



Vancouver Senate

THE FIFTH REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2019/2020 ACADEMIC YEAR

WEDNESDAY, 22 JANUARY 2020

6:00 P.M.

ROOM 1101 PHARMACEUTICAL SCIENCES BUILDING
2405 WESBROOK MALL

1. **Call to Order and Territorial Acknowledgement – Prof Santa J. Ono** (information)
2. **Minutes of the Meeting of 18 December 2019 – Prof Santa J. Ono** (approval) (docket pages 3-23)
3. **Business Arising from the Minutes – Prof Santa J. Ono** (information)
4. **Remarks from the Chair - Prof Santa J. Ono** (information)
5. **Tributes Committee – Dr Paul Keown**
Memorial Minute for Dr Luis de Sobrino (approval) (docket page 24-25)
6. **Academic Policy Committee – Dr Paul Harrison**
 - a) Establishment the British Columbia Cancer Research Institute within the Faculty of Medicine (approval) (docket pages 26-58)
 - b) Revisions to Academic Regulations for Professional Masters' programs in the Faculty of Commerce & Business Administration (approval) (docket pages 59-68)
7. **Awards Committee**
New and Revised Awards (approval) (docket pages 69-72)
8. **Teaching and Learning Committee – Dr Andre Ivanov**
Interim Report on Student Evaluations of Teaching (information) (docket pages 73-79)
9. **Report from the Provost – Dr Andrew Szeri**
2019-2020 Enrolment Report (information) (docket pages 80-143)



10. Other Business

Academic Freedom and Chinese Universities (approval) – Dr Paul Harrison

Senator Harrison provided notice for the following motion at the previous meeting of Senate:

“Given that some universities in China have specifically removed reference to academic freedom from their governing documents and given that UBC Vancouver has student exchange and other agreements with those institutions, this Senate request the Vice-President Academic and Provost to arrange for a review of such relationships and report back to Senate by May 2020.”

11. IN CAMERA – Report from the Provost – Dr Andrew Szeri

Update on Academic Renewal (information) (circulated under separate cover)



VANCOUVER SENATE

MINUTES OF 18 DECEMBER 2019

DRAFT

Attendance

Present: J. M. Holmes (Vice-Chair), K. Ross (Secretary), D. Agosti-Moro, T. Ahmed, S. Bates, R. Boushel, J. Burnham, L. Burr, J. Chai, P. Choi, A. Collier, M. Coughtrie, G. Faulkner, A. Fisher, S. Forwell, B. Frank, I. Frigaard, J. Gilbert, A. Gonzalez, S. Haffey, C. Hakim, P. Harrison, C. Jaeger, D. Kelleher, P. Keown, A. Kindler, M. Koehoorn, C. Krebs, M. Kuus, K. Lo, P. Loewen, D. MacDonald, M. MacDougall, C. Marshall, S. Matsui, W. McKee, P. Meehan, L. Milroy, J. Olson, N. Pang, S. Parker, S. Porter, S. Singh, M. Stewart, L. Stothers, A. Szeri, A. Tanner, R. Tees, M. Thachuk, S. Thorne, R. Ty, R. Yada, and E. Zusman

Regrets: M. Aronson, G. Averill, B. Bungay, C. Dauvergne, R. Djavmardi, A. Dulay, B. Fischer, C. Gilby, C. Godwin, L. Gordon, S. Grayston, J. Greenman, V. Griess, R. Helsley, J. Innes, M. Isaacson, A. Ivanov, D. Kelleher, C. Koenig, H. Leong, P. Marshall, W. McNulty, A. Murphy, S. Ngo, C. Nislow, T. Onifade, S. Ono, T. Rogers, N. Rygnestad-Stahl, J. Shepherd, A. Sheppard, C. Surniawan, R. Topping, and V. Tsang.

Clerk: C. Eaton

Call to Order

The Vice-Chair of Senate, Mr. J. Maximillian Holmes, called the fourth regular meeting of the Vancouver Senate for the 2019/2020 Academic Year to order at 6:01 pm.

Minutes of 20 November 2019

Richard Tees
Claudia Krebs

}

That the Minutes of the Meeting of 20 November 2019 be adopted as corrected:

Corrections: The spelling of Alexa Tanner

Approved



Triennial Reminder

The Vice-Chair reminded senators to provide feedback to the Agenda and Nominating committees on the triennial review of Senate and on the draft code of conduct and conflict of interest policies.

Correspondence

The Vice-Chair advised that a letter was received from President Ono forwarding correspondence from UBCC350, a climate action group; noting that the matter of the climate emergency is already on our agenda later in this meeting he suggested that Senators hold substantive comments on this matter for that item. The Senate Agenda Committee has recommend that these letters be forwarded to the Teaching & Learning and Research & Scholarship committees for review.

Richard Tees
Paul Harrison

}

That this correspondence be referred to the Teaching & Learning and Research & Scholarship committees for review.

Approved

Academic Policy Committee

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

ON-LEAVE REQUIREMENTS

Paul Harrison
Christopher Marshall

}

That the reference to the requirement that graduate students pay a fee while on leave be removed from the Academic Calendar, as set out in the attached two column form; and, from policy V-302.2 - Graduate Student Leaves of Absence as set out in the attached.

Dr Harrison said that this was good news for graduate students and he hoped the Board of Governors agreed with the rationale in the new year. He noted that this is more generous than at many universities in Canada but it seemed appropriate to his Committee to support our students in this way.

Approved



Admissions Committee

The Chair of the Senate Admissions Committee, Professor Carol Jaeger presented.

MASTER OF FINE ARTS IN CREATIVE WRITING– CLARIFICATION REGARDING ENTRANCE DATES FOR DIFFERENT STREAMS OF THE PROGRAM

REVISIONS TO ADMISSIONS REQUIREMENTS FOR THE ENTRY-TO-PRACTICE DOCTOR OF PHARMACY

Carol Jaeger
Abby Collier

} *That Senate approve the clarification regarding entrance dates for the different streams of the Master of Fine Arts in Creative Writing as set out in the attached two-column form; and*

That Senate approve revisions to the admission requirements for the Entry-to-Practice Doctor of Pharmacy as set out in the attached two-column form.

Approved

Awards Committee

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

AWARDS REPORT

See Appendix A: Awards Report

Lawrence Burr
Chris Hakim

} *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.*

Approved



Curriculum Committee

The Vice-Chair of the Senate Curriculum Committee, Professor Carol Jaeger, presented on behalf of Dr Peter Marshall.

DECEMBER CURRICULUM MATERIALS

See Appendix B: Curriculum Report

Carol Jaeger	}	<i>That the new certificate, new course codes, new courses, revision of programs and deletion of program be brought forward by the faculties of Arts and Graduate and Postdoctoral Studies (Applied Science, Arts, Education, Medicine, and Science) be approved.</i>
Chris Hakim		

Approved

NOMINATING COMMITTEE

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

LABOUR DISRUPTION COMMITTEE

Richard Tees	}	<i>That the Ad Hoc Labour Disruption Preparedness Committee be discharged; and</i>
Chris Hakim		

That Senate express its thanks to the members of the Ad Hoc Labour Disruption Preparedness Committee, the Labour Disruption Operations Committee, and the designated academic arbiter.

Senator Frigaard asked what would happen if there was another transit strike.

Dr Tees said that the nominating committee will be reviewing the policy and will recommend improvements.

Approved



Tributes Committee

CANDIDATES FOR EMERITUS STATUS

See Appendix C: Emeritus Report

Sally Thorne	}	<i>That the attached list of individuals for emeritus status be approved; and</i>
Richard Tees		

That, pursuant to section 9(2) of the University Act, all persons with the ranks of Director Emeritus, Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Professor of Teaching Emeritus, Senior Instructor, Emeritus, or Deputy Librarian Emeritus be added to the Roll of Convocation.

Approved

Reports from the President

CLIMATE EMERGENCY

Andrew Szeri	}	<i>That the Senate Endorse the UBC President's declaration on the climate emergency.</i>
Alex Gonzales		

Senate welcomed Ms Michelle Marcus to the floor to speak on behalf of UBCC350. She asked the Senate to acknowledge the science of the climate crisis and joint the community in working to address this.

