

Unrestricted contributions are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured. Government grants not restricted as to their use are recognized as revenue when receivable. Other unrestricted revenue, including tuition fees and sales of services and products, are reported as revenue at the time the services are provided or the products are delivered. Tuition fees received in advance of courses being delivered are deferred and recognized when the courses are delivered.

(iii) Deferred land lease revenue

The University leases certain properties to third parties for a period of 99 years. Cash received from land leases is deferred and recognized as revenue over the term of the lease.

(iv) Investment Income

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains or losses on the sale of investments, write-downs on investments where the loss in value is determined to be other than temporary, and fair value adjustment of investments. Investment transactions are recorded on a trade date basis. Transaction costs are expensed as incurred. To the extent that investment income relates to externally restricted endowments, income is recorded in the year in which the related expenses are incurred.



CONSOLIDATED FINANCIAL STATEMENTS**YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)**(f) Financial Instruments***Classification, Disclosure and Presentation*

Financial instruments are classified into two categories: fair value or cost.

Fair value category: Portfolio investments that are quoted in an active market, private equity investments, and sinking fund investments are all reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets, except those that are related to restricted endowments, are recognized in the Consolidated Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of de-recognition, the related realized gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Surplus and related balances reversed from the Consolidated Statement of Remeasurement Gains and Losses. Unrealized gains and losses on financial assets related to restricted endowments are included in deferred contributions.

Cost category: Gains and losses are recognized in the Consolidated Statement of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are included in the cost of the related investments. Debt is measured at amortized cost.

(g) Short-term investments

Short-term investments are defined to include highly liquid securities with terms to maturity of one year or less. Short-term investments are cashable on demand and are recorded at fair value.

(h) Inventories for resale

Inventories held for resale, including books, food services, and gift shop items, are recorded at the lower of cost or net realizable value. Cost is determined using the weighted average basis. Cost includes invoice cost and other costs incurred in bringing the inventories to their present location and condition. Net realizable value is the estimated selling price less the estimated costs necessary to make the sale. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write-down previously recorded is reversed.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(i) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital asset acquisitions are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is not capitalized whenever external debt is issued to finance the construction of tangible capital assets. Donated assets are recorded at fair value at the date of donation. In unusual circumstances where fair value cannot be reasonably determined, the tangible capital asset would be recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.

Capital assets are amortized on a straight-line basis over their estimated useful life as shown below. Land is not amortized as it is deemed to have a permanent value.

Site improvements	15-80 years
Buildings	10-50 years
Building renovations	5-40 years
Furnishings, equipment and systems	3-10 years
Library books	10 years
Enterprise systems	10 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to UBC's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Inventories held for use

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current price to replace the items.

(iv) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.



**CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(j) Employee future benefits

(i) Pension plans

The University has two pension plans and a supplemental arrangement plan providing pension and other benefits to its employees. The assets and liabilities of these plans are not included in the University's consolidated financial statements.

Faculty Pension Plan

The Faculty Pension Plan is a defined contribution plan providing benefits on a money purchase basis. The cost of pension benefits includes the current service cost based on 10% of salary, less a fixed offsetting amount relating to Canada Pension Plan contributory earnings. The University expenses contributions to this plan in the year the contributions are related to.

Staff Pension Plan

The Staff Pension Plan provides benefits based on 1.8% of the average best three years' basic salary multiplied by the number of years of contributory service. The University's contribution for the Staff Pension Plan is 10% of salary, less a fixed offsetting amount relating to Canada Pension Plan contributory earnings. In the event of funding deficiencies, the University's contributions remain fixed and benefits for members may be reduced. Accordingly, the University accounts for this as a defined contribution plan and expenses contributions to this plan in the year of the related contributions. Benefits security for employees is improved by the plan maintaining a contingency reserve. The contingency reserve ceiling recommended by the plan's actuary and approved by the pension board and Canada Revenue Agency is 40% of liabilities.

Supplemental Arrangement

The Supplemental Arrangement has been established for those Faculty Pension Plan members whose aggregate annual pension contributions exceed the contribution limit allowed under the Income Tax Act for registered plans. Excess University contributions are deposited into notional accounts established for each member in the Supplemental Arrangement account. No payments are made out of the Supplemental Arrangement account before the earliest of the member's termination, retirement or death.

(ii) Income replacement plan

The income replacement plan provides income for disabled employees. The income replacement plan commences after a qualifying period of six months disability. When an employee is in receipt of income replacement benefits, the University continues to pay the costs of certain member benefits. The costs of the plan are employee funded. The University is not required to contribute to the plan nor is it responsible for any deficit that the plan may incur.



**CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(j) Employee future benefits (continued)

(iii) Sick leave benefits

Sick leave benefits are also available to UBC's employees. Employees are entitled to sick leave in accordance with the terms and conditions of their employment contracts. The costs of those benefits which vest or accumulate are actuarially determined based on service and estimates of retirement ages and expected future salary or wage increases. The obligation is accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees.

(k) Liability for contaminated sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. Liabilities are recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when all the following criteria are met:

- (i) an environmental standard exists;
- (ii) contamination exceeds the environmental standard;
- (iii) the University is directly responsible or accepts responsibility;
- (iv) it is expected that future economic benefits will be given up; and
- (v) a reasonable estimate of the amount can be made.

(l) Use of estimates

The preparation of these consolidated financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosures of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Significant areas requiring the use of management estimates and assumptions relate to the determination of useful lives of tangible capital assets for amortization and the amortization of related deferred capital contributions, valuation of financial instruments, the present value of employee future benefits and commitments, and provisions for contingencies. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(m) Debt issue costs

The underwriting discount along with consulting fees relating to the debenture issuances are capitalized and amortized to match the term of the long-term debenture. Amortization is calculated based on the effective interest rate method.



**CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017**

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(n) Asset retirement obligation

The University recognizes asset retirement obligations in the period in which it incurs a legal obligation associated with the retirement of a tangible long-lived asset including leased premises resulting from the acquisition, construction, development, and/or normal use of the asset. The fair value of the asset retirement cost is capitalized as part of the carrying value of the related long-lived asset and is depreciated over the life of the asset. The liability may be changed to reflect the passage of time and changes in the fair value assessment of the retirement obligation.

(o) Functional classification of expenses

Expenses in the Consolidated Statement of Operations and Accumulated Surplus have been classified based upon functional lines of service provided by the University. The outline of services provided by each function is as follows:

- (i) **Learning** - This function includes expenses related to all direct educational delivery within the institution and activities that directly support the academic functions of the institution. This includes credit and non-credit courses, diploma, certificate and degree programs; continuing education; curriculum and program development; libraries and galleries; on-line delivery; information technology; specific purpose funding; and endowment non-award funding. Costs associated with this function include contract expenses; Deans/Directors and/or Chairs; and instructional administration (general and financial), support staff and support costs directly related to these activities.
- (ii) **Research** - This function includes research activities specifically funded by contracts and/or grants from external organizations and undertaken within the institution to produce research outcomes. Costs associated with this function include such things as research administration, research accounting, support costs established to conduct all research projects, and research related amortization.
- (iii) **Facilities** - This function includes all capital asset related expenditures for the operation of the University. These include the operation and maintenance of physical plant and equipment for all institutional activities; utilities; facilities administration; custodial services; landscaping and grounds keeping; major repairs and renovations; security services; administration of infrastructure development; amortization expense (other than research related) and debt servicing costs related to the entire university.
- (iv) **Students** - This function includes activities that directly support the individual students or groups of students. These include: student service administration; counseling; career services; social development and recreation; financial aid administration; scholarships and bursaries; and any other centralized general and financial administration and support costs related to these activities. It also includes ancillary operations that provide goods and services to the students, endowment award related funding and award funds that support students. Costs associated with this function include general and financial administration and support costs directly related to these activities.
- (v) **Community engagement** - This function includes activities that support the relationship between the University and the community. It includes campus planning; advancement and development office; alumni; public / government relations; community affairs, and any other centralized institution wide external affairs. Costs associated with this function include general, financial administration and support costs directly related to these activities.
- (vi) **Administration** - This function includes activities that support the institution as a whole, such as executive management; governance committees; the Board and Senate; corporate finance; human resources; purchasing; and any other centralized institution-wide general administrative activities.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

2 Significant Accounting Policies (continued)

(p) Budget figures

Subsequent to the original budget approved by the Board of Governors on June 14, 2016, the budget reflected in the Statement of Operations and Accumulated Surplus was amended to reclass \$42.2 million of Government grants and contract revenue to Non-government grants, contracts and donation revenues and Sales and services revenues. These reclasses result from projects designated as governmental projects which have co-mingled funding. In addition, the budget reflected in the Statement of Operations and Accumulated Surplus was amended to reflect the University's revised methodology for presenting the functional classification of expenses. Note 19 reconciles the approved budget to the budget information presented in these consolidated financial statements.

3 Recast of Comparative Figures

During the year, the University determined that an adjustment was required in its comparative figures to properly reflect a \$24 million contribution from UBCPIL to the University relating to the construction of certain facilities on campus. This adjustment resulted in an increase to investment in government business enterprises and an increase to deferred land lease revenue in the prior year. This prior period adjustment did not have any material impact on annual surplus or accumulated surplus.

4 Cash and Cash Equivalents

	March 31 2017	March 31 2016
Cash	\$ 29,119	\$ 26,402
Cash equivalents	57,854	75,010
	\$ 86,973	\$ 101,412

The University has a seasonal revolving line of credit. During September 1 to May 31, the line of credit is CAD \$40 million, and during June 1 to August 31, the line of credit is increased to CAD \$60 million. This operating facility includes, as a sub-limit, a US dollar current account overdraft facility up to US \$5 million (March 31, 2016 the University had a CAD \$40 million revolving line of credit with a sub limit of US \$5 million line of credit).



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

5 Investments

Investments include operating, endowment and sinking fund investments. Operating investments consist of research, capital, and other funds received and held in advance for future expenditures. Endowment investments consist of donations held in perpetuity and land lease revenues received by the University to benefit current and future generations. Sinking fund investments are managed by the provincial government and will be applied against repayment of provincial debentures on maturity (Note 13).

(a) Analysis of Investments

	<u>March 31 2017</u>	<u>March 31 2016</u>
Government and corporate bonds		
<u>Maturity</u>		
Less than 1 year	\$ 51,045	\$ 30,078
1 - 5 years	461,650	178,287
Greater than 5 years	4,987	107,260
Various – pooled	199,272	276,151
	<u>716,954</u>	<u>591,776</u>
Short-term notes and treasury bills	15,803	10,798
Canadian equities	224,431	189,348
Canadian pooled funds	297,897	263,687
United States equities and pooled funds	148,933	136,975
Other international pooled funds	618,890	558,998
Other	49,743	50,219
	<u>\$ 2,072,651</u>	<u>\$ 1,801,801</u>

These investments are presented in the consolidated financial statements as:

	<u>March 31 2017</u>	<u>March 31 2016</u>
Operating investments	\$ 511,708	\$ 319,376
Endowment (expendable balance)	622,219	576,199
Endowment (original contribution)	916,053	885,806
Sinking fund investments (Note 13)	22,671	20,420
	<u>\$ 2,072,651</u>	<u>\$ 1,801,801</u>

Investments maturing between 90 days and one year include promissory notes of \$33.3 million (March 31, 2016 – \$30.1 million) with a related party, UBC Properties Investments Ltd (Note 6(b)). The promissory notes are unsecured with floating interest rates set at the greater of either prime rate less 1.0% or a floor rate of 2.5% per annum.

Other investments include cash and short-term investments related to endowments and real estate investments and promissory notes issued by unrelated parties.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

5 Investments (continued)

(b) Endowment Investments

- (i) Endowment investments are reported as financial assets (expendable portion) and non-financial assets (externally restricted principal portion). The portion reported as non-financial assets comprise investments representing the original donation, which are externally restricted by donors and, therefore, cannot be spent and are not considered financial assets.

	March 31, 2017			March 31, 2016		
	<u>Principal</u>	<u>Expendable</u>	<u>Total</u>	<u>Principal</u>	<u>Expendable</u>	<u>Total</u>
Balance, beginning of year	\$ 885,806	\$ 576,199	\$ 1,462,005	\$ 847,887	\$ 621,832	\$ 1,469,719
Donations	29,382	-	29,382	36,800	-	36,800
Internal transfers	865	(2,085)	(1,220)	1,119	(1,244)	(125)
Transfers to/from cash	-	(90,000)	(90,000)	-	(1,597)	(1,597)
Investment income	-	197,882	197,882	-	12,514	12,514
Expenses	-	(59,777)	(59,777)	-	(55,306)	(55,306)
Balance, end of year	\$ 916,053	\$ 622,219	\$ 1,538,272	\$ 885,806	\$ 576,199	\$ 1,462,005

(ii) Endowments held by Vancouver Foundation

Endowments with a fair value of \$24.7 million (March 31, 2016 – \$23.7 million) are held by the Vancouver Foundation in perpetuity for the benefit of the University and are not included in the University's consolidated financial statements. The capital of these endowment funds are held permanently by Vancouver Foundation and invested in accordance with the provisions of the Vancouver Foundations Act.

Endowments with a fair value of \$27.2 million (March 31, 2016 – \$26.0 million) are held and managed by Vancouver Foundation and are included in the University's consolidated financial statements. The University has the discretion to direct Vancouver Foundation to transfer the whole or any part of the capital of these endowment funds to the University.

(c) Fair Value of Financial Instruments

Fair value of a financial instrument is defined as the amount at which the instrument could be exchanged in a current transaction between willing parties. UBC uses the following methods and assumptions to estimate the fair value of each class of financial instruments for which the carrying amounts are included in the Consolidated Statement of Financial Position under the following captions:

Financial assets and liabilities recorded at fair value are comprised of the following:

- Cash and cash equivalents, accounts receivable and accounts payable and accrued liabilities – the carrying amounts approximate fair value because of the short maturity of these instruments.
- Operating investments
- Endowment investments



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

5 Investments (continued)

(c) Fair Value of Financial Instruments (continued)

The financial instruments measured at fair value held within each investment are classified according to a hierarchy which includes three levels, reflecting the reliability of the inputs involved in the fair value determination. The different levels are defined as follows:

- Level 1: quoted prices (unadjusted) in active markets for identical assets or liabilities
- Level 2: inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices)
- Level 3: inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The composition of investments recorded at fair value is as follows:

March 31, 2017	Total	Quoted prices in active markets for identical assets (Level 1)	Significant other observable inputs (Level 2)	Significant unobservable inputs (Level 3)
Endowment Investments:				
Cash and short-term notes	\$ 38,486	\$ 38,486	\$ -	\$ -
Fixed income mutual funds	95,915	95,915	-	-
Canadian equities	302,137	302,137	-	-
Canadian equities mutual funds	159,532	159,532	-	-
United States equities mutual funds	88,220	88,220	-	-
International equities mutual funds	407,462	334,614	72,848	-
Real estate	35,109	-	-	35,109
Private equity	382,649	-	-	382,649
Other	27,163	-	27,163	-
Total endowment investments recorded at fair value	1,536,673	1,018,904	100,011	417,758
Operating Investments:				
Short term investments	-	-	-	-
Fixed income				
Government	496,427	496,427	-	-
Mutual funds	1,007	-	-	1,007
Canadian equities	2,094	2,094	-	-
United States equities	-	-	-	-
Private equity	12,180	-	-	12,180
Total operating investments recorded at fair value	511,708	498,521	-	13,187
Total	\$ 2,048,381	\$ 1,517,425	\$ 100,011	\$ 430,945



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017
(all tabular amounts are in thousands of dollars)

5 Investments (continued)

(c) Fair Value of Financial Instruments (continued)

March 31, 2016	Total	Quoted prices in active markets for identical assets (Level 1)	Significant other observable inputs (Level 2)	Significant unobservable inputs (Level 3)
Endowment investments:				
Cash and short-term notes	\$ 25,029	\$ 25,029	\$ -	\$ -
Fixed income mutual funds	177,457	177,457	-	-
Canadian equities	265,052	265,052	-	-
Canadian equities mutual funds	166,697	166,697	-	-
United States equities mutual funds	91,500	91,500	-	-
International equities mutual funds	413,691	324,263	89,428	-
Real estate	22,004	-	-	22,004
Private equity	264,393	-	-	264,393
Other	25,979	-	25,979	-
Total endowment investments recorded at fair value	1,451,802	1,049,998	115,407	286,397
Operating investments:				
Short term investments	-	-	-	-
Fixed income				
Government	308,948	308,948	-	-
Mutual funds	1,755	-	-	1,755
Canadian equities	2,058	2,058	-	-
United States equities	-	-	-	-
Private equity	6,615	-	-	6,615
Total operating investments recorded at fair value	319,376	311,006	-	8,370
Total	\$ 1,771,178	\$ 1,361,004	\$ 115,407	\$ 294,767

The following table reconciles the changes in fair value of financial instruments classified as level 3 during the year.

	March 31 2017	March 31 2016
Balance, beginning of year	\$ 294,767	\$ 253,742
Unrealized gains or (losses)	15,784	(4,012)
Purchases	157,865	70,008
Dispositions	(37,471)	(24,971)
Balance, end of year	\$ 430,945	\$ 294,767



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

6 Investments in Government Business Enterprises

Two entities are accounted for in the University's consolidated financial statements using the modified equity method of accounting for government business enterprises (Note 2(c)(ii)).

Financial information in respect of these entities is disclosed below.

Consolidated Statement of Financial Position:	UBC Properties Investments Ltd.		Great Northern Way Campus Trust	
	March 31 2017	March 31 2016	March 31 2017	March 31 2016
Financial assets	\$ 73,076	\$ 90,387	\$ 78,841	\$ 66,668
Liabilities	423,909	385,631	13,857	17,733
Net liabilities	(350,833)	(295,244)	64,984	48,935
Non-financial assets	390,627	329,866	13,321	14,130
Accumulated surplus	\$ 39,794	\$ 34,622	\$ 78,305	\$ 63,065
Adjustment for Infrastructure Impact Charges (IIC's) and contributions	(13,052)	(9,241)	-	-
Adjusted accumulated surplus	\$ 26,742	\$ 25,381	\$ 78,305	\$ 63,065
UBC's proportionate share	\$ 26,742	\$ 25,381	\$ 19,576	\$ 15,766
Consolidated Statement of Operations:				
Revenue	\$ 111,431	\$ 49,778	\$ 28,529	\$ 8,592
Expenses	8,258	7,092	14,620	7,259
Surplus for the year	103,173	42,686	13,909	1,333
Adjustment to defer land sales	(95,946)	(40,847)	-	-
Adjustment for IIC's	328	210	-	-
Adjusted accumulated surplus	\$ 7,555	\$ 2,049	\$ 13,909	\$ 1,333
UBC's proportionate share	\$ 7,555	\$ 2,049	\$ 3,477	\$ 333

(a) UBC Properties Investments Ltd. recognizes revenue from sales of 99-year leases in its income statement in the year that the transaction is completed. The University defers these revenues on the Consolidated Statement Financial Position and amortizes the balance to the Consolidated Statement of Operations and Accumulated Surplus over the duration of the lease (Note 12).

(b) During the year, the following significant related party transactions occurred:

UBC Properties Trust, a subsidiary of UBC Properties Investment Ltd, invoiced the University \$4.1 million (2016 – \$4.4 million) for project management fees.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

6 Investments in Government Business Enterprises (continued)

(b) (continued):

UBC Properties Trust issued promissory notes in favour of the University amounting to \$33.3 million (March 31, 2016 - \$30.1 million). This is reflected within investments (Note 5). The University charged UBC Properties Trust interest in the amount of \$0.2 million (2016 - \$0.4 million).

The University collected \$18.4 million from UBC Properties Trust (2016 - \$2.5 million) for infrastructure impact charges. These charges have been eliminated in the consolidated financial statements.

7 Investments in Government Partnerships

UBC provides contributions to fund the operations of TRIUMF, WCUMSS, and CDRD Ventures Inc. Their financial results are proportionately consolidated with those of UBC based upon UBC's share of their total contributions.

The amounts included in these consolidated financial statements are as follows:

	TRIUMF		WCUMSS		CDRD Ventures Inc.	
	March 31 2017	March 31 2016	March 31 2017	March 31 2016	March 31 2017	March 31 2016
Consolidated Statement of Financial Position:						
Financial assets	\$ 47,734	\$ 32,148	\$ 2,101	\$ 752	\$ 16,022	\$ 1,574
Liabilities	45,690	33,747	3,696	2,314	7,747	7,695
Net assets (liabilities)	2,044	(1,599)	(1,595)	(1,562)	8,275	(6,121)
Non-financial assets	20,898	22,850	5,917	5,572	27	48
Accumulated surplus (deficit)	\$ 22,942	\$ 21,251	\$ 4,322	\$ 4,010	\$ 8,302	\$ (6,073)
UBC's proportionate share	\$ 1,911	\$ 1,770	\$ 864	\$ 802	\$ 2,740	\$ (2,004)
Consolidated Statement of Operations:						
Revenue	\$ 72,453	\$ 70,615	\$ 3,564	\$ 3,281	\$ 15,046	\$ 366
Expenses	70,762	66,502	3,252	3,123	672	1,187
Surplus (deficit) for the year	\$ 1,691	\$ 4,113	\$ 312	\$ 158	\$ 14,374	\$ (821)
UBC's proportionate share	\$ 141	\$ 343	\$ 62	\$ 32	\$ 4,743	\$ (271)

TRIUMF expenses all capital assets in its income statement as acquired; the University capitalizes the capital assets and amortizes them over the useful lives. TRIUMF recognizes revenue in the year it is received, whereas the University follows the deferral method of accounting for contributions.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

8 Accounts Payable and Accrued Liabilities

	March 31 2017	March 31 2016
Accounts payable and accrued liabilities	\$ 242,777	\$ 211,304
Salaries and benefits payable	1,737	30,913
Accrued vacation pay	7,638	7,430
Amounts payable to government organizations	39,124	29,869
	\$ 291,276	\$ 279,516

Included in accounts payable and accrued liabilities at March 31, 2017 is a balance of \$36.9 million owing to UBC Properties Investments Ltd. (March 31, 2016 - \$34.6 million).

9 Employee Future Benefits

(a) Contributions to Pension Plans

University contributions made to each of the pension plans were:

	March 31 2017	March 31 2016
Faculty Pension Plan	\$ 43,306	\$ 39,033
Staff Pension Plan	39,412	37,882
Supplemental Arrangement	4,147	3,070
	\$ 86,865	\$ 79,985



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

9 Employee Future Benefits (continued):

(b) Accumulated Sick Leave Benefit and Income Replacement Plan

The accrued sick leave benefit and accrued income replacement plan benefit obligations as at March 31, 2017 are based on actuarial valuations prepared as of March 31, 2016 and 2015 respectively. The accrued benefit obligations are calculated as follows:

Accrued benefit obligation and accrued benefit liability	Sick leave	Income replacement plan	March 31 2017	March 31 2016
Balance, beginning of year	\$ 2,428	\$ 9,532	\$ 11,960	\$ 11,429
Current service and interest cost	865	1,632	2,497	2,453
Benefits paid	(932)	(1,431)	(2,363)	(2,290)
Actuarial loss	-	-	-	368
Balance, end of year	\$ <u>2,361</u>	\$ <u>9,733</u>	\$ <u>12,094</u>	\$ <u>11,960</u>
Components of net benefit expense			2017	2016
Service cost			\$ 2,194	\$ 2,071
Interest cost			303	382
Net benefit expense			\$ <u>2,497</u>	\$ <u>2,453</u>

Actuarial assumptions used to determine the University's accrued sick leave benefit obligation are as follows:

	March 31 2017	March 31 2016
Discount rate	1.90%	1.90%
Expected wage and salary increases	2.00%	2.00%

Actuarial assumptions used to determine the University's accrued income replacement benefit obligation are as follows:

	March 31 2017	March 31 2016
Discount rate	2.45%	2.45%
Expected future inflation rate	2.00%	2.00%
Expected wage and salary increases	3.00%	3.00%



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

10 Deferred Contributions

Deferred contributions represent unspent externally restricted grants, donations, contributions and endowment investment income.

	March 31 2017	March 31 2016
Research	\$ 286,921	\$ 262,155
Capital	39,488	32,333
Trust	103,757	109,312
Endowment	536,114	414,113
Balance, end of year	<u>\$ 966,280</u>	<u>\$ 817,913</u>

Changes in deferred contributions are as follows:

	March 31, 2017				
	Research	Capital	Trust	Endowment	Total
Balance, beginning of year	\$ 262,155	\$ 32,333	\$ 109,312	\$ 414,113	\$ 817,913
Grants, contributions, donations and endowment income	451,545	109,672	181,745	160,285	903,247
Transferred to deferred capital contributions (Note 11)	(43,059)	(85,492)	-	-	(128,551)
Recognized to revenue	(383,720)	(17,025)	(187,300)	(38,284)	(626,329)
Balance, end of year	<u>\$ 286,921</u>	<u>\$ 39,488</u>	<u>\$ 103,757</u>	<u>\$ 536,114</u>	<u>\$ 966,280</u>

	March 31, 2016				
	Research	Capital	Trust	Endowment	Total
Balance, beginning of year	\$ 253,558	\$ 30,294	\$ 93,786	\$ 442,188	\$ 819,826
Grants, contributions, donations and endowment income	413,972	91,715	196,366	12,402	714,455
Transferred to deferred capital contributions (Note 11)	(25,094)	(59,294)	-	-	(84,388)
Recognized to revenue	(380,281)	(30,382)	(180,840)	(40,477)	(631,980)
Balance, end of year	<u>\$ 262,155</u>	<u>\$ 32,333</u>	<u>\$ 109,312</u>	<u>\$ 414,113</u>	<u>\$ 817,913</u>



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

11 Deferred Capital Contributions

Contributions that are restricted for capital and have been spent on capital are referred to as deferred capital contributions. Amounts are recognized into revenue as the liability is extinguished over the useful life of the related tangible capital asset. Treasury Board provided direction on this accounting treatment as disclosed in Note 2(a).

Changes in the deferred capital contributions balance are as follows:

	<u>March 31 2017</u>	<u>March 31 2016</u>
Balance, beginning of year	\$ 1,413,581	\$ 1,405,548
Grants, contributions and donations spent (Note 10)	128,551	84,388
Current year amortization	(77,412)	(76,355)
Balance, end of year	<u>\$ 1,464,720</u>	<u>\$ 1,413,581</u>

12 Deferred Land Lease Revenue

	<u>March 31 2017</u>	<u>March 31 2016</u>
Balance, beginning of year	\$ 579,578	\$ 522,451
Additions during the year	117,587	62,864
Recognized to revenue	(6,681)	(5,737)
Balance, end of year	<u>\$ 690,484</u>	<u>\$ 579,578</u>



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017
(all tabular amounts are in thousands of dollars)

13 Debt

Debt is measured at amortized cost as follows:

	<u>Maturity Date</u>	<u>Interest Rate</u>	<u>March 31 2017</u>	<u>March 31 2016</u>
Series A Debentures Unsecured, to be repaid at maturity	2031	6.65%	\$ 126,662	\$ 126,617
Series B Debentures Unsecured, to be repaid at maturity	2035	4.82%	125,500	125,479
Canada Mortgage and Housing Corporation, \$595.0 paid semi-annually	2018 to 2023	6.13% to 7.88%	4,043	4,914
Province of BC Unsecured Debentures, to be repaid at maturity	2037	4.70%	126,624	126,623
Royal Bank of Canada Demand Loans, \$9.6 paid monthly	2021	3.39%	243	261
			<u>383,072</u>	<u>383,894</u>
Less sinking fund investments (Note 5a)			(22,671)	(20,420)
Total			\$ <u>360,401</u>	\$ <u>363,474</u>

The principal portion of debt repayments over the next five years and thereafter are as follows:

2018	931
2019	856
2020	648
2021	749
2022	596
Thereafter	375,434
	<u>\$ 379,214</u>

Interest expense for the year on outstanding debt is \$20.9 million (2016 – \$20.7 million), which is recorded on the Consolidated Statement of Operations and Accumulated Surplus.

In addition to principal repayments, sinking fund payments are made into government invested funds, to be applied against repayment of provincial debentures on maturity. The market value of sinking fund investments as at March 31, 2017 is \$22.7 million (Note 5a) and is invested in government and corporate bonds. The University will make sinking fund payments over the next five years and thereafter as follows:

2018	\$ 2,006
2019	2,006
2020	2,006
2021	2,006
2022	2,006
Thereafter	32,093
	<u>\$ 42,123</u>



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

14 Tangible Capital Assets

Cost	Balance at March 31 2016	Additions	Disposals	Balance at March 31 2017
Land	\$ 19,622	\$ -	\$ -	\$ 19,622
Site improvements	219,269	11,941	269	230,941
Buildings and renovations	3,432,301	216,717	2,967	3,646,051
Assets under construction	183,210	13,473	-	196,683
Furnishings, equipment and systems	605,360	73,381	75,214	603,527
Library books	135,811	18,488	13,535	140,764
Total	\$ 4,595,573	\$ 334,000	\$ 91,985	\$ 4,837,588

Accumulated Amortization	Balance at March 31 2016	Disposals	Amortization	Balance at March 31 2017
Land	\$ -	\$ -	\$ -	\$ -
Site improvements	34,559	269	5,346	39,636
Buildings and renovations	1,082,005	2,967	85,046	1,164,084
Assets under construction	-	-	-	-
Furnishings, equipment and systems	313,963	75,214	80,925	319,674
Library books	64,812	13,535	13,829	65,106
Total	\$ 1,495,339	\$ 91,985	\$ 185,146	\$ 1,588,500

	Net book value March 31 2017
Land	\$ 19,622
Site improvements	191,305
Buildings and renovations	2,481,967
Assets under construction	196,683
Furnishings, equipment and systems	283,853
Library books	75,658
Total	\$ 3,249,088



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

14 Tangible Capital Assets (continued)

Cost	Balance at March 31 2015	Additions	Disposals	Balance at March 31 2016
Land	\$ 19,622	\$ -	\$ -	\$ 19,622
Site improvements	192,560	45,128	18,419	219,269
Buildings and renovations	3,141,667	293,313	2,679	3,432,301
Assets under construction	240,972	(57,762)	-	183,210
Furnishings, equipment and systems	600,158	73,141	67,939	605,360
Library books	133,436	17,565	15,190	135,811
Total	\$ 4,328,415	\$ 371,385	\$ 104,227	\$ 4,595,573

Accumulated Amortization	Balance at March 31 2015	Disposals	Amoritzation	Balance at March 31 2016
Land	\$ -	\$ -	\$ -	\$ -
Site improvements	42,298	18,419	10,680	34,559
Buildings and renovations	1,009,455	2,679	75,229	1,082,005
Assets under construction	-	-	-	-
Furnishings, equipment and systems	299,267	67,939	82,635	313,963
Library books	66,540	15,190	13,462	64,812
Total	\$ 1,417,560	\$ 104,227	\$ 182,006	\$ 1,495,339

	Net book value March 31 2016
Land	\$ 19,622
Site improvements	184,710
Buildings and renovations	2,350,296
Assets under construction	183,210
Furnishings, equipment and systems	291,397
Library books	70,999
Total	\$ 3,100,234



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

14 Tangible Capital Assets (continued)

(a) Assets under construction

Assets under construction having a value of \$196.7 million (March 31, 2016 - \$183.2 million) have not been amortized. Amortization of these assets will commence when the asset is put into service.

(b) Works of art and historical treasures

The University manages and controls various works of art and non-operational historical cultural assets including artifacts, paintings and sculptures located at UBC sites. These assets are not recorded as tangible capital assets and are not amortized.

(c) Write-down of tangible capital assets

Write-downs of tangible capital assets during the year were nil (2016 - \$4.1 million).

15 Financial Risk Management

The University has exposure to the following risks from its use of financial instruments: interest rate risk, liquidity risk, credit risk and foreign exchange risk.

The Board of Governors ensures that the University has identified its major risks and ensures that management monitors and controls them.

(a) Interest Rate Risk

The University is exposed to interest rate risk on fixed income investments held; the risk arises from fluctuations in interest rates and the degree of volatility of these rates. The University is not at risk for changes in interest rates on its long term debt obligations as all borrowings are at fixed rates of interest.

(b) Liquidity Risk

The University is exposed to liquidity risk which may arise from the possibility that the University is not able to meet its financial obligations as they become due, or can only do so at excessive costs. The University establishes budgets and cash flow projections to ensure it has the necessary funds, including access to a revolving line of credit to fulfill its obligations when due.

(c) Credit Risk

The University is exposed to credit risk if a counterparty to a financial instrument fails to meet its obligations. The University accounts for a specific bad debt provision when management considers that the expected recovery is less than the account receivable.

(d) Foreign Exchange Risk

The University is exposed to foreign exchange risk on investments held in foreign currencies and may use foreign currency swaps to mitigate this risk.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

16 Government Grants and Contracts

	March 31 2017	March 31 2016
Province of British Columbia		
Core Academic Funding	\$ 598,893	\$ 581,025
Post Graduate Medical Education Program	126,520	126,432
Other funding	55,457	65,731
Total Province of British Columbia	780,870	773,188
Government of Canada	254,293	245,900
Other governments	23,789	24,730
	\$ 1,058,952	\$ 1,043,818

During the year, the University received funding from the Province of British Columbia in the amount of \$792.3 million (2016 - \$780.8 million). \$780.9 million has been recognized as revenue from funding received in the current year and prior years (2016 - \$773.2 million). Unspent funding represents restricted contributions and is deferred on the Consolidated Statement of Financial Position.

17 Contractual Obligations and Contingent Liabilities

Contractual obligations and contingent liabilities are as follows:

(a) Capital Projects

At March 31, 2017, outstanding commitments totalled \$134.9 million (March 31, 2016 - \$138.5 million) for capital projects. These commitments are payable in subsequent years, and are funded by provincial contributions, private donations and earnings from sales and services.

(b) Litigation

The University is involved from time to time in litigation, which arises in the normal course of operations. Liabilities on any litigation are recognized in the consolidated financial statements when the outcome becomes reasonably determinable. In management's judgement, there is no material negative exposure at this time from existing litigations beyond what has already been recognized in the consolidated financial statements.

(c) Derivative Financial Instruments

At March 31, 2017, the University had outstanding forward currency contracts with notional values of \$209.2 million (2016 - \$152.0 million) whose settlements extend to May 4, 2017. The unrealized loss at March 31, 2017 was \$1.6 million (2016 - gain of \$5.2 million) and has been reflected in the Statement of Remeasurement and in the fair value of investments.



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017

(all tabular amounts are in thousands of dollars)

17 Contractual Obligations and Contingent Liabilities (continued)

(d) Self Insurance

Effective January 1, 2013, the University became a member of the University, College and Institute Protection Program (UCIPP), which is an actuarially valuated program of self-insurance for the Province of British Columbia that has been in place since 1987. It is one of several self-insurance programs operated within the Insurance and Risk Management Account (IRMA), which is a special account established under the Financial Administration Act, controlled by the Risk Management Branch of the Ministry of Finance. Annually, an independent actuarial firm reviews the claims history, funding levels and balances in the various programs making up IRMA to ensure that it is maintained at a level sufficient to pay both known claims and incurred, but not reported, losses.

(e) Funding Commitments

Under its endowment investment strategy, the University has outstanding commitments to fund infrastructure, private equity and real estate investments totalling approximately \$18.9 million (March 31, 2016 - \$39.5 million); \$79.0 million (March 31, 2016 - \$40.1 million) and \$68.4 million (March 31, 2016 - \$67.4 million), respectively. The University has no outstanding commitments to previous hedge fund investments (March 31, 2016 - nil).

18 Expenses by object

The following is a summary of expenses by object:

	March 31 2017	March 31 2016
Salaries	\$ 1,203,356	\$ 1,160,949
Employee benefits	187,798	181,989
Supplies and sundries	229,555	227,188
Amortization	185,146	182,006
Cost of goods sold	38,120	37,664
Scholarships, fellowships and bursaries	115,514	111,938
Travel and field trips	51,847	52,049
Professional and consulting fees	100,346	86,263
Grants and reimbursements to other agencies	125,942	121,297
Utilities	37,939	33,310
Interest on long-term debt	20,980	20,707
	<u>\$ 2,296,543</u>	<u>\$ 2,215,360</u>



CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED MARCH 31, 2017
(all tabular amounts are in thousands of dollars)

19 Budget Figures

A reconciliation of the budget approved by the Board and amounts disclosed in these statements is as follows:

	2017 Approved Budget	Re-categorization of Budget	2017 Restated Budget
Revenues			
Government grants and contracts	\$ 1,124,571	\$ (42,249)	\$ 1,082,322
Tuition and student fees	616,274	-	616,274
Sales and services	338,738	3,503	342,241
Non-government grants, contracts and donations	121,023	38,746	159,769
Investment income	60,927	-	60,927
Income (loss) from government business enterprises	(100)	-	(100)
Revenue recognized from deferred capital contributions	80,123	-	80,123
	<u>2,341,556</u>	<u>-</u>	<u>2,341,556</u>
Learning	1,235,813	(96,500)	1,139,313
Research	447,000	50,486	497,486
Facilities	158,000	132,543	290,543
Students	320,000	(43,788)	276,212
Community engagement	58,000	(6,686)	51,314
Administration	108,000	(36,055)	71,945
	<u>2,326,813</u>	<u>-</u>	<u>2,326,813</u>
Annual surplus from operations	14,743	-	14,743
External endowment donations	20,000	-	20,000
Annual surplus	<u>\$ 34,743</u>	<u>\$ -</u>	<u>\$ 34,743</u>

20 Grants and Reimbursements to Other Agencies

During the year, the University distributed research and other funds to agencies totalling \$125.9 million (2016 – \$121.3 million). These funds were distributed under agreements with granting agencies, whereby the University is the administrative head and a portion of the research is undertaken at other agencies.

Reimbursements of \$92.9 million (2016 – \$89.8 million) were made to the Health Authorities for payments made on behalf of the University for the postgraduate medical education program.

21 Comparative Information

Certain comparative figures have been reclassified to provide presentation consistency.



Costs of Digital Learning Materials at UBC

Prepared for Senate Teaching and Learning Committee, April 2018 meeting

Simon Bates, Marianne Schroeder, CTLT Max Holmes, AMS VP Academic Affairs.

Background

Instructors at UBC have an increasing choice of texts and other digital learning materials and applications, some of which may be used for assessment activities. Per year costs for these print and digital materials are increasing, from an estimated average of \$500 in 2016 to an average of \$814 a year later, as reported by students¹. These survey results are consistent with data we received from the Bookstore regarding the cost of digital learning materials, as well as from in-class polls of various groups of students conducted last year, and confirmed by a recent Macleans article on cost of course materials². It is also broadly consistent with data collected annually by Student Financial Assistance from all UBC programs, data which is used by governments and other agencies to estimate appropriate student loan amounts. This data indicate that books, on average, cost about \$1,350 per winter session (W1 and W2), and other costs (including digital learning materials, uniforms and required equipment) can be as low as \$0 and as high as \$6,141 per term.

For at least some of UBC's students, these costs contribute to their financial burden. Fully two-thirds of our students report that they have sometimes, often or frequently used an outdated version of a text to reduce cost; 56% say that they sometimes, often or frequently have elected not to purchase a textbook or other resource, solely due to cost. Amongst UBC students who do purchase texts, 56% of them say that they frequently or often purchase textbooks and other resources that they rarely use.

The broader Canadian context – what other provinces and institutions are doing

Neither UBC, nor the Provincial Government have regulations and/or Policies in place to reduce or limit the cost of texts and/or other digital resources that can be required. In contrast, both Ontario and Alberta do.

Ontario

The provincial government in Ontario has placed restrictions on the cost of digital materials used for assessment purposes, because they believe that assessment is included in the cost of tuition³.

There are restrictions on the types of digital materials students can be required to purchase, and the percentage of the final grade that can be assigned to the use of these materials. Students must be able to buy component resources separately (e.g. a separate textbook and access to digital learning

¹ Lam, Daniel & Holmes, Max (2017, June). Academic Experience Survey 2017. Retrieved from <http://www.ams.ubc.ca/wp-content/uploads/2010/07/044-18-Academic-Experience-Survey-Presentation.pdf>

² Brown, Mark (2017, October 19). The cost of a Canadian university education in six charts, *Macleans*. Retrieved from <http://www.macleans.ca/education/the-cost-of-a-canadian-university-education-in-six-charts/>.

³ University of Toronto Provostial Guidelines on the Use of Digital Learning Materials (2015, September). Retrieved from <http://www.provost.utoronto.ca//Assets/Provost+Digital+Assets/GuidelinesDigitalLearningMaterials2015-16.pdf>.

materials, not just as a bundle). Students must also know the full cost of learning materials required for a course at the time of registration.

Each Ontario University must provide Guidelines, and the University is required to monitor compliance. Examples of institutional approaches include:

- York University: digital assessment materials are limited to 15% of the overall grade, and the total cost of these materials must not exceed \$60 for a three credit course.
- University of Toronto: if the cost of digital assessment materials exceeds \$60 per 3 credit course, an alternative method of assessment must be offered, and instructors are advised to consult with the Library regarding open source online alternatives.

Alberta

The Alberta government has stipulated that anything evaluated that leads to part of a grade for a course is covered by tuition (which is frozen). If an instructor chooses to use a publisher resource for assessment purposes with access costs borne by students, a no-cost option must be available upon request.

Proposed Principles for UBC

Despite the fact that the BC provincial government currently do not have policies and/or regulations in place to limit the costs of digital learning materials, given the emphasis on affordability and access, it is likely only a matter of time before the BC government directs universities in British Columbia to attend to this. This represents a significant opportunity for UBC to demonstrate a proactive approach to this issue.

We propose the following broad principles for consideration and discussion:

1. Students should know the full cost of courses at the time of or, ideally, before registration
2. Assessment activities are a core part of tuition, and costs for access to additional (digital) assessment materials should be limited
3. Texts and digital assessment materials should be available for purchase unbundled
4. Costs for texts and other materials should be affordable; or alternative affordable options should be made available.

Possible directions for UBC

UBC could elect to take a leadership position in the province by adopting the principles above and encouraging faculty to make decisions which are cost-effective for students. For example, as Universities have in Ontario, UBC could limit the per course cost of digital assessment materials (say to \$60), and require provision of a no-cost alternative if costs were higher. At most institutions, the no-cost alternative is access to the same resource / application in the library or the Department (where the student completes the work and prints it out / submits it).

UBC is already leading the province in the provision and use of open-source texts and other digital materials. We could also put concerted effort into identifying and curating existing open-source resources, to encourage their use. Where suitable open-source texts and other resources are not available, we should actively fund their development and dissemination (e.g. through TLEF funding).



01 May 2018

To: Vancouver Senate

From: Senate Academic Building Needs Committee

Re: **Annual Report on the Activities of the Senate Academic Building Needs Committee**

Attached please find for your information the 2017-18 Annual Report to Senate on the activities of the Senate Academic Building Needs Committee.

Respectfully submitted,

Dr. Michael Isaacson, Chair
Senate Academic Building Needs Committee



**The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate, 2017 – 2018**

Members: Simran Brar (Student), Danika Coulbourn (Student), Adlai Fisher (Commerce and Business Administration), Séan Haffey (Convocation), Michael Isaacson (Applied Science), André Ivanov (Joint Faculties), Philip Loewen (Science), Sarah Ngo (Convocation), Pam Ratner (Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities), Kate Ross (Associate Vice-President, Enrolment Services and Registrar), Thomas Schneider (Graduate and Postdoctoral Studies), Mike Stewart (Convocation), Lisa Wang (Student)

Committee Activities

The Senate Academic Building Needs Committee (SABNC) undertakes a significant portion of its activities through it being consulted on a wide range of relevant plans, projects, and topics. Such consultations occur in three ways:

1. Through presentations to the SABNC.
2. Through presentations to the Property and Planning Advisory Committee (PPAC). (All SABNC members are members of PPAC; the SABNC Chair is Vice-Chair of PPAC.)
3. Through meetings of the Capital Planning Working Group (CPWG). (The SABNC chair is a member of CPWG.)

Beyond the Committee's roles in being consulted in these ways, the Committee undertook the following activities:

- Upon request of the Senate Agenda Committee, the Committee developed a position with respect to the availability of its meeting minutes.
- The Committee reviewed its Terms of Reference and developed an associated statement of clarification to guide its activities.
- The Committee developed a work plan with respect to three topics:
 - Sustainability, including creating / protecting green spaces
 - Impact of building design on the mental health and wellbeing of students, faculty, and staff
 - Learning space utilization



The first two of these were considered through relevant presentations to the Committee. The third is a more complete study that will extend into the fall of 2018.

- The Committee sought from the Provost information regarding the disposition of the recommendations in the Committee's May 2017 report to Senate: "University's Capital Projects Prioritization and Approval Process." The Committee welcomed and appreciated the Provost's response, including reference to the participation of the Committee Chair as a member of the Capital Projects Working Group.
- The Committee has been consulted on modifications to the "Booking Guidelines for General Teaching Space", and has thereby contributed to an update to these guidelines.

Overall, during the 2017-18 academic year, the Committee held 7 meetings, including a joint meeting with the Vancouver Sub-Committee of the Council of Senates Budget Committee, and participated in 6 meetings of PPAC. In addition, on behalf of the Committee, the Chair attended two meetings of CPWG and one meeting with Enrolment Services. A list of presentations heard by the Committee is provided in Appendix I of this report.

Committee's Role in the Capital Project Prioritization and Approval Process

Prioritization Process. Each year, the University updates a scoring of all potential building project priorities with respect to both strategic priorities and operational priorities; in turn this scoring is taken into account in the development of an updated Five-Year Capital Plan, which lists the highest priority projects for government funding. The Committee participates in this process through its responses to related presentations at Committee and PPAC meetings. As well, the Committee Chair is now a member of the Capital Planning Working Group and thereby provides, on behalf of the Committee, additional input to this prioritization process.

Approval Process. For projects valued at over \$5M, the capital project approval process formally requires three levels of Executive approval and three levels of Board approval (see Board Policy 126, *Capital Projects, Capital Purchases and Internal Loans*). However, the approval of the Committee (via PPAC) is now an additional step in this process.

Status of Building Projects

Appendix II provides summary information relating to the status of building projects. These are extracted from the November 2017 Presentation "Capital Projects and Priorities" (and so may not be completely current). Specifically, the following items are highlighted:



- Scoring of building priorities
- Approved 5-year Capital Plan projects
- Future building priorities
- Summary of recently completed projects and projects in construction
- Learning space improvements – \$6.5 M was invested in 2017 to upgrade over 100 learning spaces



Appendix I – Presentations to the Committee

The following presentations were made to the Committee during the 2017/18 academic year:

Joint Meeting with Budget Committee

- *Capital Planning Process, Capital Projects Update (including recently completed and ongoing projects, five-year plan, and three-year routine plan)* (John Metras, Managing Director, Infrastructure Development)

Meetings of SABNC

- *Update on Neighbourhood and Building Development on Campus* (Krista Falkner, Transportation Engineer, Campus & Community Planning; Joanne Proft, Associate Director, Community Planning; Campus & Community Planning);
- *Wesbrook Mall Improvements* (Krista Falkner; Joanne Proft)
- *Policy 17: Booking and Rental of UBC Space – Scheduling Services Guidelines* (Oana Toma, Manager, Scheduling Services, Enrolment Services; Annie Yim, Associate Registrar, Student Records & Systems Management)
- *Sustainability and Wellbeing in the Built Environment* (John Madden, Director, Sustainability and Engineering, Campus & Community Planning)
- *Learning Spaces Overview* (Jodi Scott, Senior Planner, Facilities Planning)

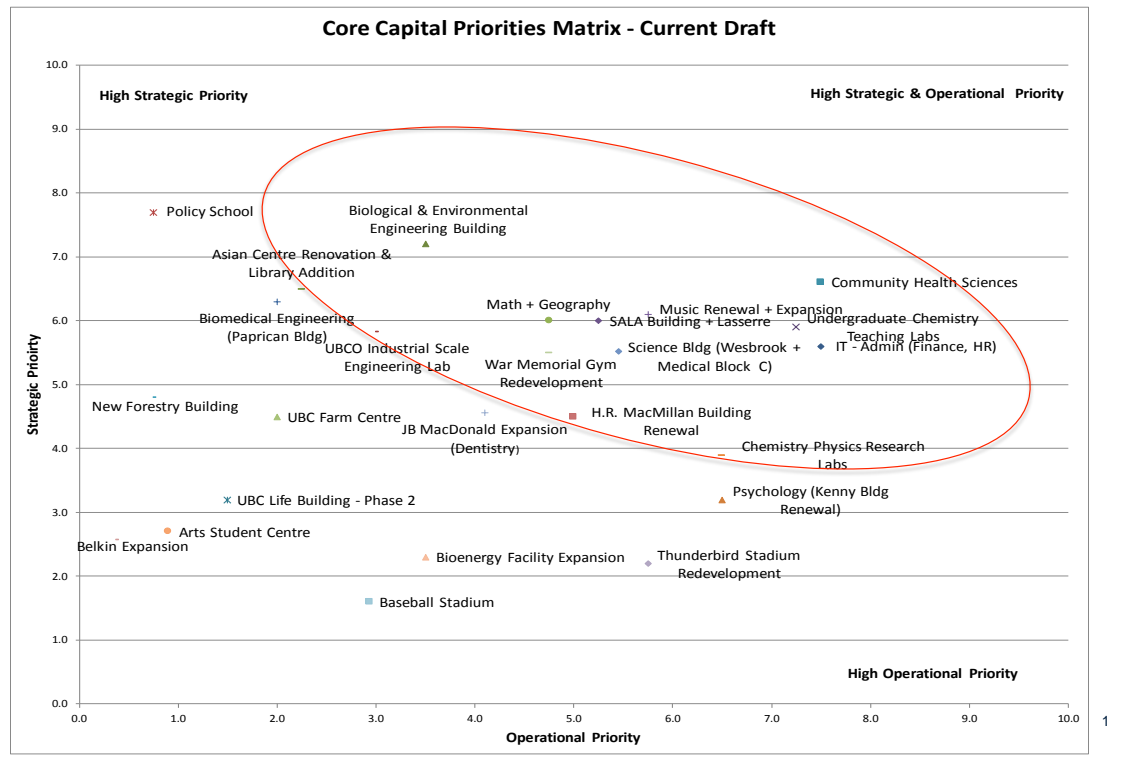
Meetings of PPAC

- *Stadium Road Neighbourhood* (John Metras, Managing Director, Infrastructure Development)
- *UBC Rapid Transit Plan* (Michael White, Associate Vice President, Campus & Community Planning)
- *Approval Process for Capital Projects* (John Metras, Managing Director, Infrastructure Development)
- *Arts Student Centre* (Gerald Vanderwoude, Assistant Dean, Facilities and Human Resources, Faculty of Arts)



- *Stadium Road Neighbourhood* (Neal LaMontagne, Community Planner, Campus & Community Planning)
- *University Blvd. Design Guidelines Update* (Joanne Proft, Associate Director, Community Planning; Campus & Community Planning)
- *Student Housing Strategy* (Andrew Parr, Managing Director, Student Housing & Hospitality Services)
- *UBC Capital Planning & Prioritization Process* (John Metras, Managing Director, Infrastructure Development)
- *Kenny Building 4th Floor Renovation* (Jennifer Sanguinetti, Acting Managing Director, Project Services, Infrastructure Development)
- *UBC Rapid Transit Update* (Michael White, Associate Vice President, Campus & Community Planning)

PRIORITIZATION MATRIX – STRATEGIC VS OPERATIONAL



APPROVED FIVE-YEAR CAPITAL PLAN PROJECTS



UBC Campus	Project	Delivery	Cost in \$Ms	Funding	Request to AVED in \$Ms	Reduced Deferred Maintenance in \$Ms
Vancouver	Biological, Environmental, and Biomedical Engineering Building	Jun-21	\$90	Government \$45M UBC \$45M	\$45	\$10.4
Vancouver	Chemistry Laboratory Complex (Undergraduate Chemistry Teaching Labs + Chemistry Physics Research Labs)	Sep-21	\$140	Government \$85M UBC \$55M	\$85	\$39.0
Okanagan	UBCO Industrial Scale Engineering Lab	Jun-20	\$10	Government \$5M UBC \$5M	\$5	\$0
Vancouver	Community Health Sciences + Recreation Facility + War Memorial Gym Renewal	Sep-21	\$190	Government \$80M Fundraising \$20M UBC \$90M	\$80	\$45.8
Vancouver	Math Building Renewal/Replacement (including Klinck Building)	Sep-21	\$100	Government \$80M Fundraising \$15M UBC \$5M	\$80	\$37.7
Vancouver	Geography Building	Sep-21	\$50	Government \$45M Fundraising \$2M UBC \$3M	\$45	\$10.3
Vancouver	Asian Centre Renovation & Library Addition	Mar-21	\$16	Government \$8M Fundraising \$8M	\$8	\$9.47
Vancouver	UBC Farm Centre	Dec-20	\$20	Government \$9M Fundraising \$11M	\$9	\$1.2
Total			\$616		\$357	\$153.9

Approved by Board of Governors in June 2017. Submitted to Provincial government in August 2017.

FUTURE PRIORITIES



Projects in alphabetical order. Housing projects in order of planned project delivery. Dollars in millions.

FUTURE ACADEMIC			DEFERRED MAINTENANCE + SEISMIC			STUDENT HOUSING + FACULTY & STAFF HOUSING			ATHLETICS & RECREATION			CAMPUS OPERATIONS		
Arts Student Centre	AUS	\$7	Frank Forward Building	ApSci	\$22	UBCO Housing Commons (2020)	SHHS	\$42	Baseball Stadium	A&R	\$9	Bioenergy Facility Expansion	EWS	\$15
Belkin Expansion	Arts	\$8	H.R. MacMillan Building	LFS	\$46	UBCO Skeena Residence (2020)	SHHS	\$19	T-Bird Stadium Redevelopment	A&R	\$30	Cogeneration Plant	EWS	\$25-\$56
Centre for Interactive Research on Children's Learning Environments	ApSci/Med	\$10	MacLeod Building	ApSci	\$11	Brock Commons Phase 2 (2022)	SHHS	\$125	UBCO Gymnasium Expansion	A&R	\$30	Rapid Transit	UBC	TBD
Forestry Expansion	Forest	TBD	Medical Block C	Sci/Med	\$25	Copp Student Housing + Innovation Hub (2022)	UBCPT	\$110						
Innovation Hub (see Copp Student Housing)	VPR	\$20	Museum of Anthropology Great Hall	Arts	\$11	Gateway Mixed-Use Faculty/Staff Rental (2023)	UBCPT	\$37						
JB MacDonald Expansion	Dent	\$51	Old Administration	VPFO	\$3	Old Armoury Commons (2023)	SHHS	\$100						
Music Renewal + Expansion	Arts	\$50	Psychology (Kenny) Building	Arts	\$40	Walter Gage Infill Residence (2024)	SHHS	\$49						
Policy School	Arts	TBD	Woodward Library	Med	\$18	Totem Research Field Residence (2025)	SHHS	\$125						
SALA Building + Lasserre Upgrade	ApSci	\$50				Health Sciences Commons (2027)	SHHS	\$82						
Sauder Graduate School Expansion	Sau	\$50												
UBC Life Building - Phase 2	VPS	\$30												
UBCO Composites Learning Factory	ApSci	TBD												

3

PROJECTS COMPLETED IN 2017



Aquatic Centre



Brock Commons



MOA North West Coast Masterworks Gallery



Henry Angus Tower Seismic Upgrade



Indian Residential School History & Dialogue Centre



National Soccer Development Centre



Totem Park Residence c̓əsnaʔəm House



Sports Medicine Centre



4

PROJECTS IN CONSTRUCTION



Quantum Matter Institute (base building completed 2017, laboratory renovations 2018)



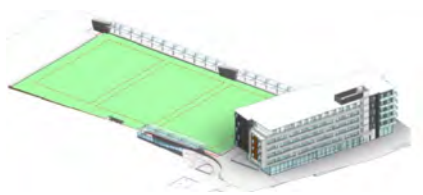
Undergraduate Life Sciences Teaching Labs (2018)



Exchange Residence with UBC Exchange (2019)



MacInnes Field Underground Parkade (2019)



5

LEARNING SPACE IMPROVEMENTS



- \$6.5M investment in 2017/18 to upgrade over 100 learning spaces
- 45 rooms received AV upgrades
- Painted 25 rooms; installed 126 whiteboards, 20 network synchronized clocks and 16 bulletin boards
- Replaced original chalkboard from Horticulture building that was in service for 69 years!

Geography 214



Before



After

6



16 May 2018

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Faculty of Graduate and Postdoctoral Studies - Examinations,
Master's Theses, and Doctoral Dissertations**

The Faculty of Graduate and Postdoctoral Studies has submitted revisions to the Academic Calendar section "Examinations, Master's Theses, and Doctoral Dissertations."

Two changes are proposed. One is to clarify that there are no university regulations for final oral examinations or thesis defences at the master's level. The other change is to note the requirement of a final oral examination or dissertation defence for doctoral students earlier in the Calendar section.

The Senate Academic Policy Committee has reviewed the changes and recommends the following to Senate:

Motion: *"That Senate approve the proposed revisions to the Faculty of Graduate and Postdoctoral Studies Academic Calendar section on Examinations, Master's Theses, and Doctoral Dissertations as set out in the attached form."*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee



UBC Policy Proposal Form Change to Calendar

Faculty: Faculty of Graduate and Postdoctoral Studies Department: N/A Faculty Approval Date: 27 March 2018 Effective Session (W or S): S Effective Academic Year: 2018	Date: 2 April 2018 Contact Person: Dr. Larry Walker (G+PS Senior Associate Dean) Phone: 604-827-5546 Email: lawrence.walker@ubc.ca
Proposed Calendar Entry: <i>Examinations, Master's Theses, and Doctoral Dissertations</i> Doctoral Students The doctoral student will take the following examinations: <ol style="list-style-type: none">1. Course examinations where applicable. A minimum of 68% must be obtained unless otherwise specified.2. Tests of the student's ability to read languages other than English where program regulations require it.3. A comprehensive examination, normally held after completion of all required coursework. It is intended to test the student's grasp of the chosen field of study as a whole, and the student's ability to communicate his or her understanding of it in English or in French. The student's committee will set and judge this examination in a manner compatible with the policy of the graduate program concerned. Programs should make available to students a written statement	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,617 Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Academic Regulations Examinations, Master's Theses, and Doctoral Dissertations Present Calendar Entry: <i>Examinations, Master's Theses, and Doctoral Dissertations</i> Doctoral Students The doctoral student will take the following examinations: <ol style="list-style-type: none">1. Course examinations where applicable. A minimum of 68% must be obtained unless otherwise specified.2. Tests of the student's ability to read languages other than English where program regulations require it.3. A comprehensive examination, normally held after completion of all required coursework. It is intended to test the student's grasp of the chosen field of study as a whole, and the student's ability to communicate his or her understanding of it in English or in French. The student's committee will set and judge this examination in a manner compatible with the policy of the graduate program concerned. Programs should make available to students a written statement



<p>of examination policy and procedures. The comprehensive examination is separate and distinct from the evaluation of the doctoral dissertation prospectus.</p> <p>4. A final oral examination or doctoral dissertation defence.</p> <p>Note: A graduate program may require a formal examination of the doctoral dissertation before it is transmitted to the Faculty of Graduate and Postdoctoral Studies for final oral examination.</p> <p>Students should consult their respective graduate program advisors for information about program requirements.</p> <p>All doctoral candidates are required to complete a doctoral dissertation which must be presented according to procedures described at Master's Thesis and Doctoral Dissertation Preparation and Submission. Students should consult the Faculty of Graduate and Postdoctoral Studies for information regarding deadlines for submission of doctoral dissertations.</p> <p>All doctoral students will take a final oral examination or doctoral dissertation defence:</p> <ol style="list-style-type: none">1. All doctoral dissertations must be assessed by an examiner external to the University, as well as by internal examiners. The external examiner is chosen by the Dean of the Faculty of Graduate and Postdoctoral Studies in consultation with the graduate program concerned. Procedures for choosing a suitable external examiner must be initiated at least two months before completion of the doctoral dissertation. The external examiner's written report must be received before the final examination can take place.	<p>of examination policy and procedures. The comprehensive examination is separate and distinct from the evaluation of the doctoral dissertation prospectus.</p> <p>Note: A graduate program may require a formal examination of the doctoral dissertation before it is transmitted to the Faculty of Graduate and Postdoctoral Studies for final oral examination.</p> <p>Students should consult their respective graduate program advisors for information about program requirements.</p> <p>All doctoral candidates are required to complete a doctoral dissertation which must be presented according to procedures described at Master's Thesis and Doctoral Dissertation Preparation and Submission. Students should consult the Faculty of Graduate and Postdoctoral Studies for information regarding deadlines for submission of doctoral dissertations.</p> <p>All doctoral students will take a final oral examination or doctoral dissertation defence:</p> <ol style="list-style-type: none">1. All doctoral dissertations must be assessed by an examiner external to the University, as well as by internal examiners. The external examiner is chosen by the Dean of the Faculty of Graduate and Postdoctoral Studies in consultation with the graduate program concerned. Procedures for choosing a suitable external examiner must be initiated at least two months before completion of the doctoral dissertation. The external examiner's written report must be received before the final examination can take place.
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2. Final oral examinations can be scheduled no sooner than six weeks after submission of the approved doctoral dissertation to the Faculty of Graduate and Postdoctoral Studies. All other degree requirements must also have been completed.

3. The final oral examination is open to all members of the University and to the public. Once an examination has been booked by the Faculty of Graduate and Postdoctoral Studies, the following details will be made available on the Faculty of Graduate and Postdoctoral Studies webpage: Candidate's full name, home department, degree program, dissertation title, and the date, time and location of the exam. Students with compelling safety-related concerns about this public announcement can request an exemption from the Dean of the Faculty of Graduate and Postdoctoral Studies.

4. The Dean of the Faculty of Graduate and Postdoctoral Studies must approve the membership of the examining committee. The Dean or the Dean's designate chairs the examination. The examining committee judges the candidate's success and makes a recommendation to the Dean of the Faculty of Graduate and Postdoctoral Studies.

More information on oral examination procedures is available at the [Final Doctoral Examination Guide](#). Students registered in a doctoral program are not permitted supplemental examinations.

The dissertation must be presented

2. Final oral examinations can be scheduled no sooner than six weeks after submission of the approved doctoral dissertation to the Faculty of Graduate and Postdoctoral Studies. All other degree requirements must also have been completed.

3. The final oral examination is open to all members of the University and to the public. Once an examination has been booked by the Faculty of Graduate and Postdoctoral Studies, the following details will be made available on the Faculty of Graduate and Postdoctoral Studies webpage: Candidate's full name, home department, degree program, dissertation title, and the date, time and location of the exam. Students with compelling safety-related concerns about this public announcement can request an exemption from the Dean of the Faculty of Graduate and Postdoctoral Studies.

4. The Dean of the Faculty of Graduate and Postdoctoral Studies must approve the membership of the examining committee. The Dean or the Dean's designate chairs the examination. The examining committee judges the candidate's success and makes a recommendation to the Dean of the Faculty of Graduate and Postdoctoral Studies.

More information on oral examination procedures is available at the [Final Doctoral Examination Guide](#). Students registered in a doctoral program are not permitted supplemental examinations.



**according to procedures described at
[Master's Thesis and Doctoral Dissertation
Preparation and Submission](#).**

Master's Students

There is no general requirement for a comprehensive examination **or a final oral examination/thesis defence** at the master's level. Graduate programs may, at their own discretion, require a comprehensive examination **and/or final oral examination** in the student's field of study as part of the degree requirements.

Where a comprehensive examination **or final oral examination/thesis defense** is required, programs must make available to students a written statement of examination procedures such as the purpose, form, length, subject area(s) and scope of the examination, as well as information on the criteria for evaluation.

In the creative and performing arts, a thesis may consist of creative work (e.g., paintings, writing) or of a performance. Programs may, at their discretion, require additional supporting documentation.

In programs requiring a thesis, the thesis must be presented according to procedures described at [Master's Thesis and Doctoral Dissertation Preparation and Submission](#).

Master's Students

There is no general requirement for a comprehensive examination at the master's level. Graduate programs may, at their own discretion, require a comprehensive examination in the student's field of study as part of the degree requirements.

Where a comprehensive examination is required, programs must make available to students a written statement of examination procedures such as the purpose, form, length, subject area(s) and scope of the examination, as well as information on the criteria for evaluation.

In the creative and performing arts, a thesis may consist of creative work (e.g., paintings, writing) or of a performance. Programs may, at their discretion, require additional supporting documentation.

In programs requiring a thesis, the thesis must be presented according to procedures described at [Master's Thesis and Doctoral Dissertation Preparation and Submission](#).

Type of Action:

Include information about master's final oral examinations, and include the equivalent information for both doctoral and master's students, bringing the entries into parallel.

Rationale for Proposed Change:

Programs and students need confirmation that there are no UBC-wide procedures for master's final oral examinations.



16 May 2018

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Undergraduate Biomedical Engineering Program - Transfer of Program Administration**

The Faculty of Applied Science has submitted a proposal to transfer the administration of the undergraduate Biomedical Engineering Program from the Faculty of Applied Science to the School of Biomedical Engineering and to have this reflected in the School of Biomedical Engineering section of the Academic Calendar.

Senate approved the undergraduate Biomedical Engineering (BME) Program in November 2016 as a program under the Faculty of Applied Science. In May 2017, the School of Biomedical Engineering was approved by the Senate. At the time, the BME Program was awaiting Ministry approval. That approval was granted in October 2017 and the attached document proposes to move the Program under the School.

The Senate Academic Policy Committee has reviewed the proposal and recommends the following to Senate:

Motion: *“That Senate approve the transfer of administration of the undergraduate Biomedical Engineering Program from the Faculty of Applied Science to the School of Biomedical Engineering, and*

That the School of Biomedical Engineering Calendar entry be revised as set out in the attached form.”

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee

UBC Curriculum Proposal Form Change to Course or Program

Category: 2

Faculty: Applied Science Department: Dean's Office Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2018	Date: January 31, 2018 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca
Proposed Calendar Entry: The School of Biomedical Engineering The School of Biomedical Engineering provides opportunities for dialogue and engagement with communities, public, patient, industry, health authorities, and government, establishing shared agendas and accountabilities, alignment of priorities to create an infrastructure to support sustained education and research excellence, innovation, and translation, impacting health care outcomes and delivery of care in both urban and rural settings. Biomedical Engineering (BME) is a discipline that fuses engineering, medicine, life sciences, computer science, and mathematics to address fundamental and translational problems that impact human health. Widespread use of quantitative approaches to fundamental problems in life science and medicine, together with advances in material sciences, nanotechnology, robotics, and artificial intelligence permits innovative, improved, cost-effective innovations in health care.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,322,0,0 Present Calendar Entry: The School of Biomedical Engineering The School of Biomedical Engineering provides opportunities for dialogue and engagement with communities, public, patient, industry, health authorities, and government, establishing shared agendas and accountabilities, alignment of priorities to create an infrastructure to support sustained education and research excellence, innovation, and translation, impacting health care outcomes and delivery of care in both urban and rural settings. Biomedical Engineering (BME) is a discipline that fuses engineering, medicine, life sciences, computer science, and mathematics to address fundamental and translational problems that impact human health. Widespread use of quantitative approaches to fundamental problems in life science and medicine, together with advances in material sciences, nanotechnology, robotics, and artificial intelligence permits innovative, improved, cost-effective innovations in health care.

The School of Biomedical Engineering is jointly supported by the Faculties of Applied Science and Medicine. The School is home to both the Biomedical

www.bme.ubc.ca

[BME Graduate Program](#)

Engineering undergraduate and graduate programs, in addition to the professional graduate program.

www.bme.ubc.ca

[BME Graduate Program](#)

[BME Undergraduate Program](#)

Type of Action:

Transfer program administration from Faculty of Applied Science to School of Biomedical Engineering.
Edit calendar entry.

Rationale for Proposed Change:

The undergraduate program in biomedical engineering was approved by Senate before the creation of the School of Biomedical Engineering. At the time of the creation of the school, however, the program had not yet been approved by the Ministry of Advanced Education and therefore could not be moved to the School. The undergraduate program now has ministry approval, and therefore the School of Biomedical Engineering page can now be modified to reference the undergraduate program.

☐

Not available for Cr/D/F grading (undergraduate courses only)

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐

Pass/Fail or

☐

Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

4 May 2018

To: Vancouver Senate

From: Admissions Committee

Re: a) Master of Urban Design – Change in Annual Schedule (May 1-April 30)(approval)
b) Affiliation Agreement: TRANSFOR-M: Transatlantic Master Programs Leading to a European and a Canadian degree in Forestry, Environmental or Conservation Sciences (approval)
c) Doctor of Philosophy in Biomedical Engineering: Changes in Admission Requirements (approval)
d) Master of Applied Science in Biomedical Engineering: Changes in Admission Requirements (approval)

a) Master of Urban Design – Change in Annual Schedule (approval)(circulated)

The Committee has reviewed and recommends to Senate a change to the annual schedule for the Master of Urban Design program. The program currently runs from September until the following August. The current schedule limits integration with other programs offered by the School of Architecture and Landscape Architecture (SALA). A program start date of May 1 would better allow incoming students to focus on core courses at the outset of the program and integrate with students in other SALA programs in elective and required courses.

Motion: *That Senate approve a change to the annual schedule for students enrolled in the Master of Urban Design program, to run from 1 May until 30 April, effective for the 2019-2020 Academic Year (1 May 2019) and thereafter.*

b) Affiliation Agreement: TRANSFOR-M: Transatlantic Master Programs Leading to a European and a Canadian degree in Forestry, Environmental and Conservation Sciences (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation agreement on TRANSFOR-M: Transatlantic Master Programs Leading to a European and a Canadian degree in Forestry, Environmental and Conservation Sciences. Under the agreement, partner institutions listed in the attached memorandum of understanding will cooperate to deliver a 2-year program leading to a European and a Canadian degree in forest, environmental or conservation sciences. The agreement will also foster academic cooperation and exchange opportunities amongst all partner institutions.

Motion: *That Senate approve, and recommend to the Council of Senates and Board of Governors for approval, the terms of the affiliation agreement on TRANSFOR-M: Transatlantic Master Programs Leading to a European and a Canadian degree in Forestry, Environmental or Conservation Sciences, as set out in the “Memorandum of*

Understanding Between Albert-Ludwigs-University Freiburg, Bangor University (Wales), University of Eastern Finland, University of Natural Resources and Life Sciences Vienna, and University of Padova (Collectively, the “EU Members”) and University of New Brunswick, University of Alberta, University of British Columbia, and University of Toronto (Collectively, “the Canadian Members”).

c) Doctor of Philosophy in Biomedical Engineering – Changes in Admission Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Doctor of Philosophy in Biomedical Engineering program. Course offerings in the School of Biomedical Engineering incorporate new disciplines that will enable direct entry to the doctoral program upon the completion of a bachelor’s degree.

Motion: *That Senate approve changes in admission requirements for applicants to the Doctor of Philosophy in Biomedical Engineering, effective for admission to the 2018 Winter Session and thereafter.*

d) Master of Applied Science in Biomedical Engineering – Changes in Admission Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Applied Science in Biomedical Engineering program. Course offerings in the School of Biomedical Engineering incorporate new disciplines which will broaden the types of academic backgrounds presented by applicants. The proposed revisions will enable applicants from varied backgrounds to be eligible for admission to the program.

Motion: *That Senate approve changes in admission requirements for applicants to the Master of Applied Science in Biomedical Engineering, effective for admission to the 2018 Winter Session and thereafter.*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Admissions Proposal Form

Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: 22 March 2018 Effective Session: 2019 Summer Year for Change: 2018	Date: Contact Person: Theresa Juba Phone: 2-0205 Email: tjuba@sala.ubc.ca
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1514#20457 <u>Homepage</u> → <u>Faculties, Colleges, and Schools</u> → <u>The Faculty of Graduate and Postdoctoral Studies</u> → <u>Degree Programs</u> → Urban Design	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1514#20457 <u>Homepage</u> → <u>Faculties, Colleges, and Schools</u> → <u>The Faculty of Graduate and Postdoctoral Studies</u> → <u>Degree Programs</u> → Urban Design
Proposed Calendar Entry: <i>Urban Design</i> Degree Offered: M.U.D.	Present Calendar Entry: <i>Urban Design</i> Degree Offered: M.U.D.
Members Professors P. Condon. Assistant Professors K. Lokman, S. Stevens. Faculty in the Master of Urban Design program include faculty from Architecture and Landscape Architecture.	Members Professors P. Condon. Assistant Professors K. Lokman, S. Stevens. Faculty in the Master of Urban Design program include faculty from Architecture and Landscape Architecture.
Program Overview The Master of Urban Design (M.U.D.) program curriculum synthesizes urban design theory and practice. It provides a foundation in the seminal works of urban design theory and offers a myriad of opportunities to test and critique theory	Program Overview The Master of Urban Design (M.U.D.) program curriculum synthesizes urban design theory and practice. It provides a foundation in the seminal works of urban design theory and offers a myriad of opportunities to test and critique theory

THE UNIVERSITY OF BRITISH COLUMBIA

through community-based projects and design studios. Students have the necessary space to think freely and openly about urban design problems and become equipped with the skills essential for producing innovative and creative solutions. In parallel, students are exposed to the realities of urban policymaking and property development, forcing them to address the challenges that impact the urban design process. This dynamic, yet structured, curriculum capitalizes on the Vancouver region's international reputation as a leader in sustainable urban design policymaking and implementation, offering a constructive forum for critical analysis, review, and reflection.

Note: The M.U.D. program commences on May 1 of each year and runs until April 30.

Admission Requirements

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Transfer Credit

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Program Requirements

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Contact Information

...

through community-based projects and design studios. Students have the necessary space to think freely and openly about urban design problems and become equipped with the skills essential for producing innovative and creative solutions. In parallel, students are exposed to the realities of urban policymaking and property development, forcing them to address the challenges that impact the urban design process. This dynamic, yet structured, curriculum capitalizes on the Vancouver region's international reputation as a leader in sustainable urban design policymaking and implementation, offering a constructive forum for critical analysis, review, and reflection.

Admission Requirements

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Transfer Credit

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Program Requirements

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Contact Information

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Type of Action: change academic year to May 1 to April 30

Rationale:

The current urban design program starts in the Fall semester and runs for three semesters, ending in the summer. This

THE UNIVERSITY OF BRITISH COLUMBIA

schedule misses critical opportunities to integrate with other SALA programs. It limits opportunities to make the urban design program as interdisciplinary as the field promises to be.

Changing the program to begin in the summer semester would allow the incoming students one semester of intensive study of the fundamentals of urban design, taking core courses during the most flexible semester when few electives are on offer. The Fall and Spring terms, following that semester of fundamentals and urban design methodology, would allow the students, having mastered the basics, to mix with other SALA programs in elective and required courses. The graduate programs in SALA could cross-pollinate and operate in a more interdisciplinary way after Urban Design students gained some expertise from having had a semester of fundamentals.

For example, the “vertical” studios (advanced, multi-level, changing-topic studios) in Landscape Architecture are in the fall when urban design students cannot take them because they must take the first urban design studio. If the students complete the first semester in the summer, they could then take a Landscape Architecture “vertical” studio on a topic related to urban design, and landscape students could likewise opt in to an urban design studio, building knowledge and experience across fields.

In the existing schedule, the urban design students finish their final semester in the relative quiet of the summer. With their introductory semester moved to the summer, the students would be better prepared to take advantage of the opportunities in other programs during the Fall and Spring.

THE UNIVERSITY OF BRITISH COLUMBIA

	<p>The challenges to this shift in schedule include the timeline for recruiting and admissions. The dates for accepting applications, reviewing them, and offering admissions will be pushed back to reflect the change. Many of our competitor programs (7 of 19 surveyed) follow a similar schedule of a summer start and we therefore do not anticipate a change in the number of applications or the yield. Nonetheless we will redouble recruiting efforts accordingly.</p>
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TRANSFOR-M:
Transatlantic Master Programs Leading to a European and a Canadian degree in
Forestry, Environmental or Conservation Sciences

MEMORANDUM OF UNDERSTANDING
(the “Memorandum of Understanding”)

Between:

- Albert-Ludwigs-University Freiburg
- Bangor University (Wales)
- University of Eastern Finland
- University of Natural Resources and Life Sciences, Vienna
- University of Padova

(Collectively, the “EU Members”)

And:

- University of New Brunswick
- University of Alberta
- The University of British Columbia
- University of Toronto

(Collectively, the “Canadian Members”)

(The EU Members and the Canadian Members; are together the “EUC Members”)

Definitions

Exchange Student shall mean any student registered in Master’s programs at his/her Home Institution and the Host Institution while he or she is studying abroad at the Host Institution.

Full Academic Year shall mean the academic year at the Host Institution and commences on the first day of classes and conclude on the last day of lectures or examinations. The Full Academic Year may be divided into several semesters or terms.

Home Institution shall mean the institution at which a student is registered before going abroad and that has admitted the Exchange Student to its master’s program.

Host Institution shall mean the institution that has agreed to host the Exchange Student from the Home Institution and that has admitted the Exchange Student to a master’s program.

Liaison Officers are the designated representatives at each EUC Member responsible for coordinating the academic and administrative responsibilities for the TRANSFOR-M Program. The list of liaison officers is provided in Appendix 1.

Study Plan shall mean the program of study that the Exchange Student should submit to both the Home Institution and the Host Institution. The Study Plan should outline the course and research work to be undertaken at the Home and the Host Institution to satisfy their degree requirements.

BACKGROUND AND PURPOSE

The EUC Members wish to cooperate to deliver 2-year thesis-based and course-based transatlantic Master's programs leading to a European and a Canadian degree in forest, environmental or conservation sciences and further academic cooperation in these fields (the "TRANSFOR-M Program").

Under the terms of this Memorandum of Understanding, students registered in Master's degree programs at any of the EUC Members in the fields of forest, environmental or conservation sciences, are eligible to participate in the TRANSFOR-M Program.

GENERAL

This is a multilateral agreement based upon a consortium model of balance management. Students apply to the TRANSFOR-M Program through their Home Institution and must meet the minimum eligibility criteria and be admitted to the master's programs at both their Home Institution and their Host Institution in order to participate. Fulfillment of minimum eligibility requirements does not guarantee admission and each EUC Member reserves the right to admit Exchange Students based on many considerations including fulfillment of eligibility requirements, availability of appropriate program and courses of study, and balance of students exchanged among the EUC Members. For each EUC Member, the number of incoming and outgoing student exchanges will be approximately the same over the term of this Memorandum of Understanding.

GOALS AND FORMS OF COOPERATION

The main interests of this academic cooperation are as follows:

- To implement Master's programs leading to a European and a Canadian degree in the field of forestry, environmental and conservation sciences/management and that include the development and delivery of field courses and internships
- To develop institutional bases for academic cooperation and exchanges
- To exchange students amongst EUC Members

STUDENT RECRUITMENT AND ADMISSION

Admission to the TRANSFOR-M Program is a two -step process. First, the applicant must be selected for potential participation in the TRANSFOR-M Program; then the applicant must be granted admission by both the Home and the Host Institution.

Application Process for TRANSFOR-M Program

Applicants wishing to participate in the TRANSFOR-M Program must submit her/his application, including all application materials outlined in Appendix 2 for the proposed Home Institution and Host Institution(s) to the Liaison Officer of the Home Institution. The Liaison Officer will verify that the applicant meets the eligibility criteria for the TRANSFOR-M Program and the admission criteria of each Master's program to which the applicant is applying. Admission requirements, deadlines and application material are noted in Appendix 2 and are current at the time of signing but may change without amendment to this Memorandum of Understanding.

Selection

Each Home Institution will select the applicants(s) it wishes to nominate for the TRANSFOR-M Program, taking into account the admission requirements of the proposed Host Institution(s).

EUC Members will jointly select applicants for potential participation in the TRANSFOR-M Program and will consider the balance of students exchanged among the EUC Members. In case one EUC Member does not have sufficient qualified applicants, applicants from the reserve list may be selected by the EUC Members.

Successful applicants will receive a letter of advising them that they have been selected for potential participation in the TRANSFOR-M Program.

Admission

Once the students have been selected for potential participation in the TRANSFOR-M program, they must apply for admission to the master's program at both the Home and the Host Institution.

EUC Members agree that students will be admitted on the basis of academic merit and/or professional qualifications. Each Host Institution will have the sole discretion in determining admissibility into its academic program.

If the student is admitted to the Host Institution, the Liaison Officers of both the Home and Host institutions will work with the student to develop a Study Plan that will outline courses to be taken at the Host Institution and the transfer credits (if any) that will be granted at the Home Institution. Liaison Officers of both the Home Institution and the Host Institutions must approve the student's Study Plan.

PROGRAM GUIDELINES

Because Exchange Students pay tuition fees at their Home Institution, and Canadian students generally pay much higher tuition fees, the number of European students received at each Canadian Host Institution cannot exceed the number of Canadian students sent in the long term. To allow for year-to-year variation in the amount and quality of applicants, a maximum cumulative imbalance of 3 students (sent versus received at each Canadian Member) is allowed.

The credit transfer between Canadian and European universities for coursework to meet individual degree requirements will be determined by each EUC Member granting the degree. The EUC Members acknowledge and agree that some institutions may not grant credit for coursework taken at other institutions. Generally, the credit transfer will be: 1 Canadian Credit = between 2 and 3 ECTS, aiming at equality in total workloads across different Master's programs.

The duration of the transatlantic exchange must be at least one Full Academic Year.

Upon successful completion of a student's Study Plan, each of the institutions conferring a degree will determine whether the student has fulfilled that institution's graduation requirements for its master's program and will officially confirm the student's eligibility for degree conferral. The EUC Members are committed to helping those students who are unsuccessful in meeting the graduation requirements to successfully complete their studies at a single institution towards a single degree.

For the purpose of calculating student exchanges, one student registered for a Full Academic Year is equivalent to two students registered for one semester/term of a Full Academic Year. If a participating Exchange Student voluntarily withdraws or is dismissed for disciplinary reasons before the end of the Full Academic Year (or other approved exchange period), that student's exchange will be considered completed by the Home Institution and Host Institution as it pertains to accomplishing balance of exchanges between the EUC Members.

The following graduate degree programs are eligible for the TRANSFOR-M Program:

Canada

Master of Forestry, MF (University of New Brunswick)
Master of Forest Engineering, MFE (University of New Brunswick)
Master of Environmental Management, MEM (University of New Brunswick)
M.Sc. Forestry (University of New Brunswick)
M.Sc. Forest Engineering (University of New Brunswick)
M.Sc. Environmental Management (University of New Brunswick)
M.Sc. (University of Alberta)
Master of Agriculture, MAg (University of Alberta)
Master of Forestry, MF (University of Alberta)
Master of Forestry, MF (The University of British Columbia)
Master of Forest Conservation, MFC (University of Toronto)
M.Sc. Forestry (University of Toronto)

Europe

M.Sc. Forest Sciences (Albert-Ludwigs-University Freiburg)
M.Sc. Agroforestry (Bangor University / Wales)
M.Sc. Conservation and Land Management (Bangor University / Wales)

M.Sc. Environmental Forestry (Bangor University / Wales)
M.Sc. Agriculture and Forestry (University of Eastern Finland)
M.Sc. Mountain Forestry (University of Natural Resources and Life Sciences, Vienna)
M.Sc. Forest Science (University of Padova)

The language of instruction will be English. However, local European languages (German, Italian and Finnish) may also be used for some optional courses at EU Members. It is strongly recommended that Canadian students formally study the language spoken at the EU Member where the student has been accepted into the master's program.

Each of the EUC Members may request that any Exchange Student be withdrawn from the TRANSFOR-M Program by their Home Institution for reasonable cause. While complying with the request, the Home Institution will work with the student to ensure a smooth transition back into the Home Institution's master's program.

ROLES AND RESPONSIBILITIES OF EUC MEMBERS

Home Institutions will be responsible for:

- recruiting applicants;
- verifying eligibility of applicants to participate in the TRANSFOR-M Program;
- assisting applicants in the preparation of Study Plans;
- submitting applications for selected applicants to the Liaison Officer at the Host institution;
- providing pre-departure preparation to outbound Exchange Students which may include: an orientation session on living abroad; specific country orientation, including cultural awareness; academic culture of the Host Institution; basic language orientation; and workshop on safety and security when abroad. Any expenses related to this preparation have to be paid by the Exchange Student;
- ensuring Exchange Students have been advised of the need to obtain health and other appropriate insurance coverage; and
- providing Exchange Students with rules and regulations of the Home Institution and Host Institution in effect at the time of the exchange.

Host Institution will be responsible for:

- assisting Exchange Students, as far as possible, in locating suitable accommodation. Host Institutions cannot guarantee accommodation in institution operated or controlled housing. Housing information for each EUC Member will be noted in Appendix 5;
- providing appropriate assistance in matters of course registration, health, language and local custom that may arise;
- providing basic due process and fundamental fairness to Exchange Students in accordance with its academic and disciplinary rules and regulations; and
- providing access to language training (only for the European institutions).

General Responsibility:

- Each EUC Member shall designate an individual who will serve as the Liaison Officer for this Memorandum of Understanding. In addition to coordinating their Institution's responsibilities under this Memorandum of Understanding, Liaison Officers will be responsible for advising and assisting Exchange Students. The designated Liaison Officers (with their addresses, phone numbers, and emails) for this Memorandum of Understanding are noted in Appendix 1.
- It is the primary responsibility of the department (or Faculty) within the Home Institution to advise and help the student to manage the requirements of the TRANSFOR-M Program on an ongoing basis.
- To the extent possible, the EUC Members will attempt to respect the planned number of Exchange Students and to maintain a reasonable balance in the number of Exchange Students between the EUC Members.
- The Liaison Officers will review the TRANSFOR-M Program annually to determine if there is any imbalance in the number of students exchanged among EUC Members and adjust the numbers of Exchange Students the following year in order to maintain a reasonable balance.
- The EUC Members are committed to working toward the following:
 1. Opportunities for students to work toward achieving a second language proficiency when the opportunity arises; and
 2. Ensuring Exchange Students receive clear advice and appropriate credit in accordance with their Study Plan.
- The crests and logos of the EUC Members are the intellectual property of those Institutions and may not be used without the express written permission of the Institution that owns the crest or logo.

STUDENT RESPONSIBILITIES

Exchange Students will be responsible for:

- applying for and obtaining the appropriate visa (Host Institution to provide necessary institutional documents);
- applying for and obtaining appropriate insurance;
- complying with all policies, procedures, rules and regulations of the Host Institution during their studies at the Host Institution, as well as any other policies, procedures, rules or regulations placed upon them by the Home Institution during the period of their participation in the TRANSFOR-M Program; and
- all costs associated with their participation in the TRANSFOR-M Program including tuition fees, student fees, travel, passport, visas, accommodation, meals, insurance, medical expenses, textbooks, equipment, clothing and personal expenses and application fees.

Exchange Students will have the rights, responsibilities and privileges enjoyed by other international students at the Host Institution.

FEES AND FINANCIAL SUPPORT AND INSURANCE FOR STUDENTS

As far as possible, the Home institution will provide Exchange Students with information about travel grants, subsidies and additional funding sources and/or stipends. Exchange Students will pay to their Home Institution full tuition fees and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required (and as noted in [Appendix 3](#)). Some EUC Members require mandatory health care coverage ([Appendix 4](#)) obtained through their Institution as a condition of registration on their campus. All Exchange Students are required to obtain adequate out of country major medical insurance which includes repatriation expenses. Other insurance to be considered by the Exchange Students would include property insurance and liability insurance. Exchange Students must demonstrate evidence of coverage when requested by any appropriate authority. Current information and requirements surrounding health care coverage for Exchange Students will be provided as part of the application / information package forwarded to applicants. Where applicable, Host Institutions will provide liability insurance for all Exchange Students at the same level they provide their own students (whether for extra cost to the Exchange Student or not). While access to the library system, laboratories and on-campus services may be possible without any fees, optional and user fees may exist on each campus and the primary ones are noted in [Appendix 3](#).

LIABILITY

Each EUC Member shall indemnify and hold harmless the other EUC Members in connection with any liabilities, claims, losses, costs, damages, charges and expenses whatsoever, including reasonable legal fees, in any way caused by or arising from the performance or non-performance of its obligations under this Memorandum of Understanding, any negligent act or omission, or any breach of any representation, warranty or covenant.

No EUC Member is liable to the other EUC Members for any negligent or wrongful act, either of commission or omission, of the other EUC Members or of any Exchange Student. Nothing in this Agreement is to be construed as either enlarging or diminishing any legal obligation or duty owed by any EUC Member to the other EUC Members or to a third party.

INFORMATION DISCLOSURE AND PRIVACY

All EUC Members acknowledge that each EUC Member is subject to its own jurisdiction's laws regarding information disclosure and/or privacy and that access to information in respect of this Memorandum of Understanding will be provided in accordance with those laws. The records transferred to or collected, created, maintained or stored under this Memorandum of Understanding by each EUC Member are subject to the access provisions of the relevant jurisdiction's laws and shall not be released unless the applicable law so requires.

CONFIDENTIALITY

Each EUC Member who receives any information from another EUC Member marked "Confidential" ("Confidential Information"), will take reasonable steps to protect its confidentiality, will not disclose to any third party such Confidential Information without the prior written consent of that EUC Member, and will only use such Confidential Information for the purposes contemplated in this Memorandum of Understanding. For the purposes of this Memorandum of Understanding, Confidential Information shall not include information that is or becomes part of the public domain through no act of the receiving party, that was in the receiving party's possession before receipt from the disclosing party, that was rightfully received by the receiving party from a third party without a duty of confidentiality, or information that is required to be disclosed under any applicable law or by order of a court.

RENEWAL, TERMINATION, AND AMENDMENT

This Memorandum of Understanding will come into effect with the approval of the EUC Members through the signatures of their representatives who have full authority to sign and enter into this Memorandum of Understanding on behalf of their Institution and will remain in force until September 30, 2023.

Each EUC Member may unilaterally withdraw from participation in this Memorandum of Understanding by giving six months written notice to the other EUC Members unless an earlier withdrawal date is mutually agreed upon. Upon receipt of such notice, no additional students will be admitted from the withdrawing EUC Member. The Exchange Students already admitted into the TRANSFOR-M Program will be given reasonable time to complete their Study Plans.

Early withdrawal from this Memorandum of Understanding by any EUC Member would necessitate correcting any imbalances which may exist. If required, each EUC Member agrees to allow a period of up to two years to redress any imbalances that may exist at the time of a EUC Member's early withdrawal.

The EUC Members may terminate this Memorandum of Understanding prior to its expiration date. In the event of termination of this Memorandum of Understanding, each EUC Member agrees to allow a period of up to two years to redress any imbalances that may exist at the time of termination. In such instances priority for recovering imbalances shall be afforded to the EUC Member(s) with the greatest negative imbalances by sending students to Institutions with positive balances.

As appropriate, there may be consideration for expansion and inclusion of other institutions. Generally, new institutions will be admitted in pairs; one Canadian and one EU institution together in order to have a balanced involvement of EU and Canada. Criteria for admission of new institutions would include: academic standards, geographic representation/balance, and ability (financial and otherwise) for participation in the TRANSFOR-M Program and are subject to approval by the appropriate academic governing bodies at each EUC Member.

This Memorandum of Understanding shall replace the TRANSFOR-M: Transatlantic Master's Programs Leading to Dual Degrees in Forestry and Environmental Management Memorandum of Understanding which expires on September 30, 2018. Amendments to this Memorandum of Understanding shall be in writing and shall be made and executed with the signature of authorized institutional representatives.

Subsequent to the expiration of this Memorandum of Understanding, EUC Members will endeavor to continue ongoing project activities.

In witness whereof, the parties hereto have affixed their signatures:

Institution	Print Name	Title	Date	Signature
University of New Brunswick	Daniel Coleman	Assistant Vice-President Fredericton (Academic)		
University of Alberta	Dr. Steven Dew	Provost and VP (Academic)		
The University of British Columbia	Mark Crosbie	Associate University Counsel		
	Dr. Andrew Szeri	Provost & VP Academic		
University of Toronto	Robert Wright	Dean, Faculty of Forestry		
Albert-Ludwigs- Universität Freiburg	Dr. Juliane Besters-Dilger	Vice-President for Academic Affairs		
Bangor University (Wales)	John Hughes	Vice-Chancellor		
University of Eastern Finland	Harri Siiskonen	Academic Rector		
University of Natural Resources and Life Sciences, Vienna	Barbara Hinterstoisser	Vice-Rector for Teaching and International Affairs		
University of Padova	Prof. Raffaele Cavalli	Director, Dep. Land, Environment, Agriculture and Forestry		

Appendix 1: List of the Designated Liaison Officers (1)

Institution	Name	Address	Phone	Fax	Email
University of New Brunswick	Dr. Brigitte Leblon	University of New Brunswick, Faculty of Forestry and Environmental Management 28 Dineen, Fredericton, NB, E3B 5A3, CANADA	+1.506.4534924	+1.506.4533538	bleblon@unb.ca
University of Alberta	Dr. Andreas Hamann	Department of Renewable Resources Faculty of Agricultural, Life and Environmental Sciences, University of Alberta 751 General Services Bldg Edmonton, Alberta, T6G 2H1, CANADA	+1.780.4924413	+1.780.4924323	andreas.hamann@ales.ualberta.ca
The University of British Columbia	Mr. Jorma Neuvonen	The University of British Columbia, Faculty of Forestry, 2618-2424 Main Mall, Vancouver, BC, V6T 1Z4 Canada	+1.604.8222807	+1.604.8228645	jorma.neuvonen@ubc.ca
University of Toronto	Dr. Robert Wright	University of Toronto, Faculty of Forestry, 33 Willcocks Street, Toronto, ON, M5S 3B3, Canada	+1.416.9784713	+1.416.9783834	r.wright@daniels.utoronto.ca

Appendix 1: List of the Designated Liaison Officers (2)

Institution	Name	Address	Phone	Fax	Email
Albert-Ludwigs-Universität Freiburg	Dr. Heinrich Spiecker (Marianne Stadler)	Albert-Ludwigs-Universität, Freiburg Faculty of Environment and Natural Resources Professur für Waldwachstum, Tennenbacherstr. 4, 79106 Freiburg, Germany	+49.761.2033736	+49.761.2033740	instwww@uni-freiburg.de (Marianne.Stadler@iww.uni-freiburg.de)
Bangor University (Wales)	Dr. Sopan Patil	School of Environment, Natural Resources & Geography, Bangor University, Bangor, Gwynedd, LL57 2UW, Wales (UK)	+44.1248.388294	+44.1248.354997	s.d.patil@bangor.ac.uk
University of Eastern Finland	Dr. Marjoriitta Möttönen	University of Eastern Finland, Faculty of Science and Forestry, P.O. Box 111 (Yliopistokatu 7), 80101 Joensuu, Finland	+358.50 4423031	+358. 29 4457 316	marjoriitta.mottonen@uef.fi
University of Natural Resources and Life Sciences, Vienna	Dr. Hubert Hasenauer	Universität für Bodenkultur Wien Institute of Silviculture / Rectorate Peter-Jordan-Straße 82/II; 1190 Wien Center for International Relations	+43 1 47654-91311		Hubert.hasenauer@boku.ac.at
	Andre Hackelberg	Peter Jordan-Straße 82a, 1190 Wien	+43-1-47654-32015	+43-1-47654-32009	Andre.hackelberg@boku.ac.at
University of Padova	Dr. Silvia Rettore	Università degli Studi di Padova School of Agricultural Sciences and Veterinary Medicine Viale dell'Università, 16 35020 Legnaro (PD)	tel. 049-827 2548	fax 049-827 2529	silvia.rettore@unipd.it
	Prof. Raffaele Cavalli	Dep. Land, Environment, Agriculture and Forestry Viale dell'Università, 16 35020 Legnaro (PD)	tel. 049-827 2724	fax 049-827 2750	raffaele.cavalli@unipd.it

Appendix 2: Admission Requirements, Deadlines and Application Material (1)

subject to change – please consult with each institution prior to application

Institution	Admission Requirements	Deadline	Application Material
University of New Brunswick	<ul style="list-style-type: none"> An undergraduate degree in science, forestry, environmental studies, social ecology, or equivalent, from a recognized university Grade point average (GPA) of 3.0 English language requirement (http://www.unb.ca/gradstudies/admissions/international.html) 	March 1 st for the MEM program (check with the UNB Liaison officer for the other programs)	<ul style="list-style-type: none"> In addition to the application material that is required to apply to the UNB School of Graduate Studies (see http://www.unb.ca/gradstudies/admissions/index.html), you need to send also an authorized copy of your admission letter to the TRANSFOR-M program
University of Alberta	<ul style="list-style-type: none"> A 4-year undergraduate degree, or its academic equivalent from a recognized university English language requirement: TOEFL score of 550 (88 internet-based) or an equivalent score on an approved English Language examination Grade point average (GPA) of 3.0 in the last two years of undergraduate or graduate work. 	May 15	<ul style="list-style-type: none"> http://tinyurl.com/rr-admissions
The University of British Columbia	<ul style="list-style-type: none"> Applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following: A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year courses. Academic standing with at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study. Applicants with international academic credentials should refer to the following website for specific requirements: http://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials English language requirement: TOEFL 100 (internet-based): https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements 	March 15	<ul style="list-style-type: none"> Please refer to the application document checklist at: http://www.forestry.ubc.ca/students/graduate/how-to-apply/

Appendix 2. Admission Requirements, Deadlines and Application Material (2)

subject to change – please consult with each institution prior to application

Institution	Admission Requirements	Deadline	Application Material
University of Toronto	<ul style="list-style-type: none"> An appropriate bachelor's degree from a recognized university. Check the School of Graduate Studies admissions site for information on equivalent international qualifications: http://portal.sgs.utoronto.ca/current/admission/intdegeguiv.asp An average of at least a mid-B in each of the final 2 years of your program (MFC) and at least a mid-B in the final year of your program (M.Sc.F). English language requirement: TOEFL score of 550 (93 internet-based) or an equivalent score on an approved English Language examination <p>The Faculty considers applicants from a variety of undergraduate backgrounds including forestry; applied science and engineering; and social, physical, and biological sciences.</p>	April 15 th for all applicants, Canadian and International	<ul style="list-style-type: none"> Please refer to the application process at http://forestry.utoronto.ca/applications-and-admissions/. Copy of admission letter to the TRANSFOR-M program.