Senator Holmes thanked everyone who was involved in this process.

Senator Ahmed said that it was not uncommon to see declaration of emergencies from governments as there were legal consequences in that, be it spending money or having broad powers. UBC is not a government so what are the legal and policy implications or is this just advertising buzz speak. Is there any legal import to this? Have there been other instances of UBC declaring emergencies?

Dr Szeri said that it was a statement of intent and urgency and uses common language in that extent.



Senator Singh spoke in favour of the motion but wanted concrete actions rather than a statement in principle.

Senator Haffey disagreed with Senator Ahmed in that he felt UBC was a government.

Senator Thachuk said that an emergency was an exigency thing; UBC will be in a climate crisis for decades. He suggested that strategy would have been a better word.

Senator Krebs said that UBC did not decide on the diction and that it was a phrase being used globally. There are some concrete recommendations in this document.

Senator Hakim said that emergency was the right word given the emergency we are facing with climate change.

Senator Gonzales said that we should not focus on wording but should focus on how UBC approaches climate change and how we organize our academic and financial affairs.

Senator Matsuo asked if there were any legal declaration on this motion and if it would result in any research being constrained.

Dr Szeri said that this would not constrain any research

Senator Stewart said that we were declaring an emergency and using the nomenclature in the media. He took issue with that nomenclature even if it is commonly used. Climate change is a concern and UBC should take a position on it, but in calling it an emergency the phrase loses its effect. People think of an emergency in common parlance as having a timeliness to it; while it is a serious crisis calling it an emergency will lose its effect. It is a serious problem.

Senator Burnham said that the Board would already be taking action on this.

Senator Thorne said that this was similar to the MMIW with the use of the word genocide. The word emergency was being used for strategic reasons and she did not think that this would confuse the matter.

Senator Jaeger said that these document made concrete recommendations in areas where people at UBC did research. We do not talk about what effect there would be there.

Senator Agosti-Moro asked if there were similar concerns at the Board of Governors.

Dr Szeri said there were none at all.

Senator Marshall was in favour of the motion but was conscious around the recommendations at the end and the realization that there will be more. Voting for this had implications for fossil fuel



investments, for campus building, and for preparing students to work in resource extraction industries.

Senator Kindler seconded what Senator Jaeger said. She was supportive of the spirit of the document but was less comfortable with the list at the bottom as it was not either inclusive enough not fully considered. She noted that the Budget Committee was reviewing divestment. She also note that the recommendations didn't discuss land development.

Dr Szeri said that the President viewed this as his document and would ask that the Senate consider it as presented and not edit it.

Senator Ahmed reiterated that his concern was the word "declaration" and that words matter. We should not say things baldly if there isn't meaning. He did not know what the meaning was and he was troubled that it went so far.

MOTION TO POSTPONE

Tariq Ahmed	}	<i>That consideration of this matter be postponed to the next meeting of Senate.</i>
Lawrence Burr		

Approved

Senator Hakim said he understood the sentiments but this was an urgent matter. But delaying this it shows that UBC is not taking this matter seriously.

Senator Boushel said that this was a declaration on a subject not a delectation of an action.

Senator Haffey said that our acceptance is immaterial so he saw no point of our immaterial endorsement.

Senator Krebs said that it would be ill-advised to postpone this motion. This is an emergency and we are not the first to have a declaration of and on the climate emergency. This document was produced by an engaged group of people and over 1000 organizations have declared similar organizations.

Senator Matsui said that we needed more time to discuss the recommended issues such as travel limitations and research implications.

Senator Burr said that he agreed that there was a climate crises. His concern was the language used. The President calls this his declaration but the body of the document speaks for UBC. It needs to be his or the University's.



Senator Burnham said that we have not made permanent plans yet. There are 7000 universities looking at this matter currently.

Senator Chai said that two issues raised were language and concrete plans. The document suggested that concrete action was not foreseen until spring 2020. We are not the only institution looking at this; 10 universities in Quebec have done so. To delay this motion takes away from the issue of it being an emergency.

Senator Fisher asked where this language came from. He noted that it says president, UBC, and speakers have referenced others having authored it.

The Vice Chair said it was authored by the President's office.

Motion to
Postpone Not
Approved

Senator Frigaard asked if endorsement was approval.

The Chair said no, it was support for the principals therein.

Senator Fisher said that he would love a statement on climate change that he could support. This document did a lot of things, including assuming recommendations before a committee was formed to look at this issue. We have senators who have asked if this statement would affect development and teaching. We have a legal obligation under the university act to teach and research in all areas of study. Yes, there is an emergency out there but this is too detailed and we cannot just say yes or no without considering the language. He wanted UBC to take action in climate change but not with such a loaded document.

Senator Chai said that the statement gave UBC an opportunity to consult and work with the community to develop tangible actions. She suggested that generalizing a statement this does not do anything useful.

Senator Pang said that the recommendations were examples and that the document was already approved by the Board. The recommendations were not binding and much of this did not impact the Senate. He said that UBC shouldn't come up with its own language; he recognized that it was strong language.

Senator Szeri said that the President would be fine if the motion was divided.

Senator Choi spoke in favour of the current motion. As a physician he was often faced with emergencies and they weren't always time limited. The Opioid crisis was an emergency and it will not go away tomorrow. Emergency was common parlance and fits the bill for this crisis. This is a statement of what our president plans to do and what is being considered but it was not



a legal document and won't tie us down but from a social statement of support this has huge implications for showing what the University values.

AMENDMENT IN THE FORM OF A SUBSTITUTION

Philip Loewen	}	<i>That the Senate Endorse the UBC President's</i>
Anna Kindler		<i>declaration on the climate emergency without, at</i>
		<i>this time, endorsing the recommendations set out</i>
		<i>therein.</i>

Senator Burnham spoke against the amendment. She suggested that the Board had no concerns with the wording.

Senator Pang said that the social ramifications of this support was important and he did not want that support marred with an asterisk.

Senator Krebs spoke against the amendment stating that the recommendations were not being approved. The recommendations will be included but we are not approving them.

Senator Haffey asked the chair not to use "objections" when referring to concerns raised about amendments.

Senator Choi said that these were recommendations and not being approved at this time.

Senator Hakim said that the recommendations were not being set in stone. The advisory committee will need to reach out to senators as well with their feedback.

Senator Coughtrie said that the Board of Governors and the Senate have a different lens on most issues. They may coordinate and may agree but the lens is different. Where this is problematic is that a set of recommendations are being made before this advisory committee has been formed. The issue is saying "will" instead of "may" It is not appropriate to direct the committee in its recommendations.

Senators Stewart and Keown agreed with Senator Coughtrie.

Senator Kindler expressed her thanks to the President for splitting the motion. She wanted to support the statement but couldn't do so in its entirety. She could not support a process with a foregone conclusion. "will" isn't appropriate. We cannot direct an inquiry to come to an outcome.

Senator Thorne said that we should not cut anything out of the report. This was not a legal document and did not come from a senate committee.



Amendment Not
Approved

Senator Gonzalez said that will should not be taken as directive.

AMENDMENT IN THE FORM OF A SUBSTITUTION

Sally Thorne	}	<i>That Senate enthusiastically endorse the Sentiments in the UBC President's declaration on climate emergency and looks forward to the recommendations to be developed in that process.</i>
Paul Harrison		

Senator Tees said that the Board having endorsed the matter was not irrelevant for UBC's senates. The Senate could make its own decisions.

MOTION TO CALL THE PREVIOUS QUESTION

Christopher Marshall	}	<i>That the previous question be moved.</i>
Nick Pang		

Motion to Call the
Question
Approved

Main Motion
Approved as
Amended

ACADEMIC CONSIDERATION OF CLIMATE EMERGENCY

Claudia Krebs	}	<i>That the report of the Climate Emergency Advisory Committee also be submitted to the Senate for academic consideration.</i>
Peter Choi		

Approved



Report from the Registrar

2020-2023 TRIENNIAL ELECTION RESULTS

Board of Governors

The Registrar advised that subsequent to the call for nominations issued on 24 October 2019, elections were held for representatives of faculty members and staff from the Vancouver campus to the Board of Governors from 21 November to 5 December, 2019. Pursuant to Section 16 of the *University Act*, the results are formally reported to the Senate for information.