Appendix 2. Admission Requirements, Deadlines and Application Material (3)

subject to change – please consult with each institution prior to application

Institution	Admission Requirements	Deadline	Application Material
Albert-Ludwigs-Universität Freiburg	<ul style="list-style-type: none"> BSc (or equivalent primary degree) with an average grade of at least 2.9 in a forestry or environmental science programme Technical requirements in general: 50 ECTS from the areas of natural sciences and forestry sciences, social and economic sciences and quantitative methods Technical requirements for <ul style="list-style-type: none"> -the English elective track "International Forestry": <ul style="list-style-type: none"> 25 ECTS of forestry sciences and management of natural resources -the German elective track "Forstwirtschaft": <ul style="list-style-type: none"> 25 ECTS of forest sciences and management of natural resources Language proficiency certificates in English and/or German (depending on the respective elective tracks and mother tongue), according to level C1 of the Common European Framework 	Non EU-citizens: mid-May EU-citizens: 30 June	<ul style="list-style-type: none"> online application: http://www.msc-forst.uni-freiburg.de/en/admissions/how-to-apply printed and signed application form authorized hard copies of B.Sc. or previous degrees with transcripts copy of admission letter to the TRANSFOR-M program applicants from China: APS certificate
Bangor University (Wales)	<ul style="list-style-type: none"> Applicants should normally have at least a second-class degree in a relevant subject. Applications from mature applicants with relevant experience in forestry, agriculture or land use are actively encouraged. Applications from people with other backgrounds are welcomed and will be considered on an individual basis. Applicants whose first degree was not in English must have an overall score of IELTS 6.0 (with no individual score lower than 5.5) or equivalent. Refer to: https://www.bangor.ac.uk/international/future/englishlanguage 		Please see details at http://www.bangor.ac.uk/courses/postgrad/taught/apply_taught.php.en
University of Eastern Finland	<ul style="list-style-type: none"> B. Sc. in Forestry from a recognized university Very good English language skills (TOEFL paper-based 580 points, internet-based 90 points, IELTS band 6.5, PTE 59; TOEFL code number 9779; TOEFL should not be older than 2 years). Native speakers do not need to proof the proficiency in English language. Please see details at http://www.uef.fi/en/web/admissions/language-requirements 	1 November-31 January (may vary annually)	Please see details at http://www.uef.fi/en/web/admissions/how-to-apply- <ul style="list-style-type: none">

Appendix 2. Admission Requirements, Deadlines and Application Material (4)

subject to change – please consult with each institution prior to application

Institution	Admission Requirements	Deadline	Application Material
University of Natural Resources and Life Sciences, Vienna	<ul style="list-style-type: none"> successful completion of a relevant Bachelor's programme or other equivalent degree programme at a recognized Austrian or foreign post-secondary institution Knowledge of German or English at Level B2 of the European Reference Framework for languages; e.g. certified by Cambridge Certificate of Advanced English; IELTS results 6.0 or better; TOEFL (paper based 577 or computer-based 233 or 90-91 internet based); TOEIC (at least 785 points); Completion of a study programme that was entirely taught in English from countries with English as the official language 	30th of June and 30th of November	<ul style="list-style-type: none"> Please see details at http://short.boku.ac.at/how-to-apply-en.html
University of Padova	<p>Applicants are expected to hold a BSc or equivalent degree which ensures:</p> <ul style="list-style-type: none"> Adequate competencies in the fields of forest, agricultural, biological or environmental sciences, including essential knowledge in ecology, forestry, economics and technology connected to the sustainable management, production and conservation of forests ecosystems, natural resources, soil and land. Other academic curricula will be considered and assessed by the Teaching Committee on an individual basis according to the applicant's overall CV Adequate knowledge in scientific experimental and research methods and capacity to apply them in connection to real issues and problems in the field of forest and natural resource management. Proficiency in English at B2 level or equivalent (e.g. IELTS or TOEFL) according to the Common European Framework of Reference for Languages (CEFR) is required. If the applicant is an English native speaker or has completed his/her High School and/or Bachelor/first cycle degree in English, no language certification is required. Bachelor degree to be acquired within end of July 	January 31	<ul style="list-style-type: none"> Filled in APPLICATION FORM at: www.unipd.it/reint/en (> Erasmus Mundus JD & Double Degrees: Application. Deadline June 30th for Full Academic Year) Documents to be attached: Copy of your passport/ID Previous study diploma giving access to this Double/Joint Degree Course and the related final transcript of records OR a Diploma Supplement Official nomination to UNIPD as TRANSFOR-M participant

Note: TOEFL score requirements are according to specific regulations of the hosting universities.

Appendix 3. Institutional Fees (1):

Exchange Students will pay to their Home Institution full tuition and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required.

Institution	Mandatory fees at the Host institution
University of New Brunswick	<ul style="list-style-type: none"> The mandatory fees for all Master programs is detailed at the following URL http://www.unb.ca/financialservices/students/tuitionandfees/fred_grad_cdn_ft_course.html
University of Alberta	<ul style="list-style-type: none"> European exchange students pay non-instructional fees. https://www.ualberta.ca/graduate-studies/current-students/tuition-and-fees/noninstructional-fees
The University of British Columbia	<ul style="list-style-type: none"> Graduate students can expect to pay approximately \$800 per year in student fees (including the transit U-Pass) and \$200 for the AMS/GSS Extended Health Plan. Most of these fees are mandatory, but some have opt-out provisions. Refer to this URL for more specific details: http://www.grad.ubc.ca/prospective-students/tuition-fees-cost-living/graduate-student-fees
University of Toronto	<ul style="list-style-type: none"> The mandatory fees for all Graduate programs can be found at including the Health Care Plan for non-Ontario students: http://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Fees.aspx For a clearer picture on cost of living fees: https://www.studentlife.utoronto.ca/hs/living-costs

Appendix 3. Institutional Fees (2):

Exchange Students will pay to their Home Institution full tuition and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required.

Institution	Mandatory fees* <u>at</u> the Host institution
Albert-Ludwigs-Universität Freiburg	<ul style="list-style-type: none"> • Social contribution (56 €) entitle students to take advantage of all services offered by the Office of Student Services: cafeterias; accident, personal liability, bicycle, and cloak room theft insurance; social and psychotherapeutic advising; day care; credit bank; job search service • Basic contribution to the public transportation semester-ticket (22 €) • Administrative fee contribution (70 €) • Student government fee (7 €) <p>During the registration period, these fees (a total of 155 €) can be paid directly at the university cashier's office in the administrative building (Fahnenbergplatz 1st floor, room 01008).</p>
Bangor University (Wales)	<ul style="list-style-type: none"> • Charges are made for residential field courses (one week duration, MSc Conservation and Land Management, MSc Environmental Forestry only) • Student union membership is included, but individual student clubs and societies may charge an additional fee
University of Eastern Finland	<ul style="list-style-type: none"> • The Student Union (ISYY) membership fee is €126 for the full academic year (information from 2017). The Student Union (ISYY) membership is mandatory for Master's degree students. The Student Union (ISYY) membership will entitle to a variety of benefits. • Students who have paid the Student Union (ISYY) membership fee can order a student card. The student card entitles to a discount on meals at the campus restaurants as well as to reduced train and bus fares. Moreover, students who have paid the Student Union (ISYY) membership fee are entitled to use the services provided by the Finnish Student Health Service (FSHS). Students can order a physical student card (€ 15,10) or a digital student card (free of charge) (Information from 2017). More information at: http://www.uef.fi/en/studies/new-masters-degree-students

* fees may vary in the different years

Appendix 3. Institutional Fees (3):

Exchange Students will pay to their Home Institution full tuition and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required.

Institution	Mandatory fees* <u>at</u> the Host institution
University of Natural Resources and Life Sciences, Vienna	<ul style="list-style-type: none"> • Membership to the Austrian National Union of Students (ÖH) is compulsory for all degree programme and non-degree programme students (also for exchange students whose tuition fee is waived) and currently (2017) costs € 19.20.
University of Padova	<ul style="list-style-type: none"> • Supplementary fees (e.g. revenue stamp, regional fees for accommodation, additional compulsory insurance) cannot be waived and shall be paid to UNIPD. The amount is subject to variations each year: for the academic year 2017 /2018 supplementary fees are equal to Euros 182. • The mandatory fees for all Master programs is detailed at the following URL http://www.unipd.it/en/funding-and-fees

* fees may vary in the different years

Appendix 4. Insurance Requirements (1)

All exchange students are required to obtain adequate out of country major medical insurance which includes repatriation expenses. Other insurance to be considered by the students would include property insurance and liability insurance. Students must demonstrate evidence of coverage when requested by any appropriate authority. Where applicable, Host institutions will provide liability insurance for all exchange students at the same level they provide their own students (whether for extra cost to the student or not). Some participating institutions require mandatory health care coverage obtained through their institution as a condition of registration on their campus:

Institution	Insurance Requirements
University of New Brunswick	Students coming to UNB must purchase the UNB guard.me insurance (which is mandatory for all international students enrolled at UNB). Students are responsible for securing independent insurance during their time in Canada that is not at UNB (i.e. if they travel before or after their exchange). Details on the plan are given at http://www.unb.ca/financialservices/students/healthinsurance.html
University of Alberta	Please refer to these URLs for specifics: https://www.ualberta.ca/international-student-services/money-insurance-permits-guide https://www.ualberta.ca/international-student-services/money-insurance-permits-guide/health-insurance
The University of British Columbia	Please refer to this URL for specifics: https://students.ubc.ca/health-wellness/health-insurance
University of Toronto	Please refer to this URL for specifics: https://www.studentlife.utoronto.ca/cie/uhip
Albert-Ludwigs-Universität Freiburg	In order to register, students must submit a certificate providing evidence of health and nursing care insurance coverage. They may request this certificate from their health insurance agency. Therefore students should register at a public German health insurance company, which costs about 90 € per month. They have to register at the agency personally once they have arrived in Freiburg. It is not possible to register in advance. However, students who acquire their own health insurance in accordance with international health insurance agreements or are covered internationally on a family health insurance plan in their native country are exempt from the health insurance requirement. This exemption has to be certified by a public health insurance agency in Germany. In this case they are not allowed to contract public German health insurance again during their whole study life! (They must take out a policy with another insurance.)

Appendix 4. Insurance Requirements (2)

All exchange students are required to obtain adequate out of country major medical insurance which includes repatriation expenses. Other insurance to be considered by the students would include property insurance and liability insurance. Students must demonstrate evidence of coverage when requested by any appropriate authority. Where applicable, Host institutions will provide liability insurance for all exchange students at the same level they provide their own students (whether for extra cost to the student or not). Some participating institutions require mandatory health care coverage obtained through their institution as a condition of registration on their campus:

Institution	Insurance Requirements
Bangor University (Wales)	Students must pay a health surcharge when applying for a Tier 4 student visa. This gives non-UK students full access to the British National Health Service (NHS). However, it is recommended that you have medical insurance for the duration of your stay in the UK, even if you are entitled to free NHS treatment. The University's insurance policy covers activities undertaken by registered students as part of their degree course. Students are advised to take out insurance to cover travel to/from the UK, travel not associated with their degree course, and personal belongings.
University of Eastern Finland	All students need to have a valid personal (travel) insurance policy from an internationally recognized insurance agency for the whole duration of their stay in Finland. The students coming from non-EU/EEA countries are required to have insurance already when they apply for the residence permit. Insurance should cover all costs related to treatment of sudden illness, accidents and accidental death. Students must present proof of valid insurance when registering to the University of Eastern Finland. It is also important to check that the insurance also covers the travels to/from Finland. Please see details at http://www.uef.fi/en/studies/insurance
University of Natural Resources and Life Sciences, Vienna	By paying the students union fee (Studierenden (ÖH)-Beitrag), students automatically possess insurance against accidents and civil liability for all activities related to their studies. For stays of up to six months (with or without visa) a travel health insurance is usually sufficient. Please bear in mind, however, that it must be valid in Austria and provide sufficient cover for different health issues (covering medical costs of more than 30,000 euros, including guarantee to cover possible recovery and repatriation costs, and it must be valid for the whole duration of your stay in Austria). Researchers and students from third countries will only get a residence title for staying for more than six months if they can provide proof of having a health insurance covering "all risks". For details, please check the website https://oead.at/en/to-austria/entry-residence-and-employment/insurance/
University of Padova	The home Institution shall ensure that students have the necessary valid insurance policies before their departure. Students are responsible for all their travel, accommodation and living expenses. Non-EU students coming to UNIPD must submit a certificate providing evidence of health and nursing care insurance coverage from an internationally recognized insurance agency for the whole duration of their stay in Italy. Insurance should cover all costs related to treatment of sudden illness, accidents and accidental death. Students must present proof of valid insurance when registering to the University of UNIPD. The same insurance is also necessary both to get the entry VISA and to get the residence permit. EU students must hold a valid European Health Insurance Card: for details see http://www.unipd.it/en/services/health-sports-and-recreation

Appendix 5. Housing Office Contact Information (1)

Institution	Address	Phone	Fax	Email/Website
University of New Brunswick	Residential Life, Campus & Conference Services Residence Administration Bldg, UNB 20 Bailey Dr., PO Box 4400, Fredericton, N.B. E3B 5A3 CANADA	+1.506.4534800 +1.888.865 6122 (Toll Free)	+1.506.4533585	resadmin@unb.ca http://www.unb.ca/fredericton/residence/
University of Alberta	Residence Services Office 1-044 Lister Centre University of Alberta Edmonton, Alberta T6G 2H6 CANADA	+1.780.4924242	+1.780.4920064	housing@ualberta.ca http://www.residence.ualberta.ca/
The University of British Columbia	Student Housing & Hospitality Services - Main Office, UBC 2205 Lower Mall, Bldg 6, Vancouver, BC. V6T 1Z4, CANADA	+1.604.8222811	+1.604.8226935	information@housing.ubc.ca http://vancouver.housing.ubc.ca/
University of Toronto	Student Life: Housing Services Koffler Student Services Centre 214 College Street, Room 150 Toronto, ON, M5T 2Z9 Canada	+1.416.9788045		https://www.studentlife.utoronto.ca/hs/contact-us

Appendix 5. Housing Office Contact Information (2)

Institution	Address	Phone	Fax	Email/Website
Albert-Ludwigs-Universität Freiburg	Wohnraumvermittlung Studentenwerk Freiburg Schreiberstr. 12-16 79098 Freiburg Germany	+49.761.2101.200/300	+49.761.2101.303	wohnen@swfr.de http://www.swfr.de/en/
Bangor University (Wales)	Halls Office: Bangor University, Neuadd Idwal, Ffriddoedd Site, Bangor LL57 2GP UK Student Housing Office: Neuadd Rathbone, College Road, Bangor LL57 2DF UK	+44 1248 382667 +44 1248 382034	+44 1248 371303 None	halls@bangor.ac.uk studenthousing@bangor.ac.uk
University of Eastern Finland	Opiskelija-asunnot Oy Joensuun Elli Merimiehenkatu 30 80101 Joensuu, Finland	+358 13 337 7800	+358 13 337 3301	kodit@joensuunelli.fi https://www.joensuunelli.fi/en/
University of Natural Resources and Life Sciences, Vienna	Center for International Relations Peter Jordan Straße 82a 1190 Vienna	+43-1-47654-32015	+43-1-47654-32009	jointstudy@boku.ac.at http://short.boku.ac.at/int-in-life-accommodation-en.html
University of Padova	Accommodation Office: SASSA SERVICE Via Tiepolo, 48 – 35129 Padova Italy	Tel. +39 049 7927306	Fax +39 049 7800187	http://www.sassa.org/ Deadline for application: <u>June 30</u> every year for winter semester and Full Academic Year

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Applied Science and Medicine Department: School of Biomedical Engineering Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018</p>	<p>Date: January 29, 2018 Contact Person: Tegan Stusiak Phone: 604-822-2216 Email: Tegan.stusiak@ubc.ca</p>
<p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate and Postdoctoral Studies → Degree Programs → Biomedical Engineering</p> <p>Proposed Calendar Entry:</p> <p><i>Biomedical Engineering</i></p> <p>Degrees Offered: Ph.D., M.A.Sc.</p> <p>Doctor of Philosophy Admission Requirements</p> <p>Applicants will normally hold a masters degree in a relevant discipline. Applicants who hold a bachelor's degree with first class standing in a relevant discipline and who demonstrate advanced research ability may also be admitted. Applicants must meet the general admission requirements for doctoral degree programs set by the Faculty of Graduate and Postdoctoral Studies. A student will be admitted to the degree program upon the recommendation of a faculty member associated with the School of Biomedical Engineering and the approval of the Director of the School of Biomedical Engineering and the Faculty of Graduate and Postdoctoral Studies. Transfer from the M.A.Sc. to the Ph.D.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1128</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate and Postdoctoral Studies → Degree Programs → Biomedical Engineering</p> <p>Present Calendar Entry:</p> <p><i>Biomedical Engineering</i></p> <p>Degrees Offered: Ph.D., M.A.Sc.</p> <p>Doctor of Philosophy Admission Requirements</p> <p>Doctoral degree applicants must hold a master's degree in biomedical engineering from an institution recognized by UBC, or a bachelor's degree with course credits equivalent to that of the UBC M.A.Sc. in Biomedical Engineering. Transfer from the M.A.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies and the Program.</p>

program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies and the **School of Biomedical Engineering.**

Program Requirements

The program is based on the satisfactory completion of a doctoral dissertation and selected courses suitable to the student's research interests as determined by the supervisory committee. A qualifying examination is usually held within 18 months of commencement. All students must satisfy coursework requirements equivalent to UBC's M.A.Sc. in BME prior to graduation. Those students with a graduate degree in BME from another institution may fulfill coursework requirements with their previous credits as long as the course content is equivalent to the ones offered by UBC.

All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the requirements of the Faculty of Graduate and Postdoctoral Studies.

Master of Applied Science Admission Requirements

Students admitted to the M.A.Sc. degree program normally possess a bachelor's degree in biomedical engineering or a relevant discipline, and must meet the general admission requirements for the master's degree programs set by the Faculty of Graduate and Postdoctoral Studies. ~~Prospective students must make application for admission.~~ A student will be admitted to the degree program upon the recommendation of a faculty member associated with the **School of Biomedical**

Program Requirements

The program is based on the satisfactory completion of a doctoral dissertation and selected courses suitable to the student's research interests as determined by the supervisory committee. A qualifying examination is usually held within 18 months of commencement. All students must satisfy coursework requirements equivalent to UBC's M.A.Sc. in BME prior to graduation. Those students with a graduate degree in BME from another institution may fulfill coursework requirements with their previous credits as long as the course content is equivalent to the ones offered by UBC.

All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the requirements of the Faculty of Graduate and Postdoctoral Studies.

Master of Applied Science Admission Requirements

~~The program is open to those holding a bachelor's degree in engineering, science, or medical science, or a graduate degree in medicine.~~ Prospective students must make application for admission. A student will be admitted to the degree program upon the recommendation of a faculty member associated with the Biomedical Engineering ~~Program~~ and the approval of the Director of the School of Biomedical Engineering; and the Faculty of Graduate and Postdoctoral Studies.

Engineering and the approval of the Director of the School of Biomedical Engineering and the Faculty of Graduate and Postdoctoral Studies.

Program Requirements

The Master of Applied Science program requires a minimum of 30 credits, including a thesis of 12 credits. It usually requires two years of study. The program is based on a thesis and selected courses. Graduation from this program, with an M.A.Sc. or Ph.D. degree, does not form an acceptable basis alone for application to associations of Professional Engineers in Canada. Please refer to [Professional Associations](#).

Contact Information

Email: admissions@bme.ubc.ca

Web: www.bme.ubc.ca

Program Requirements

The Master of Applied Science program requires a minimum of 30 credits, including a thesis of 12 credits. It usually requires two years of study. The program is based on a thesis and selected courses. ~~The common course requirements for all students are three credits in clinical and industrial practice of biomedical engineering and one credit of Graduate Seminar. All candidates must also select a minimum of 6 credits from a list of core biomedical engineering courses and 6 credits of life science courses, including physiology and anatomy. The remaining credits, upon approval by the research supervisor, can be used for courses related to the student's research project.~~

Graduation from this program, with an M.A.Sc. or Ph.D. degree, does not form an acceptable basis alone for application to associations of Professional Engineers in Canada. Please refer to [Professional Associations](#).

Contact Information

~~Email: admin@bme.ubc.ca~~

~~Web: www.bme.ubc.ca~~

Type of Action:

Change admission requirements for PhD admission.

Change degree requirements for MASc admission

Remove specific wording about course requirements for MASc degree

Change contact email.

Rationale for Proposed Change:

With the creation of the new School of Biomedical Engineering, we have incorporated new disciplines that allow

	<p>direct entry from a bachelor's program to the PhD. In order to bring our program in line with theirs, we are opening up admission to the PhD program to applicants who do not have a master's degree. With new faculty members from the Faculty of Medicine, we also want to broaden the types of background we accept into the MASc program. As such we've removed the wording that specifies the degree type and have opened it to those with a degree in a relevant discipline.</p> <p>Removing specific course requirements for MASc degree as these will be changing with new cohort of those with an engineering and science background.</p>
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4 May 2018

To: Senate

From: Admissions Committee

RE: e) Policy J-51.1: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria* (approval)(circulated)
f) Policy J-52.2: *Admission for Secondary School Applicants following the BC/Yukon Curriculum* (approval)(circulated)
g) Policy J-53.1: *Course-Specific Minima for Secondary School Applicants* (approval)(circulated)

Following Senate approval of a holistic approach to undergraduate admission in October 2017 and the associated changes to the UBC Academic Calendar, the Committee has undertaken a review of current policies related to undergraduate admission. There are several joint policies of the Okanagan and Vancouver Senates that are impacted by the changes to admission requirements for the 2019 Winter Session, specifically:

- Policy J-51: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria*
- Policy J-52.1: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*
- Policy J-53: *Course-Specific Minima for Secondary School Applicants*

The proposed revisions align these policies with admission requirements for applicants to the 2019 Winter Session.

As part of the Ministry of Education's new graduation requirements, English 12 will no longer have a provincial examination as part of its curriculum. Beginning in January 2020, the Ministry will require students to complete a Graduation Literacy Assessment. Applicants to the 2019 Winter Session will be required to present an English 12 provincial examination grade. Current course-specific minima and discrepancy rules on in-class and provincial examination grades will still apply. Pending confirmation from the Ministry on the quantitative literacy assessment results that will be available to the University, changes to Policy J-51 and J-52.1 will be in effect for one year (entry to 2019 Winter Session) and will require revision thereafter.

Changes to undergraduate admission in light of the new holistic approach also require revisions to the Senate approved 'Criteria for Including Secondary School Courses in an Admission Average.' The proposed revisions will eliminate the need for ad hoc assessment of new courses. The Committee will no longer be required to review each new course that may be included in the admission average; Faculties will have discretion to determine whether a course is sufficiently

related to the area of study and suitable for admission consideration. The motion associated with the approval of a revised Policy J-51 includes a motion to revise the Senate approved criteria. Policy J-52.1 also requires revision after one year to clarify the use of the Graduation Literacy Assessment in the admission decision for applicants entering in the 2020 Winter Session.

Revisions to Policy J-53 will not require review after one year and will remain in effect for three (3) years, to be reviewed thereafter as deemed necessary by the Committee.

As these policies are joint policies of both the Okanagan and Vancouver Senates, the Secretariat has coordinated review and approval with both the Okanagan Senate Admissions and Awards Committee and the Vancouver Senate Admissions Committee. The attached will be presented to the Okanagan Senate at its meeting of 17 May 2018.

The Committee requests the following:

Motion 1: That Senate approve Policy J-51.1: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Criteria, effective for admission to the 2019 Winter Session.

Motion 2: That Senate approve revisions to the 'Criteria for Including Secondary School Courses in an Admission Average,' effective for admission to the 2019 Winter Session and thereafter.

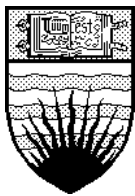
Motion 3: That Senate approve Policy J-52.2: Admission for Secondary School Applicants Following the BC/Yukon Curriculum, effective for admission to the 2019 Winter Session.

Motion 4: That Senate approve Policy J-53.1: Course-Specific Minima for Secondary School Applicants, effective for admission to the 2019 Winter Session and thereafter.

Respectfully submitted,

Prof. Carol Jaeger
Chair, Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
J-51.1

Okanagan & Vancouver Senates
Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title:

J-51: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

Effective/Implementation Date:

Proposed for implementation ~~2-March-2011~~. 16 May 2018, for admission to the 2019 Winter Session and thereafter.

Approval Date:

Proposed for consideration by the *Okanagan Senate* on ~~2-17 March-May 2011~~ 2018 and the *Vancouver Senate* on ~~23-16 February-May 2011~~ 2018.

Review Date:

This policy shall be reviewed ~~three-one~~ (31) years after approval and thereafter as deemed necessary by the *responsible committees*.

Responsible Committees:

Admissions Committee of the Vancouver Senate and Admissions & Awards Committee of the Okanagan Senate.

Authority:

University Act:

S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty,

and to determine which faculty the students pursuing a course of study must register.”

Purpose and Goals:

This policy is designed to provide a mechanism for an interim academic assessment of applicants from all Canadian extra-provincial educational jurisdictions to undergraduate direct-entry programs on the basis of *Grade 11 course grades* for in-progress *Grade 12 courses*.

Applicability:

This policy is applicable to secondary school applicants to direct-entry undergraduate programs at the *University* from all Canadian jurisdictions not following the *BC/Yukon Secondary School Curriculum*.

Exclusions:

Applicants following the Quebec Secondary School Curricula are excluded from this policy as they are considered for admission based upon admission averages calculated on Collège d'enseignement général et professionnel (CEGEP) courses.

Definitions:

Admission Average shall mean the academic average calculated by the *University* to determine the applicant's relative academic competitiveness.

BC/ Yukon Secondary School Curriculum shall mean a secondary school program of study prescribed and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

Core admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine the applicant's relative academic competitiveness for admission to a direct-entry undergraduate program and is comprised of all pre-requisite Grade 11 and pre-requisite Grade 12 courses and all Grade 11 and Grade 12 course grades relevant to the direct-entry undergraduate program.

Direct-entry undergraduate program shall mean a course of study offered by the University leading to a degree or diploma to which applicants are generally admitted based primarily upon their secondary school academic performance or transfer from a comparable program at another institution.

Extra-Provincial Curriculum or *Extra-Provincial Curricula* shall mean any Canadian secondary school system not following the *BC/Yukon Secondary School Curriculum*.

Grade 12 Course shall mean a course normally taken by students in the last year of secondary schooling that is academic in nature and offered by a recognized institution following the relevant provincial or territorial curriculum.

Grade 11 Course shall mean a course normally taken by students in the penultimate year of secondary schooling.

~~*Direct-entry undergraduate program* shall mean a course of study offered by the University leading to a degree or diploma to which applicants are generally admitted based primarily upon their secondary school academic performance or transfer from a comparable program at another institution.~~

Final course grade shall mean the grade normally issued at the completion of the course. In the case of English 12/English 12 First Peoples, the *final course grade* consist of a 60% weighting on the school assigned course grade and 40% on the results of a mandatory exam.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Overall admission average shall mean the *final admission average* or the *interim admission average*, as appropriate, used to determine the applicant's relative academic competitiveness for admission to the University and is comprised of all academic *Grade 11* and *Grade 12* grades (excluding applied design, skills and technology, physical and health education, and career and personal training) as deemed by the Senate.

Policy:

- 1) ~~An *core admission average* and an *overall admission average*~~ will be calculated where all courses required for admission have been completed or are in-progress.
- 2) ~~An *overall admission average* will be calculated on the basis of all academic *Grade 11* and *Grade 12* final courses grades.~~
- 3) ~~A *core admission average* will be calculated on the basis of all pre-requisite *Grade 11*, pre-requisite *Grade 12* courses, and all *Grade 11* and *Grade 12* course grades relevant to the *direct-entry undergraduate program*.~~

~~2)4)~~ Where available, *final* or *interim course grades* for *Grade 12* courses shall be used in calculating an *admission average*; however, should one or more of the required *Grade 12* courses not have a *final* or *interim course grade* at the time of academic assessment, the *final course grade* for a *Grade 11* course(s) will be substituted into the calculation of the *admission average* as follows:

- a. for specified *Grade 12* courses (English for all programs, or pre-requisite mathematics or science courses for some programs), a *final course grade* for a *Grade 11* course in the same subject-area shall be substituted, as set out in the procedures to this policy by the *Responsible Committee*.

- b. for other *Grade 12 courses*, a *final course grade* for a *Grade 11 course* may be substituted so long as the course meets the criteria for including secondary school courses in an admission average but is at the Grade 11 level, and is not in a subject area that is already being used in the calculation of the *admission average*.

~~3)5)~~ ~~Criteria for~~ *Grade 11 courses* that may be substituted for *Grade 12 courses* shall be set out in the procedures to this policy by the *Responsible Committee*.

~~4)6)~~ Offers of admission based on *admission averages* that include one or more *final course grades* for *grade 11 courses* and/or *interim course grades* for *grade 12 courses* are subject to satisfactory completion of all required courses and maintenance of the required academic threshold average as noted in the official offer of admission. Failure to do so may result in the withdrawal of admission.

Proposed Calendar Statement(s):

<p>Approval Date: Effective Session: Effective immediately Year for change: For publication as soon as possible Faculty/School: all</p>	<p>Date: January 19, 2011 Contact Person: Michael Bluhm, Associate Director, Undergraduate Admissions Phone: 604.822.9489 Email: michael.bluhm@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,326,0,0 http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,0,0</p> <p>Homepage > Admissions > (change 'Admission Based on Interim Grades' content and subcontent to 'Determining Admissibility')</p> <p>Homepage → Admissions → Applicants Following Canadian Secondary School Curriculum</p> <p>Proposed Calendar Entry:</p> <p>Homepage > Admissions > Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon > Determining Admissibility</p> <p>Determining Admissibility</p> <p>Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.</p>	<p>Vancouver URL: www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,70,0</p> <p>Okanagan URL:: www.calendar.ubc.ca/okanagan/index.cfm?tree=2,23,70,0</p> <p>Current Calendar Entry:</p> <p>Homepage > Admissions > Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon > Admission Based on Interim Grades</p> <p>Admission Based on Interim Grades</p> <p>Admission based on interim grades is possible for students with strong academic standing in the final year of secondary school. Applicants must arrange for their school to provide an official transcript to Admissions before the stated document deadline. The transcript must include any final grades for the current year and a list of courses in progress with interim grades. Offers of admission based on interim grades are subject to satisfactory completion of</p>

Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See [Broad-Based Admission Personal Profile](#) (for further information on non-academic admission criteria).

[The following information should be considered in conjunction with the program-specific admission requirements listed in Program Requirements for Canadian Secondary School Applicants.](#)

Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient grade 12 grade information is not yet available. [Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average.](#)

Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements.

[Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.](#)

~~secondary school graduation requirements, completion of all required courses, and maintenance of the required threshold average as noted in the official offer of admission. Offers of admission may be withdrawn from students who do not satisfy these requirements.~~

Consultations:

Enrolment Services
Undergraduate Admissions Office

History:

This is an amended version of the change initially approved for admission to the 2009 Winter Session, then extended for the 2010 and 2011 Winter Sessions and ~~most recently~~ recommended by the *Admissions Committee* of the *Vancouver Senate* and the *Admissions & Awards Committee* of the *Okanagan Senate* for normalization effective for the 2011 admissions cycle. Increased flexibility to allow for substitution of a final Grade 11 course for an unavailable Grade 12

course ~~is-was~~ proposed such that an acceptable Grade 11 course may be substituted for a non-required or elective Grade 12 course.

Prompted by changes to the Ministry of Education's New Graduation Program Requirements in 2017, the *Responsible Committee* undertook a review of admission policies. As a result, in 2018, Senate approved a holistic approach to undergraduate admission which assesses an undergraduate applicant's full academic profile, which includes the evaluation of as many courses as possible within an applicant's penultimate and ultimate years of secondary school studies. In addition to the overall academic assessment and a core assessment to determine the applicant's admissibility to a specific undergraduate degree program, the assessment includes a review of the depth, breadth, relevancy, and/or individual relevancy of the coursework presented for admission.

The revised policy and procedures proposed herein will continue to enable more timely admission decisions. Amendments to the Senate approved *Criteria for Including Secondary School Courses in an Admission Average* eliminate the need for ad hoc assessment of new courses by the *Responsible Committee*. The review of new courses to determine whether they are sufficiently related to the area of study and should therefore be considered in determining admissibility will be done at Faculty level.

Related Policies:

Policy J-50 –Secondary School Grade Adjustments for Undergraduate Admission to the University

Policy J-51.1 Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula

Policy J-52.2-Admission for Secondary School Applicants following the BC/Yukon Curriculum

Policy J-53: Course-specific Minima for Secondary School Applicants and Procedures

Appendix:

A. Criteria for Including Secondary School Courses in an Admission Average

Procedures:

1. Calculation of Interim Admission Averages

The calculation of an interim admission average shall be based on the following, with province-specific details outlined below.

- applicant must have all required courses either in progress or completed;
- ~~average is based on the required grade 12 (or equivalent) courses and appropriate number of elective courses as determined by province;~~
- if one or more of the ~~approved~~-required or ~~elective-other~~ Grade 12 (or equivalent) courses does not yet have a final or interim grade then a final Grade 11 (or

equivalent) course grade(s) shall be substituted into the admission average as follows:

- for ~~required-specified~~ Grade 12 courses (English or a pre-requisite mathematics or science course), only a final grade in a Grade 11 course in the same subject-area (i.e., a course that is directly laddered to the Grade 12 course)-shall be substituted as follows;

<u>Grade 12 Pre-Requisite</u>	<u>Approved Grade 11 substitute for Early Admission</u>
<u>English 12</u>	<u>Composition 11; Focused Literary Studies 11; or Creative Writing 11¹</u>
<u>English First Peoples 12</u>	<u>English First Peoples 11</u>
<u>Pre-Calculus 12</u>	<u>Pre-Calculus 11</u>
<u>Anatomy & Physiology 12</u>	<u>Life Sciences 11</u>
<u>Chemistry 12</u>	<u>Chemistry 11</u>
<u>Physics 12</u>	<u>Physics 11</u>

- - for ~~elective-other~~ Grade 12 courses (~~i.e., course is UBC-approved as it meets the Criteria for Including Secondary School Courses in an Admission Average~~); a final Grade 11 course grade may be substituted in the core admission average so long as the course is ~~a)~~ not in a subject area that has already been included at the Grade 12 level (e.g. Biology 12 already included, do not include Biology 11), ~~and b) meets the UBC-approved criteria but is at the Grade 11 level~~. Province-specific examples are outlined, below.
- In all cases, an applicant's overall and core admission averages will be optimized such that the highest possible average is calculated while adhering to the rules outlined above.

Any grade adjustments approved by the *responsible committees* as set out in the procedures of Policy J-50 shall be applied to the ~~final overall and core~~-admission averages calculated by the University.

2. Timing of Admission Decisions

1. The University will make initial admission decisions for *direct-entry undergraduate programs* based upon data that is available /verifiable as of 1 April each year for the following Winter Session; the *admission average* used for these decisions will be made based upon *final* or *interim course grades* for *Grade 12 courses* (or equivalent *final course grades* for *Grade 11 courses*).

- 1.1 Section 1 notwithstanding, the University may also calculate an *interim admissions average* using only *final course grades* for *grade 11 courses* for outstanding applicants based upon data that is available/verifiable as of September 1 the year prior to admission. For the purposes of this section, “outstanding applicants” will be taken to mean applicants whose *final course grades* for all applicable *grade 11*

¹ See Appendix 1 for a background on how the new English 11 and 12 courses can be used in the admission decision.

courses are within the top 25% of admitted applicants to that program for the previous Winter Session. Applicants who wish to be considered for admission on the basis of *final course grades* for *Grade 11 courses* must submit an application for admission by 1 December each year for the following Winter Session.

Examples of Grade 11 Grades Substitutions

Alberta, NWT and Nunavut

~~Admission average based on five 30-level courses, including required courses.~~

Grade substitutions for interim evaluations shall occur as follows:

30-level course with missing grade	20-level course that may be substituted
English 30 or English Language Arts 30-1	English 20 or English Language Arts 20-1
Pure Math 30	Pure Math 20
Chemistry 30 or 30X	Chemistry 20
Biology 30 or 30X	Biology 20
Approved elective 30-level course Examples: French Language and Culture 30-1, Physics 30, World Religions 30	Elective 20-level course in an approved subject area not already included at the 30-level Examples: French Language and Culture 20-1, Geography 20, Physics 20

Note that in Alberta, the coding of a course as “30” denotes a grade 12 course and as “20” denotes grade 11.

Ontario

~~Admission average based on six “4U” or “4M” courses, including required courses.~~

Grade substitutions for interim evaluations shall occur as follows:

4U or 4M course with missing grade	3U or 3M course that may be substituted
English 4U	English 3U
Advanced Functions 4U, or Advanced Functions and	Mathematics 3U

Introductory Calculus 4U	
Chemistry 4U	Chemistry 3U
Biology 4U	Biology 3U
Approved elective 4U or 4M course Examples: TEJ4M Computer Engineering, BBB4M (International Business), CGU4U World Geography	Elective 3U or 3M course in an approved subject area not already included at the 4U or 4M level Examples: TEJ3M Computer Engineering, SPH3U Physics, CGF3M Physical Geography

Note that in Ontario, the coding of a course as “4U” denotes university preparation and “4M” denotes university/college preparation at the grade 12 level. The coding of “3U” denotes grade 11 university preparatory and “3M” denotes grade 11 university/college preparation.

Courses from Ontario that are from the old Grade 13 system do not factor into interim evaluations for current high school applicants and are therefore not addressed in this procedure.

Quebec

Students attending secondary schools in Quebec are not directly admissible to UBC and, as a result, these procedures do not apply to this group.

Saskatchewan

~~Admission average based on five 30-level courses, including required courses.~~

30-level course with missing grade	20-level course that may be substituted
English Language Arts A30 or B30	English Language Arts 20
Mathematics A30, B30 or C30	Mathematics 20
Biology 30	Biology 20 N/A
Chemistry 30	Chemistry 20 N/A
Physics 30	N/A
Approved elective 30-level course Examples: Economics 30, History 30, Social Studies 30	Elective 20-level course in an approved subject area not already included at the 30-level Examples:

	Geography 20, History 20, French 20
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Note that in Saskatchewan, the coding of a course as “30” denotes grade 12 level and “20” denotes grade 11.

Manitoba

~~Admission average based on five “40S” courses, including required courses~~

40S course with missing grade	30S course that may be substituted
English 40S	English 30S
Pre-Calculus Mathematics 40S	Pre-Calculus Mathematics 30S
Biology 40S	Biology 30S
Chemistry 40S	Chemistry 30S
Approved elective 40S course Examples: French 40S, Physics 40S, World Issues 40S	Elective 30S course in an approved subject area not already included at the 40 level Examples: Physics 30S, Physical Geography 30S, Social Studies 30S

New Brunswick

~~Admission average based on five “12X” courses, including required courses.~~

12X course with missing grade	11X level course that may be substituted
English Language Arts 122	English Language Arts 112
Advanced Math with Calculus 120	Functions and Relations 111
Biology 121	Biology 111
Chemistry 121	Chemistry 111
Approved elective 12X course Examples: Environmental Science 120, French 122, Music 121	Elective 11X course in an approved subject area not already included at the 120 level Examples: French 112, Music 111, Physical Geography 110

Note that grade 12 academic courses in New Brunswick are noted as either 120, 121 or 122 and grade 11 courses are 111 or 112.

Nova Scotia

~~Admission average based on five grade 12 courses, including required courses.~~

Grade 12 course with missing grade	Grade 11 level course that may be substituted
English 12	English 11
Pre-Calculus Math 12	Advanced Mathematics 11
Biology 12	Biology 11
Chemistry 12	Chemistry 11
Approved elective grade 12 course Examples: Economics 12, French 12, History 12	Elective grade 11 course in an approved subject area not already included at the grade 12 level Examples: Geography 11, History 11, Physics 11,

Prince Edward Island

~~Admission average based on five 61X or 62X courses, including required courses.~~

61X or 62X course with missing grade	51X or 52X course that may be substituted
English 621A	English 521A
Mathematics 621A	Mathematics 521A
Biology 621A	Biology 521A
Chemistry 621A	Chemistry 521A
Approved elective 61X or 62X course Examples: French 621A, History 621A, Music 621A	Elective 51X or 52X course in an approved subject area not already included at the 600 level Examples: Geography 521A, Music 521A, Physics 521A

Newfoundland

~~Admission average based on five 320X courses, including required courses:~~

320X course with missing grade	220X course that may be substituted
English 3201	English 2201
Mathematics 3205	Mathematics 2205
Biology 3201	Biology 2201
Chemistry 3202	Chemistry 2202
Approved elective 320X course Examples: French 3201, Geography 3201, Physics 3201	Elective 220X course in an approved subject area not already included at the 3200 level Examples: French 2201, History 2201, Physics 2201

Appendix A: Criteria for Including Secondary School Courses in an Admission Average

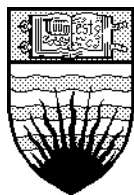
Secondary school courses included in an admission average must meet all of the following criteria:

1. Offered by a recognized institution. Recognized institutions, for the purpose of UBC admission, include those that are approved by:
 - a. the Ministry of Education (or equivalent) in the relevant educational jurisdiction. Ministry-approved schools may offer both ministry developed courses and locally developed courses. Locally developed courses that are approved to satisfy graduation requirements may be included in admission averages if they meet the other criteria below or;
 - b. a UBC-recognized accrediting body or;
 - ~~c. the Senate Admissions Committee or;~~
 - ~~d. c.~~ a Senate-approved designate (e.g., Deans in cases of admission from non-accredited institutions on 'Deans Discretion').
2. Delivered at the Grade 12 level (or equivalent) ~~or approved for substitution into an admission average by the Senate Admissions Committee;~~
3. Subject matter is one of the following:
 - a. Academic in delivery;²

² Academic courses are typically those that involve critical or analytical thinking on the part of the student. Examples include mathematics, sciences, and most arts courses (e.g. history, psychology, or economics). Academic courses include some depth and prepare the scholar for further scholarly activities in the same or a related field. Academic courses that may be included in admission averages will often be associated with a particular discipline of study offered by UBC. Non-academic courses are typically those that are based in activities, vocations or applied skills. Non-academic courses also include those that are based in religious or social/political indoctrination (most often seen at religious schools or schools delivering a curriculum that is mandated by a non-democratic state), or activity courses such as physical education, military training, etc. Non-academic courses may sometimes be described as "terminal courses", those that do not prepare students for further scholarly activities in a related subject. Finally, non-academic courses may convey a lot of information but lack depth or the requirement for critical or analytical thinking.

- b. Supportive of broad academic goals and objectives of the University (e.g., the selection of Aboriginal students);
 - c. Relevant to the selection of qualified students by a particular program or faculty. Inclusion of such courses in an admission average is subject to the approval of the Senate Admissions Committee on course-by-course basis.
4. Grades based on prior learning assessment and/or challenge exams are to be *excluded* from admission averages but may be used to satisfy program pre-requisites. For example, language course grades based on a challenge exam will not be included in admission averages; however, the same language courses may be used to satisfy the language requirements for a degree program at the University.
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THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: [UBC SENATES senate.ubc.ca](http://senate.ubc.ca)

J- 52.24

Number & Title:

J-52.24: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*

Effective Date:

For admission to the 2013-2019 Winter Session and thereafter.

Approval Date:

Proposed for consideration by the *Okanagan Senate* on 27-17 February May 2013 2018 and the *Vancouver Senate* on 13-16 February May 2013-2018.

Review Date:

This policy shall be reviewed one (1) year after approval, and thereafter as deemed necessary by the Responsible Committee.

~~This policy shall be reviewed three (3) years after approval and thereafter as deemed necessary by the Responsible Committees.~~

Responsible Committees:

Admissions and Awards Committee of the Okanagan Senate and Admissions Committee of the Vancouver Senate.

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty,

and to determine which faculty the students pursuing a course of study must register.”

Purpose and Goals:

This policy is designed to provide a mechanism for more timely and accurate academic assessments of secondary school applicants from the BC/Yukon curriculum applying to *direct-entry undergraduate programs*, including a mechanism to use *final course grades* for *Grade 11 courses* when a *final course grade* for a required *Grade 12 course* is not yet available, and more effective incorporation of English 12/English 12 First Peoples provincial examination results into admissions decisions.

Applicability:

This policy is applicable to *BC/Yukon Secondary School Applicants* to *direct-entry undergraduate programs* offered by faculties of the *University*.

Exclusions:

This policy does not apply to applicants who have another basis of admission.

Definitions:

For the purposes of this policy:

Admission average shall mean the academic average calculated by the University to determine the applicant's relative academic competitiveness. ~~The admission average is based upon at least four (4) completed Grade 12 courses as specified for the program to which they are applying.~~

BC/Yukon Secondary School Applicant shall mean an applicant following a secondary school program of study described and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

BC/Yukon Secondary School Curriculum shall mean a secondary school program of study described and approved by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon.

Broad-Based Admission shall mean the consideration of non-academic and academic information (beyond the *admission average* and prerequisite courses) in undergraduate admission decisions.

Core admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine the applicant's relative academic competitiveness for admission to a direct-entry undergraduate program and is comprised of all pre-requisite Grade 11 and pre-requisite Grade 12 courses

and all Grade 11 and Grade 12 course grades relevant to the direct-entry undergraduate program.

Course grade shall mean the school-issued percentage grade for a course.

Examination grade shall mean the percentage grade result of the provincial examination.

Direct-entry undergraduate program shall mean a course of study offered by the University leading to a degree to which applicants are generally admitted upon either their secondary school academic performance or transfer from a comparable program at another post-secondary institution.

Extra-Provincial Curriculum or *Extra-Provincial Curricula* shall mean any Canadian secondary school system not following the BC/Yukon Secondary School Curriculum.

Final course grade shall mean the grade issued after the completion of the course. In the case of English 12/English 12 First Peoples, the *final course grade* consists of a 60% weighting on the school-assigned course grade and 40% on the results of a mandatory provincial examination.

Grade 11 course shall mean a course designated by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon to be at the Grade 11 academic level.

Grade 12 course shall mean a course designated by the British Columbia Ministry of Education or the Department of Education of the Government of Yukon to be at the Grade 12 academic level and on the list of approved courses for consideration in calculating an *admission average*.

Interim admission average shall mean an *admission average* that includes one or more *interim course grades* for *Grade 12 courses* or one or more *final course grades* for *Grade 11 course equivalents* under this policy.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Overall admission average shall mean the *final admission average* or the *interim admission average*, as appropriate, used to determine the applicant's relative academic competitiveness for admission to the University and is comprised of all academic Grade 11 and Grade 12 grades (excluding applied design, skills and technology, physical and health education, and career and personal training) as deemed by the Senate.

Policy:

1. Academic criteria, generally as indicated by a calculated overall admission average, a core admission average, and the completion of prerequisite courses, are the primary basis for determining admissibility to *direct-entry undergraduate programs*. However, with the approval of Senate, faculties and programs may elect to use *Broad-Based Admission* or other criteria to select from applicants whose *admission average* meets or exceeds faculty or program thresholds for admission which may vary from year to year.
2. An *admission average* or *interim admission average* will be calculated where all *Grade 12 courses* required for admission have been completed or are in-progress and all required verifiable or official *final* or *interim course grades* are available to the University.
3. An overall admission average shall be based on all academic Grade 11 and Grade 12 course grades subject to the following provisions. A minimum of six (6) Grade 12 course grades is recommended.
 - a. The overall admission average shall include a maximum of two (2) Grade 11 course grades and a maximum of two (2) Grade 12 course grades in the area of Visual and Performing Arts.
 - b. The lowest Grade 11 or Grade 12 course grade will be excluded from the calculation of the overall admission average.
 - c. Applicants presenting fewer than six (6) Grade 12 courses will be evaluated on a case-by-case basis.

~~Admissions averages or interim admission averages~~ A core admission average shall be based on at least include four (4) Grade 12 courses (or the Grade 11 course equivalents under this policy) as specified for the program all Grade 11 and Grade 12 course grades relevant to the direct-entry undergraduate program. The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course.
4. Where available, *final* or *interim course grades* for *Grade 12 courses* shall be used in calculating an *admission average* or an *interim admission average*; however, notwithstanding point 2- above, should one or more of the required *Grade 12 courses* not have a *final* or *interim course grade* at the time of academic assessment, the *final course grade* for one or more appropriate *Grade 11 courses* will be substituted into the calculation of the *interim admission average* as follows:
 - a. for specified *Grade 12 courses* (English 12/English 12 First Peoples for all programs, or prerequisite Mathematics or Science courses for some programs), a *final course grade* for a *Grade 11* course in the same subject-area shall be substituted; and,

- b. for other *Grade 12 courses*, a *final course grade* for a *Grade 11 course* may be substituted so long as the course meets the criteria for inclusion as a secondary school course in an *admission average* but is at the *Grade 11 level*, and is not in a subject area that is already being used in the calculation of the *admissions average*.
5. *Grade 11 courses* that may be substituted for *Grade 12 courses* shall be set out in the procedures to this policy by the *Responsible Committees*.
6. Offers of admission based on *interim admission averages* that include one or more *final course grades* for *Grade 11 courses* and/or *interim course grades* for *Grade 12 courses* are conditional subject to the satisfactory completion of all required courses and the meeting of any requirements referenced in the letter of admission. Failure to meet any of the requirements referenced in the letter of admission may result in the withdrawal of the offer of admission.
7. Conditions required to retain an offer of admission will be determined by individual faculties on a year-to-year basis, and faculty thresholds may be higher than the published University minima.
8. Offers of admission for applicants who fail to meet the referenced conditions will be reviewed by the admitting faculty on a case-by-case basis.
9. When English 12/English 12 First Peoples is in progress at the point of evaluation, an *interim course grade* shall be used in the calculation of the *interim admission average*.
10. When English 12/English 12 First Peoples has been completed at point of evaluation, the *admission average* or *interim admission average* is calculated on whichever is the higher of the English 12/English 12 First Peoples *final grade* (weighted 60% *course grade* and 40% *examination grade*) or *course grade* alone.
11. In cases where a significant discrepancy exists between the English 12/English 12 First Peoples *course grade* and the *examination grade*, the University reserves the right to use the *examination grade* only. A significant discrepancy is determined by a difference of no less than 20% between the English 12/English 12 First Peoples *course grade* and the *examination grade*.
12. Notwithstanding- points 10-12, applicants who have completed the British Columbia Ministry of Education's New Graduation Program Requirements and are applying to the 2020 Winter Session -and thereafter must present a completed Graduation Literacy Assessment.
- ~~12.13.~~ The *Responsible Committees* shall set out the timing for admission decisions for admission to *direct-entry undergraduate programs* as a procedure to this policy.

Calendar Statements:

Okanagan

URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,63,0>

[Homepage](#) → [Admissions](#) → [Applicants Following the BC/Yukon High School Curriculum](#) → [Admission Requirements](#) **Minimum Academic Qualification**

Admission Requirements

[...]

The admission average will be calculated on English 12 or English 12 First Peoples and the three additional UBC Okanagan campus approved Grade 12 courses from the table below, or the equivalents. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.

[...]

Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

[...]

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Minimum Academic Qualifications

The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:

<u>Grade</u>	<u>Required Courses¹</u>
<u>Grade 12</u>	<u>English 12 or English 12 First Peoples¹</u>

¹Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table **Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum** and the sections titled **Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites** and **Post-Secondary Course Credits that Count Toward High School Graduation**.

Approved courses offered in French will also be accepted. (Français 12 is not accepted in place of English 12.)

For BC/YT students graduating in 2018 and 2019: Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

For BC/YT students graduating in 2020: Applicants are required to provide a completed Literacy Assessment (part of the Ministry of Education graduation program) before UBC can make an offer of admission.

Vancouver URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0>

Homepage Admissions Applicants Following the BC/Yukon Secondary School Curriculum Admission Requirements

Admission Requirements

The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate.

[...]

Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

[...]

Minimum Academic Qualifications

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:

<u>Grade</u>	<u>Required Courses¹</u>
<u>Grade 12</u>	<u>English 12 or English 12 First Peoples¹</u>
<u>Grade 11</u>	<u>English 11 or English 11 First Peoples</u> <u>Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12</u> <u>Any course which satisfies the Social Studies 11 BC/YT graduation requirement</u> <u>At least one approved Science 11²</u> <u>An approved Language 11³</u>

¹ Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table **Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum** and the sections titled **Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites and Post-Secondary Course Credits that Count Toward High School Graduation**.

² Applied Physics 11 and 12 (together these courses meet both the Grade 11 Science requirement and the Physics 11 requirement), Biology 11, Chemistry 11, Earth Science 11, Environmental Sciences 11, Life Sciences 11, or Physics 11

³ A beginner's Language 11 does not satisfy this requirement. Applicants may present any International Baccalaureate (IB) Ab Initio Language in place of Language 11.

Approved courses offered in French will also be accepted. (Français 12 is not accepted in place of English 12.)

For BC/YT students graduating in 2018 and 2019: Applicants are required to write the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that are required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result increases the applicant's admission average. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

For BC/YT students graduating in 2020: Applicants are required to provide a completed Literacy Assessment (part of the Ministry of Education graduation program) before UBC can make an offer of admission.

Consultations:

Extensive consultation was undertaken outside of UBC: over 300 secondary school counselors from secondary schools on Vancouver Island, in the Lower Mainland, and in the Okanagan; and within UBC: Enrolment Services, Undergraduate Admissions, and UBC Okanagan and Vancouver Deans.

History:

The use of Grade 11 grades in calculating the *admission average*

Up until 1992, the University used both *Grade 11* and *Grade 12 course* grades to render admission decisions for *BC/Yukon Secondary School Applicants*. Following the lead of a number of other Canadian universities (UBC Vancouver Senate Minutes, April 22, 1992), the University Senate approved a revision of requirements for *BC/Yukon Secondary School Applicants* so that the *admission average* would be based solely upon grades in four *Grade 12 courses*. The Okanagan Senate was officially constituted in the fall of 2005.

In 2009, again following the lead of other Canadian universities, the UBC Vancouver and Okanagan Senates approved a pilot project that allowed the substitution of a *final course grade* for a *Grade 11 course* for an unavailable *interim course grade* for a *Grade 12 course* for secondary school applicants following Canadian *Extra-Provincial Curricula*. In 2011, the outcomes of the pilot project were reviewed and it was determined that there were not any significant differences in first-year performance between the students admitted on (a) *final course grade(s)* for *Grade 11 course(s)* and *final course grades* for *Grade 12 courses*, and (b) those admitted on *interim* and *final course grades* for *Grade 12 courses* only. As a result, policy J-51 was approved, allowing for the ongoing use of *final course grades* for *Grade 11 courses* for secondary school applicants from Canadian jurisdictions outside of BC when an *interim course grade* for a *Grade 12 course* is not yet available.

In March 2012, Policy J-52 was approved, allowing the use of BC secondary school *final course grades* for *Grade 11 courses* as substitutes for missing *interim course grades* for *Grade 12 courses*. Policy J-52 was put in place as a short-term measure to address issues related to *BC/Yukon Secondary School Applicants'* grade collection in light of the job action initiated by the BC Teachers' Federation.

While Policy J-52 was reviewed by both the Okanagan Senate Admissions and Awards Committee and the Vancouver Senate Admissions Committee and deemed appropriate for the extraordinary circumstances in which it was created, it was seen as insufficient as a long-term policy. As such, Policy J-52 was discontinued at the 19 December 2012 Okanagan Senate meeting and at the 19 September 2012 Vancouver Senate meeting. At the 19 December 2012 Okanagan Senate meeting and the 14 November 2012 Vancouver Senate, Policy O-52 and Policy V-52 (which are campus specific versions of this Policy J-52.1) respectively were approved. Due to the similarity of the policies, the Okanagan Senate Admissions and Awards Committee and the Vancouver Senate Admissions Committee decided to bring them together in this Policy J-52.1.

Prompted by changes to the Ministry of Education's New Graduation Program Requirements, the *Responsible Committee* undertook a review of admission policies. As a result, in 2018, Senate approved a holistic approach to undergraduate admission which assesses an undergraduate

applicant's full academic profile, including an evaluation based on as many courses as possible within an applicant's penultimate and ultimate years of secondary school studies. In addition to the overall academic assessment and a core assessment to determine the applicant's admissibility to a specific undergraduate degree program, the assessment includes a review of the depth, breadth, relevancy, and/or individual relevancy of the coursework presented for admission.

For entry to the 2019 Winter Session and thereafter, evaluation for admission include the calculation an *overall admission average*, designed to broadly assess an applicant's academic history. The assessment will be the same regardless of the *direct-entry undergraduate program* of choice and will focus on grades presented in all academic *Grade 11* and *Grade 12* courses. The admission process also includes the calculation of a program-specific *core admission average* which will assess an applicant's suitability for a specific *direct-entry undergraduate program*.

In addition to the *overall admission average* and *core admission average*, a holistic approach to admission includes the consideration of the depth, breadth, rigour and relevancy of coursework, and the applicant's specific circumstances with respect to access to a wide selection of courses or personal circumstances that may require an applicant to take a smaller course load. Applicants will be able to present personal circumstances in the admission application, to be reviewed on a case-by-case basis within the admission process.

The use of English 12/English 12 First Peoples provincial examination results in the calculation of undergraduate *admission average*.

Up until 2008, if a BC secondary school applicant had already completed English 12 English/12 First Peoples at the point of evaluation for undergraduate admission, the University always used the *final course grade* (composed of 60% school-assigned course grade and 40% provincial examination score) in the calculation of the *admission average*.

In March 2008, the UBC Okanagan Senate decided that the policy requiring *BC/Yukon Secondary School Applicants* to write optional provincial examinations be discontinued. A similar decision was also reached by the UBC Vancouver Senate in May of the same year. Going forward, in cases where a *BC/Yukon Secondary School Applicant* had already completed an optional Grade 12 examination, the *final course grade* (including the examination grade) would be incorporated in the *admission average* in March/April, but only if advantageous to the applicant. Otherwise, the *admission average* would now be calculated on the *course grade* only and the *examination grades* were discarded.

Policy J-52 was silent on whether the same principle should apply when the provincial examination remained mandatory (as in the case of English 12/English 12 First Peoples). In the spirit of both Senates' decisions, it was decided that in

practice, the *examination grade* in English 12/English 12 First Peoples would only be incorporated into the *admission average* if it proved beneficial to the applicant.

The 2017 changes to the Ministry of Education's New Graduation Program Requirements which specifically impacted UBC admission decisions included the elimination of the English 12 provincial examination requirement for all students entering Grade 12 in 2019/2020. Instead, students will complete a Graduation Literacy Requirement. The assessment will be scored on a detailed numerical scale (i.e., >100) and with a qualitative assessment (i.e., "meets expectations"), although only the qualitative assessment will be transcribed and made available to the student.

Students entering Grade 12 in 2018/2019 will be required to complete a Language Arts 12 course and the associated provincial examination to satisfy the requirements of the New Graduation Program. For entry to UBC in the 2019 Winter Session, applicants will be required to present a provincial examination grade and meet all requirements related to English 12/English 12 First Peoples as set out in Policy J-52.2.

Related Policies:

J-51.1: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

J-53: *Course-specific Minima for Secondary School Applicants*

Appendix:

N/A

Procedures:

In all cases, a *BC/ Yukon Secondary School Applicant's admission average* or *interim admission average* will be optimized such that the highest possible average is calculated while adhering to the rules outlined below.

Part 1: Calculation of *Interim Admission Averages*

1. The calculation of an *interim admission average* shall be based on the following, with course-by-course substitutions outlined below:
 - the *BC/ Yukon Secondary School Applicant* must have all required courses either in progress, completed, or anticipated to be complete by the end of their ultimate year of secondary school;
 - if one or more of the required or elective *Grade 12 courses* does not yet have a *final* or *interim course grade* then (a) *final course grade(s)* for a *Grade 11 course* shall be substituted into the *admission average* as follows:

- for ~~required-specified~~ *Grade 12 courses* (English or a prerequisite Mathematics or Science course), only a *final course grade* in a *Grade 11 course* in the same subject-area (i.e., a course that is directly laddered to the *Grade 12 course*) shall be substituted;
 - for ~~elective-other~~ *Grade 12 courses* ~~(i.e., a course that is UBC-approved as it meets the “Criteria for Including Secondary School Courses in an Admission Average”)~~, a *final course grade* for a *Grade 11 course* may be substituted so long as the course is ~~a)~~ not in a subject area that has already been included at the Grade 12 level (e.g., Biology 12 already included, do not include Biology 11), ~~and b) meets the UBC approved criteria but is at the Grade 11 level.~~
2. The calculation of an *admission average* or an *interim admission average* shall be based on the following, with the use of the English 12/English 12 First Peoples examination grade incorporated as outlined below:
- if the *BC/ Yukon Secondary School Applicant* presents an *interim course grade* for English 12/English 12 First Peoples, the *course grade* is used in the calculation of the *interim admission average*;
 - if the *BC/ Yukon Secondary School Applicant* has already completed English 12/English 12 First Peoples at point of evaluation, *examination grades* will be used if the *examination grade* increases the applicant's *admission average* or *interim admission average*;
 - in cases where a significant discrepancy exists between the English 12/ English 12 First Peoples *course grade* and the *examination grade*, UBC reserves the right to use the *examination grade* only. A significant discrepancy is determined by a difference of no less than 20% between the English 12/ English 12 First Peoples *course grade* and the *examination grade*.

Part 2: Calculation of Admission Averages

1. The calculation of an *admission average* shall be based upon the following:
- the *BC/Yukon Secondary School Applicant* must have all required courses completed ~~or in-progress by at~~ the point of evaluation;
 - if the *BC/Yukon Secondary School Applicant* has not yet been admitted, the ~~overall-- and core~~ *admission average* is used to determine the applicant's relative competitiveness for admission;
 - if the *BC/Yukon Secondary School Applicant* has already been admitted (based upon their *interim admission averages*), the *admission averages* ~~is~~ used to determine whether the applicant meets the conditions of admission referenced with the initial offer of admission. This may include minimum thresholds in both the ~~core and~~ *overall admission averages* and specific prerequisite Grade 12 courses;
 - if these conditions are not met, the original offer of admission may be revoked at the discretion of the Faculty on a case-by-case basis.

Part 3: Timing of Admission Decisions

1. The University will make initial admission decisions for *direct-entry undergraduate programs* based upon data that is available /verifiable as of 1 April each year for the following Winter Session; the *admission average* used for these decisions will be made based upon *final* or *interim course grades* for *Grade 12 courses* (or equivalent *final course grades* for *Grade 11 courses*).

1.1 Section 1 notwithstanding, the University may also calculate an *interim admissions average* using only *final course grades* for *grade 11 courses* for outstanding applicants based upon data that is available/verifiable as of September 1 the year prior to admission. For the purposes of this section, “outstanding applicants” will be taken to mean applicants whose *final course grades* for all applicable *grade 11 courses* are within the top 25% of admitted applicants to that program for the previous Winter Session. Applicants who wish to be considered for admission on the basis of *final course grades* for *Grade 11 courses* must submit an application for admission by 1 December each year for the following Winter Session.
2. An additional round of admission decisions for *BC/Yukon Secondary School applicants* may be made based upon data that is available as of 15 May each year if it is anticipated that space will remain in the program to which the applicant has applied. The *admission average* used for these decisions will be made based upon *final* or *interim courses* for *Grade 12 courses* only.
3. Once a complete set of *final course grades* for *Grade 12 courses* becomes available (usually in the summer), an additional round of admission decisions for *BC/Yukon Secondary School Applicants* may be made if it is anticipated that space will remain in the program to which the applicant has applied.
4. Once a complete set of *final course grades* for *Grade 12 courses* becomes available (usually in the summer), *BC/ Yukon Secondary School Applicants* who have already been admitted based upon an *interim admission average* will be evaluated to determine if all the conditions of admission (as referenced on the admission letter) have been met.
5. In all instances, if the *BC/ Yukon Secondary School Applicant* has already completed the English 12/English 12 First Peoples BC Provincial Examination, the results will be used as outlined above.

Part 4: Grade 11 Grade Substitutions

Specific substitutions

Viable grade 11 courses

<u>Grade 12 Pre-Requisite</u>	<u>Approved Grade 11 substitute for Early Admission</u>
<u>English 12</u>	<u>Composition 11; Focused Literary Studies 11; or Creative Writing 11¹</u>
<u>English First Peoples 12</u>	<u>English First Peoples 11</u>
<u>Pre-Calculus 12</u>	<u>Pre-Calculus 11</u>
<u>Anatomy & Physiology 12</u>	<u>Life Sciences 11</u>
<u>Chemistry 12</u>	<u>Chemistry 11</u>
<u>Physics 12</u>	<u>Physics 11</u>

<u>BC/Yukon secondary school curriculum Grade 12 courses that may be used on the calculation of the admission average</u>	<u>BC/Yukon curriculum Grade 11 courses that may be used as a substitute</u>
<u>American Sign Language (ASL) 12</u>	<u>American Sign Language (ASL) 11</u>
<u>Arabic 12⁴</u>	<u>Arabic 11⁴</u>
<u>BC First Nations Studies 12</u>	<u>BC First Nations Studies 11</u>
<u>Biology 12⁺</u>	<u>Biology 11</u>
<u>Calculus 12</u>	<u>N/A³</u>
<u>Chemistry 12⁺</u>	<u>Chemistry 11</u>
<u>Computer Information Systems 12⁴</u>	<u>Computer Information Systems 11⁴</u>
<u>Computer Programming 12⁴</u>	<u>Computer Programming 11⁴</u>
<u>Croatian 12⁴</u>	<u>Croatian 11⁴</u>
<u>Economics 12</u>	<u>N/A³</u>
<u>English Literature 12</u>	<u>English Literature 11</u>
<u>English 12⁺ or English 12 First Peoples⁺ (but not both)</u>	<u>English 11 or English 11 First Peoples (but not both)</u>
<u>Français Langue 12 or French 12 (but not both)</u>	<u>Français Langue 11 or French 11 (but not both)</u>
<u>Geography 12</u>	<u>Social Studies 11³</u>
<u>Geology 12⁺</u>	<u>Earth Science 11</u>
<u>German 12</u>	<u>German 11</u>
<u>Halq'eméylem 12</u>	<u>Halq'eméylem 11</u>
<u>Heiltsuk 12</u>	<u>Heiltsuk 11</u>
<u>History 12</u>	<u>Social Studies 11³</u>
<u>Hul'q'umi'num' 12</u>	<u>Hul'q'umi'num' 11</u>
<u>Italian 12⁴</u>	<u>Italian 11⁴</u>
<u>Japanese 12</u>	<u>Japanese 11</u>
<u>Korean 12⁴</u>	<u>Korean 11⁴</u>

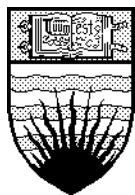
¹ See Appendix 1 for a background on how the new English 11 and 12 courses can be used in the admission decision.

Kwak'wala 12	Kwak'wala 11
Law 12	N/A³
Liqwala/Kwakwala 12	Liqwala/Kwakwala 11
Mandarin 12	Mandarin 11
nsiylxcən (Okanagan Language) 12	nsiylxcən (Okanagan Language) 11
Nte?kepmxein 12	Nte?kepmxein 11
Nuu-chah-nulth 12	Nuu-chah-nulth 11
Principles of Mathematics 12 or Pre-Calculus 12¹	Principles of Mathematics 12 or Pre-Calculus 11
Physics 12¹	Physics 11
Punjabi 12	Punjabi 11
Russian 12⁴	Russian 11⁴
Secwepemetsin (Shuswap Language) 12	Secwepemetsin (Shuswap Language) 11
Shashishalhem (Sechelt Language) 12	Shashishalhem (Sechelt Language) 11
Sim'algaxhl Nisga'a 12	Sim'algaxhl Nisga'a 11
Sm'algyax 12	Sm'algyax 11
Social Justice 12⁴	N/A^{3&4}
Spanish 12	Spanish 11
Sustainable Resources 12⁴	Sustainable Resources 11⁴
Tsek'ene 12	Tsek'ene 11
Upper St'at'imcets 12	Upper St'at'imcets 11

Notes:

- ¹—Indicates a prerequisite course used by one or more direct entry Faculties.
- ²—Social Studies 11 may not be double-counted if both Geography 12 and History 12 are in progress.
- ³—Course does not have a Grade 11 equivalent.
- ⁴—Indicates a course only applicable for UBC Okanagan programs

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY: [UBC SENATES
senate.ubc.ca](http://senate.ubc.ca)J-53.1**Number & Title:**

J-53.1: *Course-specific Minima for Secondary School Applicants*

Effective Date:

For admission to the ~~2014-2019~~ Winter Session and thereafter.

Approval Date:

Proposed for consideration by the Okanagan Senate on ~~27-17 February-May 2013~~
~~2018~~ and by the *Vancouver Senate* on ~~13-16 February-May 2013~~ 2018.

Review Date:

This policy shall be reviewed three years (3) years after approval and thereafter as deemed necessary by the *Responsible Committees*.

Responsible Committees:

Admissions and Awards Committee of the Okanagan Senate and Admissions Committee of the Vancouver Senate.

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(b) to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine;”

(c) to determine all questions relating to the academic and other qualifications required of applicants for admission as students to the university or any faculty, and to determine which faculty the students pursuing a course of study must register.”

Purpose and Goals:

This policy is designed to provide faculties with a mechanism to impose competitive thresholds of performance in prerequisite courses used in the calculation of an admission average for *secondary school applicants* to *direct-entry undergraduate programs*.

Applicability:

This policy is applicable to all *secondary school applicants* applying to *direct-entry undergraduate programs* at the University.

Exclusions:

This policy does not apply to applicants who have another basis of admission.

Definitions:

For the purposes of this policy:

Overall admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine the applicant's relative academic competitiveness for admission to the University and is comprised of all academic Grade 11 and Grade 12 grades (excluding applied design, skills and technology, physical and health education, and career and personal training) as deemed by the Senate.

Core admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine the applicant's relative academic competitiveness for admission to a direct-entry undergraduate program and is comprised of all pre-requisite Grade 11 and pre-requisite Grade 12 courses.

Admission average shall mean the final admission average or the interim admission average, as appropriate, used to determine an applicant's relative academic competitiveness for admission to the University or to a direct-entry undergraduate program.

Direct-entry undergraduate program shall mean a course of study offered by the University leading to a degree where applicants may be admitted upon either their secondary school academic performance or transfer from a comparable program at another post-secondary institution.

~~*Final admission average shall mean an admission average that is comprised solely of final grades in Grade 12 courses (or equivalents), used to make an offer of admission or to confirm an initial offer of admission based on an applicant's interim admission average.*~~

Grade 12 course (or equivalent) shall mean a course that is a) academic in nature; and b) approved for consideration in calculating an *admission average*.
Equivalents are determined based upon the curriculum presented by the applicant.

Grade 12 course grade (or equivalent) shall mean the *Grade 12 course* grade used in the calculation of an *admission average*. Equivalents are determined based upon a) the curriculum presented by the applicant; and b) the point in the admission cycle when an evaluation is being conducted.

Interim admission average shall mean an *admission average* that includes one or more *interim course grades* for *Grade 12 courses (or equivalents)*. The *interim admission average* is used to make an initial offer of admission to a *secondary school applicant* who is still working towards completion of their secondary school credential.

Interim course grade shall mean the grade issued for a course that is still in progress at the time of UBC's academic assessment, provided that such a grade is issued after at least 50% of the course material is complete and evaluated.

Prerequisite Grade 11 course shall mean a Grade 11 course (or equivalent) that is specified by the Senate for inclusion in the calculation of the admission average for a particular direct-entry undergraduate program.

Prerequisite Grade 12 course shall mean a *Grade 12 course (or equivalent)* that is specified for inclusion in the calculation of the *admission average* for a particular *direct-entry undergraduate program*.

Secondary school applicant shall mean an applicant following a recognized secondary school curriculum whose graduates are eligible for consideration for entry into a *direct-entry undergraduate program* at the University. This includes applicants from secondary schools following sub-national, national, and international curricula.

Policy:

~~1. The *admission average* is normally determined by the mean grade achieved over *Grade 12 courses (or equivalents)* required for admission, calculated by the University, including *prerequisite Grade 12 courses*, to determine relative academic competitiveness. For some international curricula, the University shall consider the assessment of the applicant's entire credential as the *admission average* used to determine relative academic competitiveness.~~

2.1. In addition to considering the *overall admission average* and *core admission average*, the University may also consider the grades in individual *prerequisite Grade 12 courses* as specified by the admission requirements of and thresholds set by the particular faculty to determine an applicant's relative

academic competitiveness. Applicants with *prerequisite Grade 12 course grades* that fall below the faculty-set thresholds may not be deemed competitive for admission.

~~3.2.~~ Conditions required to retain an offer of admission will be determined by individual faculties on a year-to-year basis and may include thresholds for the applicant's *final admission average* and/or their final grades on *prerequisite Grade 12 courses*.

~~4.3.~~ Students admitted based upon an *interim admission average* who fail to meet the faculty-set competitive thresholds for either the *final admission average* or the final *prerequisite Grade 12 course grades* will be reviewed by the admitting faculty on a case-by-case basis and may have their offer of admission revoked.

Calendar Statements:

<p>Faculty/School: N/A Department/Unit: Enrolment Services Faculty/School Approval Date: N/A Effective Session: 2014W (To be published in the Academic Calendar upon approval for the purpose of informing prospective students.) <u>2019 Winter Session</u> Faculty/School: all</p>	<p>Date: 1 January 2013 <u>20 April 2018</u> Contact Person: Andrew Arida, Associate Registrar, Undergraduate Admissions Phone: 604.822.2890 Email: andrew.arida@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,325,0,0 Homepage → Admissions → Admission for Secondary School Applicants <u>Admission Requirements</u> <u>Academic criteria are the primary basis for determining admissibility to UBC. Many programs also consider non-academic information. For secondary school applicants, the academic assessment consists of an overall assessment and a core academic assessment, the latter being specific to the program(s) to which the student has applied. In addition, breadth, rigour and relevancy of secondary school coursework may</u></p>	<p><u>Proposed Academic Calendar Entry:</u> <u>Homepage (draft) Admissions Applicants Following the BC/Yukon High School Curriculum Minimum Academic Qualifications</u> <u>Proposed Academic Calendar Entry:</u> <u>Homepage (draft) Admissions Applicants Following Secondary School Curricula in Canada, Outside of BC/Yukon Determining Admissibility</u></p>

also factor into the admission decision.

Although there is not a strict minimum number of course required, UBC does recommend that students graduating with a Canadian secondary school credential present at least six academic ad non-academic Grade 12-level courses (including Grade 12-level courses taken in the Grade 11 year). Non-academic courses include subjects classified as Applied Design, Skills and Technologies, Career Education, Physical and Health Education, or Faith-based. For applicants from outside of Canada, the minimum number of senior-year courses will vary by jurisdiction. Students with fewer than the recommended number of Grade 12-level courses will be considered on a case-by-case basis.

Academic averages for the purpose of admission are based on final or in-progress Grade 11 and Grade 12 (or equivalent) course grades available in the spring. The minimum academic qualification for admission is secondary school graduation from a recognized secondary school.

The Overall Academic Assessment (All Programs)

The overall academic assessment is designed to broadly assess an applicant's academic history. The assessment is the same regardless of the program to which the student has applied and focuses on the marks presented in all academic Grade 11 and 12 coursework (regardless of the year in which the course was completed). Wherever possible, UBC

Determining Admissibility

[15692] Academic criteria are the primary basis for determining admissibility to the UBC Okanagan campus; however, many programs consider non-academic information as well. See [youbc Okanagan](#) for further information on non-academic admission criteria.

[129] Academic averages for the purpose of admission to the UBC Okanagan campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12-grade information is not yet available.

[...]

Proposed Academic Calendar Entry:
[Homepage \(draft\) Admissions Applicants Following the American Secondary School Curriculum](#)

Applicants Following the American Secondary School Curriculum

[14981] Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:

[14982]

- graduation from an academic or college preparation program at a US regionally-accredited school;

will exclude the academic course with the applicant's lowest grade so long as the course is not required or relevant to the intended area of study at UBC.

The Core Academic Assessment (Program-Specific)

The core academic assessment is designed to assess an applicant's aptitude for a particular area of study within the university. The core academic assessment will vary depending upon the program to which the student has applied (see table outlining "Program Requirements for Canadian Secondary School Applicants" [hotlink to table]). The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents a course at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course. There is not a minimum number of courses required for admission, but applicants are encouraged to challenge themselves with a substantial number of courses that are relevant to their intended area of study at UBC. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the core academic assessment.

...

URL:
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,326,0,0>

- ~~English to the senior level (not ESL);~~
- ~~at least three other senior academic subjects and prerequisites appropriate for the intended program of study;~~
- ~~three years of mathematics to the junior level; and~~
- ~~either (a) SAT I or (b) ACT plus Writing.~~

~~[14983] In countries where the SAT and ACT are unavailable, exemptions may be granted.~~

~~Proposed Academic Calendar Entry:~~
~~Homepage (draft) Admissions Applicants Following Other International Secondary School Curricula~~

~~Applicants Following Other International Secondary School Curricula~~

~~[14985] The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.~~

~~[...]~~

~~[14987] Because of the differences in world educational systems, satisfactory~~

[Homepage](#) → [Admissions](#) → [Applicants Following Canadian Secondary School Curriculum](#)

Applicants Following Canadian Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the [archived version of the 2017/18 Academic Calendar](#). **Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.**

The following information should be considered in conjunction with the program-specific admission requirements listed in [Program Requirements for Canadian Secondary School Applicants](#).

Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average.

Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record must include all final grades to date

~~completion of secondary school is not necessarily an acceptable basis for admission to first year. UBC reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.~~

~~[...]~~

Proposed Academic Calendar Entry:
[Homepage \(draft\)](#) [Admissions Applicants Following the BC/Yukon Secondary School Curriculum Admission Requirements](#)

Admission Requirements

[19761] Academic criteria are the primary basis for determining admissibility to UBC's Vancouver campus; however, many programs consider non-academic information as well. Academic averages for the purpose of admission to UBC's Vancouver campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history (including grades for completed Grade 11 courses) may be considered, particularly where sufficient Grade 12 information is not yet available.

~~[...]~~

[95] The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of

and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements. Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.

The following Provincial Requirements apply:

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<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,293,0,0>

Homepage → Admissions → Applicants Following American Secondary School Curriculum

Applicants Following American Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Applicants following the American secondary school curriculum must present the following minimum

evaluation, final Grade 11 grades may be used as appropriate.

~~**Proposed Academic Calendar Entry:**~~
~~Homepage (draft) Admissions Applicants Following Secondary School Curricula in Canada, outside of BC/Yukon Determining Admissibility~~

Determining Admissibility

[129] Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for further information on non-academic admission criteria.

[19142] Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available.

[...]

~~**Proposed Academic Calendar Entry:**~~
~~Homepage (draft) Admissions Applicants Following American Secondary School Curriculum~~

Applicants Following American Secondary School Curriculum

[17147] Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:

criteria to be considered for admission:

- graduation from an academic or college preparation program at a US regionally-accredited school;
- English to the senior level (not ESL);
- three years of mathematics to the junior level;
- a minimum final grade of 70% (or equivalent) in either junior or senior year English; and
- either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted).

Certain programs may require a competitive minimum grade in individual prerequisite courses.

Students applying with a US High school diploma are recommended to present at least six senior-level courses as part of their diploma. Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis.

Academic courses are generally taken in the junior or senior year of secondary school but some appropriate courses may be taken earlier than this. Inclusion of those courses in the overall or core assessment will be determined by the Undergraduate Admissions Office at the time of review. For example, it is possible for students to take AP courses, and some science courses, earlier than junior year. Courses

[17148]

- ~~graduation from an academic or college preparation program at a US regionally-accredited school;~~
- ~~English to the senior level (not ESL);~~
- ~~at least three other senior academic subjects and prerequisites appropriate for the intended program of study;~~
- ~~three years of mathematics to the junior level;~~
- ~~a minimum final grade of 70% (or equivalent) in either junior or senior year English; and~~
- ~~either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted)~~

Present Academic Calendar Entry:
Homepage (draft) Admissions
Applicants Following Other
International Secondary School
Curricula

Applicants Following Other International Secondary School Curricula

[18228] All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.

such as these are appropriate for admission, and will be in overall and core assessments.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the US secondary school curriculum presented for admission.

The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.

URL:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,294,0,0>

Homepage Admissions Applicants Following Other International Secondary School Curricula

Applicants Following Other International Secondary School Curricula

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.

[17149] The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

[...]

[17151] Because of the differences in world educational systems, satisfactory completion of secondary school is not necessarily an acceptable basis for admission to first year. The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the international secondary school curriculum presented for admission.

The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

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URL:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,325,0,0>

Homepage → Admissions → Admission for Secondary School Applicants

Admission Requirements
Academic criteria are the primary basis for determining admissibility to UBC. Many programs also consider non-academic information. For secondary school applicants, the academic assessment consists of an overall assessment and a core academic assessment, the latter being specific to the program(s) to which the student has applied. In addition, breadth, rigour and relevancy of secondary school coursework may also factor into the admission decision.

Although there is not a strict minimum number of course required, UBC does recommend that students graduating with a Canadian secondary school credential present at least six academic and non-academic Grade 12-level courses (including Grade 12-level courses

taken in the Grade 11 year). Non-academic courses include subjects classified as Applied Design, Skills and Technologies, Career Education, Physical and Health Education, or Faith-based. For applicants from outside of Canada, the minimum number of senior-year courses will vary by jurisdiction. Students with fewer than the recommended number of Grade 12-level courses will be considered on a case-by-case basis.

Academic averages for the purpose of admission are based on final or in-progress Grade 11 and Grade 12 (or equivalent) course grades available in the spring. The minimum academic qualification for admission is secondary school graduation from a recognized secondary school.

The Overall Academic Assessment (All Programs)

The overall academic assessment is designed to broadly assess an applicant's academic history. The assessment is the same regardless of the program to which the student has applied and focuses on the marks presented in all academic Grade 11 and 12 coursework (regardless of the year in which the course was completed). Wherever possible, UBC will exclude the academic course with the applicant's lowest grade so long as the course is not required or relevant to the intended area of study at UBC.

The Core Academic Assessment (Program-Specific)

The core academic assessment is designed to assess an applicant's aptitude for a particular area of

study within the university. The core academic assessment will vary depending upon the program to which the student has applied (see table outlining “Program Requirements for Canadian Secondary School Applicants” [hotlink to table]). The assessment focuses on the grades presented in all relevant academic Grade 11 and 12 (or equivalent) coursework, although in cases where the student presents a course at both the Grade 11 and the Grade 12 level, emphasis is placed upon the mark obtained in the more senior-level course. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the core academic assessment.

...

URL:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,326,0,0>

Homepage → Admissions → Applicants
Following Canadian Secondary School Curriculum

Applicants Following Canadian Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar. Academic criteria are the primary basis for determining admissibility to UBC; however, many programs consider non-academic information as well. See Personal Profile for

further information on non-academic admission criteria.

The following information should be considered in conjunction with the program-specific admission requirements listed in Program Requirements for Canadian Secondary School Applicants.

Academic averages for the purpose of admission to UBC are primarily based on grade 12 final or in-progress course grades; however, an applicant's full academic history may be considered, particularly where sufficient Grade 12 grade information is not yet available. Certain programs may require a competitive minimum grade in individual prerequisite courses used in the calculation of the admission average.

Applicants must arrange for their high school grades to be submitted to UBC Admissions before the stated document deadline. The grade record must include all final grades to date and a list of courses in progress with interim grades where possible. All offers of admission are subject to satisfactory completion of secondary school graduation requirements, completion of all required courses, and maintenance of minimum university admission standards. Offers of admission may be withdrawn from students who do not satisfy these requirements. Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.

The following Provincial Requirements apply:

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URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,293,0,0>

Homepage → Admissions → Applicants Following American Secondary School Curriculum

Applicants Following American Secondary School Curriculum

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:

- **graduation from an academic or college preparation program at a US regionally-accredited school;**
- **English to the senior level (not ESL);**
- **three years of mathematics to the junior level;**
- **a minimum final grade of 70% (or equivalent) in either junior or senior year English; and**
- **either (a) SAT 1, or ACT, plus Writing (in countries where the SAT and ACT are**

unavailable, exemptions may be granted).

Certain programs may require a competitive minimum grade in individual prerequisite courses.

Students applying with a US High school diploma are recommended to present at least six senior-level courses as part of their diploma.

Applicants with a strong academic record who do not present the minimum number of courses as per above will be considered on a case-by-case basis.

Academic courses are generally taken in the junior or senior year of secondary school but some appropriate courses may be taken earlier than this. Inclusion of those courses in the overall or core assessment will be determined by the Undergraduate Admissions Office at the time of review. For example, it is possible for students to take AP courses, and some science courses, earlier than junior year. Courses such as these are appropriate for admission, and will be in overall and core assessments.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the US secondary school curriculum presented for admission.

The University reserves the right to determine whether or not a student is eligible for admission and to determine what transfer credit, if any, may be granted.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,294,0,0>

[Homepage → Admissions → Applicants Following Other International Secondary School Curricula](#)

[Applicants Following Other International Secondary School Curricula](#)

Please note that this section of the UBC Calendar has been updated with information specific to undergraduate admissions in 2019. For information regarding undergraduate admissions in 2018, please see the archived version of the 2017/18 Academic Calendar.

All applicants applying to UBC from a secondary school offering English-medium instruction must present a minimum final grade of 70% (or equivalent) in either junior (Grade 11) or senior year (Grade 12) English. Final grades include both the school grade and mandatory standardized examination results.

Program requirements listed in Program Requirements for Canadian Secondary School Applicants will be applied to applicants, as appropriate, for the international secondary school curriculum presented for admission.

The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.

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Consultations:

Extensive consultation was undertaken outside of UBC: over 300 secondary school counselors from secondary schools on Vancouver Island, in the Lower Mainland, and in the Okanagan; and within UBC: Enrolment Services, Undergraduate Admissions, and UBC Okanagan and Vancouver Deans.

History:

Historically, the University has determined a *secondary school applicant's* a) achievement of the minimum admission requirements (as identified in the UBC calendar) and b) relative academic competitiveness (as determined by Faculty on a year-to-year basis) by calculating an *admission average*. In some cases, the University also uses individual course grades to determine admissibility, but only as it pertains to the published university minima for admission. An example would be the Vancouver campus' requirement of a final grade of 70% in either English 11 or English 12 (or equivalent); another would be the requirement of a minimum score of 67% in Pre-Calculus 12 (or equivalent) for admission to the Bachelor of Science program at either campus. But these are viewed as minimum admission requirements, not competitive requirements. In other words, an applicant with a grade of 90% in Pre-Calculus 12 cannot be considered "more competitive" for admission than another with a 75% in the same course; an assessment of relative academic competitiveness can only be made on the overall *admission average*.

Faculties have indicated that this approach does not allow the undergraduate admission process to select applicants who will be the most successful in first year. An applicant can mitigate a weak score in a key prerequisite subject (such as English 12 or Pre-Calculus 12, for example) with a strong score in an elective subject, gaining admission to UBC if their overall admission average is strong. But such a student is likely to struggle in their first year of study if their program requires 100-level coursework in English or Mathematics. Conversely, an applicant with a slightly lower admission average but stronger grades in prerequisite courses is seen as less competitive than the aforementioned student, even though they are more likely to perform better in required first-year coursework.

Prompted by changes to the Ministry of Education's New Graduation Program Requirements in 2017, the *Responsible Committee* undertook a review of

admission policies. As a result, in 2018, Senate approved a holistic approach to undergraduate admission which assesses an undergraduate applicant's full academic profile, which includes the evaluation of as many courses as possible within an applicant's penultimate and ultimate years of secondary school studies. The revised definitions and policy in *Policy J-53.1* reflect the calculation of overall and core admission averages to determine admissibility.

Related Policies:

J-51.1: *Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula*

J-52.2~~1~~: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*

Appendix:

N/A

Procedures:

1. If the applicant has applied to enter into a Faculty that specifies a competitive minimum threshold in one or more *prerequisite Grade 12 courses*, the applicant must meet that minimum threshold in order to be considered competitive for admission; and
2. The competitive minimum threshold required in one or more *prerequisite Grade 12 courses* shall be determined by the individual Faculty on a year-by-year basis.

Timing of Admission Decisions:

1. The University will make initial admission decisions for *direct-entry undergraduate programs* based upon data that is available/verifiable as of 1 April each year for the following Winter Session; the *admission average* used for these decisions will be made based upon *final* or *interim course grades* for *Grade 12 courses (or equivalents)*.
2. Faculties determine a) the overall and core admission averages and b) the minimum threshold on *prerequisite Grade 12 courses* used to assess the relative competitiveness of the applicant.
3. Once a complete set of *final course grades* for *Grade 12 courses (or equivalents)* becomes available (usually in the summer), an additional round of admission decisions for *secondary school applicants* may be

made if it is anticipated that space will remain in the program to which the applicant has applied.

4. Once a complete set of *final course grades* for *Grade 12 courses (or equivalents)* becomes available (usually in the summer), *secondary school applicants* who have already been admitted based upon an *interim admission average* will be evaluated to determine if all the conditions of admission (as referenced in the admission letter) have been met.
5. If the faculty requires minimum thresholds on *prerequisite Grade 12 courses* and the admitted student no longer meets those thresholds, then the student may be deemed to have been unsuccessful in meeting the conditions of admission referenced in the admission letter. In these instances, the original offer of admission may be revoked at the discretion of the faculty on a case-by-case basis.



4 May 2018

To: Senate

From: Admissions Committee

Re: h) Annual Report on Appeals and Other Matters of Delegated Authority
(information)

(i) Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants from Alberta secondary schools. For entry to the 2017 Winter Session, grades presented for admission were adjusted upwards by 4%.

(ii) Student Mobility Agreements Approved Under Council of Senates Policy C-2: Affiliations with Other Institutions of Learning

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Since its last report to Senate, the Admissions Committee has approved student mobility agreements with the following institutions:

- Nanyang Technical University, Singapore (all UBC Vancouver faculties)
- Sciences Po Lyon (UBC Faculty of Arts)
- Julius Maximilian University of Würzburg (UBC Faculty of Science)
- Trinity College, Dublin (all UBC Vancouver faculties)
- Kyoto University (all UBC Vancouver faculties)
- Bogor Agricultural University (UBC Faculty of Forestry)
- Deakin University (all UBC Vancouver faculties)
- Yale-National University of Singapore (UBC Faculty of Arts)
- Griffith University (UBC Faculty of Applied Science)
- Bauhaus-Universität Weimar (UBC Faculty of Arts)

- University of Mannheim)UBC Faculty of Commerce and Business Administration)
- UBC and Tohoku University (TU) (all UBC Vancouver faculties)
- University of the Arts London (UAL)(UBC Faculty of Arts)
- Yale-National University of Singapore (Yale-NUS) (UBC Faculty of Arts and Faculty of Science)
- Southwest University, China (all UBC Vancouver Faculties)
- TRANSFOR-M: Transatlantic Master Programs Leading to a European and a Canadian degree in Forestry, Environmental and Conservation Sciences [Albert-Ludwigs-University Freiburg, Bangor University (Wales), University of Eastern Finland, University of Natural Resources and Life Sciences Vienna, and University of Padova (Collectively, the “EU Members”) and University of New Brunswick, University of Alberta, University of British Columbia, and University of Toronto]

(iii) Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

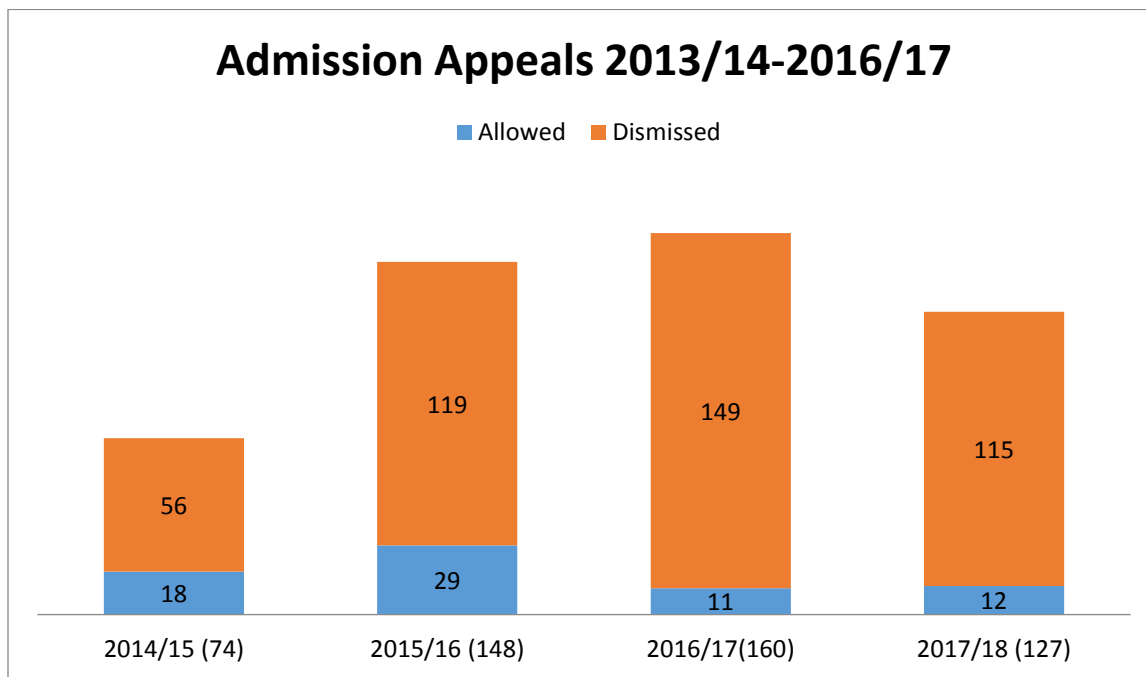
Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2017 and 30 April 2018, the Admissions Committee heard 126 appeals:

- 123 appeals for admission to the University
- 1 appeal for readmission to the University
- 2 appeals for change of degree or program

Of the 126 appeals heard by the Committee, 12 were allowed and 115 were dismissed. As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.

As noted in previous reports to Senate, the volume of appeals has increased substantially over the past few years. Despite this increase, the reasons for refusal or revocation have remained relatively stable: in the last two years, the most common reason was applicants failing to meet the University's English language admission standard, followed by applicants failing to meet competitive thresholds and/or University minimum admission requirements. Although the Committee is hearing more appeals, the acceptance rate did not increase proportionately, possibly because the most common reasons for refusal or revocation are based on policies that are quite clear.



At its May 2015 meeting, Senate approved a revised policy on admission appeals which clarified the process and detailed the various routes an appeal may follow. The process distinguishes between appeals for admission versus those for revocations of offers of admission. It provides greater clarity and guidance for potential appellants through standardized forms enumerating the types of documents required to substantiate an appeal. These changes enable appellants to put forward more complete appeals from the outset, and to facilitate improved communication among faculties, Enrolment Services, the Senate Admissions Committee and the appellant. The Committee is of the opinion that direct communication of the right to appeal coupled with a streamlined process has likely contributed to the dramatic increase in the number of appeals submitted.

In May 2017, Senate approved the Committee's request for a reduction in quorum for the consideration of admission appeals. The majority of the Committee's business during the Summer Session is related to admission appeals for the upcoming Winter Session and the Committee often has difficulty reaching quorum during the summer months as many members are away from campus for prolonged periods. Given the number of appeals considered by the Committee each summer, the vast majority of which are considered between June and August, Senate approved a reduced quorum for the consideration of appeals, lowered from five (5) members of the Committee who are members of the Vancouver Senate to three (3) members of the Committee who are members of the Senate.

It is expected that the number of appeals considered for entry to 2018 Winter Session will remain relatively stable. With a more holistic approach to admission, effective for entry to the 2019 Winter Session, the hope is that there will be fewer revocations of conditional offers of admission. The elimination of the English 12 provincial examination may also impact the number of appeals. In the absence of grading information on the Graduation Literacy Assessment, it is difficult to anticipate the impact, if any, on the number of admission appeals.

(iv) Nominal Changes to Admission Requirements and Editorial Changes to Calendar Language

In May 2013, Senate delegated to the Committee final right of approval over nominal changes in admission requirements and editorial changes to Calendar language. From May 2017 until April 2018, the Committee has approved 33 proposals under delegated authority (compared to 25 proposals in the previous reporting period), 17 of which were nominal changes to admission requirements and 16 were student mobility agreements, as per Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*.

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



16 May 2018

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2017 – 30 April 2018) (information)

Senate has delegated to the *Senate Committee on Appeals on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing (*UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing*). The Committee shall allow an appeal where it is found that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act*. Students may also appeal to the Committee the refusal of the Registrar to extend the timeline for accepting an appeal within 10 business days of being informed in writing of the Faculty's final decision.

As per section 40(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition, and the general nature of the appeals.

Since last reporting to Senate in May 2016, 7 appeals proceeded to Committee hearings (as compared with 6 in the prior reporting period), of which 2 were allowed, 1 was allowed in-part and 4 were dismissed.

In addition to the 7 appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional 15 appeals were presented to the Registrar, of which 3 were settled with the Faculty prior to hearing, 1 was withdrawn by the appellant prior to hearing, 6 were closed due to lack of appellant response, 1 was sent back to the Faculty for a final decision prior to initiation of the Senate appeal process and 4 are in progress and expected to be heard by the Committee in the upcoming weeks.

The Committee notes an overall decrease in the number of appeals proceeding to hearing, which can likely be attributed to better advising at the faculty/program level and better understanding of the faculty's rationale for decision. Faculty appeal procedures have also improved over the last several years, with processes being fairer and more



transparent. Students who have a better understanding of the faculty's reasons for decision may be less inclined to pursue an appeal to the Senate Committee. The Office of the Ombudsperson also offers comprehensive guidance to students who contemplate an appeal, including guidance on the jurisdiction of the Committee, the basis on which the Committee can allow an appeal and what constitutes a successful appeal. Students having a better understanding of faculty policies and their application, combined with better student advising and faculty appeal processes may lead some students to be less inclined to appeal an academic standing decision.

Section 2.9 of the Committee's terms of reference provides that in its annual report, the Committee shall draw Senate's attention to "any other matters of general significance in the University which have arisen out of the Committee's work." The Committee wishes to bring to Senate's attention inconsistency in the manner in which students taking an extended period of time to complete their degrees are treated in different Faculties. Whereas some Faculties have explicit requirements for students to demonstrate progress towards completion of their degree programs within a period of time or a maximum number of credits attempted, others do not. The Committee queries whether permitting a student to languish in a degree program for an extended period of time without making significant progress towards a degree does a disservice to the student, and whether there may be reason for Faculties without such rules to consider adding them.

Appeals Allowed

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee allowed the appeal on the grounds that the Faculty failed to consider information that ought properly have been considered and that the Faculty failed to provide adequate reasons for its decision at the faculty-level appeal process.
- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee allowed the appeal on the grounds that the Faculty failed to consider information that ought properly have been considered.

Appeals Allowed In-part

- The student appealed a decision of the Faculty to require the student to repeat the final year of the program of study. The Committee found that the Faculty had failed to provide adequate notice to the student regarding their risk of failure and had failed to follow proper procedures at the faculty-level appeal process. The Committee allowed the appeal in-part by granting the academic standing to the appellant that it saw fit in the circumstances.

Appeals Dismissed

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The

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Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly have been considered.
- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not have been considered, nor was there a failure to consider information that ought properly have been considered.

While the Committee found no grounds on which to allow the appeal, it noted that the Faculty had failed to follow its own procedures with respect to academic progression and withdrawal and had permitted the appellant to continue in the program when the student should have been required to withdraw after prior failed years.

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not have been considered, nor was there a failure to consider information that ought properly have been considered.

Respectfully submitted,

Prof. Anthony Sheppard, Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee:

Prof. Anthony Sheppard (Chair)
Dr. Susan Forwell (Vice-Chair)
Dr. Victoria Bungay
Mr. Benjamin Fischer
Dr. Michael Isaacson



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Dr. William McKee
Mr. Bill McNulty
Mr. Michael Pratt (student)
Dr. Santokh Singh
Ms. Amber Shilling (student)
Ms. Lisa Wang (student)

Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)

May 2018

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

NEW AWARDS – ENDOWED

Keluarga Bendl Bursary

Bursaries totalling \$2,000 have been made available through an endowment established by Christopher Bendl, along with matching funds from The University of British Columbia, to undergraduate students at the university. Chris graduated with a B.Sc. in 1991 and has been an active alumni volunteer since 1994, when he was co-head of the UBC Young Alumni Connections. Over the past 20 years he has remained an engaged alumnus, helping to engage fellow alumni throughout Asia, and serving as a board member of the Alumni Association. The bursaries are adjudicated by Enrolment Service. (First award available in the 2018/2019 winter session.)