Faculty Members:

Three (3) nominations were received by the deadline of 7 November 2019 at 4 pm. Subsequently, one candidate withdrew. A further nomination was received after the deadline; however, it was not accepted by the Registrar due to not meeting the deadline and this decision was confirmed upon appeal to the Council Elections Committee.

Drs Anna Kindler and Mark MacLean have been acclaimed as elected; their terms of office are from 1 March 2020 until 28 February 2023 and thereafter until successors are elected.

Staff Member:

Nine (9) nominations were received by the deadline of 7 November 2019 at 4 pm. An election occurred from 21 November to 5 December 2019.

Kavie Toor 337 votes

Alex Etesami 207 votes

Andrea Han 190 votes

Jody Swift 108 votes

Lauren Casey 91 votes

Tribesty Nguyen 58 votes

Cathy Kline 32 votes

Suzanne Scott 31 votes

Katherine Rhodes 26 votes

Spoiled Ballot 1

Total 1081 votes (4.81% of eligible voters)

Mr Kavie Toor has been elected; his term of office is from 1 March 2020 to 29 February 2023 and thereafter until a successor is elected.

Representatives of the Joint Faculties to Senate

The Registrar further advised that further to the call for nominations for faculty members of the Vancouver Campus to fill the twelve (12) positions for representatives of the Joint Faculties on



the Vancouver Senate issued first on 24 October 2019 twelve (12) valid nominations have been received.

Therefore, pursuant to Section 15 of the *University Act* the following faculty members are acclaimed as elected as representatives of the Joint Faculties on the Vancouver Senate for terms beginning on 1 September, 2020 and ending 31 August 2023 and thereafter until successors are elected:

Dr Peter Choi, Professor, Faculty of Medicine
Dr Joanne Fox, Professor of Teaching, Faculty of Science
Dr Alison Greig, Senior Instructor, Faculty of Medicine
Dr Peter Englezos, Professor, faculty of Applied Science
Dr Susan Forwell, Professor, Faculty of Medicine
Dr André Ivanov, Professor, Faculty of Applied Science
Prof. Carol Jaeger, Professor of Teaching, Faculty of Applied Science
Dr Charles Menzies, Professor, Faculty of Arts
Dr Pamela Rogalski, Lecturer, Faculty of Applied Science
Dr Santokh Singh, Professor of Teaching, Faculty of Science
Dr Lynn Stothers, Professor, Faculty fo Medicine
Dr Sally Thorne, Professor, School of Nursing

Senator Thachuk expressed a concern with the number of people acclaimed. He suggested that this seemed itself to be an emergency.

Other Business

UPDATE ON CHANCELLOR SEARCH

Senator Harrison advised that earlier in the fall, the UBC and alumni communities were notified of the search and asked for input on the candidate profile. In late November a request for names of potential nominees was distributed with a deadline of 13 December. We have received 77 nominations. The Search Committee will meet in early January to review the list of nominations received and narrow the list down to 15-20 names to be actively considered. At the committee's subsequent meeting in early February they will further review the nominees to develop a short list for final consideration and review. A confidential written update will be provided to the Council of Senates as part of that review.

NOTICE OF MOTION

Senator Harrison gave the following notice of motion: That UBC to review its partnerships with those institutions in the People's Republic of China that have removed academic freedom from their charters.



Adjournment

Seeing no other business, the meeting was adjourned at 7:52 pm.



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Azita Darabian Memorial Bursary in Pharmaceutical Sciences

Bursaries totalling \$4,000 have been made available through an endowment established by the Darabian family, along with matching funds from the University of British Columbia, in memory of Azita Darabian (1963-2014) for undergraduate students in the Faculty of Pharmaceutical Sciences. Azita graduated from UBC in 1988 with a Bachelor of Science in Pharmacy, and soon became the Manager of Pharmacy at Safeway Parkgate in North Vancouver. One of Azita's passions was running and in October 2012 she successfully completed a full marathon in Victoria. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Randle and Kathryn Iredale Scholarship in Architecture

Scholarships totalling \$5,000 have been made available through an endowment established by Kathryn Iredale (1930-2009) in memory of her husband Randle Iredale (1929-2000) for Master of Architecture students in their graduating year. Preference will be given to students whose graduate project has a focus on heritage conservation and/or green buildings. Randle Iredale (B.Arch. 1955) practiced as an architect for forty years. He was instrumental in the redevelopment of False Creek North in downtown Vancouver, and his concept study of the area was used by the provincial government in their bid to host Expo 86. Randle served as a mentor to many accomplished architects and was a pioneer of heritage preservation in British Columbia. The scholarships are made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL

Bandali Family Indigenous Bursary in Arts

Bursaries totalling \$3,000 have been made available annually through a gift from Aleem Bandali (B.A. 1999, M.B.A., J.D.), Alia Bandali (B.Com. 2002, M.Pacc., CPA, CA), Karim Bandali (B.Sc. 2007, M.B.A., CPA, CMA), and Alifa Bandali (B.A., M.A. 2011, Ph.D.) in honour of their parents Anvarali and Naseem Bandali, for First Nations, Inuit or Métis students of Canada enrolled in undergraduate and graduate studies in the Faculty of Arts. Anvarali and Naseem arrived in Canada in 1972. They entered the poultry industry in the late 1970s, and have continued to grow their family business over the past forty years. Each of their four children earned at least one degree at UBC. The Bandali family established this bursary to recognize and support Indigenous students to successfully earn their degrees and further contribute to their communities. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Go Global Pathfinder Award

Awards of up to \$5,000 each have been made available annually for students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Gord Gulbranson Memorial Scholarship in Forestry



Scholarships totalling \$2,000 have been made available annually through a gift from Leslie Forest Products Ltd. in memory of Gord Gulbranson (1936-2019) for outstanding students in the Bachelor of Science in Wood Products Processing program. Gord was a member of the Board for the National Education Initiative for Furniture and Wood Products Industries. He played an influential role in assessing the need for a wood manufacturing program in Canada, which led to the creation of UBC's Centre for Advanced Wood Processing (CAWP) and Wood Products Processing program. This scholarship was established in recognition of Gord's contributions to the wood industry through his work with advisory boards and promotion of wood products education. The scholarships are made on the recommendation of the Faculty of Forestry. (First award available for the 2020/2021 winter session).

Jonathan Page Fellowship in Botany

A \$25,000 fellowship has been made available annually through a gift from the Ngan Page Family Fund, a charitable fund established by Jonathan Page (B.Sc. 1991, Ph.D. 1998), for an outstanding graduate student in the Department of Botany. Preference will be given to a student whose research focuses on plant biochemistry or metabolism. Jonathan studied under the eminent UBC Botany Professor Neil Towers, which influenced his career path. He has focused his research on the biochemistry of medicinal plants and is internationally recognized for his work on the cannabis plant. Jonathan co-founded Anandia Labs, a leading cannabis science company that was acquired by Aurora Cannabis in 2018. The fellowship is made on the recommendation of the Department of Botany, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Peterson-Wesbrook Scholars Student Mobility Award

Awards of \$1,000 each have been made available annually for students participating in exchange at McGill University. The number of awards available annually will be based on the available space at McGill for exchange. The awards are made on the recommendation of Go Global. (First award available for the 2020/2021 winter session).

Western Canada Dental Society Award in Dentistry

An award of \$1,500 has been made available annually through a gift from the Western Canada Dental Society for a student who has completed their third year of the Doctor of Dental Medicine and demonstrated professionalism, leadership and camaraderie. The Western Canada Dental Society was established in the early 1900s to support the education of future dentists by providing scholarships and bursaries to dental students in British Columbia, Alberta, Saskatchewan and Manitoba. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2019/2020 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

ENDOWED AWARDS

2933 – Ronald Jobe Children's Literature Scholarship

Rationale for Proposed Changes

The School of Library, Archival and Information Studies and the donor would like to remove the restriction that each student cannot receive more than \$1,000 to allow recipients to receive more money.

Current Award Description



Scholarships totalling \$3,550, with no one student receiving more than \$1,000, have been made available through an endowment established in honour of Dr. Ronald Jobe, a Professor in the Department of Language and Literacy Education since 1978. He has created a stimulating atmosphere for scholarship in children's literature at the university through his dynamic teaching style and involved supervision of graduate theses, as well as his advocacy for the subject both



nationally and internationally. The award is made to students in the Master of Arts Program in Children's Literature on the recommendation of the School of Library, Archival and Information Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Scholarships totalling \$3,550, with no one student receiving more than \$1,000, have been made available through an endowment established in honour of Dr. Ronald Jobe, for students in the Master of Arts Program in Children's Literature. Dr. Jobe has been a Professor in the Department of Language and Literacy Education since 1978. He has created a stimulating atmosphere for scholarship in children's literature at the university through his dynamic teaching style and involved supervision of graduate theses, as well as his advocacy for the subject both nationally and internationally. The award is scholarships are made to students in the Master of Arts Program in Children's Literature on the recommendation of the School of Library, Archival and Information (iSchool)Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1370 – Russ Patrick Arts Undergraduate Student Research Award

Rationale for Proposed Changes

The endowment's spend has grown large enough to support multiple awards. The Faculty of Arts and the donor would like to increase the number of awards available to benefit more students.

Current Award Description

A \$3750 award has been endowed by Russ Patrick to recognize outstanding achievement in research writing by an Arts undergraduate student. The donors' contribution to the endowment principal has been matched by the Faculty of Arts. Candidates who are interested in this award should contact the Dean of Arts' office for information. Submissions are judged by professional standards and assessed by their ability to communicate the research and its significance to a non-specialist audience. The award is made on the recommendation of a selection committee in the Faculty of Arts, including the Dean of Arts in its membership.

Proposed Award Description

A Awards totalling \$3,750 award has have been made available through an endowment established endowed by Russ Patrick, along with matching funds from the Faculty of Arts, to recognize outstanding achievement in research writing by an Arts undergraduate students in the Faculty of Arts. The donors' contribution to the endowment principal has been matched by the Faculty of Arts. Candidates who are interested in this award should contact the Dean of Arts' office for information. Submissions are judged by professional standards and assessed by their ability to communicate the research and its significance to a non-specialist audience. The award are is made on the recommendation of a selection committee in the Faculty of Arts, including the Dean of Arts in its membership.

ANNUAL AWARDS

6760 – Master of Data Science Domestic Scholarship

Rationale for Proposed Changes

The Master of Data Science program is increasing the amount of entrance scholarships offered to students through the following department-funded award.

Current Award Description

A \$5,000 entrance scholarship is offered annually to a domestic student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Description**

Entrance scholarships of up to \$25,000 each are A \$5,000 entrance scholarship is offered annually to a domestic students in the Master of Data Science program. The scholarships recognizes a students who has have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award scholarships are is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

6759 – Master of Data Science International Scholarship**Rationale for Proposed Changes**

The Master of Data Science program is increasing the amount of entrance scholarships offered to international students through the following department-funded award.

Current Award Description

A \$5,000 entrance scholarship is offered annually to an international student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Entrance scholarships of up to \$25,000 each are A \$5,000 entrance scholarship is offered annually for to an international students in the Master of Data Science program. The scholarships recognizes a students who has have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award scholarships are is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

SSR Women in Mining Engineering Award**Rationale for Proposed Changes**

The donor would like to amend the title to include the full name of their corporation.

Current Name: SSR Women in Mining Engineering Award**Proposed Name: SSR Mining Award for Women in Mining Engineering Award****Proposed Award Description**

No change.



Appendix B: Curriculum Report

FACULTY OF ARTS

New certificate

General Arts Studies: Experiential Learning through Social Justice

Revised program

Program in the Study of Religion

New course code

RGST: Study of Religion

New courses

RGST 200 (3) Introduction to the Study of Religion; **RGST 300 (3)** Theory and Method in the Study of Religion; **RGST 400 (3)** Advanced Seminar in the Study of Religion

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

BMEG 580 (3) Biomedical Engineering Topics at the Interface; **BMEG 581 (3)** Professional and Academic Development

Arts

Deletion of program

Master of Arts in European Studies

Revised program

Master of Public Policy and Global Affairs

New course code

PPGA: Public Policy and Global Affairs

New courses

PPGA 500 (6) Economics for Policy; **PPGA 510 (1.5)** Professional Practice in Public Policy and Global Affairs; **PPGA 511 (1.5)** Leadership for Policy Professionals; **PPGA 514 (2)** Research Design and Qualitative Methods

Education

New course

EPSE 557 (3) Social and Emotional Interventions with Children and Youth

Medicine

New course

SURG 517 (3) Clinical Research Methods for Surgical Procedures with Global Surgical Comparisons

Science

New course

RES 504 (3) Survey Design in Interdisciplinary Environmental Social Science



Appendix C: Emeritus Report

Last Name	First Name	Emeritus Title
Plessis	Judith	Director Emeritus of Continuing Studies
MacLeod	Kathleen	Professor Emeritus of Pharmaceutical Sciences
Miller	Penelope	Professor of Teaching Emeritus of Pharmaceutical Sciences
Fernlund	Goran	Associate Professor Emeritus of Materials Engineering
Hutton	Thomas A.	Professor Emeritus of Community and Regional Planning
Hodgson	Richard G.	Professor Emeritus of French, Hispanic, and Italian Studies
Kroller	Eva-Marie	Professor Emeritus of English
Malloy	Stephen	Associate Professor Emeritus of Theatre and Film
Manchon	Enrique	Senior Instructor Emeritus of French, Hispanic, and Italian Studies
Ryan	Maureen P.	Associate Professor Emeritus of Art History, Visual Art, and Theory
Daniluk	Judith C.	Professor Emeritus of Educational and Counselling Psychology and Special Education
Tierney	Robert	Dean Emeritus of Education/Professor Emeritus of Language and Literacy Education
Bressler	Bernard H.	Professor Emeritus of Cellular and Physiological Sciences
Gilks	Cyril Blake	Professor Emeritus of Pathology
Hammond	Geoffrey Lewis	Professor Emeritus of Cellular and Physiological Sciences
Humphries	Karin	Associate Professor Emeritus of Cardiology
Kwok	Yin Nam Kenny	Associate Professor Emeritus of Cellular and Physiological Sciences
MacKay	Alexander	Professor Emeritus of Radiology
McManus	Bruce	Professor Emeritus of Pathology
Rowe	Timothy C.	Associate Professor Emeritus of Obstetrics and Gynecology
Vincent	Steven R.	Professor Emeritus of Psychiatry
Wright	James M.	Professor Emeritus of Anesthesia, Pharmacology, and Therapeutics
Thomson	Thomas	Clinical Associate Professor Emeritus of Pathology
Sung	Henry Min-Lsiang	Clinical Professor Emeritus of Anesthesia, Pharmacology, and Therapeutics
Seear	Michael	Clinical Associate Professor Emeritus of Paediatrics
Sanders	Barry	Clinical Professor Emeritus of Obstetrics
Kinney	Gary E. J.	Clinical Associate Professor Emeritus of Obstetrics
Fluker	Margo Rae	Clinical Professor Emeritus of Obstetrics



Berean	Kenneth Wayne	Clinical Professor Emeritus of Pathology
Brock	Hugh W.	Professor Emeritus of Zoology
Moerman	Donald G.	Professor Emeritus of Zoology
Oldenburg	Douglas W.	Professor Emeritus of Earth, Atmospheric and Ocean Sciences
Burton	Melody	Deputy University Librarian Emeritus



03 January 2020

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minute

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

Dr. Luis de Sobrino,

Motion: *That Senate approve the Memorial Minute for Dr. Luis de Sobrino, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee



Dr. Luis Gonzaga de Sobrino y Sierra

The Senate Tributes Committee wishes to pay their respects towards Professor Emeritus Luis Sobrino, who passed on 11 November 2019.