Building the Future in Medicine Bursary

Bursaries totalling \$2,000 have been made available through an endowment established by faculty and staff members of the Faculty of Medicine, along with matching funds from the University of British Columbia, for M.D. undergraduate students. In the spirit of the Building the Future 2016-2021 Strategic Plan, and the Blue & Gold Campaign for Students, the Faculty of Medicine believes that all aspiring students should have the same opportunity to fulfil their dreams of pursuing a medical education. The bursary is adjudicated by Enrolment Services. (First award available in the 2018/2019 winter session).

Undergraduate Chemistry Society Research Laboratory Experience Excellence Award

Two awards of \$750 each have been made available through an endowment established by the Department of Chemistry's Undergraduate Chemistry Society in May 2018. The awards are for undergraduate students who are undertaking research coursework in their graduating year outside of a thesis project. Awards will be given to reflect the range of sub-disciplines in the department; two awards in the same sub-discipline will only be given in exceptional circumstances. Preference will be given to students who demonstrate excellence based on their oral presentation and their ability to answer questions about their research. The awards are made on the recommendation of the Department of Chemistry. (First award available in the 2018/19 winter session.)

Professor Bonnie J. Craig Award in Dental Hygiene

A \$1,200 award has been made available through an endowment established by Professor Bonnie J. Craig, founding Director of the Dental Hygiene Degree Program, to a dental hygiene degree student entering 4th year who demonstrates a combination of extraordinary innovation and creativity in addressing oral health disparities in underserved communities, exemplary professionalism, and strong academic achievement. Professor Craig has dedicated 50 years of service to the Dental Hygiene profession and is known among colleagues and students for her leadership, vision and program development, and teaching excellence. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/19 winter session).

Walter David Duerksen Memorial Scholarship in Electrical Engineering

A \$1,600 scholarship has been made available through an endowment established by Isabelle Duerksen, in memory of her husband, Walter David Duerksen (B.A.Sc. 1951) for an undergraduate electrical engineering student who is entering the final year of study. Recommendations are made by the Department of Electrical and Computer Engineering in the Faculty of Applied Science. (First award available in the 2018/19 winter session.)

Professor Jean Laponce Memorial Prize in Political Science

A \$1,400 prize has been made available through an endowment established by friends and family in memory of Professor Jean Laponce to an undergraduate honours student in the Department of Political Science who presents the best thesis. Professor Emeritus Jean Laponce joined UBC in 1956 as the university's first full-time political scientist. He directed the UBC political science honours program and left an indelible mark not only on the university, but also on the broader political science community. UBC awarded Professor Laponce with an honorary degree (LL.D. honoris causa) in recognition of his long service. The award is made on the recommendation of the Department of Political Science. (First award available in the 2017/18 winter session.)

Helsa Leong Memorial Graduate Award in Chemical and Biological Engineering

A \$1,200 award has been made available through an endowment established by family and friends in memory of Mrs. Helsa Leong, who was a staff member for over thirty-five years in the Department of Chemical and Biological Engineering and a pillar of the graduate programs within the department. The award is offered to an outstanding graduate student in Chemical and Biological Engineering, with preference given to those who have demonstrated leadership and community service. The award is made on the recommendation of the Department of Chemical and Biological Engineering in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

Mrs. Frances E.R. Maplethorp Award

A \$1,850 award has been made available through an endowment established by Mrs. Frances E.R. Maplethorp to a student in an orthodontic graduate program. The award has been created to honour the family's legacy of involvement with UBC and in the dental profession. In addition to academic merit, the award is offered to the student who best exhibits professionalism, initiative, ethical behaviour and good patient motivational skills. Preference will be given to a second-year graduate masters student. The award is made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

Anne Piternick Graduate Scholarship in the Faculty of Arts

Scholarships totalling \$6,000 have been made available through an endowment established by Anne Piternick, with funding from the Faculty of Arts, for First Nations, Inuit or Métis graduate students of Canada, who are pursuing a graduate degree within the Faculty of Arts. Recommendations are made by the Faculty of Graduate and Postdoctoral Studies in consultation with the Faculty of Arts and the First Nations House of Learning. (First award available in the 2017/2018 winter session.)

Petersen Family Women's Varsity 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 female varsity student athletes in any year of study, with preference that at least one award go to an athlete on the women's soccer team. Awards are made on the recommendation of the Athletics Awards Committee. (First award available in the 2018/2019 winter session.)

Sumaila-Volvo Graduate Prize in Environmental Sustainability

A \$4,000 prize has been made available through an endowment established by Dr. Rashid Sumaila upon being named the 2017 Volvo Environment Prize laureate, for a Master's or Ph.D. student whose peer-reviewed publications to date are expected to have the most significant impact on the field of environmental sustainability. Preference is given to students supervised by faculty members who are affiliated with the Institute for the Oceans and Fisheries; the Institute for Resources, Environment and Sustainability; or the School of Public Policy and Global Affairs. The prize is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

NEW AWARDS – ANNUAL

Arts Internship Student of the Year Award

A \$1,000 award is offered annually to a student in the Arts Internship Program (AIP) who has made the most significant impact and meaningful contributions to the AIP, Faculty of Arts and community throughout their internship experience. The Arts Internship Program offers undergraduate Arts students the opportunity to expand their knowledge, experience, networks, and potential future career success through volunteer internships with non-profit organizations in the Lower Mainland. The award is made on the recommendation of the Faculty of Arts, in consultation with the Center of Student Involvement and Careers. (First award available in the 2018/19 winter session).

Canadian Society of Hospital Pharmacists of British Columbia Award

Two awards of \$500 each are offered annually by the Canadian Society of Hospital Pharmacists (CSHP), BC Branch to students entering the fourth year of the Entry to Practice PharmD program with high academic achievement, current CSHP membership, and a demonstrated interest in hospital pharmacy. The award is made on recommendation of the Faculty of Pharmaceutical Sciences. (First award available in the 2018/2019 winter session.)

Connor, Clark & Lunn Foundation Award for Women in Finance

A \$5,000 award is offered annually to a female undergraduate student in the Bachelor of Commerce program specializing in Finance at the Sauder School of Business who has demonstrated academic excellence. Financial need may be considered. The award is made on the recommendation of the Sauder School of Business. (First award available in the 2018/2019 winter session.)

Fraser Litigation Group Scholarship for Excellence in Law

A \$1,500 scholarship is offered annually by Fraser Litigation Group to a J.D. student in the Peter A. Allard School of Law who demonstrates academic excellence. Preference will be given to J.D. students with a connection to the Cariboo Regional District of BC. The scholarship is made on the recommendation of the Peter A. Allard School of Law. (First award available in the 2018/19 winter session.)

Gudmundseth Mickelson LLP Litigation Counsel Award in Law

A \$2,500 award is offered by Gudmundseth Mickelson LLP to a student entering the second or third year of the J.D. program who has demonstrated academic excellence and a demonstrated interest in litigation. This award is made on the recommendation of the Peter A. Allard School of Law. (First award available in the 2018/2019 winter session.)

Stephanie MacKinnon UBC Women's Rugby Award

One or more awards, which range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available to the women's rugby team in recognition of Stephanie MacKinnon. While attending UBC, Stephanie was a member of the Thunderbird Women's Rugby team and graduated in 2017 with a Bachelor of Applied Science in Chemical Engineering. Stephanie was known for her leadership, hard work and will to battle through adversity. This award will be given to UBC Thunderbird Women's Rugby student-athletes who exemplify courage and leadership. The award is made on the recommendation of the Athletics Awards Committee. (First available award in the 2018/19 winter session.)

Mosaic Award in Real Estate

A \$2,500 award is offered annually by Mosaic Homes to an outstanding third or fourth year Bachelor of Commerce student interested in pursuing a career in real estate who demonstrates academic excellence, leadership, and community involvement. Preference is given to a UBC Real Estate Club member. The award is made on the recommendation of the Sauder School of Business. (First award available in the 2018/2019 winter session.)

PlayCheques Financial Solutions Award in Endodontics

A \$3,000 award is offered annually by PlayCheques Financial Solutions to a student entering the third year of the M.Sc./Diploma Program in Endodontics who has demonstrated both high overall didactic and clinical performance as well as class leadership. To be considered for this award, a student must be either a Canadian citizen or permanent resident. The awards are made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

PlayCheques Financial Solutions Award in Orthodontics

A \$3,000 award is offered annually by PlayCheques Financial Solutions to a student entering the third year of the M.Sc./Diploma Program in Orthodontics who has demonstrated both high overall didactic and clinical performance as well as class leadership. To be considered for this award, a student must be either a Canadian citizen or permanent resident. The awards are made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

PlayCheques Financial Solutions Award in Pediatric Dentistry

A \$3,000 award is offered annually by PlayCheques Financial Solutions to a student entering the third year of the M.Sc./Diploma Program in Pediatric Dentistry who has demonstrated both high overall didactic and clinical performance as well as class leadership. To be considered for this award, a student must be either a Canadian citizen or permanent resident. The awards are made

on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

PlayCheques Financial Solutions Award in Periodontics

A \$3,000 award is offered annually by PlayCheques Financial Solutions to a student entering the third year of the M.Sc./Diploma Program in Periodontics who has demonstrated both high overall didactic and clinical performance as well as class leadership. To be considered for this award, a student must be either a Canadian citizen or permanent resident. The awards are made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

PlayCheques Financial Solutions Award in Prosthodontics

A \$3,000 award is offered annually by PlayCheques Financial Solutions to a student entering the third year of the M.Sc./Diploma Program in Prosthodontics who has demonstrated both high overall didactic and clinical performance as well as class leadership. To be considered for this award, a student must be either a Canadian citizen or permanent resident. The awards are made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

Dr. Lance Rucker Award in Dentistry

A \$1,000 award is offered annually to a second year D.M.D student who demonstrates excellence in attaining operator balance and patient positioning and therefore optimizing dental clinical ergonomics during the transition to clinical care of patients. This award is in recognition of Dr. Rucker's 35-year academic career as a full-time faculty member at the university, including his pioneering work in the development of custom declination in surgical telescopes and his longstanding commitment to advancing educational equipment and teaching methodologies which improve the ergonomics of dental practice. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/19 winter session.)

Art Soregaroli Memorial Award

A \$1,000 award is offered annually by family, friends and former students in memory of Dr. Art Soregaroli to a top-performing undergraduate student in Earth, Ocean and Atmospheric Sciences, with preference to a student enrolled in a 3rd or 4th-year mineral-deposit geology course. Art was a UBC alumnus and professor of Economic Geology. He would later go on to join the Geological Survey of Canada in the early 1970's, serve as the Vice President at Westmin Resources, and end his career as the chief geoscientist for Teck Corporation. Art's love of mineral collecting and travel took him and wife Rosalie to many exotic destinations in the years that followed. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences (First award made available in the 2018/19 winter session.)

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

5141 – Go Global International Community Field Experience Award

Current Award Description

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.

Proposed Award Description

Awards valued up to \$1,000 each are offered to domestic and **international** 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.

Rationale for Proposed Changes

As requested by Enrolment Services, this award is being revised to make it available to international students.

8646 – Dabrowski & Shepherd Environmental Engineering Bursary

Current Award Description

Bursaries totalling \$10,000 are offered annually by Barbara Dabrowski (B.A.Sc. 1978, M.A.Sc. 1981) and Robert Shepherd (B.A.Sc. 1969, M.Eng. 1979) to support graduate students studying Environmental Engineering, with a specialization in Pollution Control and Waste Management. Barbara and Robert met at UBC and both dedicated their careers to Environmental Engineering. The bursaries are adjudicated by Enrolment Services.

Proposed Name: Dabrowski & Shepherd **Award in Environmental Engineering ~~Bursary~~**

Proposed Award Description

~~Bursaries~~ Awards totalling \$10,000 are offered annually by Barbara Dabrowski (B.A.Sc. 1978, M.A.Sc. 1981) and Robert Shepherd (B.A.Sc. 1969, M.Eng. 1979) to support graduate students studying Environmental Engineering, ~~with a specialization in Pollution Control and Waste Management.~~ **Students will be selected based on their progression in their program and also their research productivity. Financial need may be considered.** Barbara and Robert met at UBC and

both dedicated their careers to Environmental Engineering. ~~The bursaries are adjudicated by Enrolment Services.~~ These awards are adjudicated by the Department of Civil Engineering in consultation with the Department of Chemical and Biological Engineering and the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes

At the request of the donors, this bursary is being revised to an award and removing the criterion of specialization in Pollution Control and Waste Management to increase the candidate pool as the current pool was too small to fully assign the bursaries during the 2017-18 winter session. The donors plan to eventually endow this gift so we would like to ensure that the award is fully spent each year.

6378 – Brahm Wiesman Memorial Scholarship in Community and Regional Planning

Current Award Description

A \$16,300 scholarship has been endowed by Mrs. Madge Wiesman, and augmented by colleagues, in memory of her husband, Professor Brahm Wiesman, who was the Director of UBC's School of Community and Regional Planning for many years. The award is offered to students in the School for travel abroad to carry out research under the auspices of a university exchange program, with preference to students travelling to China or Southeast Asia. The award is made on the recommendation of the School.

Proposed Award Description

A Scholarships totalling \$16,300 scholarship has have been endowed made available through an endowment created by Mrs. Madge Wiesman, and augmented by colleagues and friends, in memory of her husband, Professor Brahm Wiesman, who. Professor Wiesman was the Director of UBC's School of Community and Regional Planning (SCARP) for many years. The award is scholarships are offered to students in the School of Community and Regional Planning for travel abroad to carry out Asia and Global South countries elsewhere in order to advance their SCARP-related research under the auspices of a university exchange program, with preference to students travelling to China or Southeast Asia. The award is scholarships are made on the recommendation of the School of Community and Regional Planning in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes

At the request of the donor and SCARP, this award is being revised to allow for multiple scholarship as the principal has grown due to recent large donations to the endowment. The travel criteria has been expanded to include Indigenous communities and the Global South.

5683 – Medicine Class of 1979 Entrance Scholarship in Public Health

Current Award Description

Scholarships of \$1,000 are offered to M.D. students taking a break from their medical studies to pursue a Masters in Public Health within the School of Population and Public Health, or pursuing a joint MD/MPH degree. Scholarships are made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate and Postdoctoral Studies, to students with high academic standing entering the MPH program.

Proposed Award Description

Scholarships of \$1,000 are offered **annually** to ~~M.D. students taking a break from their medical studies to pursue a Masters in Public Health within the School of Population and Public Health~~ **first-year Masters of Public Health students who are recent graduates of the UBC Faculty of Medicine M.D. program or are on leave from the program** ~~or are pursuing a joint M.D./M.P.H degree~~ **and demonstrate high academic achievement or potential** upon entering the M.P.H program. **The** scholarships are made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate and Postdoctoral Studies, ~~to students or graduates with high academic standing achievement or potential entering the MPH program.~~

Rationale for Proposed Changes

At the request of the award donor and Development colleagues in the Faculty of Medicine, the award criteria is being broadened to include recent M.D. graduates due to the difficulty in assigning the award currently. This award has been unassigned since winter 2013. There is a lack of M.D. students who take a break from studies to persue a Masters degree in public health and the joint M.D./M.P.H degree referenced in the original description has never existed at UBC.

1814 – Rashida Ali Award in Dentistry

Current Award Description

A \$1,000 award is offered by Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a student who demonstrates leadership skills and excellence in the Professionalism and Community Service Program (PACS) in the Faculty of Dentistry. The award is made on the recommendation of the Faculty.

Proposed Award Description

A \$1,000 award is offered by Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a **graduating student in the combined MSc in Craniofacial Science and Diploma in Orthodontics program** who demonstrates leadership ~~skills and excellence in the Professionalism and Community Service Program (PACS)~~ **and** professionalism in the Faculty of

Dentistry. The award is made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes

This award description is being revised at the request of the award donor and in collaboration with Development colleagues in the Faculty of Dentistry to more closely align with the donor's current area of dental practice.

3269 – Dr. Lore Dolman Memorial Prize

Current Award Description

A \$450 prize has been endowed in memory of Dr. Clarisse L. Dolman who was Head of the Division of Neuropathology at Vancouver General Hospital from 1954 to 1988 and, as a UBC clinical professor, taught many residents and medical students. The award is made on the recommendation of the Department of Pathology and Laboratory Medicine to a meritorious medical student in FMED 425.

Proposed Award Description

A \$450 prize has been endowed in memory of Dr. Clarisse L. Dolman who was Head of the Division of Neuropathology at Vancouver General Hospital from 1954 to 1988 and, as a UBC clinical professor, taught many residents and medical students. The award prize is made awarded to an M.D. student at the end of second year who demonstrates excellence in the overall field in pathology on the recommendation of the Department of Pathology and Laboratory Medicine to a meritorious medical student in FMED 425.

Rationale for Proposed Changes

Due to changes in curriculum, the specific course referenced in the adjudication criteria, FMED 425, no longer exists. At the request of the Faculty of Medicine and in consultation with the Office of University Counsel, the criteria for student selection for this endowment has been revised to refer to the area of study rather than a specific course number.

3702 – BC Pharmacy Association Scholarship

Current Award Description

Two scholarships of \$1550 each have been endowed by the British Columbia Pharmacy Association for students in the Faculty of Pharmaceutical Sciences who are proceeding to the final year. The awards are made on the recommendation of the Faculty to students who, in their opinion, show a major interest in and promise of combining a successful career in the practice of

community pharmacy with active participation in community and professional affairs. Scholarship recipients are offered memberships in the Association.

Proposed Award Description

Two scholarships of \$1,550 each have been ~~endowed~~ made available through an endowment established by the British Columbia Pharmacy Association for students in the Faculty of Pharmaceutical Sciences who ~~are proceeding to the final year. The awards are made on the recommendation of the Faculty to students who, in their opinion,~~ show a major interest in and promise of combining a successful career in the practice of community pharmacy with active participation in community and professional affairs. Preference to a 4th year student and that one scholarship go to a student from rural BC. Scholarship recipients are offered memberships in the BC Pharmacy Association. The scholarships are made on the recommendation of the Faculty of Pharmaceutical Sciences.

Rationale for Proposed Changes

The Lower Mainland is a saturated market for pharmacy practices while rural BC areas do not have sufficient pharmacists. This revision is to encourage students from rural BC communities to become pharmacists and hope that they return to their communities to practice. While there is no guarantee that a student will return to their rural community, it may make them and others more aware of the opportunities and importance of practicing in the rural areas. Rural BC is defined by the Office of Experiential Education, Faculty of Pharmaceutical Sciences as being anywhere in BC outside the Lower Mainland.

4346 – Dr. Peter Gee-Pan Mar Memorial Scholarship**Current Award Description**

A \$2,250 scholarship has been endowed by family and friends in memory of Peter and his wife, Kathryn Liang Chi-Fang Mar. The award is made on the recommendation of the Department of Biochemistry, to a student entering fourth year Science and proceeding towards the degree of B.Sc. (Honours) in Biochemistry. Preference is given to candidates born in Canada, of Chinese ancestry.

Proposed Award Description

A \$2,250 scholarship has been made available through an ~~endowed~~ endowment established by family and friends in memory of Peter and his wife, Kathryn Liang Chi-Fang Mar. ~~The award is made on the recommendation of the Department of Biochemistry,~~ to a student entering fourth-year Science and proceeding towards the degree of B.Sc. (Honours) in Biochemistry. Preference is given to candidates born in Canada, of Chinese ancestry. The scholarship is made on the recommendation of Enrolment Services in consultation with the Department of Biochemistry and Molecular Biology.

Rationale for Proposed Changes

The Dr. Peter Gee-Pan Mar Memorial Scholarship was created in 1987 with a gift from the family of the late Dr. Peter Gee-Pan Mar to establish an award for students born in Canada of Chinese ancestry. In October 2017, Associate Dean Paul Harrison expressed concern that it was difficult for the Department of Biochemistry and Molecular Biology to determine a student's ancestry. University Counsel reviewed the underlying documentation of the endowment and advised that we are not in a position to change the preference provisions dealing with place of birth and ancestry.

Based on this, we are requesting that the adjudication process for this award be amended to an affiliated model which would remove the responsibility of determining ancestry from the Department. The affiliated model is overseen by Enrolment Services and allows students to self-identify as belonging to a certain group, in this case being born in Canada and of Chinese ancestry. Once the subgroup of students who belong to this category is compiled by Enrolment Services, the list would be forwarded to the Department of Biochemistry and Molecular Biology so that they could select the award recipient. If no students self-identify as belonging to said group, the preference criteria would not be applied and the recipient would be selected from the larger student body. The amendment to the affiliated adjudication process would allow for the spirit of the award to continue to be honoured while removing the Department from assessing sensitive criteria.

Awards that are available to only certain groups of students are not considered to be in contravention of the Human Rights Code (or public policy) if there are bona fide and reasonable justifications for the award. Therefore, student awards specifically for groups which have historically suffered from discrimination are permissible under the Code (and public policy) (Senate Awards Committee, 2018). Given this context and the history of Chinese Canadians being subjected to systematic and legislated discrimination designed to deny basic human rights by prior provincial governments in British Columbia (Government of British Columbia), one could make an argument that this award is ameliorating past injustices. Though it is unclear whether the university would likely enter into a similar endowment agreement in present day giving preference to students born in Canada of Chinese ancestry, this award was established 31 years ago and the history of discrimination would have been more recent. In 1987, laws which discriminated against Chinese British Columbians had only been repealed 35 years previously. For instance, the City of Vancouver granted municipal voting rights to the Chinese in 1949; Chinese were barred from civic employment until 1952; and Vancouver's only public swimming pool, the Crystal Pool, was segregated with Chinese being allowed to swim one day a week until 1945 (City of Vancouver Administrative Report, 2017).

Citations

City of Vancouver. “Historical Discrimination Against Chinese People in Vancouver.” *Vancouver City Council meetings and decisions*, City of Vancouver, 2018, Vancouver, <http://council.vancouver.ca/20171031/documents/rr1.pdf>. Accessed 9 May 2018.

Government of British Columbia. “History of wrongs towards B.C.’s Chinese Canadians.” <https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/chinese-legacy-bc/history>. Accessed 9 May 2018.

University of British Columbia Senate Awards Committee. February Senate Awards Committee. 15 February 2018.

16 May 2018

To: Senate

From: Senate Awards Committee

RE: Policy V-200.1: *Student Awards*

The Senate Awards Committee recommends that Senate approve Policy V-200.1: *Student Awards*.

In May 2014, Vancouver Senate Policy V-200: *Student Awards* was approved by Senate, upon the recommendation of the Committee. The May 2014 version of the policy replicated content in the Academic Calendar, adding provisions addressing awards for Vantage College students. This version was presented to Senate as an “interim version” of the policy, and the need for additional, substantive policy development was acknowledged.

Discussions related to the further development of this policy have been ongoing since this time. During the 2017-18 academic year, the Senate Awards Committee was presented with a draft revised policy, which the Committee approved for campus-wide consultation. The policy was circulated to academic and administrative units across the Vancouver campus. As part of the consultation process, additional necessary revisions were identified. Deliberations about the additional changes are ongoing and the Committee intends to propose to Senate a comprehensive revision of the policy during the 2018-19 academic year.

The version of the policy the Committee is recommending for approval at this time is a limited revision intended to enact a key change in advance of the 2018-19 academic year. This version of the policy would reduce the minimum credit-load required for awards eligibility from 27 to 24 credits for all students. This change is not among the issues still under discussion, and the campus-wide consultation process revealed widespread enthusiasm for this change. In light of this enthusiasm and the potential positive impact on students, the Committee has elected to propose this change to Senate at this time, to allow for its implementation in the 2018-19 academic year.

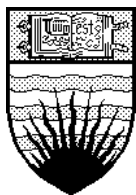
The Committee requests the following:

Motion: *That Senate approve Policy V-200.1: Student Awards, effective 1 September 2018.*

Respectfully submitted,

Dr. Lawrence Burr
Chair, Senate Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
V-#200.1

VANCOUVER SENATE
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title *V-200.1 – Student Awards*

Effective Date:

~~01 September 2014~~ **1 September 2018**

Approval Date:

~~14 May 2014 (Anticipated)~~ **16 May 2018**

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Student Awards Committee

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

...(i) to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize;

(j) to award fellowships, scholarships, exhibitions, bursaries and prizes;...

Purpose and Goals:

This policy is designed to guide the development of *student awards* to assist the University in its goals to attract the most academically qualified students and reward their successes at the University. With that objective in mind, it is the

primary policy of the University to encourage donations, whether to individual Faculties or the University's general scholarship and bursary funds, which can be used to reward excellence and/or to provide support to students with financial need.

The goal of this policy is to ensure fairness in the adjudication of awards, while providing for maximum flexibility and efficiency in the administration of available funds.

Applicability:

As of the effective date above, this policy is applicable to any *student award* offered by the University or by donors through the University

Exclusions:

Student awards developed and implemented prior to the effective date of this policy may not necessarily follow the definitions set out below.

Although defined below and established through a recommendation of the Senate to the Board, financial support programs such as *bursaries* are governed by the Board of Governor's Policy #72 - *Access to the University of British Columbia*.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

<i>Academic Award</i>	shall mean a <i>student award</i> where academic achievement is the sole criterion under consideration.
<i>Bursary</i>	shall mean a <i>student award</i> given on the basis of assessed financial need. Any <i>student award</i> that takes financial need into account is never indicated on a student transcript.
<i>Continuing</i>	shall mean a <i>student award</i> given on the basis of merit, academic or otherwise, demonstrated by the student in the course of studies at the University.
<i>Entrance</i>	shall mean a <i>student award</i> given according to criteria including merit demonstrated by the student prior to commencing studies at the University.
<i>Fellowship</i>	shall mean a <i>student award</i> given at the start of the academic year to a graduate student primarily based on academic achievement and/or research ability/potential.

<i>Medal</i>	shall mean a non-monetary <i>student award</i> , normally given near the end of the academic year based on academic merit.
<i>Merit-based</i>	shall mean that a <i>student award</i> is given based on academic or other merits.
<i>Need-based</i>	shall mean financial support given to a student based on financial need. Any <i>student award</i> that is based on financial need is not indicated on a student transcript.
<i>Non-academic Award</i>	shall mean a <i>student award</i> where neither financial need nor academic achievement is the sole criterion under consideration. (e.g., a <i>student award</i> given on the basis of non-academic merit, or a combination of academic and non-academic merit, or a combination of merit-and need-based criteria). <i>Non-academic awards</i> are not indicated on the student transcript.
<i>Prize</i>	shall mean a <i>student award</i> given to a student to recognize academics and/or achievement of the academic year that has just ended.
<i>Scholarship</i>	shall mean a <i>student award</i> given to a student on the basis of academic achievement, usually disbursed at the beginning of the academic year.
<i>Student Award</i>	shall mean any type of financial award or assistance that is given to students by the University or by donors through the University.

Policy:

1. The University shall not approve *student award* terms that are inconsistent with human rights legislation.
2. *Student awards* issued by the University are first applied to any tuition and other student fees owing. If the amount of the *student award* is greater than the fees, the excess amount is paid to the student.
3. In any given year, if invested funds do not provide sufficient income to disburse any endowed *student award*, payment of the *student award* may be reduced or withheld. The University does not guarantee the payment of any *student awards* other than those funded by the University. The University reserves the right to withhold *student awards* donated by individuals or organizations where the required funds have not yet been received by the University.

4. The Senate reserves the right to change the terms governing a *student award*, so that they may better meet new conditions, more fully carry out the intentions of the donor, or maintain the usefulness of the benefaction. The rights so reserved shall be exercised by resolution of the Senate duly confirmed by the Board of Governors, provided always that sufficient notice shall be given in Senate of any proposed change and that the donor or representative, if known, shall be consulted prior to the proposed change.

Vantage College

5. While enrolled in Vantage College students fall under the student classification “International Program” and are not considered undergraduate students for the purposes of this policy.
 - a. Vantage College *entrance scholarships* and *awards* are adjudicated by Vantage College on a competitive basis from among applicants who come from a variety of cultural and socio-economic backgrounds. Where indicated in the *student award* description, financial need may also be taken into account in the adjudication of Vantage College awards.
 - b. Recipients of annually *renewable* Vantage College *student awards* become subject to the provisions of this policy governing Undergraduate Awards when they progress into the second or subsequent year of their program of study and achieve regular student status.

Undergraduate Awards

6. Unless otherwise stated, undergraduate *student awards* are tenable only at UBC (Vancouver or Okanagan Campus) and are open to Winter Session students only. Marks obtained in Summer Session courses are not taken into account in the adjudication of *student awards*.
7. *Entrance Student Awards and Scholarships* are adjudicated based on a student’s academic and other experience achieved prior to attending UBC. These awards are made on a competitive basis and are intended to attract the top students.
8. *Continuing scholarships, prizes, or other undergraduate student awards* based on academic merit will normally be given to a student who is
 - i. registered in at least ~~27~~ 24 percentage graded credits;
and,

- ii. has standing in the top 10% of his/her year and Faculty or an average of 75% or higher (with no failed courses) in the academic session on which the award adjudication is based.
9. Academic standing for students taking more than ~~27~~ 24 credits will be determined on the basis of ~~27~~ 24 percentage-graded credits to be chosen in the manner that is most advantageous to the student.
10. A recipient of a *student award* may retain the honour of an award but resign the monetary value. Any funds thus made available will be made available to another eligible student.
11. Recipients of undergraduate *continuing and renewable scholarships, prizes* and other *merit-based student awards* based on academics are normally are expected to be registered in 24 credits in order to retain their *scholarship*. *Scholarships* are offered only to those who continue their studies to the satisfaction of the Registrar. Students registered in fewer than 24 credits in their final year of study may retain a *scholarship* and/or be eligible for a *prize* if their Faculty or School confirms this number of credits is sufficient for graduation. In this case, a *scholarship* may be prorated.
12. Students who have completed at least one year of study at UBC may be eligible to defer certain *student awards* for one year, provided they show satisfactory reasons for postponing attendance. Requests for deferment must be made to Enrolment Services. Students wishing to take up a *student award* deferred from a previous year must advise Enrolment Services by July 1.
13. The University recognizes that students may encounter opportunities or circumstances that could result in a request for deferred admission. Applicants intending to commence the first year of a degree program may request a deferral for one year (or two years in cases of mandatory military service). Students who have been granted deferred admission will automatically have any *scholarships* or other *merit-based* awards deferred until they begin their study at the University.

Students who are granted permission to defer their admission and therefore their *student awards*, will still have to satisfy any conditions of the Admissions office, such as completion of courses in progress, maintenance of a satisfactory admission average, and graduation from secondary school. They must apply to take up the deferred offer by

the application deadline of the following year. They must register in the program and at the campus to which they were admitted or will be required to reapply and compete with the new applicant pool for a space.

14. *Scholarships* and *student awards* awarded for academic achievement in a specific Faculty or discipline or intended for students studying in a particular program are normally conditional upon the recipient continuing studies in the same discipline or program during the following year. A program change to an ineligible Faculty or discipline will usually result in reassignment of the award to another eligible student.

Graduate Awards

15. The *fellowships* and *scholarships* offered, unless otherwise stated, are available only to support students engaged in full-time study and/or research leading to a degree at the University of British Columbia and will normally be paid only if the recipient is registered as a full-time student at the University during the payment period.
16. Students offered both a major university graduate fellowship funding (Killam Doctoral Fellowship, Four Year Doctoral Fellowship, University Graduate Fellowship, or Affiliated Graduate Fellowship) and external funding for full-time study and research at UBC will be required to accept the external funding. If the value of the external award funding is less than the value of the major university graduate fellowship, the student will receive the difference between the major University graduate fellowship and external award funding.

Transition

17. At any time prior to 1 September 2020, the Registrar may elect to apply any part of policy V-200 as approved on 14 May 2014 if necessary to meet operational requirements.

Calendar Statement:

As per the policy above.

Consultations

The following individuals and groups have been consulted during the development of this policy:

Enrolment Services

- Student Support & Advising
- Student Financial Support
- Records & Registration
- Admissions & Recruitment

Office of the Provost & Vice-President Academic

Office of the Vice-President, Students

All Vancouver Faculties and Schools and Vantage College

Alma Mater Society

Graduate Students Society

Office of the University Counsel

Development & Alumni Engagement

Athletics

Access & Diversity

First Nations House of Learning

Office of the Ombudsperson for Students

Go Global

International Student Initiative

History:

Regulations governing student awards have been listed in the Academic Calendar since 1987/88. These regulations have been subject to minor revisions since that time, the most recent being in **2014, when the regulations in the Academic Calendar were converted to this form.**

Related Policies:

Board of Governors Policy #72: Access to the University of British Columbia
Senate Policy V-302.2: Graduate Student Leaves of Absence

Appendix:

There is no appendix to this policy.

Procedures:

There are no procedures accompanying this policy.



16 May 2018

To: Vancouver Senate

From: Senate Curriculum Committee

Re: May Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, removal of program, new dual degree program, and new minor, brought forward by the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Arts, and Forestry), and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

New courses

CHBE 488 (3) Carbon Capture, Conversion and Sequestration Technologies; **NURS 180 (3)** Stress and Strategies to Promote Well Being; **NURS 280 (3)** Human Sexual Health; and, **NURS 290 (3)** Health Impacts of Climate Change.

FACULTY OF ARTS

New courses

ARTH 230 (3) Art & Feminism(s): Histories, Lineages, Legacies; **ARTH 383 (3)** Queer Partnerships in Art & Art-Making; **ENGL 381 (3-6)** d Theory: Signs, Codes, and Representation; **ENGL 384 (3-6)** d Theory: Space and Displacement; **ENGL 386 (3-6)** d Theory: Critique, Intervention and Dissent; **ENGL 387 (3-6)** d Theory: Bodies; **ENGL 388 (3-6)** d Theory: Feminisms; and, **PHIL 348 (3)** Introduction to Continental Philosophy.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses and removal of program

CHBE 588 (3) Carbon Capture, Conversion and Sequestration Technologies; **CPEN 524 (3)** Principles of Mobile Application Development and Analysis; **EECE 500 (3)** Introduction to the Academic Enterprise; **EECE 502 (3/6)** Cybersecurity Research Seminar; **ELEC 503 (3)** Integrated Circuits for High-Speed Data Links, **ELEC 504 (3)** Radio Frequency Integrated Circuits; **ELEC 505 (3)** Integrated Circuits for Phase-Locked Loops; **ELEC 506 (3)** CMOS Design for Photonics; and, removal of **Master of Software Systems**.

Arts

New course

GRSJ 515 (3/6) d Critical and Creative Social Justice Studies Seminars.

Forestry

New Dual Degree Program

Transform-M (Transatlantic Forestry Master)

FACULTY OF SCIENCE

New courses and new minor

CHEM 100 (3) Foundations of Chemistry; **CPSC 107 (3)** Systematic Program Design; **CPSC 491 (6)** Interactive Digital Media Practicum; **DSCI 100 (3)** Introduction to Data Science; **ISCI 312 (3)** Symmetry; **MATH 404 (3)** Harmonic Analysis I; **MATH 423 (3)** Commutative Algebra; **PHYS 100 (3)** Introductory Physics; and, **Sustainable Food Systems Minor**.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: APSC Department: CHBE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018</p>	<p>Date: 5 January 2018 Contact Person: Louise Creagh Phone: 604-827-5210 Email: alcreagh@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CHBE 488 (3) Carbon Capture, Conversion and Sequestration Technologies Examination of carbon capture technologies, and CO₂ conversion and sequestration options. Technical foundations on carbon cycle, thermodynamics, transport, absorption, adsorption, sequestration, process control, mineralization and conversion. Analysis of cases in the context of technology, policy and regulatory framework. Credit will be granted for only one of CHBE 488 or CHBE 588. Pre-requisite: One of CHBE 346 or MTRL 350 and CHBE 351 or MTRL 263</p> <p>[3-0-1]</p>	<p>URL: n/a</p> <p>Present Calendar Entry:</p> <p>n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course explores technologies on mitigating CO₂ emissions, addressing the global issue of climate change. There is strong interest in this area and this material is not covered in other CHBE courses.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">X</div> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Applied Science does not offer Credit/D/Fail.</p>



UBC Curriculum Proposal Form - Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Nursing Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2018	Date: March 05, 2018 Contact Person: Victoria Bungay Phone: 604 822 7933 Email: vicky.bungay@ubc.ca
Proposed Calendar Entry: <p>NURS 180 (3) Stress and Strategies to Promote Well Being</p> <p>Introduction to foundational knowledge related to stress, stressors, resilience, social support, and strategies to foster physical, mental, emotional, and spiritual health. Open to all students interested in learning about managing and navigating the stressors of student life.</p>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=NURS Present Calendar Entry: Current course not listed in present calendar Type of Action: Add new course Rationale for Proposed Change: <p>Over the past year and in consultation with the Dean and Associate Deans of Applied Science, the UBC School of Nursing Leadership Team identified a gap in undergraduate health-related courses available to non-BSN undergraduate students at UBC Vancouver Campus. UBC School of Nursing has renowned expertise in health education that could assist in meeting the needs of non-BSN undergraduate students and expand their opportunities for study within the health sciences. Specifically, these courses could provide an introduction to important health concepts and may serve as beginning points for students enrolled in diverse programs to consider the relevance of their discipline to health and well-being for themselves, others and communities. Additionally, the identified gap in elective non-BSN undergraduate courses could serve as a possible revenue source that would benefit the School of Nursing. Finally, the offering of non-BSN elective courses could enhance UBC School of Nursing's profile for educational excellence within the larger university community. Drawing on consultation within the Faculty of Applied Science and in dialogue with other departments within UBC, a decision was made to construct three undergraduate courses in distinct health-related topic areas.</p> <p>NURS 180 is the first of the three courses. The decision for a 100 level course was to support first year student's access to a course that could support their wellbeing as they transition to being university students.</p>



Proposed Calendar Entry:

NURS 280 (3) Human Sexual Health

Beliefs, behaviours, and expressions of human sexuality and the link to health for students from any program. How sexuality is discussed and practiced from various perspectives, and identify strategies to promote healthy sexual expression and sexual health.

URL:

<http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=NURS>

Present Calendar Entry:

Current course not listed in present calendar

Type of Action:

Add new course

Rationale for Proposed Change:

Over the past year and in consultation with the Dean and Associate Deans of Applied Science, the UBC School of Nursing Leadership Team identified a gap in undergraduate health-related courses available to non-BSN undergraduate students at UBC Vancouver Campus. UBC School of Nursing has renowned expertise in health education that could assist in meeting the needs of non-BSN undergraduate students and expand their opportunities for study within the health sciences. Specifically, these courses could provide an introduction to important health concepts and may serve as beginning points for students enrolled in diverse programs to consider the relevance of their discipline to health and well-being for themselves, others and communities. Additionally, the identified gap in elective non-BSN undergraduate courses could serve as a possible revenue source that would benefit the School of Nursing. Finally, the offering of non-BSN elective courses could enhance UBC School of Nursing's profile for educational excellence within the larger university community. Drawing on consultation within the Faculty of Applied Science and in dialogue with other departments within UBC, a decision was made to construct three undergraduate courses in distinct health-related topic areas.

NURS 280 is the second of the three courses. The decision for a 200 level course was to avoid duplication with 300 level courses offered in psychology and sociology, and to address a course that meets the potential sexual health needs of students within diverse disciplines.



<p>Proposed Calendar Entry:</p> <p>NURS 290 (3) Health Impacts of Climate Change</p> <p>Human health impacts of the current and projected environmental crisis; study of key concepts and ideas to prepare for the future to promote wellbeing of individuals, communities and populations.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=NURS</p> <p>Present Calendar Entry: Current course not listed in present calendar</p> <p>Type of Action: Add new course</p> <p>Rationale for Proposed Change: Over the past year and in consultation with the Dean and Associate Deans of Applied Science, the UBC School of Nursing Leadership Team identified a gap in undergraduate health-related courses available to non-BSN undergraduate students at UBC Vancouver Campus. UBC School of Nursing has renowned expertise in health education that could assist in meeting the needs of non-BSN undergraduate students and expand their opportunities for study within the health sciences. Specifically, these courses could provide an introduction to important health concepts and may serve as beginning points for students enrolled in diverse programs to consider the relevance of their discipline to health and well-being for themselves, others and communities. Additionally, the identified gap in elective non-BSN undergraduate courses could serve as a possible revenue source that would benefit the School of Nursing. Finally, the offering of non-BSN elective courses could enhance UBC School of Nursing's profile for educational excellence within the larger university community. Drawing on consultation within the Faculty of Applied Science and in dialogue with other departments within UBC, a decision was made to construct three undergraduate courses in distinct health-related topic areas.</p> <p>NURS 290 is the third of the three courses. The decision for a 200 level course was to provide an introduction to climate change and its effects.</p>
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AHVA: Art History and Visual Art***ARTH 230 (3) Art & Feminism(s): Histories, Lineages, Legacies***

Category: (1) Faculty: Arts Department: AHVA Faculty Approval Date: 2018 Mar 15 Effective Session (W): W Effective Academic Year: 2018	Date: October 30, 2017 (Rec'd) Contact Person: Lois Nightingale Email: Arts.Curriculum@ubc.ca ;
Proposed Calendar Entry: ARTH 230 (3) Art & Feminism(s): Histories, Lineages, Legacies Feminist art and visual culture, from the political activism of the feminist first wave to its intersections with present-day social justice movements.	URL: "ARTH" Present Calendar Entry: NA Type of Action: New Course. Rationale for Proposed Change: Feminist art histories and visual culture is a pivotal area of study and has been a gap in our course offerings. We feel that, by offering this at the 200-level, it will help both prep students for upper level study in art history and offer key intersections with other units in the Faculty of Arts.

ARTH 383 (3) Queer Partnerships in Art & Art-Making

Category: (1) Faculty: Arts Department: AHVA Faculty Approval Date: 2018 Mar 15 Effective Session (W): W Effective Academic Year: 2018	Date: October 30, 2017 (rec'd) Contact Person: Lois Nightingale Email: Arts.Curriculum@ubc.ca ;
Proposed Calendar Entry: ARTH 383 (3) Queer Partnerships in Art & Art-Making Diverse forms of human contact and creative collaboration, their effects on art and art-making, and their capacity to challenge conventions of artistic genius as dependent on masculinity, singularity, and heteronormativity. <i>Prerequisite:</i> Restricted to 3rd and 4th year	URL: "ARTH" Present Calendar Entry: NA Type of Action: New Course. Rationale for Proposed Change: To reflect professional practice curriculum of Community Engaged Learning component in an upper-level, program-focused course where students can actively combine experiential learning with critical research and study. To engage with local

students majoring in Visual Art or Art History.	queer communities and continue to enrich the department's course offerings in this vital area.
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ENGL: English Department***ENGL 381 (3-6) d Theory: Signs, Codes, and Representation***

Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2018 Mar 15 Effective Session (W or S): W Effective Academic Year: 2019	Date: December 16, 2016 Contact Person: Lois Nightingale Email: Arts.Curriculum@ubc.ca ;
Proposed Calendar Entry: ENGL 381 (3-6) d Theory: Signs, Codes, and Representation Semiotic and sociocultural aspects of the linguistic turn in critical theory; can include such areas as structuralism, poststructuralism and deconstruction, speech act theory and performativity, assemblage theory, or new media semiotics. <i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing; and 3 credits of 100- and/or 200-level English or one of (a) WRDS 150 or 350; (b) ASTU 100 or 101; (c) ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.	Type of Action: New Course Rationale for Proposed Change: This course, Theory: Signs, Codes, and Representation , contributes to this curriculum revision by enabling students to explore in a focused but also comprehensive manner the linguistic foundations of modern critical theory and practice. Although the analysis of the verbal structures, narrative development, or patterns of figuration which helps us to produce or, more often, to challenge literary meaning plays a vital role in many courses in criticism, language, and theory taught in English and across campus, UBC has never offered a course specifically prescribed to the linguistic turn and its influence on literary or critical analysis. Beginning with the work of Ferdinand de Saussure and Charles Pierce in the early 1900s, but gaining most of its ground in the 1950s and 60s, the “linguistic turn” in philosophy, sociology, and many other disciplines has had a profound influence on the way disciplines in the arts and social sciences conduct their research and understand their protocols. The turn was particularly pronounced in literary criticism and critical theory: in the second half of the twentieth century, most literary critics studied systems of representation, narrative structure, the deconstruction of presence, or other aspects of the linguistic or “semiotic” (i.e. the study of verbal or meaning-bearing

	<p>signs) nature of literary texts. Indeed, the linguistic analysis of literary works has persisted into the historical and cultural work of contemporary literary criticism: approaches such as new-historicism, queer theory, and post-colonialism build on the linguistic premises of semiotics, structuralism, deconstruction. Understanding the way literary theory understands “signs, codes, and representation” is crucial for students to understand how criticism and theory not only in English but in many other analytical fields (Philosophy, Classics, Sociology, Film & Theatre) operates today.</p> <p>Offerings under this rubric can survey the development of semiotics and structuralism from the early twentieth century, through the advent of deconstruction in the 1960s, and on to the influence of these approaches in contemporary theory and criticism. Sections might also focus on one or another of the significant movements within the literary turn such as, for instance, narratology, “speech-act” or performative language theory, or post-humanism.</p> <p>This course is part of a suite of “Theory” courses offering students opportunities to engage with significant contemporary critical practices, with emphases on the conceptual. There is no single methodology, ideology or approach that characterizes literary and cultural studies in English, and no single course can accommodate our discipline’s theoretical and methodological work. These courses organize the study of theory in manageable, viable and productive trajectories that reflect and accommodate the conceptual plurality of teaching and research in our current curriculum.</p> <p>Also, this course forms part of an extensive revision by the Department of English to its</p>
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	undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.
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ENGL 384 (3-6) d Theory: Space and Displacement

<p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2018 Mar 15 Effective Session (W or S): W Effective Academic Year: 2019</p>	<p>Acknowledged: April 19, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENGL 384 (3-6) d Theory: Space and Displacement</p> <p>Critical theories of space and movement, place and displacement and how these theories reflect on cultural performances, subjectivity and social environment.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing; and 3 credits of 100- and/or 200-level English or one of (a) WRDS 150 or 350; (b) ASTU 100 or 101; (c) ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course, Theory: Space and Displacement, contributes to this curriculum revision by introducing students to previously under-represented theoretical and historical contexts. Literary and theoretical readings will emphasize transnational and comparative approaches. Emphasizing theoretical approaches to mobility and rootedness will enhance students' understanding of their transnational reality.</p> <p>This course is part of a suite of "Theory" courses offering students opportunities to engage with significant contemporary critical practices, with emphases on the conceptual. There is no single methodology, ideology or approach that characterizes literary and cultural studies in English, and no single course can</p>

	<p>accommodate our discipline's theoretical and methodological work. These courses organize the study of theory in manageable, viable and productive trajectories that reflect and accommodate the conceptual plurality of teaching and research in our current curriculum.</p> <p>Also, this course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p>
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ENGL 386 (3-6) d Theory: Critique, Intervention and Dissent

Consultations received from: History, Social Justice Institute, Geography

<p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2018 Mar 15 Effective Session (W or S): W Effective Academic Year: 2018</p>	<p>Acknowledged: March 3, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p>
<p>Proposed Calendar Entry:</p> <p>ENGL 386 (3-6) d Theory: Critique, Intervention and Dissent</p> <p>Examines theories of intervention, dissent and social engagement.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course, Theory: Critique, Intervention and Dissent, contributes to this curriculum revision, as part of a new slate of theory-intensive courses, by introducing students to concepts of social</p>

<p>by the first day of class or students will be withdrawn). Third-year standing; and 3 credits of 100- and/or 200-level English or one of (a) WRDS 150 or 350; (b) ASTU 100 or 101; (c) ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.</p>	<p>engagement and relevance. Theoretical readings will emphasize how the work of critique comes to matter in the world, and will address questions of voice and disenfranchisement. Emphasizing critical engagements with the voices of others is vital to the education of our students as critically-minded global citizens.</p> <p>This course is part of a suite of “Theory” courses offering students opportunities to engage with significant contemporary critical practices, with emphases on the conceptual. There is no single methodology, ideology or approach that characterizes literary and cultural studies in English, and no single course can accommodate our discipline’s theoretical and methodological work. These courses organize the study of theory in manageable, viable and productive trajectories that reflect and accommodate the conceptual plurality of teaching and research in our current curriculum.</p> <p>Also, this course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p>
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ENGL 387 (3-6) d Theory: Bodies

<p>Category: (1) Faculty: Arts Department: English</p>	<p>Acknowledged: March 3, 2017 Contact Person: Lois Nightingale</p>
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Faculty Approval Date: 2018 Mar 15 Effective Session (W or S): W Effective Academic Year: 2019	Email: Lois.Nightingale@ubc.ca ;
<p>Proposed Calendar Entry:</p> <p>ENGL 387 (3-6) d Theory: Bodies</p> <p>Theories of corporeality and embodied thought.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing; and 3 credits of 100- and/or 200-level English or one of (a) WRDS 150 or 350; (b) ASTU 100 or 101; (c) ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course, Theory: Bodies, contributes to this curriculum revision, as part of a new slate of theory-intensive courses, by introducing students to one of many possible conceptual trajectories through the wide range of critical and philosophical writing investigating engagements with the human body. Theoretical readings will emphasize contemporary critical discourses on corporeality. Emphasizing critical engagements with representations of the body and with embodied performance is vital in the education of our students as critically-minded global citizens.</p> <p>This course is part of a suite of “Theory” courses offering students opportunities to engage with significant contemporary critical practices, with emphases on the conceptual. There is no single methodology, ideology or approach that characterizes literary and cultural studies in English, and no single course can accommodate our discipline’s theoretical and methodological work. These courses organize the study of theory in manageable, viable and productive trajectories that reflect and accommodate the conceptual plurality of teaching and research in our current curriculum.</p> <p>Also, this course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new</p>

	curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.
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ENGL 388 (3-6) d Theory: Feminisms

Category: 1 Faculty: Arts Department: English Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2019	Acknowledged: March 3, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca ;
Proposed Calendar Entry: ENGL 388 (3-6) d Theory: Feminisms Relationships between feminist theory, literature, and language. <i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing; and 3 credits of 100- and/or 200-level English or one of (a) WRDS 150 or 350; (b) ASTU 100 or 101; (c) ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.	Present Calendar Entry: N/A Type of Action: Create new course. Rationale for Proposed Change: This course, Theory: Feminisms , contributes to this curriculum revision, as part of a new slate of theory-intensive courses, by offering opportunities for students to acquire familiarity with feminist theory. It has been designed in response to student demand for a course in feminist theory within the discipline of English. The course may be taught by members of the literature or language streams within the department. Depending on the instructor, the course may be taught as survey course or a special topics course. Alternatively, individual instructors may design sections that teach and apply feminist theory to the analysis of literary texts and literary genres of different historical periods and cultural contexts, or to the analysis of feminist (and non-feminist) language, rhetoric or discourse in non-literary domains, in written or spoken modes.