Luis Gonzaga de Sobrino y Sierra was born in Cadiz, Spain on 16 November 1929. On 12 March 1957 he married Margarita (Margara) de la Lastra y Terry, to whom he remained married until her death in 2002. After deserting from the Spanish Navy, Luis went to the United States in 1957 to pursue an MSc and PhD in Nuclear Engineering at the Massachusetts Institute of Technology. Upon completing his Doctorate in 1960, he accepted a teaching position in the Physics Department at the University of British Columbia, became a full professor in 1968, and remained at UBC until his retirement in 1995. He served as a Representative of Joint Faculties in the UBC Senate from 1984 to 1993; at various times he also served as the Chair of the Senate Curriculum Committee.

Dr. Sobrino was one of the founders of the UBC's Arts One and later Science One programs, and was also active in the peace movement as a founding member of the Vancouver Science for Peace Chapter and as an advisory board member with Physicians for Social Responsibility. He was a well-regarded teacher and scholar, who certainly influenced departmental decisions. To his family and friends, the Senate and the University of British Columbia extend their condolences and thanks.

3 January 2020

From: Senate Academic Policy Committee

To: Senate

Re: Proposal to Establish the British Columbia Cancer Research Institute within the Faculty of Medicine

The Academic Policy Committee has reviewed the attached proposal to establish the British Columbia Cancer Research Institute (BCCRI) within the Faculty of Medicine, in partnership with the Provincial Health Services Authority and BC Cancer. There is support for the proposed BCCRI model from BC Cancer, PHSA and UBC so that the existing joint partnership can be enhanced, and so that new opportunities for greater engagement between diverse UBC Faculties and BC Cancer can be realized. The creation of the BCCRI will provide a better institutional-platform for excellence than currently exists.

The BCCRI would create a formal academic home for oncological sciences that enables cancer researchers and clinicians to operate through clearer communication channels with the university, centralizes educational resources in oncology, and further strengthens strategic alignment between BC Cancer and UBC.

The mandate of the BCCRI would be to:

- Advance cancer research discoveries;
- Enhance a strong foundation of omics research; and,
- Advance evidence-based adoption of transformational technologies and treatments.

After reviewing and discussing this proposal, we recommend the following to Senate:

Motion:

“That Senate approve and recommend to the Board of Governors that the British Columbia Cancer Research Institute be established within the Faculty of Medicine effective March 1, 2020, as set out in the attached proposal.”

Background:

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

B.C. Cancer Research Institute
*A Provincial Health Services Authority and University of British
Columbia Research Institute*

Proposal

Table of Contents

Executive Summary	3
Strategic alignment between BC Cancer and UBC	4
Rationale for becoming a UBC Institute	5
Scope of the proposed BCCRI	6
Governance, Operational Mandate and Funding	6
Governance Structure	6
Operational Mandate.....	7
Funding	8
Enablers of Success	8
UBC Consultations	9
APPENDIX 1 – BC CANCER AND UBC-AFFILIATED MEMBERS AS OF SEPTEMBER 26, 2019/PROPOSED BC CANCER RESEARCH INSTITUTE MEMBERS	10
APPENDIX 2 – BC CANCER RESEARCH ORGANIZATIONAL CHART	19
APPENDIX 3: CONSULTATION ACTIVITY SUMMARIES	20

Executive Summary

This proposal outlines the background, benefits, and requirements for BC Cancer Research to become a University of British Columbia (UBC) approved academic unit, to be known as the *BC Cancer Research Institute: A UBC and PHSA Research Institute* (BCCRI). The BCCRI proposal is timely, as recent and emerging innovations – including quantum computing – are rapidly changing the way that cancer treatment and prevention will be delivered.

The time to establish the BCCRI is now. The BCCRI has the unique opportunity to leverage existing faculty resources and infrastructure to maintain and enhance British Columbia's leadership position in cancer innovation. There is strategic alignment between BC Cancer, the Provincial Health Services Authority (PHSA) – BC Cancer's parent organization – and diverse UBC Faculties and research units. There is support for the proposed BCCRI model from BC Cancer, PHSA and UBC so that the existing joint partnership can be enhanced, and so that new opportunities for greater engagement between diverse UBC Faculties and BC Cancer can be realized. Additionally, science, medicine and society are at an inflection point in the development of population-level cancer innovation strategies which – given the strengths of both UBC and BC Cancer – could have significant impacts in the care for British Columbians and beyond that the BCCRI can help to realize. The creation of the BCCRI will provide a better institutional-platform for excellence.

The proposed BCCRI would engage affiliate members from a broad cross-section of UBC faculties, schools and units, including but not limited to Land and Food Systems, Applied Science, Dentistry, Science, Pharmaceutical Sciences, Nursing, and Biomedical Engineering. Working in joint collaboration with other UBC faculties, the BCCRI would be hosted by the Faculty of Medicine. The mandate of the BCCRI would be to:

- Advance cancer research discoveries;
- Enhance a strong foundation of omics research; and,
- Advance evidence-based adoption of transformational technologies and treatments.

BC Cancer Research oversees research within BC Cancer under the Provincial Health Services Authority (PHSA). BC Cancer Research has a well-established relationship with the UBC Faculty of Medicine, and most of the faculty members working with BC Cancer Research are currently affiliated with UBC (Appendix 1).

Leadership of BC Cancer Research is provided by Dr. Francois Benard, who serves as the Vice-President, Research, BC Cancer and, concurrently, as Associate Dean, Research at the Faculty of Medicine. BC Cancer Research does not currently have formalized UBC approval; however, the BC Cancer Research Centre is a research unit within the Faculty of Medicine. The establishment of the BCCRI as a UBC institute will help

Overview of Cancer Structures

BC Cancer: formerly known as the BC Cancer Agency, BC Cancer is a program of the Provincial Health Services Authority with a mandate that covers the full spectrum of cancer care.

BC Cancer Research: the research portfolio of BC Cancer.

BC Cancer Research Centre: a Faculty of Medicine-recognized research centre led by the Associate Dean Research (BC Cancer). It is noted that this research centre does not currently have UBC-approval.

BC Cancer Research Institute: the proposed research institute, which would supersede the BC Cancer Research Centre.

to consolidate cancer research activity in the Lower Mainland and the province by creating a hub – a clear centre of responsibility – for cancer research activity that bridges UBC and the Provincial Health Services Authority (PHSA).

Current State

The PHSA is responsible for governing, managing, and funding BC Cancer. BC Cancer is a multi-disciplinary clinical and research program with a provincial mandate to provide a full spectrum of cancer care from prevention, screening, diagnosis and treatment, to research and education, to support and palliative care.

BC Cancer Research – the portfolio managing research within BC Cancer – is the largest cancer research operation in British Columbia and is Canada’s second largest, with the differentiating capacity to study cancer on a population-wide basis. The host of many leading research programs, including the Terry Fox Laboratory and Canada’s Michael Smith Genome Sciences Centre, BC Cancer Research has distinctive strength in genomics research and evidence-based adoption of transformational technologies and techniques. Dedicated fundraising support is provided by the BC Cancer Foundation.

At this juncture, there is a strong appetite at BC Cancer Research for change and progress to increase knowledge exchange among clinicians and researchers and to prioritize recruitment of those who can bridge disciplines. Cancer is a core area of research focus and expertise at UBC, including Biomedical Engineering and Data Science. BC Cancer Research’s research grants are typically channeled through the University.

Working in collaboration, BC Cancer and UBC are actively bridging academic science and clinical research to support patients and families affected by cancer, with the integration of research creating new knowledge and transformative results to improve the health and well-being of British Columbians and Canadians. BC Cancer Research attracts and sustains a productive and vibrant student and postdoctoral fellow community, with over 500 trainees. There are several established graduate and residency training programs at BC Cancer Research that demonstrate the close partnership with UBC.