	<p>This course is part of a suite of “Theory” courses offering students opportunities to engage with significant contemporary critical practices, with emphases on the conceptual. There is no single methodology, ideology or approach that characterizes literary and cultural studies in English, and no single course can accommodate our discipline’s theoretical and methodological work. These courses organize the study of theory in manageable, viable and productive trajectories that reflect and accommodate the conceptual plurality of teaching and research in our current curriculum.</p> <p>Also, this course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p>
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PHIL: Philosophy Department***PHIL 348 (3) Continental Philosophy***

Category: (1) Faculty: Arts Department: Philosophy Faculty Approval Date: 2018 Mar 15 Effective Session (W or S): W Effective Academic Year: 2018-2019	Date: Nov 27, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca
Proposed Calendar Entry: PHIL 348 (3) Introduction to Continental Philosophy	URL: “PHIL” Present Calendar Entry: Type of Action:

<p>Major themes and figures in the Continental philosophy tradition; possible topics include 19th century precursors, 20th century philosophers, and comparisons between analytic and continental philosophy.</p>	<p>New Course</p> <p>Rationale for Proposed Change:</p> <p>The Department is regularizing its upper-level course offerings. Within specialized areas of Philosophy, we will offer a 300-level introduction, followed by a more advanced 400-level “Topics” course, which is typically a research/seminar course.</p> <p>Our Phil 448 course (Topics in Continental Philosophy) has been extremely popular in recent years, and is now an important part of the curriculum. However, the course has sometimes been taught as an introductory survey (in a lecture format) and sometimes as a seminar course. Once Phil 348 is in the calendar, instructors can be consistent about the level of the course.</p> <p>Continental philosophy is often contrasted with the “analytic philosophy” tradition associated with thinkers like Bertrand Russell and G.E. Moore. For an introductory course on the subject, it is appropriate to cover both leading antecedents in the 19th c. (Hegel, Marx, Nietzsche, Kierkegaard) and 20th century thinkers clearly identified as continental philosophers (Heidegger, Merleau-Ponty, Derrida, Foucault). There is growing recognition of the importance of writings in Continental philosophy and their influence on other disciplines. By clearly distinguishing between an introductory “survey” course (the new course) and a more advanced “Topics” course (the existing course, Phil 448), we will be recognizing the significance of Continental philosophy and responding to growing student demand for courses on the subject. The course will be an elective course, not a requirement for majors or honours.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: APSC Department: CHBE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018</p>	<p>Date: 5 January 2018 Contact Person: Louise Creagh Phone: 604-827-5210 Email: alcreagh@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CHBE 588 (3) Carbon Capture, Conversion and Sequestration Technologies Examination of carbon capture technologies, and CO₂ conversion and sequestration options. Technical foundations on carbon cycle, thermodynamics, transport, absorption, adsorption, sequestration, process control, mineralization and conversion. Analysis of cases in the context of technology, policy and regulatory framework.</p> <p>Credit will be granted for only one of CHBE 488 or CHBE 588.</p> <p>Pre-requisite: One of CHBE 346 or MTRL 350 and CHBE 351 or MTRL 263 [3-0-1]</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=CHBE</p> <p>Present Calendar Entry:</p> <p>n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course explores technologies on mitigating CO₂ emissions, addressing the global issue of climate change. There is strong interest in this area and this material is not covered in other CHBE courses.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">X</p> </div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: January 2018 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: CPEN 524 (3) Principles of Mobile Application Development and Analysis	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=CPEN Present Calendar Entry: n/a Type of Action: New Course Rationale for Proposed Change: Course developed by new faculty member to support students doing graduate work in this area. The department does not currently have a graduate course dedicated to issues specific to software development for mobile devices.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: January 2018 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: EECE 500 (3) Introduction to the Academic Enterprise Pre-requisite: Enrollment in the PhD degree program in ECE	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=EECE Present Calendar Entry: n/a Type of Action: Create New Course Rationale for Proposed Change: This course is intended to provide a meaningful orientation to early stage PhD students. The intent is to assist students in understanding the expectations of doctoral studies and help them develop elements of their proposal, timeline and goals. Additionally, the course will allow incoming students to develop a peer network (an informal cohort). The course will assist students in developing academic writing and presentation skills, give exposure to ethical considerations in research, give instruction and practice in peer review, and help students in the formulation of research questions and structured analysis of a scientific question. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: September 2017 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: EECE 502 (3/6) Cybersecurity Research Seminar Pre-requisite: by permission of the instructor	Present Calendar Entry: N/A Type of Action: Create a new course Rationale for Proposed Change: This course is intended to provide graduate students with opportunities to study important topics in the rapidly evolving field of cybersecurity. The course is designed as a seminar-based course. It is intended for thesis-based graduate students whose research is related to cybersecurity and who already have general background in cybersecurity at the level of 4 th year undergraduate course or a graduate course. During each offering of the course, the students will be studying and discussing cutting-edge research in a particular sub-field of cybersecurity, e.g., web security, security and privacy of online social networks, mobile privacy and security, usable security and privacy. Students will be allowed to take the course twice provided that the topics to be studied are sufficiently different in each offering. <div style="text-align: center;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading <small>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</small> </div>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: January 2018 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: ELEC 503 (3): Integrated Circuits for High-Speed Data Links	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ELEC Present Calendar Entry: n/a Type of Action: Create New Course Rationale for Proposed Change: New course offered by faculty member wishing to expand the suite of courses in this research area. Has been taught as a topics course EECE 571H: Integrated Circuits for High-Speed Data Links (Sept 2014, Sept 2015) prior to regularizing. Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: January 2018 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: ELEC 504 (3): Radio Frequency Integrated Circuits	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ELEC Present Calendar Entry: n/a Type of Action: New Course Rationale for Proposed Change: New course offered by faculty member wishing to expand the suite of courses in this research area. Has been taught as a topics course EECE 571F: RF Integrated Circuits (Jan 2014, Jan 2015, Jan 2016, Jan 2018) prior to regularizing. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: January 2018 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: ELEC 505 (3): Integrated Circuits for Phase-Locked Loops	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ELEC Present Calendar Entry: n/a Type of Action: Create New Course Rationale for Proposed Change: New course offered by faculty member wishing to expand the suite of courses in this research area. Has been taught as a topics course EECE 571U: Integrated Circuits for Phase-Locked Loops (Sept 2015) prior to regularizing. Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 1, 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: January 2018 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: ELEC 506 (3): CMOS Design for Photonics	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ELEC Present Calendar Entry: n/a Type of Action: Create New Course Rationale for Proposed Change: New course offered by faculty member wishing to expand the suite of courses in this research area. Has been taught as a topics course EECE 571Z: CMOS Design for Silicon Photonics Applications Sept 2014, Sept 2015, Sept 2016) prior to regularizing. Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: APSC Department: APSC (Dean's office) Faculty Approval Date: March 1, 2018 Effective Session (W or S): S Effective Academic Year: 2018	Date: December 21, 2017 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca
Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,949,0 Present Calendar Entry: P. Nasiopoulos, Program Director The Master of Software Systems is a graduate-level degree program designed specifically for people who hold a science or engineering degree in a field other than computer science or computer engineering. The program is an opportunity to expand existing skills and develop them for a career in a software systems environment. UBC's internationally known faculty and its top-notch facilities provide the expertise and atmosphere, and our students provide the desire and focus in a rigorous sixteen month program. M.S.S. students complete a master's degree consisting of three terms of coursework (30 credits) and a four-month industry internship. At the end of the program, students will have gained a broad understanding of software systems development and implementation; not just from a software engineer's viewpoint, but from a manager's perspective as well. For more information, see also <u>Software Systems</u>. Type of Action: Delete entry. Rationale for Proposed Change: The MSS program has been discontinued and all remaining students have graduated.

Proposed Calendar Entry:	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1407#16343</p> <p>Present Calendar Entry:</p> <p><i>Software Systems</i></p> <p>Degree Offered: M.S.S.</p> <p>Members</p> <p>Professors</p> <p>P. Nasiopoulos.</p> <p>Associate Professors</p> <p>M. Feeley.</p> <p>Program Overview</p> <p>The Master of Software Systems (MSS) is an accredited professional Master's program that is unique in Canada. It addresses the fact that today's professional marketplace, regardless of discipline, requires a comprehensive knowledge of software systems. The program is designed to provide graduates in engineering, science, mathematics, business, and other disciplines outside computer science and computer engineering with a tightly integrated and highly marketable set of software systems skills.</p> <p>Principle program components include: software engineering, operating systems, computational structures, computer networks and cloud computing, web technologies, computer and information systems security, database systems, and real-time and distributed systems.</p> <p>The MSS program is a 16-month full-time program, which includes a 4-month industry internship. It is administered by the, <u>Institute for Computing, Information &</u></p>
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	<p><u>Cognitive Systems (ICICS):</u></p> <p><u>For complete information please see the Program's website:</u></p> <p>Master of Software Systems</p> <p>Admission Requirements</p> <p>Successful applicants must hold a bachelor's degree (in subjects other than Computer Science or Computer Engineering) and must meet the general admission requirements for Master's degree programs set by the Faculty of Graduate and Postdoctoral Studies. In addition students must also have some basic computer programming skills, as well as computer program design and data structures knowledge equivalent to that offered in the Department of Computer Science courses CPSC 213, 221, 260, 310, 311, or 313.</p> <p>Candidates for admission are evaluated on the following components of the application: academic transcripts, computer programming knowledge, work experience, applicant questionnaire, and letters of reference.</p> <p>The minimum required TOEFL score for admission is 600 (paper-based) or 100 (internet-based). For the IELTS a minimum overall band score of 6.5 is required, with no other component less than 6.0. English test results must be taken within 24 months of application.</p> <p>Program Requirements</p> <p>The program requires completion of 30 credits of coursework, taken in three terms, as well as a mandatory 4-month industry internship. Of the 30 credits, 24 credits are core courses specifically for the MSS program plus 6 credits of approved relevant</p>
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	<p>electives, taken from various departments on campus.</p> <p>For detailed requirements, please see the Program's website.</p> <p>Contact Information</p> <p>Master of Software Systems, ICICS 285-2366 Main Mall Vancouver, BC Canada V6T 1Z4 Tel: 604.822.8807 Fax: 604.822.9013 Email: info@mss.icies.ubc.ca Web: www.icies.ubc.ca/mss Dr. Panos Nasiopoulos, Director Gail Schmidt, Program Assistant</p> <p>Type of Action: Delete entry.</p> <p>Rationale for Proposed Change: The MSS program has been discontinued and all remaining students have graduated.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: (1) Faculty: Arts Department: Institute for Gender, Race, Sexuality and Social Justice (GRSJ) Faculty Approval Date: Feb 15 2018 Effective Session (W or S): W Effective Academic Year: 2018</p>	<p>Date: 9 August 2017 Contact Person: Denise Ferreira da Silva with cc to Lois Nightingale Email: dfsilva@mail.ubc.ca; Lois.Nightingale@ubc.ca;</p>
<p>Proposed Calendar Entry: GRSJ 515 (3/6) d Critical and Creative Social Justice Studies Seminars</p> <p>The potential of creative work to disrupt ingrained ideas and representations by appealing to the senses. Study and engage with academics, artists, and activists interested in how art contributes to critical and engaged social justice work”</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=GRSJ</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change:</p> <p>This course offers learning, research, and practice opportunities to students interested in creating artistic works that engage with critical tools and formulations developed in critical racial and anti-colonial, feminist, queer, and trans* scholarship. Because the guest presentations will vary each time the course is offered, it can be taken twice.</p> <p>Focusing on the potential of the creative work to disrupt ingrained ideas and representations by appealing to the senses and the imagination, this course provides students with the opportunity to study and engage with academics, artists, and activists interested in how art contributes to critical and engaged social justice work.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Dept: Dean's Office Faculty Approval Date: March 7, 2018 Effective Session: W Effective Academic Year: 2019	Date: February 18, 2018 Contact Person: Jorma Neuvonen Phone: (604) 822-2807 Email: jorma.neuvonen@ubc.ca
Proposed Calendar Entry: Master of Forestry <i>Admission Requirements</i> Students admitted to the M.F. degree program normally possess a bachelor's degree in science, applied science, agricultural sciences, social science, or forestry, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies. <i>Program Requirements</i> The M.F. program includes either a major essay (3-6 credits) or a thesis (6-18 credits), a forestry communications course (FRST 544 or approved alternate), and other approved courses, for a total of 30 credits. Dual Degree Program Option: Master of Forestry, UBC and one of the available master's degrees at one of the European partner universities participating in the TRANSFOR-M program. TRANSFOR-M (Transatlantic Forestry Master) is a unique dual degree program which offers qualified students the opportunity to earn, in two years, a Master of Forestry (MF) degree from UBC and a master's degree from one of the five participating universities in Europe.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1164 Present Calendar Entry: None Type of Action: Add dual degree program option to the Calendar (this program has already existed since 2011 through MoU between TRANSFOR-M consortium members) Rationale for Proposed Change: Through the TRANSFOR-M dual master's program, the UBC Faculty of Forestry partners with the top European Forestry Schools to provide both Canadian and international students with a unique international learning opportunity by allowing UBC Master of Forestry students to complete two graduate forestry degrees in an accelerated timeframe. The overarching aim of the program is to educate the next generation of globally minded forest and environmental managers and scientists on the cultural differences, diverse historical contexts, and differing economic drivers that exist in Canadian and European natural resource management approaches. By drawing on the expertise and opportunities through UBC MF degree and various graduate programs across five forestry schools in Europe, we have been able to develop a graduate program with unparalleled

The participating European Universities:

- Albert-Ludwigs-University Freiburg, Germany
- Bangor University, Wales, UK
- University of Eastern Finland, Finland
- University of Natural Resources and Life Sciences, Vienna, Austria
- University of Padova, Italy

The European degrees available for UBC MF students:

- M.Sc. Forest Sciences (Albert-Ludwigs-University Freiburg)
- M.Sc. Agroforestry (Bangor University / Wales)
- M.Sc. Conservation and Land Management (Bangor University / Wales)
- M.Sc. Environmental Forestry (Bangor University / Wales)
- M.Sc. Agriculture and Forestry (University of Eastern Finland)
- M.Sc. Mountain Forestry (University of Natural Resources and Life Sciences, Vienna)
- M.Sc. Forest Science (University of Padova)

Taken separately, both degrees would take three years to complete. The dual degree program option makes it possible to earn both degrees in two years of study by allowing students to be enrolled continuously through this period and by allowing students to apply 30 credits earned as part of the UBC MF degree towards the European degree.

In order to receive both degrees students must fulfill the individual program requirements for each institution's degree.

Admission

Admission to the TRANSFOR-M through UBC requires an academic background in

possibilities and experiences for participants. Earning two masters degrees from two world-class forestry schools enhances the opportunities available to graduates.

TRANSFOR-M dual degree program is important to the Faculty of Forestry as it links the UBC Master of Forestry (MF) to other world-class programs in the field of forestry, and enhances the reputation of the Faculty and of UBC.

Graduates from this program will be positioned for greater success in their chosen careers and enhance UBC's alumni network, which will increase opportunities for future UBC students.

In exchange, UBC Faculty of Forestry will receive highly qualified students from the top forestry schools in Europe to do the UBC MF degree. They will enhance our reputation in Europe.

science, applied science, agricultural sciences, social science or forestry. Admission standards are in accordance with the standards set by UBC's Faculty of Graduate and Postdoctoral Studies. Given that the number of applicants exceeds the number of positions available, a record that satisfies basic entrance requirements does not guarantee admission.

For applicants with Canadian or USA credentials, the equivalent of a four-year bachelor's degree with a minimum overall average in the B+ range in third- and fourth-year courses, is required. For applicants with International credentials, we require an academic degree and GPA as detailed by the Faculty of Graduate and Postdoctoral Studies International Evaluation Manual: <https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials>

Applicants whose prior degree is from a university outside Canada in which English is not the primary language of instruction must provide official results of an English language proficiency examination as part of their application. See details: <https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements>

Applicants wishing to participate in the TRANSFOR-M program must first submit their Expressions of Interest and arrange an interview with the UBC TRANSFOR-M Liaison Officer. The TRANSFOR-M pre-application must be submitted to the UBC Liaison Officer by the posted deadline. The successful applicants selected as UBC candidates will then apply formally for admission to UBC Master of Forestry (MF)

program as well as to the master's program at the European Host Institution to which they were invited to apply.

Requirements

Once the students have been selected in the TRANSFOR-M program and offered admission at both UBC and in the Host Institution in Europe, the Liaison Officers at both institutions will work with the student to develop a Study Plan that will outline courses to be taken at the Host Institution and the transfer credits that will be granted by the European Institution. Liaison Officers of both UBC and the Host Institution must approve the student's Study Plan.

Students will complete their first year at the European Host institution during which they will complete the normal requirements for the first year of the Host institution's degree program. During that period, they will also be registered at UBC in the MF's Major Essay (FRST 548). For their second year, they will return to UBC and complete the remaining MF degree requirements (course work).

For the UBC Master of Forestry (MF) and European Master's dual degree program, students are required to complete a minimum of 30 UBC credits to qualify for the UBC MF component and additional 60-75 European Credit Transfer and Accumulation System (ECTS) credits for the European component. None of the European courses are accepted as transfer credits towards the UBC Master of Forestry (MF) degree, but UBC MF degree credits are accepted as transfer credits towards the European degree.

Students will graduate from each institution when they complete the program requirements of that institution.

Students may attend the convocation ceremonies of both institutions. The student will receive two parchments:

1. UBC, Master of Forestry (MF); and
2. The master's degree from their European Host Institution

Each institution manages its own degree requirements. Students must meet each institution's admission and continuation requirements; however, only those credits administered by the specific institution will apply towards that institution's continuation policies. Students are required to comply with all policies, procedures, rules and regulations of the Host Institution during their studies at the Host Institution, as well as any other policies, procedures, rules or regulations placed upon them by the Home Institution during the period of their participation in the TRANSFOR-M Program.

TRANSFOR-M students with UBC as the designated Home Institution will pay the MF tuition assessment and student fees for a minimum of two years (6 terms), but will receive a tuition fee waiver at the Host University in Europe. Miscellaneous European student fees may be assessed.

TRANSFOR-M students with UBC as the designated Host Institution will receive a tuition fee waiver for each term they are registered in the MF at UBC, but will pay all other required student fees.

For further information on the UBC MF program, including information on applying, please see the UBC Faculty of Forestry MF program web-site at: <http://www.forestry.ubc.ca/students/graduate/programs/master-of-forestry/>

CHEMISTRY**Category: (1)****Faculty:** Science**Department:** Chemistry**Faculty Approval Date:** March 2, 2018**Date:** March 2, 2018**Contact Person:** Norm Hutchinson**Phone:** 604-822-8818**Email:** norm@cs.ubc.ca**Effective Date for Change:** 18S**Proposed Calendar Entry:****CHEM 100 (3) Foundations of Chemistry**

Atomic and molecular properties, chemical reactions, bonding, nomenclature, kinetics, equilibrium processes, acids and bases, oxidation and reduction. Intended for students who do not receive a satisfactory score on the UBC Chemistry Basic Skills Test, and need to establish a foundation of chemistry skills before proceeding to other first year chemistry courses. [3-0-1]

Prerequisite: Not open to students with credit for Chemistry 12. Permission of the department head.

Present Calendar Entry:**Action:** Create new course.

Rationale: Currently, students without Chemistry 12 must register in CHEM 111 – a course designed to accelerate students in a single term to the point they can take CHEM 123. Unfortunately, a significant number of these students have very poor chemistry backgrounds and are not prepared for the intense pace of CHEM 111. This creates problems in CHEM 111 because instructors must teach basic material (last year this occupied about 3 weeks of lecturing) instead of focusing on the course learning objectives. To remedy this situation, a basic skills test will be administered for students who do not have credit for Chemistry 12. Only students who receive a satisfactory score on this test will be enrolled in CHEM 111. Those who do not will be given the option of registering in CHEM 100. A student passing CHEM 100 will have the same chemical foundation as one completing Chemistry 12, so will then be able to register for CHEM 121. This proposal includes the description for the new course (CHEM 100). In a separate category 2 proposal, CHEM 100 is being added to the prerequisite list of CHEM 121.

Supporting Documents: SCI-17-2-CHEM 100

COMPUTER SCIENCE

Category: (1)

Faculty: Science

Department: Computer Science

Faculty Approval Date: March 2, 2018

Date: March 2, 2018

Contact Person: Norm Hutchinson

Phone: 604-822-8818

Email: norm@cs.ubc.ca

Effective Date for Change: 18S

Proposed Calendar Entry:

Present Calendar Entry:

CPSC 107 (3) Systematic Program Design

Fundamental computation and program structures. Continuing systematic program design from CPSC 103. [3-2-0]

Prerequisite: CPSC 103

Action: Create new course.

Rationale: Recently, CPSC 103 was introduced as an introductory programming course for non-CS majors. After taking CPSC 103, some students decide that they do want to major in computer science. At present they must take CPSC 110 as it is the sole entry point to the major. CPSC 103 covers roughly 50% of the learning outcomes of CPSC 110, so taking 110 after 103 is not ideal for the students. We are proposing to create CPSC 107 as an alternate path for students who have completed CPSC 103. CPSC 107 will cover the remaining learning outcomes from CPSC 110.

The combination of CPSC 103 and CPSC 107 will be considered equivalent to CPSC 110 as a prerequisite for other CPSC courses.

Supporting Documents: SCI-17-2-CPSC 107

Category: (1)

Faculty: Science Department: Computer Science Faculty Approval Date: March 2, 2018	Date: March 2, 2018 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
<p>Effective Date for Change: 18S</p> <p>Proposed Calendar Entry:</p> <p>CPSC 491 (6) Interactive Digital Media Practicum</p> <p>Design and implementation of interactive digital media systems using modern processes and tools. Projects provided by external clients or vetted entrepreneurial pitches are developed by interdisciplinary teams composed of one CPSC 491 student and multiple Master of Digital Media students.</p> <p>Prerequisite: all of CPSC 221, CPSC 310, CPSC 344, and at least 3rd year standing.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: For several years the Computer Science department has been collaborating with the Master of Digital Media (MDM) program to offer selected students a practical, integrative experience in team software development under our directed studies course. The experience has been very positive, and the course should now be regularized.</p> <p>The course provides students a valuable experience from both a technical and professional standpoint.</p> <p>From a professional standpoint, students learn critical soft skills working on a real project for a client. They work with a diverse team through requirements gathering and ideation, iterative prototyping, and development stages. In the process students must communicate regularly with their teams, their mentors, and their clients.</p> <p>Students' technical learning in the course happens in three rough streams. First, they significantly deepen their software process management skills by managing a large software project that includes extensive non-code assets using modern version control and communication software. This happens in the context of a team of sufficient size and diversity of background to ensure that students must</p>

	<p>consciously and carefully manage real workflow problems. Second, they solve diverse algorithmic problems in rich application contexts, e.g., pathfinding in a game or nearest neighbor calculations in a simulation. Although many of these problems are simple compared to those students face in our own algorithm and software design courses, the context of large bodies of existing code and modern digital media frameworks require students to adapt their ideal solutions to highly constrained contexts. Finally, the performance constraints of digital media applications (i.e., perceived real-time response) require students to profile and optimize their solutions.</p> <p>X Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F): Students participate with team members in the MDM program for whom their contribution to this project is almost their entire term-long commitment. Lack of commitment from a CPSC team member is therefore a significant impediment to the educational process of an entire team. Therefore, we wish to retain the incentive of grade differences hidden within the Cr category of Cr/D/F grading.</p> <p>Supporting Documents: SCI-17-2-CPSC 491</p>
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DATA SCIENCE

Category: (1)

Faculty: Science Department: Computer Science and Statistics Faculty Approval Date: March 2, 2018	Date: March 2, 2018 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
Effective Date for Change: 18S Proposed Calendar Entry: DSCI 100 (3) Introduction to Data Science Use of data science tools to summarize, visualize, and analyze data. Sensible workflows and clear interpretations are emphasized. [3-0-1] Prerequisite: Mathematics 12	Present Calendar Entry: None Action: Create new course. Rationale: In recent years, virtually all areas of inquiry have seen an uptake in the use of data science tools. Skills in the areas of assembling, analyzing, and interpreting data are more critical than ever. We want to offer students a gateway first experience in this realm. Supporting Documents: SCI-17-2-DSCI 100

INTEGRATED SCIENCES

Category: (1)

Faculty: Science

Department: Integrated Sciences

Faculty Approval Date: March 2, 2018

Date: March 2, 2018

Contact Person: Norm Hutchinson

Phone: 604-822-8818

Email: norm@cs.ubc.ca

Effective Date for Change: 18S

Proposed Calendar Entry:

ISCI 312 (3) Symmetry

Recognizing symmetry; point groups in 2D and 3D; plane groups in 2D; space groups in 3D; the role of symmetry in the natural and human world. [3-0-0]

Prerequisite: Third-year standing in the Faculty of Science.

Present Calendar Entry:

Action: Create new course.

Rationale: This course has been offered for several years as a topics course and is popular in the Integrated Sciences program. It discusses the concept of symmetry in science and our daily environment. It explores new ways of looking at the world around us and encourages flexible and analytical thinking. Mathematical concepts such as groups and geometry are discussed in a non-mathematical presentation. Students develop research and presentation skills by researching topics of their choosing related to symmetry and presenting them in different formats to the class.

Supporting Documents: SCI-17-2-ISCI 312

mathematics, earth and ocean sciences, statistics and computer science to economics and communications engineering. In addition to the usual audience of our incoming graduate students intending to specialize in analysis, partial differential equations, probability and applied harmonic analysis, we have noticed an increased attendance of undergraduates over the past few years. A sizeable proportion of students sitting in this class are in fact our best undergraduates, most of whom go on to top-tier graduate schools worldwide, who are keen on learning the material due to its fundamental nature but are unable to register for it because it is not an undergraduate course. Indeed, many of the schools that routinely recruit our best undergraduates teach this material at the senior undergraduate level.

MATH 541 is currently offered biennially. On one hand, this arrangement is suboptimal for graduate students who deem its material essential to their future research. More importantly, we receive inquiries about this course from our undergrads every year that it is not offered. In fact, faculty members have been requested to offer a reading course on this material if an official course is unavailable. In summary, MATH 404 would serve as excellent preparation for advanced undergraduate students wishing to pursue post-graduate studies in a multitude of areas in basic and applied sciences, and the material it covers would constitute a timely addition to our undergraduate curriculum. For this reason, we request MATH 541 to be cross-listed as MATH 404.

Supporting Documents: SCI-17-2-MATH 404

Category: (1)

Faculty: Science Department: Mathematics Faculty Approval Date: March 1, 2018	Date: March 1, 2018 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
Effective Date for Change: 18S Proposed Calendar Entry: MATH 423 (3) Commutative Algebra Commutative algebra; homological algebra or representation theory of finite groups. [3-0-0] Prerequisite: MATH 323 and a score of 68% or higher in one of MATH 412, MATH 422.	Present Calendar Entry: MATH 423 (3) Topics in Algebra Commutative algebra, algebraic geometry, algebraic number theory, Lie theory, homological algebra and category theory, or some other advanced topic in algebra. [3-0-0] Prerequisite: A score of 68% or higher in one of MATH 412, MATH 422. Action: Update title and description. Add prerequisite. Rationale: Deleted topics are now covered in other courses. This course needs to be standardized from year to year. Prerequisites are changed to reflect the changes in our Algebra program from 2012, in particular, creation of MATH 323. The title “topics in algebra” no longer accurately describes the course. Supporting Documents: SCI-17-2-MATH 423

PHYSICS

Category: (1)

Faculty: Science Department: Physics & Astronomy Faculty Approval Date: March 2, 2018	Date: March 2, 2018 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
Effective Date for Change: 18S Proposed Calendar Entry: PHYS 100 (3) Introductory Physics Kinematics, force, energy, momentum, use of graphs and vectors in physics; thermal energy, heat transfer, Earth's energy balance; electricity. Students with credit for Physics 12 may not obtain credit for this course unless they took AP, IB, or A-level Physics and were offered advanced credit for PHYS 100. [3-0-2] Prerequisite: Not open to students with credit for Physics 12. Principles of Mathematics 12 or Pre-calculus 12 is required; Physics 11 is required for first-year students, strongly recommended for others.	Present Calendar Entry: PHYS 100 (3) Introductory Physics An introduction to fundamental concepts such as force, energy, momentum, and the use of graphs and vectors in physics; geometrical optics; electricity; laboratory exercises to familiarize the student with both the phenomena and the basic laboratory instruments commonly used to measure them. Students with credit for Physics 12 may not obtain credit for this course unless they took AP, IB, or A-level Physics and were offered advanced credit for PHYS 100. [3-3*-1*] Prerequisite: Not open to students with credit for PHYS 12. Principles of Mathematics 12 or Pre-calculus 12 is required; Physics 11 is required for first-year students, strongly recommended for others. Action: Enhance learning by removing lab component to allow doubling of tutorials. Change course vector accordingly. Increase relevance by introducing climate physics rather than geometrical optics. Correct PHYS 12 to Physics 12. Rationale: Students report the lab component seems disconnected from the rest of the course, but find the tutorials valuable and would like more. The format and limited time in the PHYS 100 labs makes it problematic to teach experimental and data analysis skills with a lasting impact. Once students complete PHYS 100, they can take the lab course PHYS 119, which provides a superior and extended lab

	<p>experience. The laboratory component of PHYS 100 should be removed in favor of having more tutorial time.</p> <p>Kinematics has always been covered, so should be included in the course description. Geometrical optics has not been covered in the last 10 years. Thermal and climate physics were added several years ago to make the course more relevant for our diverse student population.</p> <p>Supporting Documents: SCI-17-2-PHYS 100</p>
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DEAN'S OFFICE

Category: (1)

Faculty: Science Department: Dean's Office Faculty Approval Date: March 2, 2018	Date: March 2, 2018 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca
Effective Date for Change: 18S Proposed Calendar Entry: ... Minor in Land and Food Systems The Faculty of Land and Food Systems offers six optional minors for B.Sc. students. Upon completion of one of the following six minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. ... The Nutritional Sciences Minor will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits. The Sustainable Food Systems Minor will consist of LFS 250 and 350; 3 credits from APBI 314, 315, BIOL 343, EDCP 329, FNH 342, 355, 455, LFS 340, SOCI 342, 360, 423, GEOG 410; 3 credits from APBI 360, 402, 428, 444, ENVR 430, 440, FNH 309, GEOG 310, 318; 3 credits from APBI 361, 414, FNH 415, FRE 302, 306, 340, 374, 460, GEOG 311, SCIE 420; 3 credits from APBI 465, LFS 450, 496; 3 additional credits from any 300- or 400-level course listed above for a total of 24 credits. Application forms may be obtained from the LFS Student Services office or from the Land and Food Systems website. Completed applications must be returned no later than March 31st. Space in many science and land and food	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,410 Present Calendar Entry: ... Minor in Land and Food Systems The Faculty of Land and Food Systems offers five optional minors for B.Sc. students. Upon completion of one of the following five minor options, the notation "Minor in [Subject]" will be denoted on the student's transcript. ... The Nutritional Sciences Minor will consist of FNH 250, 350, 351, and 12 credits selected from FNH 301, 355, 370, 398, 402, 451, 454, 455, 471, 473, 474, 477, 490 for a total of 21 credits. Space in many science and land and food

<p>systems courses is limited. Admission to a land and food systems minor does not guarantee access to courses agreed upon for the minor.</p> <p>...</p>	<p>systems courses is limited. Admission to a land and food systems minor does not guarantee access to courses agreed upon for the minor.</p> <p>...</p> <p>Action: Add a new Sustainable Food Systems minor to the list of minors offered by the Faculty of Science to B.Sc. students.</p> <p>Rationale: At UBC, many students outside the Land and Food Systems faculty seek training in food systems through internships, volunteering at UBC Farm, elective courses and directed studies. However, there is no formal, non-major mechanism to receive academic recognition of this training outside of a single discipline. The UBC Minor in Sustainable Food Systems aims to provide students in Science with a pathway to gain knowledge and understanding of the connections between food, health, society, and the environment, thereby providing the tools needed to solve complex food systems problems at the local and global scale. This new minor leverages existing experiential and interdisciplinary learning opportunities at UBC (across several departments and faculties, and with off-campus partners) to meet the growing student demand for sustainable food systems education.</p> <p>Supporting Documents: SCI-17-2-LFS Minor</p>
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16 May 2018

To: Vancouver Senate
From: Senate Library Committee
Re: **Annual Report of the Senate Library Committee**

In 2017, the Committee was delighted to welcome the newly appointed University Librarian, Susan Parker, to the UBC Campus. The SLC wishes to thank Melody Burton and Heather Berringer for acting as interim UL's prior to Susan's arrival.

As in previous years, the Committee devoted its main energies to the primary role defined for it by its terms of reference, namely "To advise and assist the Librarian in developing a general program of library services for all the interests of the University."

In addition to establishing the Committee's priorities for the 2017-2020 Senate Triennium, the Committee received briefings from the University Librarian, other colleagues from the Library and members of other Senate committees, and offered guidance in the following areas:

- University Librarian Susan Parker's initial impressions of the University and the role of the Library at UBC;
- UBC Library's membership and role in national and international associations of research libraries;
- The Library's funding model;
- cIRcle and the role of the Library in promoting Open Access publication;
- Renovations to the Asian Library;
- Tour of the Library Automated Storage and Retrieval System;
- The need for a long term capital plan for the Library;
- Projects in Koerner Library;
- Tour of the Library Preservation and Archives.

In conclusion, the Committee wishes to record its appreciation of the assistance and information provided to it with unfailing courtesy and efficiency by UBC Librarians and other members of the Library staff, the Office of the Senate, and Enrolment Services.

Respectfully submitted,

Dr. Lawrence Burr, Chair
Senate Library Committee



9 May 2018

To: Senate
From: Nominating Committee

Re: Appointments to Committees of Senate and the Council of Senates

The Nominating Committee has considered student appointments to Committees of Senates and the Council of Senates, as is pleased to recommend:

That Mr Nick Pang, Mr Austin Chen, and Ms Katie Gourlay be appointed to the Senate Academic Building Needs Committee: Committee until 31 March 2019 and thereafter until replaced, to replace Ms Simran Brar, Ms Lisa Wang and Ms Danika Coulbourn;

That Mr Max Holmes and Ms Jeanie Malone be appointed to the Senate Academic Policy Committee until 31 March 2019 and thereafter until replaced, to replace Mr Kevin Doering and Mr Francisco Gallegos;

That Mr Alexander Starr and Ms Hannah Xiao be appointed to the Senate Admissions Committee until 31 March 2019 and thereafter until replaced, to replace Ms Jaymi Booth and Mr Qadeem Salehmohamed;

That the terms of Mr Jakob Gattinger, and Mr Max Holmes on the Senate Agenda Committee be extended to 31 March 2019 and thereafter until replaced;

That Ms Priscilla Chan, and Ms Jeanie Malone be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2019 and thereafter until replaced, to replace Mr Michael Pratt and Ms Lisa Wang, and that the term of Ms Amber Shilling be extended to 31 March 2019 and thereafter until replaced;

That Mr Nick Pang, Mr Quentin Golsteyn, Ms Amber Shilling, Ms Priscilla Chan, and Ms Hannah Xiao be appointed to the Senate Curriculum Committee until 31 March 2019 and thereafter until replaced, to replace Ms Jayme Booth, Mr Max Holmes, Ms Ainsley MacDougall, Mr Daniel Lam, and Ms Amber Shilling;

That Ms Ainsley MacDougall, Mr Jakob Gattinger, and Ms Danika Colbourn, be appointed to the Senate Library Committee until 31 March



2019 and thereafter until replaced, to replace Ms Simran Brar, Mr Daniel Lam, and Mr Michael Wong, and that the term of Ms Alexandra Glinsbockel be extended to 31 March 2019 and thereafter until replaced;

That Ms Alexa Tanner be appointed to the Student Appeals on Academic Discipline Committee until 31 March 2019 and thereafter until replaced, to replace Ms Madison Grist and that the terms of Ms Ainsley MacDougall and Mr Qadeem Salehmohamed be extended to 31 March 2019 and thereafter until replaced;

That Ms Katie Gourlay and Mr Austin Chen be appointed to the Senate Awards Committee until 31 March 2019 and thereafter until replaced, to replace Ms Madison Grist and Ms Sarah Park.

That Mr Max Holmes, Ms Alexa Tanner, and Mr Matthais Leuprecht be appointed to the Senate Teaching and Learning Committee until 31 March 2019 and thereafter until replaced, to replace Ms Danika Coulbourn, Mr Kevin Doering, and Ms Marium Hamid;

That Mr Alexander Starr, and Mr Quentin Golsteyn be appointed to the Senate Tributes Committee until 31 March 2019 and thereafter until replaced, to replace Mr Michael Pratt and Ms Alexandra Glinsbockel;

That Ms Jeanie Malone be appointed to the Senate Ad-Hoc Committee on Academic Diversity and Inclusivity until 31 March 2019 and thereafter until replaced, to replace Mr Jakob Gattinger, and that the non-Senate seat held by Ms Malone be declared vacant;

That Mr Matthais Leuprecht and Ms Marium Hamid be appointed to the Council of Senates Budget Committee: until 31 March 2019 and thereafter until replaced, to replace Mr Jakob Gattinger and Mr Francisco Gallegos;

That Mr Jakob Gattinger be appointed to the Council of Senates Elections Committee until 31 March 2019 and thereafter until replaced, to replace Ms Miranda Huron; and

That Ms Jeanie Malone be appointed to Council of Senates Representative Committee Four to replace Ms Simran Brar.



4 May 2018

To: Vancouver Senate

From: Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2017 – 30 April 2018) (information)**

Members of the Committee:

- Mr. Tariq Ahmed (Chair)
- Dr. Perry Adebar
- Dr. Abby Collier
- Prof. Sue Grayston
- Dr. Mieke Koehoorn
- Prof. C.W. Marshall
- Ms. Susan Parker
- Mr. Mike Stewart
- Ms. Madison Grist (student)
- Ms. Ainsley MacDougall (student)
- Mr. Qadeem Salehmohamed (student)

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c. 468. The Senate Committee is the “standing committee of final appeal for students in matters of academic discipline.” Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at <https://senate.ubc.ca/vancouver/rules/discipline>.

Appeals Heard:

During the period from 1 May 2017 to 30 April 2018, the Senate Committee heard two (2) appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline. Both appeals were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:



1. 21 November 2017

The student was disciplined for academic misconduct for attempting to change a mid-term examination grade on a teaching assistant's computer while it was left unattended. The discipline imposed by the President was a mark of zero in the course and suspension from the University for a period of four (4) months.

The student raised three issues on appeal:

- 1) The student's argument that the President "determined the conduct of the student based on assumptions and without proof" was tied to two grounds of appeal:

- a) The President incorrectly determined that the conduct of the student, either admitted or as found by the President, constituted misconduct or the President incorrectly applied a university policy or procedure.

The standard of review for this ground is correctness. The Senate Committee may reverse or vary the President's decision or substitute its own decision if it disagrees with the President's determination or application of a university policy or procedure.

The Senate Committee did not disagree with the President's determination or application of a university policy or procedure. In the view of the Senate Committee, the student's appeal on this ground was primarily a dispute with respect to findings of fact made by the President's Committee in its report which were open to the President's Committee to make.

- b) The President erred in the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President, or the credibility of the student or other witnesses.

The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the President's assessment of the evidence in the President's Committee's report, including any factual inferences made by the President or the credibility of the student or other witnesses, is unreasonable.

The Senate Committee found that the President did not err in his assessment of the evidence in the President's Committee's report in that the President's finding that the appellant had committed academic misconduct was entirely consistent with the findings of the President's Committee in its report. In the view of the Senate Committee arguments made by the student on this ground were directed at challenging findings of credibility and findings of fact made by the President's Committee.



- 2) The procedure of the President's Committee was unfair as one witness did not attend the President's Committee's hearing for cross-examination.

The standard of review for this ground of appeal is whether a reasonable person, knowledgeable about the facts, would perceive the process at or before the President's Committee to be unfair. The Senate Committee did not find the President's Committee's hearing to have been a process that a reasonable person, knowledgeable about the facts, would perceive to be unfair. The President's Committee reviewed and relied upon the evidence from a number of persons in addition to the witness at issue. The President's Committee also had written evidence from the witness and was entitled to consider the weight it should be given in light of the fact that the witness was not in attendance at the hearing.

- 3) The discipline imposed by the President was excessive.

The standard of review for this ground of appeal is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed was unreasonable. The Senate Committee found that the discipline imposed by the President was not unreasonable.

Appeal dismissed.

2. 2 March 2018

The student was disciplined for submitting an essay that contained plagiarized material from online sources. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of four (4) months, and a notation of academic misconduct entered on the student's transcript. The student raised one ground of appeal, namely that the discipline imposed by the President was excessive.

The standard of review for this ground of appeal is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed was unreasonable. The Senate Committee found that the discipline imposed by the President was not unreasonable.

Appeal dismissed.

Respectfully submitted,

Tariq Ahmed, Chair
Senate Committee on Student Appeals on Academic Discipline

16 May 2018

To: Vancouver Senate
From: Senate Teaching and Learning Committee
Re: Annual Report 2017-2018

The Senate Teaching and Learning Committee is pleased to provide Senate with the following updates as to the Committee's recent activities:

1) Undergraduate Research Working Group

By request of student senators, discussions were revisited regarding undergraduate research opportunities at UBC, particularly as the new Strategic Plan prioritizes broader access to student research experiences, including developing new opportunities for undergraduate research.

The committee approved the formation of the Undergraduate Research Working Group at their January meeting. The goal of this working group is to implement an action framework in regards to undergraduate research opportunities at UBC.

Two meetings have occurred have occurred to date. A Current State document was brought forward and reviewed by the working group. Next steps include taking the Current State, to the Associate Deans, Research and Associate Deans, Academic meetings for input and review.

2) UBC Strategic Plan and the Indigenous Strategic Plan

At the October meeting, the Provost came to present the UBC Strategic Plan and the Committee provided input. In April, Dr. Linc Kesler presented to the Committee the new Indigenous Strategic Plan. While the current strategic plan builds on the Aboriginal Strategic Plan from 2009, there is recognition that the current landscape concerning indigenous issues has changed. Numerous international and national developments, such as the adoption of the UN Declaration as well as the Truth and Reconciliation Commission, have come into effect. The current plan gives an assessment of what that landscape means, in terms of the external lay of the land and also in terms of what exists at UBC as a platform for which to extend the next steps of development.



3) *Digital Learning Costs*

The Committee discussed the costs of digital learning materials over several meetings and a Topic of Broad Academic Interest was reviewed at the meeting in April. Costs of these materials have increased annually and for some students, these costs contribute to their financial burden. Currently, neither the provincial government nor UBC has policies in place to reduce or limit the cost of texts or digital learning resources. In contrast, both Ontario and Alberta do. The TBAI outlined possible directions UBC could take.

In addition, presentations were given in regards to the Emerging Media Lab (by Claudia Krebs and Matt Yedlin) and Reconciliation in Action: Insights from the Community (by Annelies Tjebbes).

Respectfully submitted,

Dr. André Ivanov, Chair

Senate Teaching and Learning Committee



Date: May 4, 2018

To: UBC Vancouver Senate

From: Office of the Provost and Vice-President Academic

Re: Proposal to Establish a UBC Emeritus College

The Provost Office, on behalf of the Association of Professors Emeriti, submits the attached proposal for the establishment of the Emeritus College. The proposal has full support from the Provost Office and the Senate Academic Policy Committee where this was discussed and approved on 30 April 2018.

The UBC Association of Professors Emeriti is the oldest association of professors emeriti in Canada, and has demonstrated a 30-year commitment to encouraging and facilitating the involvement of emeriti in the university. By being one of the few grassroots organizations of emeriti in North America to establish an Emeritus College, the college will sustain and deepen that commitment.

We request the following:

- That Senate approve and recommend to the Board of Governors the establishment of the Emeritus College;
- That the governance and administration of the Emeritus College be as set out in the attached document;
- That the Principal of the College report to the Senate on the status of the College annually until 2022 and thereafter as Senate may direct; and
- That the Senate Nominating Committee consider that the Principal of the Emeritus College be added to the voting membership of Senate as an ex officio, voting member, as allowed under Section 35.1 (2)(k) of the University Act.

A blue ink signature of Eric Eich, written in a cursive style.

Eric Eich, PhD, FRSC
Vice Provost & Associate Vice President Academic, Office of the Provost, UBC Vancouver
Distinguished University Scholar & Professor, Department of Psychology, UBC Vancouver

**PROPOSAL FOR AN EMERITUS COLLEGE AT
THE UNIVERSITY OF BRITISH COLUMBIA**

May 4, 2018

CONTENTS

PROPOSAL	2
REFERENCE	6
APPENDICES	
1. Goals of an Emeritus College at UBC	7
2. Current Membership Guidelines for UBCAPE	9

PROPOSAL FOR AN EMERITUS COLLEGE AT THE UNIVERSITY OF BRITISH COLUMBIA

Professors Emeriti contribute significantly to the academic work and reputation of universities through scholarly and other achievements; this is well documented (App. 1; refs. 2, 3).

An Emeritus College at UBC will further enhance the potential for Professors Emeriti to contribute to the academic mission of the University, by ensuring that they remain an integral part of the UBC community, with links to their academic departments and faculties that are mutually beneficial. In addition, the culture and environment of an Emeritus College provides a natural growth opportunity for interdisciplinary projects. With an Emeritus College in place at UBC, Emeriti would form and strengthen intellectual, social, and community volunteer networks. For its part, the University would build and grow a stronger network with its Emeriti.

1. Governance and Administration of the College

The Association of Retirement Organizations in Higher Education (AROHE) defines an Emeritus College as “an organizational unit of a college or university established to promote the continued intellectual, scholarly and social involvement of retired faculty members” (ref. 1, p.1). We propose creating a UBC Emeritus College as an entity on the Vancouver campus reporting to the UBC Vancouver Provost’s Office, with access to the University’s administrative systems and services, including the Financial Management and ePayment systems.

The governance model reflects the Association of Professors Emeriti's commitment to the collective involvement of emeriti in UBC, including their continuing scholarly activities and their financial contributions to the university. The model ensures that assuming leadership of the association does not seriously disrupt the leader’s status as a retiree. The UBC Emeritus College will be the first in Canada, and its governance model will set an important precedent. In the current UBC model an individual makes a 3-year commitment to lead the Association of Professors Emeriti, not by serving in a multi-year presidential term, but by serving in three sequential 1-year positions: president-elect, president, immediate past president. Each of the three individuals makes the same 3-year commitment, which ensures a long stretch of continuity. The resulting “triumvirate” is close-knit, works jointly on major projects, and works closely with the Executive council. It is this well-tested and successful model for leadership that is proposed for the UBC Emeritus College.

The model for governance will remain the same with a change in nomenclature (E.g. replacing the title President with Principal) to make it more representative of traditional College terminology. The College Principal will be an Emerita or Emeritus with an outstanding commitment to academia elected by and from the membership of the College to a one-year term. (Appendix 1; see also Association website: <https://www.emeriti.ubc.ca/Mission>) The Principal

will report to the UBC Provost and Vice- President Academic Affairs, may be a member of Senate but in any event will be reporting to Senate annually, and will have an appointment made under UBC Policy 27.

The governing body will be the College Council, chaired by the Principal. The Principal, Principal-Elect and immediate Past Principal will be voting members of the College Council. There will be up to eight voting members at large on the Council elected by and from the membership of the College and serving for staggered three-year terms. Past Principals, other than the immediate Past-Principal, will be ex-officio nonvoting members of the College Council. If approved, the function and governance of the UBC Association of Professors Emeriti (UBCAPE) will be merged into the Emeritus College and its operational units moved to governance by the College (See Appendix 1.) Thus, the program components of the College will continue to be managed through member committees, the chairs of which will be appointed by, and sit as nonvoting ex-officio members of, the College Council. UBCAPE committees will become Emeritus College committees. The current Office Manager's position, which is already a position established in the Provost's Office, will support the College.

While some Emeritus Colleges have their own independent physical facilities (e.g. Yale, Arizona State; ref.1), the space requirements for the UBC Emeritus College will be limited, at least initially, to office space for the Principal, Vice-Principal, and an assistant, plus functional space.

The Provost's office supports the development of this college and will provide financial input as required. The Provost's office will receive a report from the college on its financial standing and activities on an annual basis. The currently occupied space will remain in use but funding to develop space in the Brock Commons Tower, expected to be completed in 4 years time, will be made available to provide permanent accommodation.

2. Membership in the College – clarification on types of members

Although this initiative is centred at the Vancouver campus and the College would report to the UBC Vancouver Provost, we envision an inclusive Emeritus College that follows the UBCAPE model. Appendix 2 spells out the eligibility for membership in UBCAPE. The College will continue the current practice of:

- (i) enrolling all new emeriti as members when they retire.
- (ii) encouraging membership by others as spelled out in Appendix 2. Non-UBC Emeritus College members would not be eligible for Emeritus College benefits that require UBC Emeritus status, such as standing for the Office of the Vice-Principal, Principal, or Past-Principal
- (iii) asking members to confirm their membership annually.

All current members of UBCAPE will be enrolled in the College, and partners of members, together with others who are interested, will continue to be welcome at College events.

Members will be encouraged to contribute financially to support the Emeritus College as well as the University as a whole.