Other core research institutes in the province are already UBC-approved, including the Women’s Health Research Institute, the BC Children’s Hospital Research Institute, the Vancouver Coastal Health Research Institute, and the Providence Health Care Research Institute. There is clear support from PHSA and UBC more broadly for a similar transition at BC Cancer Research.

Indeed, PHSA’s recently released Service Plan for 2019/20–2021/22 references “commitment to the central position of science, evidence, and education in wellness, care, and policy”, and it signals clear intention to enhance its partnership with UBC.

Strategic alignment between BC Cancer and UBC

Alignment exists at the highest level between UBC’s vision (*Inspiring people, ideas, and actions for a better world*) and BC Cancer’s vision (*A world free from cancer*).

At an institutional level, UBC is committed to strengthening shared research infrastructure and resources, notably digital research infrastructure. The university is also working to improve the ecosystem that facilitates the translation of research into policies and practice, consistent with BC Cancer’s orientation to population outcomes. More broadly, UBC’s strategic plan highlights its determination to reinforce and

improve upon its excellence through cross-cutting focus on innovation and collaboration, both defining attributes of the proposed BCCRI. The university's decision to bolster UBC Health¹ through the designation of a Vice-President, Health is a clear indication of the strategic importance of collaboration in health specifically.

Cancer is one of five research priorities of the Faculty of Medicine, BCCRI's host faculty. Enhanced capabilities in precision medicine and interdisciplinary population-based, patient-oriented clinical research are two areas of Medicine research excellence and focus, both of which are integral to the research agenda of BC Cancer. The Faculty of Medicine is intent on building core research platforms in areas fundamental to cancer research, including genomics and 'omics, data science, imaging, and drugs and therapeutics.

Rationale for becoming a UBC Institute

The BCCRI would create a formal academic home for oncological sciences that enables cancer researchers and clinicians to operate through clearer communication channels with the university, centralizes educational resources in oncology, and further strengthens strategic alignment between BC Cancer and UBC. BCCRI would both fuel collaborative growth and facilitate the capture of operational synergies.

Areas of mutual benefit include:

1. Support in advancing respective goals in research, notably at the academic / clinical interface;
2. Recruitment of outstanding faculty and graduate students, essential for the collective research mission;
3. Development of a pipeline of scientifically educated health practitioners with the capacity to help address and manage cancer in the future;
4. Creation of a translational platform that extends from bench to bedside to population, reinforced by the reach and connection of UBC's Distributed Medical Programs;
5. Extended application of UBC's investment and expertise in data science to a societal imperative;
6. Greater leverage of BC Cancer organizational infrastructure and University resources in areas such as grant facilitation, IT systems and services, and volume discounts in purchasing;
7. Establishment of a more permanent mechanism for joint fundraising, potentially for a new shared building, as evidenced by the funding success of other UBC research institutes (e.g. the Life Sciences Institute); and,
8. Expanded scope for interdisciplinary, cross-health authority, and sector-wide collaborations, facilitated through the respective connections of UBC and PHSA.

The creation of the BCCRI would be minimally disruptive in view of the solid working partnership and strategic alignment between BC Cancer and UBC, strong BC Cancer Research faculty affiliation with UBC, and the existing dual reporting lines of the BC Cancer Vice-President, Research to BC Cancer and the Faculty of Medicine.

¹ Cross-Faculty collective with the mandate to advance collaborative activity in health education, research, and systems effectiveness

Scope of the proposed BCCRI

The model of BC Cancer Research is predicated on the conviction that advancing and translating knowledge are both dependent on dedicated research at multiple levels - from single molecules and cells, to the individual patient, to the population. Five priority areas are outlined in the BC Cancer Research Strategic Plan 2019 (genomics; cancer biology and therapeutics; clinical translation; population oncology and prevention; research infrastructure).

The proposed BCCRI is charged with helping advance the objectives of this plan. It would focus especially on components closest to UBC areas of excellence and strategic focus:

- Accelerated implementation of genomics sequencing on a population scale, leveraging the university's world class genomics capabilities and the connected fundraising capacity of BC Cancer and UBC;
- Translation of cancer genomics and biology into therapeutic innovations, propelled by targeted faculty recruitment;
- Development and implementation of strategies for cancer prevention;
- Improved support for clinical scientists in oncology to fast-track translation to practice, underpinned in part by BCCRI's expanded ability to support academic appointments; and,
- Provision of an excellent educational environment for students and post-doctoral fellows that both equips the provincial workforce to manage cancer and helps advance cancer research.

Activities requiring clinical interface would be conducted in partnership between the university and health authority, but through the auspices and physical facilities of PHSA.

Governance, Operational Mandate and Funding

This section contains an overview of the BCCRI's proposed governance framework, high-level operational mandate requirements, and funding information.

Governance Structure

The Vice-President, Research (VPR), BC Cancer is responsible for setting and facilitating a comprehensive cancer research strategy across the province. Serving concurrently as the Associate Dean, Research (ADR), this position reports through the Faculty of Medicine and UBC, as well as through BC Cancer and PHSA as the VPR.

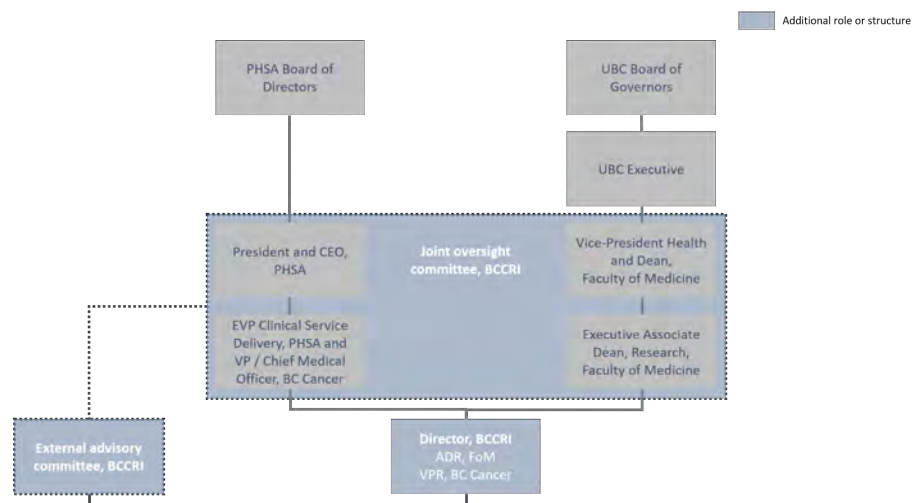
Consistent with other UBC Faculty of Medicine research institutes, the current dual leadership and governance structure in BC Cancer Research would be sustained in the proposed model for BCCRI (*depicted overleaf*). The reporting lines would not be impacted by the transition. The Board of Directors, PHSA and the Board of Governors, UBC would remain the ultimate governance bodies respectively.

The additional dimensions to reflect the proposed transition include:

- The role of Director, BCCRI would be added to the responsibilities of the VPR / ADR position and to the BC Cancer/PHSA and Faculty of Medicine / UBC accountabilities and reporting relationships.
- A Joint Oversight Committee would be formalized at the level of the President and CEO, PHSA and Dean, Faculty of Medicine. The current Dean of the Faculty of Medicine also serves as UBC's Vice-

President, Health, which would help ensure alignment with other faculties at the university. The Joint Oversight Committee would meet regularly to:

1. Set strategic objectives and goals for BCCRI.
 2. Review the financial, operational, and research performance of BCCRI.
 3. Make appointment and compensation recommendations for the Associate Dean, Research.
 4. Oversee the preparation of regular reporting communication of progress of the Institute to the general public, government officials, private partners, PHSA and UBC governance.
 5. Seek and bring perspectives on BCCRI from the broader community.
 6. Manage high-level work-place issues.
- An External Advisory Committee would be established to promote scientific and partner alignment and to facilitate, as appropriate, consideration of broader fundraising possibilities. The external advisory committee would meet at an interval of no less than twice per year. Chaired by the Vice-President Research and Associate Dean, Research BC Cancer Research Institute, the External Advisory Committee's membership will be approved by the Joint Oversight Committee; initial composition of the External Advisory Committee is expected to include one member each from the Canadian and International research communities, one member appointed by UBC Health, one member of the public, one member of the business community and one member from the patient community.



The organizational structure reporting to the Director, BCCRI would be the existing BC Cancer Research organizational structure. The current BC Cancer Research structure is provided in Appendix 2.

Operational Mandate

The BCCRI will comply with the following guidelines:

- The BCCRI will provide infrastructure to support cross-disciplinary research and scholarship that enhances the academic goals of Faculties and the university.

- The BCCRI will sustain a dual-reporting relationship to the University and a health authority, with BCCRI Director appointment renewable for two five-year terms. They should submit an annual report on Institute priorities and progress to the Faculty of Medicine.
- The BCCRI must operate in compliance with relevant BC Cancer / PHSA and UBC policies.

Faculty appointments and chairs would continue to reside in Faculty departments, with the Director position also sustaining its appointment in BC Cancer / PHSA. Educational programming would continue to be housed in the Faculties of Medicine and of Graduate and Postdoctoral Studies at UBC; there is no intention to establish independent graduate programs.

It is noted that the BCCRI would be formally reviewed every five years according to Faculty of Medicine review policy and UBC's *Principles, Procedures and Guidelines for External Academic Reviews*.

Funding

The implementation and operation of the BCCRI will have no budgetary impacts to UBC or to PHSA. Core operating funding would continue to be provided by PHSA, as is currently the case with BC Cancer Research. BCCRI would accordingly be financially accountable to the health authority for operations. The university would continue to part-fund faculty salaries through departments. There would be no operational or financial impact on any other programs at the Faculty of Medicine.

There is no cost implication resulting from operationalizing the BCCRI with respect to the annual remuneration of the BCCRI Director position. As mentioned above the role of Director, BCCRI would be added to the current responsibilities of the Vice President Research, BC Cancer Research and Associate Dean Research, BC Cancer Research Centre position, meaning that there would be no net cost increase in creating the Director BCCRI position. The Faculty of Medicine currently provides \$60,000 per annum (not subject to wage increases) in compensation for the Associate Dean Research, BC Cancer Research Centre position; this existing funding is intended to also cover the cost of the Director BCCRI position. The existing funding for this leadership position is provided through the Office of the Executive Associate Dean Research, Faculty of Medicine.

Enablers of Success

Given that BC Cancer and UBC currently work in close partnership, there would be relatively little change in practice. The immediate requirements for success are in place.

The existing infrastructure and BC Cancer Research team would be able to support operations. There would be no immediate requirement for an increase in space; BCCRI operations would take place in space currently dedicated to cancer research activities at BC Cancer, the Genome Science Centre, and the university. PHSA and UBC would continue to contribute to cancer research operations. One example of joint funding is that PHSA and UBC have both agreed to commit matching funds to those secured through the pan-Canadian Marathon of Hope Cancer Centres Network, established to accelerate the adoption of precision medicine in cancer. The BC Cancer Research Strategic Plan provides a solid basis for planning and prioritization.

Faculty members from other universities, notably Simon Fraser and the University of Victoria, would sustain their respective relationships with BCCRI, consistent with their current arrangements with BC Cancer Research.

Areas of short-term opportunity include:

- New and enhanced coordination of PHSA and UBC approaches, policies, and resources vis-à-vis intellectual property (IP), data, innovation, translation development, consistent with existing Affiliation Agreements;
- Creation of an education office at BC Cancer Research to provide coordinated support for residency and graduate training programs; and
- Realignment of physical space as necessary to support BCCRI activity most effectively, including management of the UBC campus components.

Continued UBC investment in faculty positions and research chairs is critical. Both PHSA and UBC are striving to achieve a more robust balance between health authority-funded and university-funded positions, and these efforts should be sustained in BCCRI. As a primary strategic focus in the Faculty of Medicine, cancer research will also be a priority in the creation of new faculty positions.

Cultural evolution would be natural as a coherent identity begins to build in the new BCCRI. The leadership team should seek to promote and nurture this development, with appropriate regard to the autonomy of BC Cancer / PHSA and UBC respectively. There are important, longer-term opportunities for co-investment in expansion, and possibly geographic redistribution, in space, facilities, and platforms, including dry laboratories and early phase “first-in-humans” clinical trial capacity.

UBC Consultations

A UBC consultation process was employed in the development and Faculty of Medicine approval of the BCCRI proposal. As outlined in the consultation summary below, the consultation strategy involved in-person and written engagement which sought feedback on the BCCRI proposal and endorsement and/or approval of the BCCRI proposal as required by the stakeholder group.

The key stakeholders consulted included:

- Leadership in the Faculty of Medicine Research centres and institutes;
- Faculty of Medicine learners, including graduate student representatives and the resident and medical school representatives to the Faculty of Medicine’s Executive Committee.
- The Faculties of Pharmaceutical Sciences, Applied Science, Science, Applied Science, Land and Food Systems, and Dentistry, including their research centres/institutes.
- The School of Nursing and its research centres/institutes, and the School of Biomedical Engineering.
- UBC research leadership.

See Appendix 3 for a summary of each consultation activity.

**APPENDIX 1 – BC CANCER AND UBC-AFFILIATED MEMBERS AS OF SEPTEMBER
26, 2019/PROPOSED BC CANCER RESEARCH INSTITUTE MEMBERS**

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Abadi	Shirin	CLINICAL PHARMACY	PHARMACY	CLINICAL PROFESSOR-UBC	DoM, Pharmaceutical Sciences
Alexander	Abraham	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Alfaraj	Fatimah	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Surgery
Allan	Sharon	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Al-Tourah	Abdul	MEDICAL ONCOLOGIST	PATIENT EXPERIENCE & INTERPROFESSIONAL PRACTICE	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Anderson	Helen	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Aparicio	Samuel	DISTINGUISHED SCIENTIST	MOLECULAR ONCOLOGY	PROFESSOR-UBC	FoM, Path/Lab
Awotwi-Pratt	Joseph	PHYSICIST	MEDICAL PHYSICS	CLINICAL ASSISTANT PROFESSOR-UBC	
Bachand	Francois	DEPARTMENT HEAD	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Bahl	Gaurav	HEMATOLOGIST	HEMATOLOGY / BMT	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Baliski	Chris	PHYSICIAN	SURGICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Bally	Marcel	DISTINGUISHED SCIENTIST	EXPERIMENTAL THERAPEUTICS	PROFESSOR-UBC	FoM, Path/Lab
Beckham	Wayne	MEDICAL PHYSICIST	MEDICAL PHYSICS	HONORARY LECTURER	Physics & Astronomy
Benard	Francois	Vice-President, Research	MOLECULAR ONCOLOGY	PROFESSOR-UBC	FoM, Radiology
Bennewith	Kevin	SCIENTIST	INTEGRATIVE ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Benny	W. Barret	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Hematology
Bernstein	Vannessa	Emeritus-MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Med Onc
Berrang	Tanya	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Berthelet	Eric	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Bhatti	Parveen	SENIOR SCIENTIST	CANCER CONTROL RESEARCH	ADJUNCT PROFESSOR-UBC	SPPH
Birol	Inanc	DISTINGUISHED SCIENTIST	GENOME SCIENCES CENTRE	PROFESSOR-UBC	FoM, Med Gen
Blood	Paul	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Brinkman	Ryan	SENIOR SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Med Gen
Broady	Raewyn	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Hematology
Brooks-Wilson	Angela	DISTINGUISHED SCIENTIST	GENOME SCIENCES CENTRE	PROFESSOR-UBC	FoM, Med Gen
Budz	Bernice	Vice-President	PATIENT EXPERIENCE & INTERPROFESSIONAL PRACTICE	ADJUNCT PROFESSOR-UBC	Nursing
Carey	Mark	GYNAECOLOGIC ONCOLOGIST	GYNAECOCYTOLOGY ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, OBGYN