The following persons are eligible for membership in the College upon application by an eligible member and with approval of the College Council under such criteria as it may set from time to time:

1. Retired UBC Faculty Members or Clinical Faculty who have been granted Emeritus status by a Senate of UBC;
2. Retired UBC Librarians and Program Directors who have been granted Emeritus status by a Senate of UBC;
3. Retired Sessional Lecturers with long standing service and tenure to the University equivalent to those for which emeritus status is granted at UBC;
4. Retired Faculty Members and Librarians from other recognized university and colleges with long service to their own past institution equivalent to those for which emeritus status is granted at UBC;
5. University of British Columbia Faculty Members who have transitional agreements from full-time to retirement status and who upon retirement would be otherwise eligible as above;
6. Such other persons, whose membership, in the opinion of the College Council, would further the aims and mandate of the College.

In extraordinary cases, the College Council may withdraw membership from the College to any member by a resolution with two-thirds of those present and voting in favour. Notice of such a motion must include a rationale for such a decision, and that notice must be given to the member in question at least one (1) month before it is considered. The member in question may make a submission to the College Council in reply before the motion is considered.

Summary

Building on the organization and membership of the UBC Association of Professors Emeriti, an Emeritus College at UBC can be established quickly and at relatively low cost. President Ono announced at the March, 2017, UBCAPE General Meeting that he wants support for Emeriti at UBC to be “best in class in Canada.” An Emeritus College is the best and most cost-effective way to provide that support.

“The emeritus College, a recent higher education innovation, provides retired professors with a means to stay intellectually engaged and to contribute professionally in retirement. The emeritus

college can also help institutions maintain a steady flow of professional talent by making retirement more attractive for senior academics. . .The emeritus college can provide a bridge from an academic career to a fulfilling retirement while also helping to enrich academic communities.”

Baldwin, R.G. and Zeig, M.J.(2013). Emeritus Colleges: Enriching Academic Communities by Extending Academic Life. *InnovHighEduc.* 38:355-368.

REFERENCE

1. AROHE Brief: The Emeritus College. August, 2016.

The AROHE BRIEF series identifies programs and practices that support retiree organizations as well as individual faculty and staff retirees. The Briefs, the AROHE Start-Up Guide, and additional information about programs for college and university retirees is available on the AROHE (Association of Retirees of Higher Education) website at <http://www.arohe.org>.

2. A Virtual Eleventh Campus: An Inventory of University of California Emeriti Activity During 2012–2015. CUCEA (Council of University of California Emeriti Associations).

(an in-depth examination of the value of emeritus contributions and the potential for Emeriti to contribute to the academic work of a large university).

<http://www.cucea.ucsd.edu>

3. Flaherty, C. (2013). Not a Retirement Club. Inside Higher Ed., Oct. 7, 2013.

(an editorial summary of the benefits of an Emeritus College).

<https://www.insidehighered.com/news/2013/10/07/>

APPENDIX 1. GOALS OF AN EMERITUS COLLEGE AT UBC

The primary goal of the College will be that Emeritus status for a faculty member be on a continuum of involvement with the University in contrast with the classical “retirement” model, which is usually some form of severance or withdrawal.

The College will aspire to:

1. Enrich intellectual focus and continued intellectual involvement for Emeriti:

- Academic participation and contribution
- Scholarly output
 - Research (both continuing and new), including dissemination
 - Cross-discipline potential
- Personal growth and development
- Lectures, seminars, discussion groups, interest groups largely patterned on the present UBCAPE model

2. Promote active participation within the function of the University

The Emeritus College will promote Emeritus membership on University committees where the cumulative expertise of Emeriti, their institutional memories and perspectives gained can benefit the University as a whole. At present, Emeriti serve on the President’s Committee on Major Awards, the President’s Committee on Campus Enhancement. Emeriti have also served on adjudication committees for Rhodes Scholarships, Vanier Scholarships, and Killam Awards, as well as evaluating student applications for admission to UBC. Emeriti have provided interim leadership of Green College, St. John’s College, the Liu Institute, and the Peter Wall Institute for Advanced Studies and could assume similar roles as needed. Three Professors Emeriti currently serve on the UBC Senate.

3. Increase the University’s profile, status and involvement within the community (local, national, and international).

We were expected to contribute service as members of the professoriate. As Emeriti this concept can have an even broader meaning that includes applying the skills learned during an active academic life to the betterment of society as a whole. The organization of the Emeritus College should both encourage this type of activity and facilitate it. Currently existing concrete examples within UBCAPE include membership on and leadership of:

- Lay advisory boards
- Provincial and federal government boards and committees
- Charity advisory boards and committees
- Boards of Directors
- Emeriti initiated “good works” (local, national, international)

While the College will not offer degrees or for-credit courses, or have its own regular faculty appointments or students, it will help share the richness of expertise at UBC through lectures and seminars on topical subjects.

The College will have the role of maintaining contact with the emeritus body as a whole. In addition, it will track Emeriti engagements, contributions both to the University and the community as a whole and the recognitions that flow from those activities. The College will represent the interests of all retired faculty whether they be members or not.

APPENDIX 2. CURRENT MEMBERSHIP GUIDELINES OF THE UNIVERSITY OF BRITISH COLUMBIA ASSOCIATION OF PROFESSORS EMERITI

Membership in UBCAPE is broad based; we intend to adopt the current membership guidelines for the Emeritus College.

2.1. Retired Faculty, full-time or Clinical, with ranks from Instructor to Professor who have, or are eligible, for Emeritus designation by UBC Senate.

2.2. Retired Librarians and Program Directors who have Emeritus designation by UBC Senate.

2.3. Retired Faculty, full-time or Clinical, and in ranks from Instructor to Professor, Librarians or Program Directors who are without Senate Emeritus status, but who have had a combined age at retirement/resignation plus years of full-time service to the University of 70 or more.

2.4. Retired Faculty who held appointments as Sessional Lecturer or equivalent and meet the conditions in paragraph 2.3.

2.5. Retired Faculty, Librarians from Universities/Degree Granting Colleges other than UBC may apply in writing to UBCAPE provided they meet conditions in paragraph 2.3..

2.6. University of British Columbia Faculty who have transitional agreements from full-time to retirement status and who meet criteria outlined in 2.1–2.5 are eligible for membership on application to UBCAPE.

Retired Faculty whose academic service to the university reflects the philosophy and milestones outlined above but who are not explicitly defined therein and who wish to join UBCAPE may apply directly to the Membership Committee. Approvals of such applications are at the discretion of the Executive of the Association.

May 4th, 2018

To: Senate

From: The Office of the Provost

Re: QAPA Institutional Report - Draft

The Vancouver Campus of UBC is required by the Ministry of Advanced Education, Skills and Training to undergo a Quality Assurance Process Audit (QAPA) in 2018/19. QAPA is a periodic audit of internal program review policies and processes at public post-secondary institutions across the province implemented to ensure that rigorous institutional quality assessment processes are in place. This is the third year of the QAPA process and a small number of BC post-secondary institutions, including Simon Fraser University, have completed the process. UBC's Okanagan Campus will undergo its QAPA in 2021. More can be learned about QAPA at the [Ministry's website](#).

The QAPA process involves three main phases: (1) the preparation of a submission to the Ministry; (2) a site visit by a panel of external reviewers; and, (3) the preparation of an institutional response to the report of the external reviewers. UBC's Vancouver campus is currently in the first phase of this process with a site visit being planned for November of 2018.

As part of the first stage of this process UBC is required to submit an Institutional Report that outlines the institution's policies, processes and practices with regard to quality assurance. The QAPA Management group, with the guidance of an advisory group consisting of members of Senate and Associate Deans, has been in the process of drafting this report for the past three months. In addition, feedback on the attached draft has been sought through consultation with the Senate's Academic Policy, Curriculum and Teaching and Learning committees.

The Institutional Report will be submitted in July. It will be submitted with the documentation for three to five recent external reviews of academic units/programs as selected by the Ministry. Finalization of the draft is not possible at this time as we require these and other details from the Ministry. This meeting is the last opportunity to address the Senate as a whole prior to the submission of the Institutional Report, so attached is a draft report that remains in development. In addition to the inclusion of documentation yet to be determined by the Ministry, appendices have yet to be added and the draft will be subject to review for by the Government Relations office.

Given the above, we recommends the following:

Motion: *That Senate endorse the approach taken in the draft QAPA Institutional Report as attached, and that a final draft be reviewed and approved by the Senate Curriculum Committee, prior to the report's submission to the Ministry in summer 2018.*

In the meantime, we welcome any feedback or suggestions on the attached draft. Please address any comments to the QAPA Management Group via Debbie.Hart@ubc.ca.

UBC Institution Report

INSTITUTIONAL OVERVIEW

The University of British Columbia (UBC) is the second largest university in Canada as measured by number of students, faculty members, and the range and diversity of its academic units. UBC's Faculty of Medicine is one of the largest medical schools in North America, and provides innovative educational and research programs in the areas of health and life sciences through an integrated province-wide model. In the province, we are the sole provider of education for the following other health professions: Audiology and Speech Sciences, Dentistry, Genetic Counselling, Midwifery, Occupational Science and Occupational Therapy, and Pharmaceutical Sciences.

UBC is established under the **University Act**. The University is therefore enabled with those powers and functions provided to it by the Legislature under the Act. The Act also provides for the University's bicameral governance structure across UBC's two major campuses – in Vancouver and Kelowna – with a division of powers among four bodies: a single Board of Governors, a Council of Senates for matters of academic governance of a cross-campus nature, and the Vancouver and Okanagan Senates, which are responsible for the academic governance of their respective campuses. This report, and the facts and figures herein, deals only with the Vancouver campus.

The Board of Governors manages the University's administration, property and business affairs, whereas the Senate regulates academic affairs, and the Council of Senates has a mandate to establish common University positions on academic matters. The Act prescribes the authority, powers and responsibilities of the Chancellor, President, Board and Senate, as well as Faculties and their Deans. The Act further provides details on the composition of the Board and Senate, and appointment or election processes. While the Act broadly defines the overall functions and duties of the University, and of its Board of Governors and Senate, it does not itself prescribe specific mechanisms for quality assurance.

UBC aspires to be a great institution, and as noted below, we are recognized by others as one of the twenty best public universities in the world. There is a culture of excellence and improvement at UBC that is reflected in our commitments to: developing and implementing strategic plans at all levels from UBC overall to plans developed by individual academic units; hiring world-leading faculty; providing high quality teaching and research facilities; recruiting the best students; and hiring the best staff. We believe great people will do the right thing for the right reasons.

Over more than a century, UBC's Vancouver campus has come to house a highly complex learning community in which a growing number of fields of inquiry are represented. Each one of these disciplinary areas carries with it its own norms, aims and best practices. Some of these fields of study are centuries old, while others are at the cutting edge of technology. As a result of this diversity, UBC has adopted a decentralized model of policy and governance. Centrally, UBC's policies are designed to be broadly enabling, allowing for adaptations to fit the practices of various disciplines and fields.

Following this model, UBC's approach to quality assurance and quality improvement is a mixture of policy, principles and prescribed processes. There are strategic plans with annual accountability in place across all levels of UBC. In addition, UBC has a government mandate to report annually using agreed

UBC Institution Report

upon metrics. Collectively, this mixture of policy, strategy, process, and accountability results in measurable and verifiable progress in improving many aspects of educational provision UBC. Individually, not one of these approaches would be suitable or sufficient for a university of our size and complexity.

UBC's structure is necessarily decentralized. While this model presents many administrative challenges, it also allows our many constituent units to be nimble and adaptive. We believe that it would be counterproductive to quality if we were to fetter our academic units' ability in this regard. Therefore, over the past seven years we have adopted a budget model that allocates resources to Faculties, which allows Deans greater discretion in meeting the changing requirements of students and society. The Act gives Faculties the power to determine which programs of study they offer (subject to approvals by the Senate and Board), while Deans of Faculties determine which research directions to prioritize, the balance of research and teaching faculty, and the allocation of resources.

The strength of a large university is that differences among its academic units contribute collectively to an effective institution whose overall contributions are greater than the sum of the parts. While there are umbrella policies and strategic priorities at the highest level, it is unsurprising that the academic units that comprise a large, diverse institution will have different strengths, different priorities, and will have adopted different means to achieving common ends.

Throughout the document we have tried to make generalizations where possible, while acknowledging variations that exist in the structure of Faculties (which may or may not contain Departments), their research-focused versus teaching-focused personnel, and in their processes, procedures and practices — even among different units within a given Faculty. We will identify gaps in areas and propose plans for improving our approach to quality assurance at both the institutional and unit levels.

UBC offers undergraduate and graduate students a wide choice of degree programs, elective courses and research opportunities, together with cultural and sporting amenities at our Point Grey campus, other locations throughout the province, and at affiliated teaching hospitals. We are recognized for our long-standing commitment to innovation in teaching and learning. Our Centre for Teaching, Learning and Technology (CTLT) supports faculty members and academic units in pedagogy, curriculum design and learning technology. Since 1991, UBC has funded over \$65 million dollars to individual faculty members and faculty teams for proposals that enhance teaching and learning. Central support from CTLT is complemented by faculty-based learning support units that offer local resources and domain expertise.

Our faculty and alumni are internationally recognized: UBC has 7 Nobel Laureates, 3 alumni who have served as Canadian Prime Ministers, 10 3M National Teaching Fellows, 208 members of the Royal Society of Canada, 65 Olympic medals won by varsity athletes and 69 Rhodes Scholars (including one in each of the last five years).

Our entrepreneurial perspective encourages students, staff, and faculty to challenge convention and lead discovery. UBC is 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

UBC Institution Report

and communities, and in researching and demonstrating the potential for smart cities. Fuelling such innovation is an expanding network of support for entrepreneurship at UBC.

UBC's Point Grey Campus is located on the traditional, ancestral and unceded territory of the Musqueam people. UBC has defined a comprehensive approach to Indigenous engagement, which is described later in this report.

1. INSTITUTIONAL PROFILE

Institutional data for UBC – 2016/2017

- 318,000+ alumni in 150 countries
- 12,800 degrees granted
- 17 Massive Open Online Courses (MOOCs) offered at UBC (as of July 2017)
- 600+ sustainability-related courses (as of April 2017)
- \$12.5B annual economic impact
- \$2.5B annual operating budget
- \$580M for 8,808 research projects (including 1326 research projects with industry partners and 1172 research contracts and agreements with government and non-profits)
- 199 companies spun-off from UBC research (as of July 2017)
- 34th place in the 2017 *Times Higher Education (THE) World Rankings* (one of three Canadian universities in the top 50); 31st in AW
- 1st place among North American universities for international outlook in the 2017 *THE World Rankings* (also 1st place in 2016, 2015, and 2014)
- Canada's 1st Fair Trade campus
- Earned Canada's 1st Gold in the STARS sustainability rating system

1(A) STUDENT FULL-TIME EQUIVALENT (FTE) – 17/18

Student Full-Time Equivalent 2017/18 (FTE)	49,030
Student Full-Time Equivalent 2017/18 (FTE) –undergraduate*	40,922
Student Full-Time Equivalent 2017/18 (FTE) -graduate	8,108

*Includes residents in Medicine, Dentistry and Pharmacy

1(B) STUDENT PROFILE 2017/18

Total Student Enrolment Headcount	54,319
Undergraduate Head Count (domestic and international)	44,378
Graduate Head Count (domestic and international)	9,941
Headcount enrolled in degree programs	49,392
Headcount enrolled in non-degree programs	4,927

For a full report of enrolment at UBC, please refer to the [2017/18 Annual Report on Enrolment](#).

1(C) GEOGRAPHICAL LOCATIONS

Number of campuses	2
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UBC Institution Report

UBC's two main campuses are situated in Vancouver (UBC Vancouver, UBCV) and in Kelowna in the Okanagan Valley (UBC Okanagan). UBCV is home to 12 Faculties, 14 Schools and one College.

UBC Robson Square and UBC Learning Exchange are vibrant educational centres in the heart of downtown Vancouver. In addition, UBC's Centre for Digital Media is based at the Great Northern Way (GNW) Campus in Mount Pleasant. As a partnership of UBC, Simon Fraser University, the BC Institute of Technology and the Emily Carr University of Art and Design, and operating under the GNW Trust, the 18-acre GNW campus is a fusion of top-tier technology, industry, business, the arts and the general community. The ever-evolving campus's prime catalyst is the Centre for Digital Media and its Master's program.

UBC also provides innovative educational and research programs to Faculty of Medicine students through a distributed and integrated, province-wide delivery model that includes 4 university campuses, 11 clinical campuses, 17 affiliated regional centres and 65+ community education facilities located chiefly in British Columbia's more rural and remote areas.

Internationally, UBC's Asia Pacific Regional Office in Hong Kong and Liaison Office in New Delhi facilitate teaching and research partnerships and support alumni engagement.

1(D) PROGRAM OFFERINGS

Table 1: Total number of credential programs offered by credential level.

Credential Type	# of Credentials	# of Specializations/Majors
Baccalaureate	21	104
Certificate	11	68
Combined Doctorate/Diploma	3	3
Combined Masters/Diploma	5	5
Diploma	8	8
Doctoral	4	113
Dual Masters	1	1
Dual Masters/Doctoral	1	1
Masters	53	229
Professional Undergraduate/Post-Baccalaureate	10	10
Vantage*	4	4
Dual Professional Undergraduate/Masters	1	1
Dual Professional Undergraduate/Doctoral	1	1
Grand Total	123	548

*UBC's Vantage College is home to the Vantage One program, a specially designed pathway for international students that supports the transition from high school to second-year university. This unique 11-month program combines first-year coursework with academic mentorship and academic English language courses to enhance overall student performance. Upon successful completion of the

UBC Institution Report

Vantage One program, students progress into the second year of their chosen UBC degree, be it in Arts, Engineering, Management or Science.

International Partners

Currently, UBC has over 400 active agreements with International Partners. Initiatives include:

- Faculty research collaborations
- Faculty and staff exchanges
- Joint teaching certification
- International development projects
- Field schools
- Scholarship agreements
- Student exchanges
- Incoming study-abroad agreements
- Dual or double degrees
- English language training
- International co-op placements
- Internships and practica

Table 2: International degree partnerships

International Collaborative Degrees (Double Degrees, Dual Certificates, and Joint Degrees)		
External Agency/Organization	Program(s)/Course(s) Name(s)	Degree/Certificate Level
Yale University	Sauder School of Business	MBA/MAM
University of Edinburgh	Faculty of Graduate and Postdoctoral Studies - Political Science	PhD
Bauhaus-Universitat Weimar	Faculty of Graduate and Postdoctoral Studies - Political Science - Interdisciplinary Studies	PhD
Universite Libre de Bruxelles	Faculty of Graduate and Postdoctoral Studies - Political Science - Electrical & Computer Engineering	PhD
Melbourne Law School	Faculty of Law	JD / LLM
University of Hong Kong	Faculty of Law	Joint Legal Education Program
SciencePo (L'Institut d'études politiques de Paris)	Faculty of Arts, Sauder School of Business	BA
Various Universities	Faculty of Graduate and Postdoctoral Studies - Cotutelle Program	PhD
Shanghai Jiao Tong University	Sauder School of Business	International MBA (IMBA) program

UBC Institution Report

International Collaborative Degrees (Double Degrees, Dual Certificates, and Joint Degrees)		
External Agency/Organization	Program(s)/Course(s) Name(s)	Degree/Certificate Level
Tecnologico de Monterrey (Mexico)	Faculty of Arts, Faculty of Land and Food Systems, the Sauder School of Business and the School of Engineering	Certificates
Albert-Ludwigs-University Freiburg (Germany)	Faculty of Forestry	MF – (Transfor-M)
Bangor University (Wales, UK)	Faculty of Forestry	MF – (Transfor-M)
University of Eastern Finland (Finland)	Faculty of Forestry	MF – (Transfor-M)
University of Hawai'i	Faculty of Law	JD
Beijing Normal University Zhuhai Campus	Faculty of Education	Master of Museum Education
Northeast Normal University	Faculty of Education	MEd
Tsinghua University	Faculty of Law	JD/ LLB
Nanjing Forestry University	Faculty of Forestry	BSF
Fujian Agriculture and Forestry University	Faculty of Forestry	BSF; MF
Beijing Forestry University	Faculty of Forestry	BSF

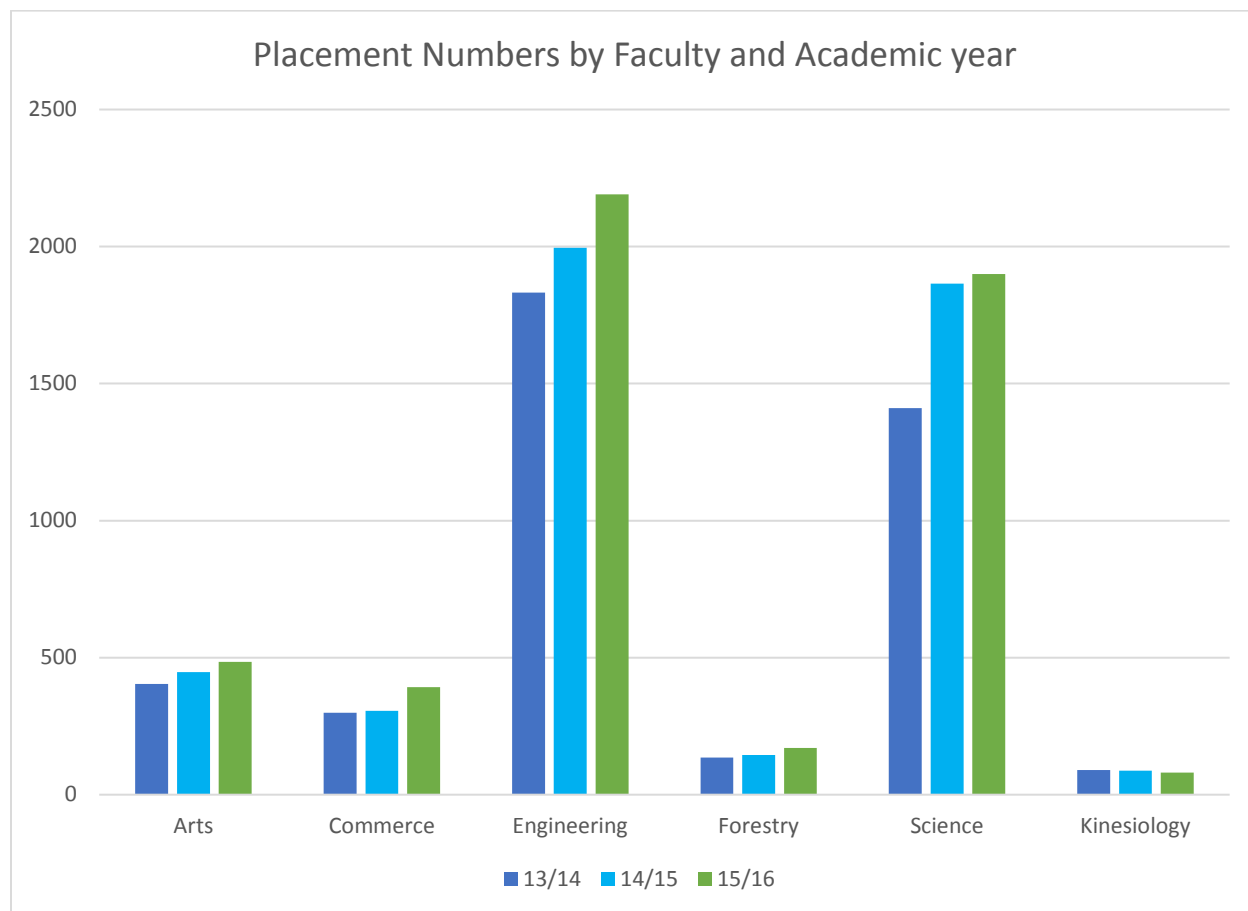
UBC also has more than 300 partnership agreements with universities and research institutions in more than 50 countries. A list of these can be found on the UBC International Engagement website.

Lifelong learning

All faculties and UBC Extended Learning offer career and personal education. Each year, we serve over 50,000 learners in continuing professional development (Applied Science Dentistry, Education, Forestry, Land and Food Systems, Law, Medicine, Pharmaceutical Sciences), graduate credit certificates and professional Masters degrees (Applied Science, Arts, Education, Forestry, Science), and non-credit offerings for life-long learners (UBC Extended Learning).

Co-operative education

UBC operates the largest co-operative learning program in western Canada with 5,107 work placements in 2015-2016.

Figure 1: Co-op placement numbers by Program and Academic year

Program	13/14	14/15	15/16
Arts	404	447	485
Commerce	299	306	392
Engineering	1832	1996	2190
Forestry	136	145	170
Science	1411	1865	1900
Kinesiology	90	88	81
Total	4172	4847	5218

Source: <http://www.coop.ubc.ca/faq/>

UBC Institution Report

1(E) IMPACT OF THE INSTITUTION MANDATE ON ITS QUALITY ASSURANCE MECHANISMS

Describe how the institution's Mandate impacts or influences the quality assurance mechanisms employed by the institution.

MINISTRY MANDATE

The mandate letter of the Ministry of Advanced Education, Skills and Training (AEST) dated 18 July 2017 outlines three key commitments of the government:

- To make life more affordable.
- To deliver services that people count on, including access to the quality public education they need to succeed.
- To build a strong, sustainable, innovative economy.

The letter is clear about the commitment to true, lasting reconciliation with First Nations in British Columbia, and it places responsibility on the Minister to concretize the principles of the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission.

In addition, the mandate letter specifies priorities for AEST as follows:

1. Provide greater access to adult basic education and English-language learning by eliminating fees.
2. Reduce the financial burden on students by eliminating interest on BC government student loans and establish a \$1,000 completion grant program to provide debt relief to BC graduates.
3. Encourage excellence in BC's graduate school programs by introducing a new graduate student scholarship fund.
4. Work with the Minister of Education to support co-op, apprenticeship and work-experience programs for high school and undergraduate students.
5. Work with the Minister of Transportation and Infrastructure to implement effective apprenticeship ratios on government-funded infrastructure projects, and increase participation of equity-seeking groups in the skilled workforce.

Our mandate letter refers only in general terms to quality assurance in the second of its three key commitments. Nevertheless, we provide details on both our response to the mandate, and our annual report to the government, because they illustrate that there are many drivers behind an institution's commitment to quality assurance, independent of any policies designed specifically for quality assurance.

The Board of Governors approves the University's Institutional Accountability Plan and Report (IAPR, 19 May 2017), Appendix 2. This report includes details on how UBC's strategic direction and achievements contributed to the fulfillment of the Ministry of Advanced Education's Mandate Letter for 2016/17. The University continues to meet the priorities involving post-secondary institutions, as demonstrated below.

UBC provides exemplary access to domestic students in several ways; for example:

UBC Institution Report

- The University continues to honour its Board Policy #72, which states that no eligible student will be prevented from commencing or continuing her studies at UBC for financial reasons alone.
- We provided nearly \$94 million in student financial aid in 2016/17, an increase of 6.2% over the previous year.
- Late in 2017, the Blue & Gold Campaign for Students was launched with the goal of raising \$100 million in student support over three years, making this the largest fundraising campaign for students in Canadian history.
- We doubled our use of open textbooks in 2016/17 compared to the previous year, saving students \$1.4 million in textbook costs.
- UBC has established a student diversity initiative to increase access to and support for disadvantaged and under-represented groups.
- Last year UBC accepted 3618 (8.5%) more full-time student equivalents than are funded by the Ministry.

UBC participates in the BC Transfer System, which offers students more affordable pathways to degree completion through taking the first year or two of their study at a more local and/or inexpensive post-secondary institution. Direct transfer credit is granted for specific UBC courses when possible. In cases where an exact UBC equivalent has not been articulated, general transfer credit is granted at the subject level (e.g., English), the Faculty level (e.g., Arts) or the general elective level (e.g., 3 first-year credits). It is left to individual Faculties to determine how many credits, and which credits specifically, can be applied to the requirements of a particular program.

UBC is continuously improving the quality of undergraduate and graduate education by combining intellectual rigour with practical experience. The Centre for Community Engaged Learning supported 6,850 students in participating with 272 community partners in experiential learning projects across BC. Overall, 75% of enrolled undergraduate students participated in enriched educational opportunities outside the classroom in 2015/16 (e.g., undergraduate research opportunities, Go Global exchanges, and co-op placements).

UBC is a global leader in applying research findings to improve teaching. Over the past five years we have transformed more than 500 courses that reach 40,000 students to provide the best learning environments for students, supported in part by our annual investment of \$2.5 million from our Teaching Learning Enhancement Fund. Student satisfaction surveys show that 93% of our undergraduates agree or strongly agree with the statement that they are satisfied with the quality of their education experience at UBC.

UBC is an important contributor to the provincial economy. The University has more than 15,000 employees, making it one of the largest employers in BC, and provides about 10,000 graduates a year who make a lasting contribution to the province. Our University-Industry Liaison Office has helped create 199 spin-off companies based on UBC research patents that attracted over \$540 million in investment. Entrepreneurship@UBC (e@UBC) supports students launching companies.

UBC Institution Report

As British Columbia's largest research university, UBC makes major contributions to the research ecosystems across the province that in turn attract companies wanting to invest in BC. Faculties continuously monitor student demand, labour market and sector needs to create, revise, or phase out programs. Many Faculties maintain advisory councils with representatives from professional associations and industry to ensure the continued relevance of their programs. We are expanding and improving programs that support student entrepreneurship and the training of highly qualified personnel.

UBC is committed to engaging Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of indigenous cultures and histories into its curriculum and operations. In 2017/18, there were 1191 students at the Vancouver campus (roughly 80% undergraduates) who self-identified as Aboriginal persons. While Aboriginal enrolment has increased over the past five years, Indigenous students continue to be under-represented. Indigenous curriculum is required in two Faculties (Education and Law) and is under development in a third (Medicine). Initiatives including the Native Indian Teacher Education Program (NITEP), the Indigenous concentration in the School of Community and Regional Planning, the First Nations and Endangered Languages Program and the Faculty of Forestry's Haida Gwaii-based curriculum all address community priorities in the community. Overall, UBC offers 138 courses with significant Aboriginal content, 16 of which are offered in First Nations communities. The University is committed to addressing systemic challenges for Aboriginal students seeking postsecondary education and is developing clear pathways to ensure that qualified First Nations, Metis and Inuit students can enter UBC. The UBC-Langara Aboriginal Transfer Partnership has expanded to include seven Faculties. Aboriginal recruiting activities have increased and support for Aboriginal students has been strengthened. For instance, the Medicine undergraduate program is training more Indigenous physicians than ever before. In 2002, the program set a goal of graduating 50 more Indigenous doctors by 2020. In 2015, the goal was reached five years early. In addition, a [revised draft of our Indigenous Strategic Plan](#) was distributed for public comment in March 2018 (Appendix 3), and UBC's Indian Residential School History and Dialogue Centre – which is affiliated with the Truth and Reconciliation Commission's National Research Centre in Winnipeg – opened in April 2018.

UBC STRATEGIC PLANNING CONTEXT

Place and Promise (2009/18)

As noted above, UBC engages in strategic planning at all levels. Furthermore, we continuously reflect upon these plans to ensure that they reflect our vision and priorities. At the time of drafting this institutional report we are in the process of transitioning from one strategic plan to the next.

All of the external academic reviews chosen by QAPA for close analysis were written during UBC's **Place & Promise** era (2009/18) and were aligned to that plan's strategic goals (Appendix 4). In developing Place & Promise, UBC made several specific commitments, each paired with aims and actions designed to see them through. The core commitments were to student learning, research excellence and community engagement. Additional specific commitments were aimed at supporting UBC's central mission, capitalizing on strengths, and centering attention on where the University most needs to grow

UBC Institution Report

– examples include Aboriginal Engagement, Intercultural Understanding, International Engagement and Sustainability. All annual reviews and new programs were required to outline where they align with these strategic priorities and promises.

Shaping UBC's Next Century (2018 and beyond)

UBC is in the final stages of finishing and seeking approval from Senate and Board for its new strategic plan, **Shaping UBC's Next Century** (Appendix 1). The new plan's overarching vision for UBC is "Inspiring people, ideas and actions for a better world" with a purpose of "Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world". The plan is underpinned by five enduring values: excellence, integrity, respect, academic freedom and accountability.

The plan provides both a roadmap to help UBC reach its potential and a mechanism through which we can be held accountable. Our vision is further articulated in the **UBC Promise**, which holds that the University 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 student 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 themes 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 reinforce global and local connections.
- Lead as a first-choice place to learn and work.
- Define and leverage the distinctive and complementary strengths of our campuses and learning sites.
- Achieve agility in academic support and administration through thoughtful systemic change and simplification.
- Lead as a model public institution, fostering discourse, knowledge exchange and engagement.

UBC currently tracks, and will continue to track, metrics at the institutional level, many of which are highlighted in the University's Institutional Accountability Plan and Report.

UBC's Next Century aligns well with government priorities, and the plan's emphasis on metrics to measure progress and success establish the institutional framework and context for quality assurance.

UBC Institution Report

UNIVERSITY PLANNING FRAMEWORK

In addition to the strategic plan for the overall institution, the portfolio of each Vice-President also has a related strategic plan. All UBC plans are governed by Board and Senate policies and are informed by government mandate and priorities. UBC's strategic planning framework provides overall coherence and direction to all plans at UBC's campuses.

Table 3: Strategic plans within Vice-President portfolios

Office	Strategic Plan
VP Academic	Shaping UBC's Next Century
VP Finance and Operations	Strategy 2020
VP Research and Innovation	UBC Research Strategy
VP Students	Students Experience
VP External Relations	Inspire. Connect. Engage.
VP Human Resources	Strategic Priorities
First Nations House of Learning	Indigenous Strategy

The Board of Governors approves strategic plans for the institution. Because the Board budgets for UBC as a whole, they approve the budget allocation for each plan. Plans are publicly available on UBC websites.

The Senate approves any and all academic policies and plans relating to academic, admissions, curriculum, teaching and learning, scholarships and student-award policies. Furthermore, the Senate receives annual reports on the budget, and from the University Librarian and Ombudsperson. From time to time the Senate also hears reports on important topics including diversity, student experience, and student advising.

Collectively, these plans and their oversight fall under the governance framework established by the University Act to provide transparency and align UBC's goals with government mandates.

QUALITY ASSURANCE

Our overall approach to quality assurance has evolved over time and will continue to do so. However, at every level, quality assurance is animated and underpinned by a number of key academic principles as described below.

Peer Review – Peer review is a fundamental academic principle that was originally developed to assess quality of research output, whose details are field-dependent. This principle has been applied to the assessment of academic units, which must be reviewed regularly by a team of external and internal faculty reviewers. The process was first formalized in 1977 by Senate policy and the overall process is overseen by the Vice-Provost Academic Affairs. This office provides guidance on the composition of review teams, the remit of the reviewers, preparation of self-study documents, and reports to Senate annually on all external reviews. All academic units ensure that their members contribute to the self-study and have the opportunity to meet the reviewers. Moreover, the units make the review reports

UBC Institution Report

and their response to reviews available to their members. Some units make the reviews and responses publicly available.

Performance Metrics – Over time, closer connections have been established between the overall UBC planning process and the development of metrics to monitor performance and progress, and to identify gaps for both academic and administrative units. It is now standard operating procedure to assess administrative as well as academic units, using the same principles of rigorous peer review by external experts, and to publish the results of the reviews on the VP Academic website.

Student Surveys – UBC routinely surveys faculty, staff, and students, using the internal Students Evaluation of Teaching Survey and the external National Survey of Student Engagement Survey. Student evaluation of teaching is mandatory for all courses. The results are communicated to the appropriate unit Head and Dean, and are used in reappointment, promotion and tenure decisions. Both formative and summative peer assessments of teaching are well-established in all academic units. Summative peer reviews of teaching are required in all academic units for consideration of cases for promotion, reappointment and tenure. Common institutional principles have been developed to guide the process, but specific operationalization is left to individual Faculties to design processes that best fit the local context. A strong culture of formative peer review (as one component of a broader set of mentorship activities) to enhance and develop faculty as educators supports the formal evaluations.

ACADEMIC PLANNING

The principles outlined above are complemented by practices of planning and accountability that are embedded throughout the institution. For instance, Faculties have existing strategic plans or are updating their plans; the same applies to many other academic units, such as Departments and Schools. Like university plans, unit plans identify strategic priorities, actions to support the priorities, and metrics for tracking progress and success. Unit plans typically establish strategic priorities for research, teaching and learning, student experience, and community engagement. While all unit plans embrace the UBC-wide priorities established in various university plans, the ability to implement plans and redirect resources to support them can vary with the skill of the Head and culture of the unit.

REGULAR ASSESSMENT OF ACHIEVEMENTS

Accountability for delivery on strategic plans and actions is institution-wide. The recent focus on metrics to define progress and success, plus the use of surveys, means that UBC now expects verifiable data for assessing the achievement of our stated goals, which in turn makes it easier for members of different units to prioritize their actions.

The expectation of accountability and reporting on progress is present at all levels. All Vice-Presidents are accountable to the President for meeting the goals established in the UBC Strategic Plan, and for those established in the plans of any units that report to a particular Vice-President. There is a similar cascade of reports to the Provost and Vice-President Academic: all deans report annually on the progress of their units toward achieving the goals of the UBC, Faculty, and unit plans respectively.

UBC Institution Report

Analogously, all unit heads report annually to their Dean on progress in achieving Departmental, Faculty, and University goals.

In turn, the President and Vice-Presidents report annually to the Board of Governors on progress in meeting institution-wide plans, and the data contribute to the annual Institution Accountability Plan and Report. Deans also present highlights from their Faculty to the Board of Governors. Similarly, the Senate receives an annual presentation from the Provost on general academic plans.

The combination of external reviews, annual evaluations, incorporation of performance metrics and the establishment of clear connections between performance and budget allocations has created a culture of continuous quality improvement. Nevertheless, there could be clearer feedback loops between these various methods. We are seeking ways to build upon these strengths toward a framework for a more cohesive future approach to quality assurance and enhancement that offers clear opportunities for follow-up and response.

2. QUALITY ASSURANCE POLICY AND PRACTICE

This report is to introduce QAPA to the internal processes and policies in place and any other materials needed during the site visit. This should focus on how the internal policies and program review processes are reflective of the institution's mission, whether the internal process gauges such things: (1) how faculty scholarship and professional development inform teaching and (2) continue to be a foundation for ensuring that programming is up to date, (3) how learning outcomes are being achieved, and (4) how student progress is assessed and measured.

2.1 POLICIES AND APPROACHES THAT PROMOTE QUALITY ASSURANCE

At UBC, a range of academic policies, agreements and approaches are in place to influence, support and enhance the quality of teaching and learning. The following subsections highlight relevant policies and approaches pertaining to faculty appointment, review and promotion, scholarship and professional development, as well as approaches to support student success, through articulation of learning outcomes and assessment practices. As discussed below, our policies and practices with regard to academic appointments, renewal, tenure and promotion follow a common framework, but allow for different disciplines to hire and promote according to the standards of their communities of practice.

2.1.1 ACADEMIC APPOINTMENTS AND TERMS OF APPOINTMENT – THE COLLECTIVE AGREEMENT AND UBC POLICIES

At UBC Vancouver, approximately 2700 faculty members are represented by the UBC Faculty Association. Processes for appointment are incorporated into the Collective Agreement, which provides a flexible framework that allows the individual academic units considerable autonomy to develop practices and expectations to ensure the quality of appointments throughout the University is

UBC Institution Report

consistently high while meeting the requirements of individual disciplines ¹. The following paragraphs briefly summarize the approach for tenure-track appointments and appointments with tenure (governed by the Collective Agreement and Board Policy #22).

All tenure-track faculty positions seek the highest qualified applicants. Search committees include disciplinary peers and students from the unit, and may include faculty from other units, or industry or community partners.

Academic units (e.g., Faculties, Departments, Schools) have committees for initial tenure-track or tenured appointments that receive applications, consider the curriculum vitae and letters from arms-length referees, and propose a shortlist. Shortlisted applicants visit the campus, are interviewed by multiple people, give a public presentation on their research, and usually lead a teaching seminar (e.g., a 'mock class' on a prescribed topic at an appropriate level).

Members of the academic unit of the same or higher rank vote on which, if any, of the shortlisted applicants should be recommended to the Dean for appointment. The Dean in turn determines if the applicant meets the requirements of the Faculty and ensures that proper procedures were followed. If so, the Dean recommends appointment of the selected applicant to the president. Initial appointments are made by the Board of Governors on recommendation of the President.

2.1.2 RENEWAL, TENURE AND PROMOTION AND OTHER ACADEMIC APPOINTMENTS – COLLECTIVE AGREEMENT, BOARD OF GOVERNORS' POLICIES #42 & #61

a. Criteria for re-appointment, tenure and promotion

UBC has two streams for its tenure-track faculty members, the research & teaching stream (RT) and the educational leadership (EL) stream. Members of either stream are evaluated on their teaching and service contributions, where service includes administrative or supervisory work, participation on committees and university bodies, all continuing education activity in the community including professional education, and other forms of academic, professional, and public service. In addition, members of the RT stream are evaluated for their research and scholarship, and members of the EL stream are evaluated on their educational leadership.

For appointment as Assistant Professor, the candidate is required to demonstrate scholarly activity and achievement, and to show actual or potential ability to instruct in his/her discipline. For promotion to Associate Professor, successful teaching, sustained and productive scholarly activity, ability to direct graduate students, and willingness to participate and participation in the affairs of the academic unit

¹ A number of positions, including the Vice Presidents, Associate Vice Presidents, Deans, and the University Librarian are exempt and their appointment processes are governed by Board of Governors Policy 18. However, some of these appointees also hold faculty appointments and would then be subject to a form of review at the academic-unit level.

UBC Institution Report

and the University are required. For promotion to Professor, candidates must have made outstanding contributions to teaching, research and service.

For the EL stream, the criteria for appointment at the rank of Instructor are completion of academic or professional qualifications, evidence of ability and commitment to teaching, and promise of educational leadership. The criteria for promotion to Senior Instructor are evidence of excellence in teaching and demonstrated educational leadership, involvement in curriculum development and innovation, and other teaching and learning initiatives. The criteria for promotion to Professor of Teaching are evidence of outstanding achievement in teaching and educational leadership, as well as sustained and innovative contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in teaching and learning.

b. Process for granting tenure and promotion²

For the RT stream, faculty members are reviewed over a seven-year period, with initial appointment to a four-year term. For the EL stream, faculty members are reviewed over a six-year period, initially appointed to a three-year term. Each year a tenure-track faculty member meets with their unit Head to review the criteria and expectations for the re-appointment review and tenure review, including how teaching, scholarly activity, educational leadership and service will be assessed, the candidate's record including their successes, any potential difficulties and how concerns may be addressed, and where relevant, the information and documents required for the review to proceed. If they have not, their employment with UBC will be ended with 12 months working notice.

The review process for re-appointment and mandatory review for tenure is similar to that of the appointment process. The RT stream has reappointment in the 4th year and mandatory review for tenure in the 7th year and the EL stream has reappointment in the 3rd year and mandatory review for tenure in the 6th year. If reappointment or tenure is denied, employment with UBC will end with at least 12 months working notice. When concerns are raised about a candidate during the review process, he/she is provided with an opportunity to provide a response to the concern in writing, which is reviewed by the Department committee before a recommendation is made to the Dean by the Head. If the recommendation is against tenure, the candidate has the right to provide a further written response which will be added to the file for the Dean's review. The subsequent process is similar to the appointment process (Dean, President, Board), except that Deans have an Advisory Committee for reappointment, tenure and promotion decisions, and the President has a Senior Appointments Committee that reviews all applications for appointment at a rank above Assistant Professor or Instructor, as well as all tenure and promotion decisions, and provides advice and recommendations to the President.

c. Other academic appointments

² This section represents current practice; there were changes in bargaining to the review process and some faculty members are grandfathered under the previous system.

UBC Institution Report

Lecturers – Collective Agreement

Lecturers are faculty members hired on contracts for up to three years with a right of re-appointment subject to demonstration of excellence in teaching. The University is assisting Departments in setting up the processes for the probationary review on first year of the contract and for rigorous review of their teaching excellence. The Head must consult with the faculty members in the Department to obtain their recommendation concerning the appointment of a Lecturer.

Sessional Faculty Members – Collective Agreement

Sessional Lecturers are contract faculty who are primarily hired on four-month contracts to teach specific courses. The provisions for performance evaluation and renewal of appointments for Sessional Lecturers are governed by the Collective Agreement. The University is making a concerted effort to reduce the need to hire Sessional Lecturers and to increase the number of Lecturers.

Other appointments

All ranks of faculty members can be hired into contract positions that are not tenured or tenure-track (faculty term appointments without review), as governed by Board Policy #42, for a maximum of three consecutive years, at full-time, for leave replacement or when a suitable candidate cannot be found for a tenure-track position.

Adjunct Professors are part-time appointments for persons who practice a profession with distinction and have special skills or teaching and learning value to UBC. Examples are a practicing lawyer or professional musician who teaches a class in their area of expertise.

Research Associates are persons who hold a PhD or other equivalent qualification that would be held by an Assistant Professor, but whose responsibilities are limited to research.

Post-doctoral fellows are engaged in research at UBC, may hold teaching appointments, and may be appointed up to 3 years. A post-doctoral fellow must be associated with one or more faculty members who will supervise them and provide support for their research activities. Their terms of employment, including the appointment process, compensation, probation, roles and responsibilities and termination of appointment are governed by Board Policy #61.

Clinical faculty appointments are held by health professionals in the Faculties of Medicine, Dentistry, and Pharmaceutical Sciences and in the School of Nursing. The majority of these appointments provide teaching in the context of patient care. However, some clinical appointments may also involve research or administrative duties. The pertinent units have developed policies and/or procedures for appointment, re-appointment and promotion of clinical faculty.

2.1.3 Employment policies for academic personnel

UBC Human Resources publishes a Summary of [UBC Policies & Expectations for UBC Faculty & Staff](#) that highlights the key principles and rules which UBC personnel are expected to follow, and provides links to relevant policies and procedures. The summary covers conflict of interest principles and disclosure,

UBC Institution Report

personal conduct, scholarly integrity, academic freedom, a respectful environment, intellectual property, protection of privacy and compliance procedures.

2.1.4 FACULTY SCHOLARSHIP

Faculty in both RT and EL streams are engaged in a broad range of scholarship activities through research and professional activity. RT faculty typically teach some courses that are directly related to their research area. Such research-led teaching communicates both the excitement of the discipline and demonstrates contextual relevance to students. The location of such activities frequently extends into community and partnership sites and collaborations, providing community-based and experiential opportunities for students.

EL faculty must make significant contributions to teaching and learning that have impact beyond their classrooms. Therefore, they are innovators in approaches to teaching, learning and assessment and catalyse change and innovation within their unit that provides rich, discipline-specific discussions around course and curriculum design, and integration of evidence-based approaches to effective teaching. UBC encourages the Scholarship of Teaching and Learning (SoTL) for faculty members in both RT and EL streams. The Centre for Teaching, Learning and Technology provides SoTL grants and support for faculty.

Three key Board of Governors' policies govern faculty scholarship:

- Policy #85 – Scholarly Integrity sets out the responsibilities and standards for scholarly enquiry; adherence to requirements of Tri-Agency framework; process for Scholarly Misconduct.
- Policy #87 – Research articulates the authority, requisite processes, and requirements surrounding various aspects of Research activity undertaken by UBC persons.
- Policy #97 – Conflict of Interest and Conflict of Commitment ensures that scholarly activities are conducted in a manner that is consistent with the interests and mission of the University and that maintains the community's trust and confidence.

2.1.5 FACULTY PROFESSIONAL DEVELOPMENT

UBC's provides specific support and programming for key academic transition points in a faculty member's career, as well as overarching support for issues relating to equity and inclusion.

New faculty and staff are invited to an orientation every August to learn about UBC's culture and priorities, and to hear about opportunities, services and workshops available for new faculty/staff members. The Office of the Vice President, Research & Innovation, holds a research orientation day that connects new faculty members with research support units and resources. New researchers meet experienced faculty, research advisors for NSERC, SSHRC, CIHR and CFI, and are introduced to their peers. Twice-yearly luncheons offer new faculty the chance to discuss research matters with the Vice-President and create a forum to support the activities of new and junior faculty members and provide valuable feedback for the continuous improvement of UBC's research infrastructure. All Faculties offer

UBC Institution Report

formal or informal mentoring of junior faculty by more experienced colleagues leading up to the award of tenure.

We have described Departmental support in section 2.1.2. The Collective Agreement provides the ability to award merit and/or career progress increments (CPI) in salary for deserving faculty. To be considered for salary increases, faculty must submit an annual report summarizing their relevant scholarly, teaching and service activities. Heads consult with colleagues to determine which faculty members should be awarded merit, CPI, or both.

Each year, UBC offers the 9-month Academic Leadership Development Program (ALDP) to new Heads, Directors, Associate Deans and other academic leaders. In addition, ALDP offers two boot camps, sixteen studios, six half-day workshops on specific topics, and confidential executive coaching and performance feedback. The program is integral to the success of participants in leadership and for building connections with peers and UBC partners.

2.1.6 LEARNING OUTCOMES

The practice of setting intended learning outcomes for courses, programs, and degrees at UBC is a mixture of long-established and newly adopted approaches. For instance, learning outcomes and/or competencies are required to be both operationalized and measured for many accredited programs. As noted in UBC's new strategic plan, our goal is to pursue this approach in all undergraduate programming. Significant progress has already been made in this area.