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Carlone	Marco	PHYSICS LEADER	RADIATION ONCOLOGY	ADJUNCT PROFESSOR	Department of Computer Science, Mathematics, Physics and Statistics
Carolan	Hannah	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Caron	Nadine	SCIENTIST	GENOME SCIENCES CENTRE	ASSOCIATE PROFESSOR-UBC	FoM, Surgery (general)
Chan	Theresa	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Med Onc
Cheung	Andrea	GP ONCOLOGIST	GYNAECOLOGY ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, OBGYN
Cheung	Arthur	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Chi	Kim	MEDICAL ONCOLOGIST; CHIEF MEDICAL OFFICER	MEDICAL ONCOLOGY	ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Chia	Stephen	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Clarkson	Paul	ORTHO SURGICAL ONCOLOGY	SURGICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Ortho
Coppin	Chris	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Craig	Jeffrey	PATHOLOGIST	PATHOLOGY	CLINICAL INSTRUCTOR-UBC	DoM, Med Onc
Crook	Juanita	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	PROFESSOR	FoM, Surgery
Dedhar	Shoukat	DISTINGUISHED SCIENTIST	INTEGRATIVE ONCOLOGY	PROFESSOR-UBC	FoM, BioChem & Mol Biol
Do	Thuan	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Drysdale	Elaine	PSYCHIATRIST	PATIENT & FAMILY COUNSELLING	CLINICAL PROFESSOR-UBC	FoM, Psychiatry
Dueck	Greg	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Med Gen
Duncan	Graeme	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Eaves	Connie	DISTINGUISHED SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Med Gen
Eigl	Bernie	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Med Onc
Ellard	Susan	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Med Onc
Farinha	Pedro	PATHOLOGIST	PATHOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Finch	Daygen	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Med Onc
Finlayson	Sarah	GYNAECOLOGIC ONCOLOGIST	GYNAECOLOGY ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, OBGYN
Fitzgerald	Catherine	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Med Onc
Forrest	Donna	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL PROFESSOR-UBC	FoM, Hematology
Galbraith	Paul	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Hematology
Gallagher	Richard	SCIENTIST-Emeritus	CANCER CONTROL RESEARCH	CLINICAL PROFESSOR-UBC	DoM, Derm & Skin
Garnis	Catherine	SCIENTIST	INTEGRATIVE ONCOLOGY	ASSOCIATE PROFESSOR-UBC	DoM, Surgery

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Gelmon	Karen	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	PROFESSOR-UBC	FoM, Med Onc
Germain	Francois	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Surgery
Gerrie	Alina	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Hematology
Gill	Karamjit	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Med Onc
Gill	Sharlene	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	PROFESSOR-UBC	FoM, Med Onc
Goddard	Karen	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	DoM, Surgery
Goulart	Jennifer	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Surgery
Gout	Peter	SCIENTIST-EMERITUS	EXPERIMENTAL THERAPEUTICS	HONORARY ASSOCIATE PROFESSOR-UBC	DoM, Surgery
Guillaud	Martial	SENIOR SCIENTIST	INTEGRATIVE ONCOLOGY	ADJUNCT PROFESSOR	Dept of Statistics
Halperin	Ross	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Surgery
Hamilton	Sarah	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	DoM, Surgery
Hamilton	Trevor	SURGICAL ONCOLOGIST	SURGICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Surgery
Hart	Jason	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Med Onc
Hawley	Philippa	PALLIATIVE MEDICINE SPECIALIST	PAIN & SYMPTOM MGMT	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, PALLIATIVE CARE
Hay	Kevin	SCIENTIST	TERRY FOX LAB	ASSISTANT PROFESSOR-UBC	FoM, Hematology
Heywood	Mark	GYNAECOLOGIC ONCOLOGIST	GYNAECOLOGY ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, OBGYN
Hirst	Martin	SCIENTIST	GENOME SCIENCES CENTRE	ASSISTANT PROFESSOR-UBC	Dept of Microbiology & Immunology
Ho	Cheryl	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Med Onc
Ho	Clement	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Surgery
Ho	Vincent	DERMATOLOGY ONCOLOGIST	DERMATOLOGY	PROFESSOR-UBC	FoM, DERMATOLOGY
Hogge	Donna	SENIOR SCIENTIST	TERRY FOX LAB	CLINICAL PROFESSOR-UBC	DoM, Hematology
Holloway	Caroline	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Surgery
Holt	Robert	DISTINGUISHED SCIENTIST	GENOME SCIENCES CENTRE	PROFESSOR-UBC	FoM, Med Gen
Hoodless	Pamela	DISTINGUISHED SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Med Gen
Hoskins	Paul	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Med Onc
Humphries	Richard	DISTINGUISHED SCIENTIST- EMERITUS	TERRY FOX LAB	PROFESSOR-UBC	FoM, Med Gen
Huntsman	David	PATHOLOGIST	MOLECULAR ONCOLOGY	PROFESSOR-UBC	FoM, Path/Lab
Ingledeu	Paris-Anne	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Ionescu	Diana	PATHOLOGIST	PATHOLOGY	CLINICAL PROFESSOR-UBC	FoM, Path/Lab

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Jiang	Xiaoyan	DISTINGUISHED SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Med Gen
Jiwani	Azim	GENERAL PRACTITIONER	MEDICINE	ASSOCIATE MEMBER	FoM, Med Onc
Jones	Steven	DISTINGUISHED SCIENTIST	GENOME SCIENCES CENTRE	PROFESSOR-UBC	FoM, Med Gen
Karsan	Aly	DISTINGUISHED SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Path/Lab
Karvat	Anand	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Keyes	Mira	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Khoo	Kong Eng	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Kim	David	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Surgery
Kim-Sing	Charmaine	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Ko	Jenny	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Med Onc
Kollmannsberger	Christian	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Med Onc
Korbelik	Mladen	DISTINGUISHED SCIENTIST-EMERITUS	INTEGRATIVE ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Path/Lab
Krystal	Gerald	DISTINGUISHED SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Path/Lab
Kuchenbauer	Florian	SENIOR SCIENTIST	TERRY FOX LAB	ASSOCIATE PROFESSOR-UBC	FoM, Hematology
Kwan	Winkle	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Kwon	Janice	GYNAECOLOGIC ONCOLOGIST	GYNAECOLOGY ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, OBGYN
Lalani	Nafisha	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Surgery, VCH
Lam	Stephen	DISTINGUISHED SCIENTIST	INTEGRATIVE ONCOLOGY	PROFESSOR-UBC	Dept of Med, Respiratory
Lam	Wan	SENIOR SCIENTIST	INTEGRATIVE ONCOLOGY	PROFESSOR-UBC	FoM, Path/Lab
Lansdorp	Peter	DISTINGUISHED SCIENTIST	TERRY FOX LAB	AFFILIATE PROFESSOR-UBC	FoM, Hematology
Laskin	Janessa	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Le	Lyly	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Le	Nhu	DISTINGUISHED SCIENTIST	CANCER CONTROL RESEARCH	ADJUNCT PROFESSOR-UBC	Statistics
Leco	Pamela	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Lee	Agnes	PHYSICIAN	MEDICINE	ASSOCIATE PROFESSOR-UBC	DoM, Hematology
Lee	Christopher	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Lee	Marette	GYNAECOLOGIC ONCOLOGIST	SURGICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, OBGYN
Lee	Richard	MEDICAL PHYSICIST	MEDICAL ONCOLOGY	HONORARY LECTURER	Physics & Astronomy
Lee	Tim	SENIOR SCIENTIST	CANCER CONTROL RESEARCH	ASSOCIATE PROFESSOR-UBC	FoM, School of Pop & Public Health

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Lee	Ursula	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Lesfresne	Shilo	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Lester	Beverly	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Surgery
Li	Charles	PHYSICIAN	MEDICINE	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Hematology
Lim	Howard	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Lim	Peter	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Lin	Kuo-