While Ministry guidelines require that learning outcomes be delineated for any new degree program, efforts are well underway for long-standing, non-accredited programs to develop program-level learning outcomes. There has been strong leadership in this area in direct-entry faculties. Here we highlight two examples from the Faculties of Science and Arts to demonstrate their different approaches:

- The **Carl Wieman Science Education initiative** (CWSEI, 2007/17) was an internationally-recognized effort to systematically reform science education at UBC. A cornerstone of the approach taken was to develop course-specific learning goals for science undergraduate courses (ongoing, with approximately 75% of all undergraduate course registrations in Science impacted). Faculty members were partnered with Science Teaching and Learning Fellows (usually PhD graduates in the respective discipline, supported with training and development in pedagogy and curriculum design) to transform the learning design and delivery of courses, with a strong emphasis on evidence-based approaches to assessment of their effectiveness. Faculty members frequently transferred teaching-design elements and activities to other courses they taught. The Wieman model has been emulated at other research-intensive institutions and has made significant contributions to the educational experience of thousands of UBC students. The Faculty of Science continues to invest in this demonstrably successful model by providing on-going funding for Science Education Specialists in every Department. Building on this platform of course transformation, the Faculty of Science is now engaged with Departments to develop degree outcomes for BSc degrees for adoption in the 2018/19 academic year. These outcomes span thematic areas of domain knowledge, the process of science, communication skills and

UBC Institution Report

professional/personal responsibility. This novel approach represents a compelling example of degree outcomes derived by engaging faculty members in course-based transformation.

- From 2014 to 2017, the **Faculty of Arts** (the largest faculty at UBC Vancouver in terms of both faculty members and students) developed degree outcomes for all majors. Led by the Dean's office, and with dedicated support from the Centre for Teaching, Learning and Technology, all Departments with Arts developed program learning outcomes, employing various approaches to meet the needs of each unit. To date, 33 majors have articulated and refined program-level learning outcomes, and a Program Outcome Toolkit was created to support future work. In many Departments, program outcomes have formed the starting point for curriculum mapping of courses and, in some cases, curriculum reform to align course offerings and objectives with these outcomes.

In selected disciplines, externally-validated measures are used to directly assess learning, understanding and proficiency. UBC faculty members have made significant contributions to the development and validation of these instruments. A recent meta-analysis of 200+ published studies using such instruments has demonstrated significant improvements in student learning and reduced dropout rates when instructional approaches move towards active learning.³ These findings are subsequently used as a basis for on-going course improvement and for enhancement at the curriculum and Department level.

Externally validated measures of competency, proficiency and understanding are widely used in programs with professional accreditation. Many examples can be found at UBC including Engineering, Nursing, Business, Dentistry and many health disciplines. As a specific example, the Faculty of Medicine uses a Competency Based Medical Education (CBME)⁴ framework which focuses on both the process and outcomes of training. Competency by Design (CBD) is the Royal College's initiative to incorporate CBME into specialty medicine education. The initiative involves frequent observations and coaching specific to stages of residency, Required Training Experiences (RTEs) as well as other supporting documentation (such as exam scores). The Triple C CBME Curriculum, developed for family medicine education by the College of Family Physicians of Canada, was implemented at UBC in 2012 based on principles of comprehensiveness, continuity of education and patient care, and centeredness in family medicine.

Efforts to develop program outcomes are on-going. We are benefitting from and contributing to best practices in this area for research-intensive institutions, and we are committed to resourcing the administrative- and cultural-change processes necessary to embed program outcomes consistently. Our next step is to incorporate consideration of program-level outcomes into a regular cycle of program review and follow-up actions.

³ <https://doi.org/10.1073/pnas.1319030111>

⁴ <http://postgrad.med.ubc.ca/cbme-competency-based-medical-education/>

UBC Institution Report

At the course-level, intended learning outcomes should be included in the sample syllabus submitted to Senate as part of the curriculum approval process. This would also be the case for any new course submitted as part of a new program proposal.

2.1.7 STUDENT PROGRESS AND ASSESSMENT

Assessment of students in individual courses is the responsibility of the instructors who design and deliver the courses. The particular nature of the assessment takes into account both disciplinary norms and particular objectives of different courses. In Departments and programs, there is frequently an additional level of oversight and coordination for team-taught multi-section courses, as well as for key core and “gateway” courses in the discipline, to ensure both consistency and provide year-to-year comparisons.

Assessment activities reflect the context of the discipline course with specified learning outcomes and provide students with the opportunity to demonstrate the achievement of the outcomes, and to develop formative practice to support progress towards achieving learning outcomes. Increasingly, there is a focus on assessments as opportunities for learning, not just measurements of learning. A range of learning technology tools support the efficient implementation of peer and group based assessment activities, either through the core Learning Management System, or through other tools integrated into it.

2.2 SENATE GUIDELINES FOR EXTERNAL REVIEWS OF ACADEMIC UNITS

The UBC Senate Policy, Appendix 5, was passed in 1977 and amended in 1983. This brief document sets out principles that have proven robust and flexible for over 40 years; however, some no longer meet current best practices. We assess our current policy in the paragraphs that follow and note that an important goal for the 2018/19 Senate will be to revise the policy.

The existing policy does not specify a regular cycle for review, but instead relies on the Head, Dean, President or Senate to request a review.

The policy is clear about who appoints members to review committees, and to whom the committee reports. The policy requires that (a) committees have external reviewers, (b) there are clear procedures for selection of committees, (c) there are provisions to ensure that review committees have clear terms of reference and that the strength and balance of the unit should be the focus of the review, and (d) instructions for documentation of the review be explicit; and e) the review be made available to the members of the unit being reviewed.

The policy dictates that Faculty statements of policies and procedures be submitted to Senate for approval, but delegates to Faculties the role of designing and approving policies and procedures for reviews. There is considerable variation in Faculty policies.

The Senate must be advised of reviews being undertaken and a copy of the review is to be deposited with the Senate secretary and made available to senators. In addition, the Provost office makes an

UBC Institution Report

annual report on all external reviews of academic units that provides a summary of the main findings, and of the response by the unit leader and by the Dean.

Finally, the policy states that within two years of completion of the review, a report on implementation of the recommendations of the review be sent to the Dean or President, and a copy lodged with Senate. Compliance with this part of the policy remains inconsistent across Faculties, and Senate itself does not approve the response.

In 2007, the Senate Academic Policy Committee considered the need for revising the Senate Policy of 1977 and 1983. The committee prepared a draft document, but after deliberation decided that their proposed changes would be more appropriately framed as a set of administrative guidelines rather than a policy, and opted not to take the draft to Senate.

As will be discussed in Section 4, in 2013 the Vice-Provost Academic Affairs issued new UBC-wide guidelines for the external review of academic units. For most UBC personnel, the March 2013 guidelines, subsequently revised in 2014, have superseded the Senate policy.

2.3 ACCREDITATION

UBC does not belong to any organizations requiring institutional accreditation. Nevertheless, some programs of eight Faculties (Applied Science, Arts (Social Work and Counselling Psychology), Dentistry, Land and Food Systems (Dietetics), Education, Forestry, Law, Medicine, Pharmacy, Sauder School of Business, and Science) are externally accredited by one or more external agencies. Our continuing ability to offer professional degrees, and produce graduates that serve the citizens of BC depends on our ability to continually reform our curriculum, pedagogy, facilities and assessment methods. For those professions requiring graduates to pass a further certification exam, the success rates of UBC students provide an important measure of UBC effectiveness.

Table 4: UBC Accredited Programs

	Degree or Program	Accrediting Body
Applied Science	Engineering – Undergraduate Programs	Canadian Engineering Accreditation Board (CEAB)
	School of Architecture and Landscape Architecture Master of Architecture Master of Landscape Architecture	Canadian Architectural Certification Board (CACB) accredits the M.Arch Canadian Society of Landscape Architects (LAAC) accredits the M.L.A
	School of Community and Regional Planning Master of Community and Regional Planning (MCRP)	American Planning Accreditation Board Canadian Professional Standards Board
	School of Nursing Bachelor of Science in Nursing	College of Registered Nurses of British Columbia (CRNBC) Canadian Association of Schools of Nursing

UBC Institution Report

	Degree or Program	Accrediting Body
	Master of Science Nursing – Nurse Practitioner	College of Registered Nurses of British Columbia (CRNBC)
Arts	Department of Psychology Doctor of Philosophy in Psychology	Canadian Psychological Association (CPA)
	School of Library, Archival & Information Studies Master of Library and Information Studies (MLIS)	American Library Association (ALA)
	School of Social Work Bachelor of Social Work Master of Social Work	Canadian Association for Social Work Education (CASWE)
Dentistry	Doctor of Dental Medicine (DMD)	Commission on Dental Accreditation of Canada (CDAC)
	Dental Residency/Internship	Commission on Dental Accreditation of Canada (CDAC)
	Clinical Specialty Graduate Program in Endodontics and Dental Hygiene Degree Program	Commission on Dental Accreditation of Canada (CDAC)
	Dental Hygiene Degree Program (Entry-to-Practice Option)	Commission on Dental Accreditation of Canada (CDAC)
Education	Bachelor of Education	BC Teachers' Council (program accreditation) BC Teacher Regulation Branch (teacher certification)
	Master of Counselling Psychology (MA, MEd)	Council for Accreditation of Counsellor Education Programs (CACEP)
	Doctor of Philosophy in Counselling Psychology	Canadian Psychological Association (CPA)
	Doctor of Philosophy in School Psychology	Canadian Psychological Association (CPA)
	School of Kinesiology	Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)
Forestry	Master of Sustainable Forest Management	Canadian Forestry Accreditation Board (CFAB) Society of American Foresters
	Bachelor of Science in Forestry (B.S.F.) • Forest Operations Major • Forest Resource Management Program	Canadian Forestry Accreditation Board (CFAB)
	Bachelor of Science in Natural Resource Conservation – Major in Science and Management	College of Applied Biology
Land and Food Systems	Bachelor of Science in Food, Nutrition and Health- Dietetics Major	Dietitians of Canada - Partnership for Dietetic Education and Practice (PDEP)
	Bachelor of Science in Food, Nutrition and Health - Food Science Major Accreditation	Institute of Food Technologists (IFT)
Law	Juris Doctor, LL.B.	National Committee on Accreditation (NCA)
Medicine	Continuing Professional Development (CPD)	Committee on Accreditation of Canadian Medical Education (CACME)

UBC Institution Report

	Degree or Program	Accrediting Body
	MD Undergraduate Program (MD)	The Committee on the Accreditation of Canadian Medical Schools (CACMS)
	Bachelor of Midwifery Program	College of Midwives of British Columbia
	Master of Occupational Therapy (MOT)	Canadian Association of Occupational Therapists (CAOT)
	Master of Physical Therapy (MPT)	Physiotherapy Education Accreditation Canada (PEAC)
	Postgraduate Medical Education (FRCPC, FRCSC, CCFP)	Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC)
	Master of Science, Audiology and Speech Sciences Program	Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology
	Master of Science, Genetic Counselling	Accreditation Council for Genetic Counseling (ACGC)
Pharmaceutical Sciences	Entry-to-Practice BSc in Pharmacy Doctor of Pharmaceutical Sciences Program	Canadian Council for the Accreditation of Pharmacy Programs (CCAPP)
Sauder School of Business	School accreditation	The Association to Advance Collegiate Schools of Business (AACSB) European Quality Improvement System (EQUIS)
Science	BSc Chemistry (Honours)	Canadian Society for Chemistry

3 SELF-EVALUATION APPROACH

Provide a general overview of the approach used by the institution to complete its internal evaluation process (self-study) for the QAPA. This section should outline the following: the main issues of the self-evaluation; the membership of the institution's quality assurance team/committee members and their respective roles; the distribution of duties and responsibilities; data/evidence collection procedures; data/evidence analysis procedures used to critically assess the effectiveness of quality assurance mechanisms; any consultations

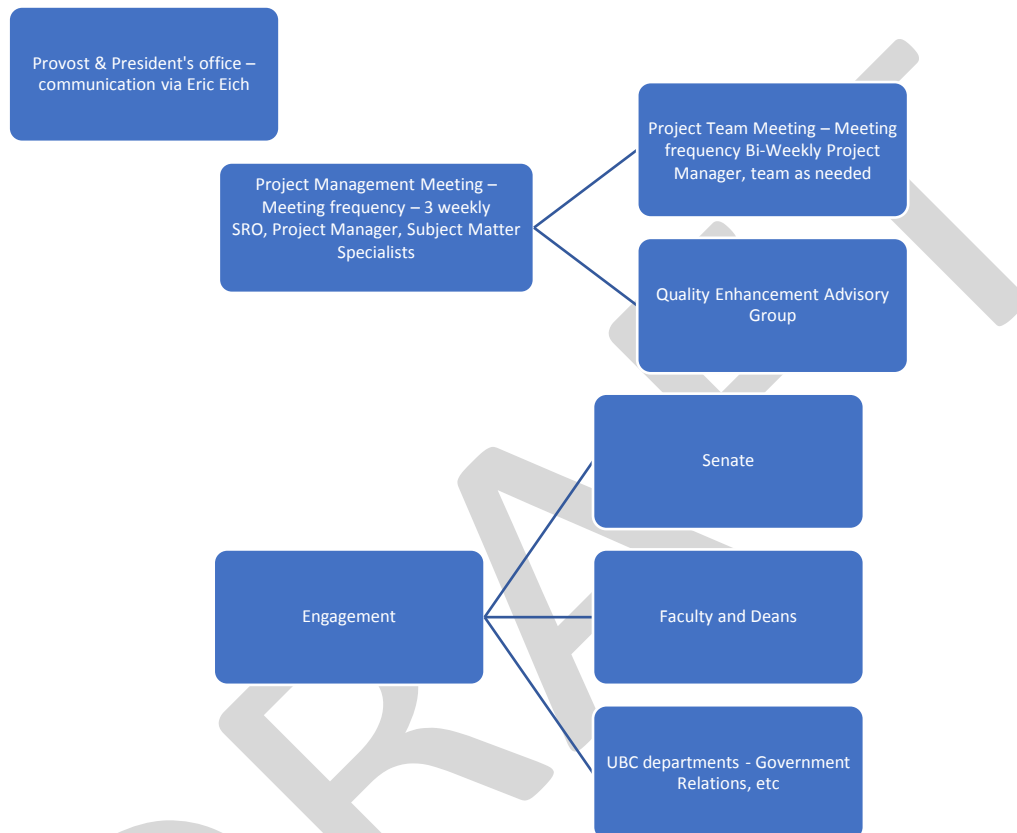
As part of the continued learning processes for UBC the development of this report has been used as an opportunity for self-reflection of our policies and processes and to begin the process of enhancement to these.

Governance of the QAPA Process at UBC

An early commitment to ensuring good governance over the process was made by the Provost office and developed through a project structure as outlined in the chart below. Membership of the central project team include Vice-Provost and Associate Vice-President, Academic Affairs, Senate Secretariat, Associate-Provost Academic Innovation, Senior Advisor Teaching and Learning and Academic Director CTLT and Associate Vice President, Government Relations and Community Engagement. Engagement with stakeholders included Deans, Associate Deans Academic, Senate committees which include student representation, Senate and Board.

UBC Institution Report

An additional Quality Enhancement Advisory Group provided feedback to the project team and updates to their respective senate committees. This group was very supportive in engaging with the project and thinking forward to next steps in development of quality assurance processes at UBC. Membership included chairs or members from the Senate committees for Academic Policy, Curriculum, Teaching & Learning, Associate Dean's Academic and student body representation.



Development of the Institution Report

Development of this report was managed by the Vice-Provost and Associate Vice-President, Academic Affairs with support from the project team and other units including Government Relations, PAIR, Faculty Relations, and Faculties.

Through the development of this report the project team has reflected on gaps within the current processes. The Provost's Office and senate committees have committed to reviewing the current policies and processes for external reviews and senate policy for academic unit reviews with an intention to work in conjunction with Faculties and Senate to further enhance quality assurance across UBC. This review will commence during 2018 and will follow the Senate agreed change in policy process.

UBC Institution Report

Review of the Draft Institution Report

The draft report was developed and discussed formally with the Quality Enhancement Advisory Group, Government Relations and at the Senate committees for Teaching & Learning, Academic Policy and Curriculum. Comments and suggestions, including gaps in information, were updated prior to the final draft being presented at the last Senate meeting of the academic year on 16th May 2018. Final sign off was by the Provost prior to submission to Ministry.

Assessor Visit Schedule (November 2018)

All parties requested to join the site visit in November will be notified and appropriate sessions to outline expectations will be put in place. The president and provost are scheduled to join the opening and closing meetings.

Next Steps

Following the site visit governance and oversight of the final report response and action plan will be through the Project Management team in the Provost office. Agreement and formal review of the actions will be taken to the Senate committees as well as Senate and provided as information for the Board of Governors.

In a continuation of improvement in quality assurance the policies and procedures relating to review of academic units will be undertaken. This work will be developed with broad engagement across UBC.

Sources of Information

Several sources of information were used to ensure this report was up to date and accurately reflected data required as well as the quality assurance process across UBC. Information and data were gathered from the following reports in addition to utilizing feedback from the Quality Enhancement Advisory Group, senate committees and faculties.

Project Information documents:

- Strategic Plans - Shaping UBC's Next Century, Place and Promise
- UBC Enrolment Report 2017/18
- Institutional Accountability Plan and Report
- Indigenous Strategic Plan
- Policies - External Reviews Policy and Guidelines, New Programs Approval Process
- International partnership, VP strategic plans, co-op information

UBC Institution Report

4 QUALITY ASSURANCE POLICIES AND PROCEDURES

4.1 | OVERALL PROCESS

4.1.1 | (A) DOES THE PROCESS REFLECT THE INSTITUTIONS MANDATE, MISSION, AND VALUES?

Criteria: The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs. The process should contribute to the continuous improvement of the institution.

Describe how the institution meets these criteria. Relevant institutional policies be attached as an appendix.

Question to answer: demonstrate the review planning cycle is established and that it assesses the effectiveness of programs and services

As noted above, the Senate Policy of 1977 and 1983 has been supplemented by *Principles, Procedures and Guidelines for External Reviews of Academic Units* issued by the Vice-Provost Academic Affairs in March 2013 and updated in 2014 (Appendix 5). This document – **PPG 2013/14** for short – states that “academic units engaged in teaching, professional training and/or scholarly work at the university shall undergo academic review,” and defines these units as Faculties, Schools, Departments, Colleges, Institutes, Centres, and Research Units.

PPG 2013/14 continues with the observation that “While there is no rigid periodicity for reviews, reviews are normally conducted every 5 years and the time interval between reviews must not exceed 10 years.” At UBC Heads, Directors and Deans are appointed for 5 years, and these appointments can be renewed once only. In practice, reviews nearly always occur before or after leadership transition, and sometimes occur after the first term of a leader who is being reappointed. However, reviews can also occur when issues arise in a unit that would benefit from an external assessment.

To accommodate the variety of norms, practices and ideals among different disciplinary areas, the review process may vary among academic units. However, there are requirements that each review must adhere to including: involvement of external assessors, engagement with appropriate members of the academic unit, assembly of comprehensive documentation appropriate to the terms of reference, a site visit, and the opportunity for all interested faculty, students, post-doctoral fellows and staff to provide confidential feedback to the review team.

The introduction to PPG 2013/14 states that the major goal of an external review is to provide the unit with an opportunity to reflect on its programs, operations and performance and obtain external advice to guide continuing improvement of academic and operational quality. The document also notes that external reviews contribute to public accountability, prompt the development of reflective self-study documents and engage a process to appraise the scholarly, pedagogical, professional activities,

UBC Institution Report

academic programs and other activities to provide guidance to the unit, responsible administrators, and Senate, and to communicate the quality of the unit's operations to all interested parties.

During the 2015/16 academic year, Senate and Curriculum Services endeavoured to identify courses no longer being offered, and remove them from the Academic Calendar. As part of this effort, each of the 8631 courses in the academic calendar was cross-referenced against recent scheduling data. Courses that had not been scheduled since the 2011/12 academic year were flagged as potentially inactive. A total of 1632 courses were so identified. Lists of potentially inactive courses from each Faculty were compiled and distributed to the Faculties, which were asked to review the lists and identify those that were genuinely inactive and could be discontinued. In response to these efforts, 416 courses have been discontinued and removed from the Academic Calendar.

4.1.2 | (B) IS THE SCOPE OF THE PROCESS APPROPRIATE?

Criteria (i)

There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:

⇒ A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:

the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;

□ the adequacy and effective use of resources (physical, technological, financial and human);

□ faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;

□ that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association;

□ the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved;

□ the graduate satisfaction level, student satisfaction level, and graduation rate; and

□ where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level.

⇒ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;

⇒ A summary of the conclusions of the evaluation that is made appropriately available.

UBC Institution Report

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

The answers to the questions above are taken from the PPG 2013/14, and assessors are referred to this document for further information.

(A) Self-study documents

Self-study documents are required and can vary between units. However, all self-study documents must include an executive summary, an overview of the unit being reviewed, and a response to the previous review. Where appropriate the unit must provide material relevant to undergraduate instruction and learning, graduate and post-doctoral studies, research, scholarly and professional activity, service and community partnerships, aboriginal engagement, and resources, administration and governance that would allow reviewers to comment on the unit's performance, plans, further opportunities, and alignment with the UBC and unit's strategic plans.

The PPG 2013/14 goes on to encourage the self-study to focus on self-assessment and critical analysis, including strengths, areas for improvement, opportunities and threats, benchmarks used to assess programs and activities, comparison with appropriate peer academic units, reflections on progress achieved since the last review, current priorities, best practices, plans for the future, and ways in which the unit's attainment of their goals and objectives will be assessed. Therefore, the general points covered in point (A) in the guidelines are all included. Below we provide more detail related to the individual points in the guidelines.

The PPG 2013/14 recognizes that units offering programs that are externally accredited may have existing documentation relating to accreditation, and encourages those units to refer to or include this material as appropriate, thus allowing the unit to align UBC and external requirements and minimize duplication of effort.

For undergraduate instruction, units must provide enrolment and recruitment statistics, past trends, and projections to assess continuing demand and relevancy. These data are provided by the Planning and Institutional Research (PAIR) unit at UBC. It is expected that curriculum and potential for its reform will be critically evaluated, and include attributes of graduates, learning outcomes, interdisciplinarity, diverse pedagogies, curriculum integration, benchmarks or outcome indicators, service and work-based learning, and engagement of diverse student populations. They must also include a review of degree programs and course offerings, justification of relevance, and evidence that they provide suitable depth and breadth for undergraduate education. The document must evaluate program requirements, pre-requisites and electives. Finally, the self-study must discuss how student learning is assessed.

For graduate instruction, the Dean and Vice-Provost Graduate and Post-Doctoral Studies has issued separate guidelines within PPG 2013/14 that are broadly similar to undergraduate guidelines but request more emphasis on supervision, mentoring, and student funding. The Dean's office provides data to units on all graduate programs to assist in the preparation of the self-study. There is less focus on curriculum, student learning and assessment, but more emphasis on student completion rates, time

UBC Institution Report

to completion, research output, professional development, and ability to attend meetings and conferences.

All instructors at every level must be evaluated and follow the Senate guidelines for Student Evaluation of Teaching.⁵ Peer evaluation of faculty teaching for both formative and summative review has been described previously, as has the high percentage of students (93%) who agree with the survey statements that they are satisfied or very satisfied with the quality of their education experience at UBC.

Our current guidelines do not place emphasis on graduate outcomes, including employment. However, many units collect graduate outcomes which include employment and career trajectories.

(B) External reviewers

The PPG 2013/14 stipulates that at least two external reviewers who are “outstanding academics/academic leaders from peer institutions” must participate in the external review, although in practice there are usually three. The review team must reflect gender and equity balance. The list of reviewers must be submitted to the Provost Office for approval prior to inviting the reviewers.

(C) Summary of conclusions

The PPG 2013/14 states that the leadership of the unit under review, the appropriate Dean, and senior administration bear responsibility for responding in ways that consolidate strengths and address the weaknesses of the unit and its programs disclosed by the review process. The unit and Dean will normally respond to the review in writing within a number of weeks after receiving it, and discuss follow-up actions with the Provost. The Provost Office prepares a summary of all external reviews carried out in a given year. This summary contains key findings of the reviewers, their key recommendations, and the responses of the unit and Dean with plans to implement changes arising from the review. The documents submitted to Senate are publicly accessible.

Criteria (ii):

The institution can demonstrate that it has a policy and process for new program approval that includes peer/external review by appropriate experts.

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

As part of the Senate Curriculum Committee’s Guide for Curriculum Submissions for the new programs approval process, outlined in section 6, any new program idea and summary are provided to external post-secondary institutions and industry experts for review and support. The level of support required is aligned to the type of program being developed. At this time, an external review of any new program proposal is not explicitly required within the process outlined in the Senate Curriculum Committee’s Guide for Curriculum Submissions. However, the opportunity for external review of all programs within a unit is undertaken as part of the external review process.

⁵ <https://senate.ubc.ca/vancouver/policies/student-evaluation-teaching>

UBC Institution Report

4.1.3 | (C) ARE THE GUIDELINES DIFFERENTIATED AND ADAPTABLE TO RESPOND TO THE NEEDS AND CONTEXTS OF DIFFERENT UNITS (E.G., FACULTIES, DEPARTMENTS, OR CREDENTIAL LEVEL)?

Criteria:

Are the guidelines adaptable to the range of programs and offerings within the institution?

Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?

Are the guidelines consistent with institutional Mandate, mission, vision, and associated strategic goals?

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

As noted throughout this document, a key feature of UBC's governance framework is its reliance on decentralized policies and procedures that set high-level expectations while being flexible to meet the needs of individual academic units. This feature is evident in our approach to periodic external reviews.

It is acknowledged that the elements and organization of review documents and the review itself will vary with the unit, the Terms of Reference, and the purpose of the review. PPG 2013/14 guidelines are both generic and modular, which allows units to ignore guidelines that do not apply, and to focus on field or domain-specific criteria, data, and metrics. To provide one example, the guidelines are specific about the need to review assessment practices and standards, while acknowledging that very different assessments will be applied in the creative arts (music, art, writing) versus the humanities, social sciences, or law. Similar arguments can be made for other requirements in the PPG 2013/14. It is also understood that it can be efficient to combine visits of reviewers for external accreditation reviews with UBC-mandated external reviews, or to use common materials in documents prepared for accreditation or UBC reviews.

As noted above, UBC has a hierarchy of strategic plans, starting with the overall UBC strategic plan that must be approved by Senate and the Board of Governors. It is expected the plans of Vice-Presidents, Faculties and academic units will be consistent with these plans.

Institutional Assessment

The preceding discussion establishes that UBC has an external review process and planning cycle to assess the effectiveness of its educational programs and services. All academic units are accountable annually for reporting on their progress in meeting the objectives of their own plan, their Faculty's plan and UBC's plan. These reports roll up to submissions to the Board of Governors. The combination of multi-level plans and annual accountability is a driver for quality assurance that lies outside "check the box" measures of quality.

The external reviews of units including Faculties provides a crucial outside lens on what units at UBC do, and how well they are doing it, along with an external impetus for quality assurance and quality

UBC Institution Report

improvement. The provincial government requires annual reports on institutional performance in defined areas with defined metrics that promotes focus and clarity about what matters, and ways to assess performance.

Nevertheless, there are several areas where improvements in quality assurance can be made at UBC.

While UBC's strategic plans are at a high level, they tend not to use the language of quality assurance or quality improvement; as a consequence, UBC's commitment in these areas is not readily visible, internally or externally. Despite the PPG2013/2014 guidelines, which on the whole are carefully drafted and consistent with extant best practices, the self-studies produced by units vary from excellent because they are reflective, analytical, thoughtful, and evidence-based to poor because they are the opposite. The PPG 2013/2014 instructions, together with the provision of institutional data to the units, encourage units to provide data without meaningful, substantive analysis. External reviewers have remarked on this lack of analysis and the absence of a clear sense of future direction in some self-studies.

One significant weakness in our quality improvement processes stems from the age and functionality of our information systems. Designed and implemented in-house at UBC several decades ago, our Student Information Systems have evolved and been extended in an ad hoc and piecemeal fashion, reacting to the need for urgent fixes rather than as part of a strategic digital roadmap. In 2014, the Board of Governors prioritized an ambitious program of digital transformation of foundational enterprise systems to support improved functionality across the institution's key business areas (e.g., Finances and Human Resources). This **Integrated Renewal Program** is well underway and will roll out across functional areas of the institution over the next few years.

Our current state of aged platforms and highly fragmented data across different information systems impacts the quality and utility of the data that is collected. Different units may struggle to access certain data, may collect their own duplicate data and may even use different terms and definitions for the same types of data. This makes it difficult (or even impossible) to compare data across units.

The Integrated Renewal Program has selected the same vendor for UBC's new financial, human resources and student information systems. In preparation for the roll out of these systems, and to realize the full benefits of their coordinated alignment, significant effort is currently being directed toward articulating standard data definitions, policies and operational procedures for data governance. During the projected implementation window, we can move towards improved ability to access accurate and valid data, to develop and use common metrics and key performance indicators, and to work towards a truly data-driven approach to quality assurance and enhancement.

UBC's data governance and Integrated Renewal Program, once implemented, will result in more cohesive and robust data sets, which will in turn aid in our responses to external requests, including future QAPA audits.

We propose to alter the PPG 2013/2014 this year, as proposed by the PPG itself. An important change will be to require a written report on progress in addressing issues raised in a given review by a specified

UBC Institution Report

date, likely two years as suggested by the 1983 revisions of the Senate policy. We will propose that every to-be-reviewed unit recruit one of their faculty members to serve as a concierge, providing assistance and information to external reviewers but not participating in writing or editing the review. We expect better outcomes will be obtained if Heads, Deans and other key personnel reach agreement on what is required, of whom and by when, to avoid diffusion of responsibility.

4.1.4 | (D) DOES THE PROCESS PROMOTE QUALITY IMPROVEMENT?

Criteria(i): The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional, and academic programs.

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

Criteria (ii)

The institution should be able to demonstrate how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date.

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix

Criteria (iii)

The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

Under the current framework, academic programs are not reviewed separately from the units that offer them. As described above, the PPG 2013/2014 offers explicit guidelines, metrics and assessment criteria to be used by units when reporting on all credit programs. In addition to meeting the criteria established by the Ministry of Advanced Education, Skills and Training, all credit certificates, diplomas and degrees must be approved by Senate and their tuition approved by the Board of Governors. Our program approval process is described in section 6.

While the Senate has formal responsibility for approving non-credit program certificates, and had exercised this responsibility in the previous decade, it has not approved non-credit programs for the past nine years. Instead, the Provost is required to annually file a list of new non-credit programs with Senate. The rationale for the decision not to review non-credit programs is that they tend to remain in existence for a relatively short time (in contrast to credit programs) and that they are evaluated for quality by the uptake in the market and by reactions of students.

Career and Personal Education is taken seriously at UBC. With its first extension programs in 1917, UBC embraced the concept of lifelong learning. Today, every Faculty at UBC, plus UBC Extended Learning delivers hundreds of career and personal education programs. The cost of developing new offerings and the quality of competition from other institutions is high, which ensures that the viability of new

UBC Institution Report

offerings is vigorously assessed across the University. UBC Extended Learning is currently supporting seven UBC Faculties in developing new programs. UBC does not offer vocational programs.

UBC's drive to be a North American leader in evidence-informed pedagogy stems from a sustained institution-wide focus, together with deliberate actions to create the necessary institutional conditions and support structures rather than specific policies. The Place and Promise strategic plan, developed in 2009 under former President Stephen Toope, laid much of the foundation. Around the same time, principles were developed by which formative and summative peer review of teaching were to be made part of the regular review and evaluation of faculty members, with Faculties held responsible for local operationalization. Student evaluation of teaching has been carried out for decades, but in 2009 a consistent set of university-wide questions were mandated for every course, while allowing for units to add additional questions if they wished. Changes to the criteria for advancement in the Educational Leadership stream were also introduced, with a clear emphasis on effective teaching, together with course and curriculum innovation and enhancement. Through the TLEF program (described above), substantial institutional resources continue to be devoted to enhancing teaching and learning. Active and blended learning has been adopted widely, and is now the dominant pedagogical model in some Faculties. With the exception of student evaluation of teaching, which is based on Senate policy, these changes were driven not by the introduction of any formal rules or regulations, but rather by rising expectations, shared by students and faculty members alike, on what high-quality education means in the 21st century.

Our approach to learning outcomes has been described previously in Section 2.1.6. Essentially, we have a varied landscape of practice, arising in part from the presence (or lack) of an external driver, such as accreditation. There is broad acceptance of the need for course-based learning outcomes, and it is a requirement for all new courses that are proposed. The challenge for these new, and indeed for existing, courses is to develop outcomes that are neither too broad as to be impossible to measure, nor too granular to be overwhelming in number. Development of program-level learning outcomes is actively underway in several direct-entry Faculties offering non-accredited programs.

We have a flexible approach and believe this to be both necessary and effective. However, we could be more coordinated in our quality assurance efforts. UBC does not have a single body to enforce Senate policies toward quality assurance and enhancement across all types and levels of study. Consequently, UBC has yet to establish a central planning forum for the discussion and development of academic quality assurance procedures (whether internally proposed or externally driven). We expect that such a body will be formed to ensure effective implementation of the new strategic plan.

4.1.5 – OVERALL PROCESS INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

UBC Institution Report

4.2 | REVIEW FINDINGS

4.2.1 | (A) WERE THE RESPONSES OF THE SAMPLE PROGRAM REVIEW FINDINGS ADEQUATE?

Criteria: The institution has a follow-up process for internal program reviews and acts in accordance with it.

Describe how the institution meets these criteria. Relevant institutional policies should be an appendix.

As described above, the Senate policy of 1977/1983 states that academic units must propose plans to implement recommendations of the external reviewers to the Dean, Provost and Senate, and requires submission of a report on the implementation to Senate. This requirement was omitted in the PPG 2013/14 guidelines, so in practice, standards vary widely across the UBC. Some faculties (e.g., Medicine) have internal guidelines and external requirements for progress reports on the implementation of findings, but most do not. The response to the previous external review required by the PPG 2013/14 document has limited utility because 5-10 years may have passed, the previous leadership may have departed, or the direction of the unit has changed in the meantime. Reporting to Senate on implementation is not currently included in the annual summary reports. The result is that UBC is not deriving maximum value from its external review process to drive for change in quality improvement.

The Provost Office will recommend to Senate that the 1977/1983 policy be revised to strengthen the requirement for follow-up and action on recommendations from external reviews. The objective is to obtain feedback from students, faculty and senior administrators on every external review. In the meantime, the Vice-Provost Academic Affairs is reminding Deans to send follow-ups on external reviews conducted in 2014/15. We are tracking the number and quality of responses received as well as data on the number of academic units that send follow-up reports to their Deans, without copying the Provost Office. These results will inform any suggested revisions to the 1977/1983 Senate policy and to the 2013/2014 PPG.

4.2.2 | (B) DOES THE PROCESS INFORM FUTURE DECISION MAKING?

Criteria: The program review ensures that the program remains consistent with the institution's current mission, goals, and long-range plan.

Describe how the institution meets these criteria. Relevant institutional policies should be an appendix.

As described above in Section X, all UBC units report annually on their progress in meeting the mission and goals of the UBC strategic plan, and these reports roll up to the Board of Governors. These annual assessments provide regular fine-grained analyses of unit progress. Programs are included in this annual process, but as described in Section X, quality improvement in programs is driven by expectations of unit Heads, requirements to demonstrate teaching excellence for promotions and tenure, support from Faculty teaching support units, CTLT, and the Teaching Learning Enhancement Fund. Consequently,

UBC Institution Report

while the external reviews provide a very valuable benchmark to ensure that the improvements that are occurring are consistent with best practice elsewhere, they are not the main driver for quality improvement of programs at UBC.

4.2.3 | (C) ARE THE REVIEW FINDINGS APPROPRIATELY DISSEMINATED?

Criteria: The institution has a well-defined system to disseminate the review findings to the appropriate entities.

Describe how the institution meets these criteria. Relevant institutional policies should be an appendix.

(Placeholder)

All members of the unit under review, as well as the Head, Dean, and the Vice-Provost, receive complete copies of the external review report. Senate receives a summary of the key findings, recommendations and the response of the unit rather than the full report. These summaries are available for consultation by any member of the University, including students. Neither the Senate policy of 1997/1983 nor PPG 2013/2014 require wider dissemination of the full report. We do not have data on whether our current dissemination practices drive quality improvement. Nor do we know if dissemination would be effective in spreading best practices across the University. When the policy and the PPG are revised, we will consult widely on whether current practice for dissemination should be changed.

4.2.4 REVIEW FINDINGS INSTITUTION ASSESSMENT

Based on the preceding and where appropriate, provide a critical assessment of areas of strengths and improvement of its quality assurance mechanisms and the implementation of measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

5 INSTITUTION IDENTIFIED FOCUS

Quality assessment issues the institution would like the assessors to address, if any. Describe any assessment issues the institution would like the assessors to address.

UBC has welcomed the opportunity to reflect on the appropriateness the policies and processes currently in place and appreciates further discussion in the areas of:

- Examples of working within a decentralized model and development of assessment metrics for institutional policies.
- Further policy development opportunities.

UBC Institution Report

- Positively using the QAPA process to engage Faculties in reviewing their current and future program proposals.

6 QUALITY ASSURANCE POLICIES AND PROCESSES

Institutions must attach the following policies and processes with the Institution Report.

Policy and processes for ongoing program and institutional assessment to ensure the effectiveness of its educational programs and services, and for continuous development and improvement

Provide an overview of the policy and processes. Include a description of how the policy was developed, the formal approval process, and when the policy was last reviewed.

Policy and processes for the approval of new programs

Provide an overview of the policy and processes. Include a description of how the policy was developed, the formal approval process, and when the policy was last reviewed.

As noted earlier there are a number of policies, processes, practices and values that work together to enhance and ensure the quality of UBC's programs, staff, research outputs and student experience. However, the Senate policy that guides external reviews of academic units and the process for the approval of new academic programs are perhaps the most pertinent policies with respect to QAPA and its objectives.

The Senate Policy for Reviews of Administrative Units was first approved in 1977 and was then reviewed and amended in 1983. Its intended scope is administrative units of an academic nature such as Departments, Institutes, Centres, Schools and Faculties. As mentioned above, UBC has also applied the policy to non-academic administrative units such as the UBC Library, Enrolment Services and the Chan Centre as the University recognizes the benefits gained from the periodic external review of all of its constituent parts and the value it can impart to the development of UBC, its units and their leadership.

In undertaking the process of drafting this institutional report, it has become clear that the time has come for Senate to review its policy on Reviews of Administrative Units and align that policy with current standards and best practices for achieving quality assurance and enhancement. Some of the issues that will be brought to the attention of the Senate Academic Policy Committee as part of this review include the following:

- Disambiguation of the scope of the policy vis-à-vis academic and administrative units.
- Clarity on the roles and responsibilities for the timing of reviews and follow-up activities.
- Review of practices with regard to reviews vis-à-vis reappointments of unit Heads versus reviews for quality assurance and enhancement.
- Clearer expectations as to the review of academic programs within the scope of reviews of academic units, taking into account the processes that are already in place for programmatic accreditation where applicable.

UBC Institution Report

It is anticipated that additional advice on this subject will flow from the QAPA site visit in the Fall 2018; we intend to have the policy review process well underway by that time.

When the policy is reviewed, it will also be adapted to the Senate's policy V-1: Format, Development and Administration of Senate Policies. This policy and template have been in place since January 2010 to foster a more uniform approach to the presentation, development and review of Senate policies. Unlike the previous practice, which was for policy to be based on motions and policy statements approved in the Senate minutes, Policy V-1 requires that policies be drafted in a template that includes such important considerations as review dates, definitions, scope of applicability, an indication of the responsible Senate Committee, the policy history and a list of all those parties consulted in the policy's development. Where applicable, procedures related to a policy are also developed, reviewed and attached to the policy template as a matter of course. Such procedures will be an important aspect of revisions to the policy on Reviews of Academic Units.

Although the adoption of policy V1 has led to many improvements in Senate's policy development procedures, the process is much more lengthy and consultative than it had been in previous decades. Development of a new policy or major revisions to an existing policy can take anywhere from 4 to 8 months from start to finish. The Senate Committee must first determine that a new policy or a review to an existing policy is necessary, and then the Committee discusses the matter at one or two of its meetings. Once consensus has been reached on the necessary revisions and improvements, the Senate Secretariat is tasked with drafting the policy and/or its revisions. Next, the Senate Committee reviews the draft and its subsequent iterations at one or more of its meetings until it is satisfied that the draft is ready for broad consultation. The Community is then given a month or more to respond to the request for consultation. Afterwards, the Committee reviews the responses received and makes any necessary adjustments before proposing the policy to Senate for approval. Broad support for any proposed revisions to the policy is a *sine qua non* for assent.

External reviews and accreditations focus on programs that are fully operational. UBC also approves a number of new programs, majors and minors each year. Under the University Act, all new curricula require approval by the Senate and Board before being offered. New degree programs, majors and some minors must also be approved by AEST following the required UBC consents.

The process for approval of curriculum proposals is outlined in the Senate Curriculum Committee's Guide for Curriculum Submissions, Appendix 7. This guide covers not only proposals for new programs and majors, but also proposals for new courses as well as substantive editorial revisions to any element of UBC curriculum.

New program approval has many steps that must be carefully coordinated between multiple offices, units and authorities at UBC. The steps are as follows:

1. Proponents in an academic unit start to develop a new program (or a major change to an existing program). They advise both their unit's leadership and their Dean's office of this development and provide both parties with preliminary conceptual material.

UBC Institution Report

2. Proponents then advise the Senate Secretariat and the Provost's Office that a proposal for a new program is being developed.
3. Early in the development process, proponents consult with academic units or Faculties offering related programs, with any individuals or units (Departments, Faculties, Libraries) who might contribute to or be affected by the new program, and with student groups in a position to provide a learner's perspective on the proposed program. External consultations with other post-secondary institutions are carried out to ensure there is no duplication.
4. Proponents also seek support from several offices including the Centre for Teaching, Learning and Technology in the development of curriculum, Extended Learning for graduate programs, and the Associate-Provost Academic Innovation for assistance in budget development and financial projections. For programs involving international collaboration and partnerships, support is available through the Senior Advisor International.
5. In preparation for Ministerial assessment, proponents should begin completing the Stage 1 Application for Approval Process which will be submitted to the Ministry along with the program proposal, once approved by Senate and the Board.
6. The proposal is presented to the relevant unit committees (Curriculum, Teaching & Learning, or their equivalents) for review and approval.
7. After making any recommended changes, the proposal is submitted to the relevant Faculty committees for approval. The proposal should include all Senate-required program and course information as well as budget and fee information.
8. A final proposal is prepared, taking into consideration any feedback received. At this point the the Ministry-required executive summary is added, along with signed consultations/approvals from the groups listed above.
9. The proposal is then presented to Faculty Council for approval.
10. Following Faculty approval, proponents contact the VP Students Office to initiate the process of formal student consultations as required under **UBC Policy #71**. The Faculty must respond, in writing, to any significant issues raised in the Student Consultation Report.
11. Following Faculty approval, the proposal can move through the required Senate committees and subcommittees.
12. Proponents should begin preparing a Board docket that will later need to be submitted to the Board of Governors, along with the above-noted Student Consultation Report and any Faculty response. Deadlines for submitting documents to the Board are generally two months in advance of the Board meeting.
13. Once approved by the relevant Senate committees, the Chairs of the Senate Curriculum and Senate Admissions Committee typically co-present the proposal to Senate.
14. After Senate approval, Senate and Curriculum Services will forward the proposal on for Board approval. At this point the student consultation and faculty response must be added to the Board documents.
15. Upon Board of Governors approval, the Provost's Office forwards the proposal for approval by the Ministry.

UBC Institution Report

The process is extensive and by the time it concludes, the program has been vetted at every level of the University. Furthermore, administrative units and authorities have had their queries addressed as to the program's feasibility, and students have been consulted about the program's tuition levels.

Program learning outcomes are a required element of any new degree program proposal under the Ministry submission guidelines (which form part of our own required documentation for Senate approval). However, as a result of its QAPA audit, UBC may be able to improve its new program-approval process by requiring more extensive information on intended learning outcomes and their connections to program requirements and assessment methods. As noted earlier in Section 2.1.6, several Faculties have already made significant progress in developing program-learning outcomes – progress that other Faculties can benefit from while building learning outcomes into their own programs.

The Guide for Curriculum Submissions is edited each year over the summer months, with changes being approved by the Senate Curriculum Committee to guide the work of the academic year to follow.

7 OTHER INSTITUTION COMMENTS

No Ministry criteria set out for this section other than- (Limit to 1 page. We can use this section to outline where we were and where we will use this as an opportunity to look forward and appropriately update policies and further develop quality assurance processes.

8 PROGRAM SAMPLES

Once we know which programs have been chosen (July 2018) that information goes here

Identify the programs selected by the DQAB for sampling:

- 1.
- 2.
- 3.
- 4.
- 5.

For each of the programs selected, include:

- Policy/process in effect at the time of the review
- Self-study document and/or other appropriate documents used as part of the internal quality assurance process
- External review team's report
- An account of the institution's follow-up response

CONCLUDING REMARKS

(forthcoming)

APPENDICIES & TABLES

Appendix:

- 1 – Shaping UBC's Next Century (section Exec Summary, section 1E)
- 2 - Institutional Accountability Plan and Report (section 1E)

- 3 – (Draft) Indigenous Strategic Plan
- 4 - A UBC Strategic Plan - Place and Promise (section 1E))
- 5 - Review of Administrative Units (section 2.2)
- 6 - Principles, Procedures and Guidelines for External Academic Unit Reviews (section 2.2)
- 7 - New programs approval process – Senate Curriculum Committee’s Guide for Curriculum Submissions (section 6)

Tables:

- 1 - Total number of credential programs offered by credential level. (section 1D)
- 2 - International degree partnerships (section 1D)
- 3 - VP Strategic plans for Vice President portfolios (section 1E)
- 4 - UBC Accredited programs (section 2.3)

Figures:

- 1 - Co-op Placement numbers by Program (section 1D)



5 May 2018

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
2018 May Meeting				
Last Name	First Name	Rank	Faculty	Emeritus Title
Gadala	Mohamed S	Professor	Applied Science	Professor Emeritus of Mechanical Engineering
Sassani	Faro	Professor	Applied Science	Professor Emeritus of Mechanical Engineering
Hacker	Katherine	Assistant Professor	Arts	Assistant Professor Emeritus of Art History, Visual Art and Theory
Knicely Guilba	Carol	Assistant Professor	Arts	Assistant Professor Emeritus of Art History, Visual Art and Theory
Prince	Richard E	Professor	Arts	Professor Emeritus of Art History, Visual Art and Theory
Swatek	Catherine	Associate Professor	Arts	Associate Professor Emeritus of Asian Studies
Rae	Andrea Lyn	Senior Instructor	Arts	Senior Instructor Emeritus of Classical, Near Eastern and Religious Studies
Eswaran	Mukesh	Professor	Arts	Professor Emeritus of Economics
De Grandis	Filomena Rita	Professor	Arts	Professor Emeritus of French, Hispanic and Italian Studies
Friedrichs	Christopher	Professor	Arts	Professor Emeritus of History
Krause	Paul Lewin	Associate Professor	Arts	Associate Professor Emeritus of History
Stemberger	Joseph	Professor	Arts	Professor Emeritus of Linguistics
Johnston	Charlotte	Professor	Arts	Professor Emeritus of Psychology
Linden	Wolfgang	Professor	Arts	Professor Emeritus of Psychology
Currie	Dawn	Professor	Arts	Professor Emeritus of Sociology
Giltrow	Janet	Professor	Arts	Professor Emeritus of English Language and Literatures
Harlow	Francesca	Assistant Professor	Arts	Assistant Professor Emeritus of Asian Studies
Shah	Ravi	Associate Professor	Dentistry	Associate Professor Emeritus of Oral Biological and Medical Sciences
Diewert	Virginia M	Professor	Dentistry	Professor Emeritus of Oral Health Sciences
Jordan	Elizabeth	Senior Instructor	Education	Senior Instructor Emeritus Educational and Counselling Psychology and Special Education
Franks	Ian	Professor	Education	Professor Emeritus of Kinesiology
Mitchell	Stephen Jarvis	Associate Professor	Forestry	Associate Professor Emeritus of Forest and Conservation Science
Isman	Murray B	Dean and Professor	Land & Food Systems	Dean Emeritus of Land and Food Systems
Brayer	Gary D	Professor	Medicine	Professor Emeritus of Biochemistry and Molecular Biology
Cairns	John	Professor	Medicine	Professor Emeritus of Cardiology
Naus	Christian	Professor	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Skoll	Mary	Associate Professor	Medicine	Associate Professor Emeritus of Obstetrics and Gynaecology
Casiro	Oscar	Professor	Medicine	Professor Emeritus Paediatrics
Dorovini-Zis	Katerina	Professor	Medicine	Professor Emeritus of Pathology
Magil	Alexander	Professor	Medicine	Professor Emeritus of Pathology
Gotay	Carolyn	Professor	Medicine	Professor Emeritus of Population and Public Health
Celler	Anna	Professor	Medicine	Professor Emeritus of Radiology
Warnock	Garth	Professor	Medicine	Professor Emeritus of Surgery
Bandiera	Stelvio	Professor	Pharmaceutical Sciences	Professor Emeritus of Pharmaceutical Sciences
Blades	Michael	Professor	Science	Professor Emeritus of Chemistry
Burnell	E Elliott	Professor	Science	Professor Emeritus of Chemistry
Zendrowski	Dana	Senior Instructor	Science	Senior Instructor Emeritus of Chemistry
Ascher	Uri Michael	Professor	Science	Professor Emeritus of Computer Science
Tsiknis	Georgios	Professor of Teaching	Science	Professor Emeritus of Computer Science
Barlow	Martin	Professor	Science	Professor Emeritus of Mathematics
Sawatzky	George Albert	Professor	Science	Professor Emeritus of Physics and Astronomy
Bemmels	Brian	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Simunic	Dan A	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Doyle	Ann	Administrative Librarian	Library	Administrative Librarian Emeritus
Moroney	Peter	Program Director	Extended Learning	Program Director Emeritus
Prendiville	Juliette	Clinical Professor	Medicine	Clinical Professor Emeritus of Paediatrics
Gauthier	Jan	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Occupational Science and Occupational Therapy
Kopala	Lili	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry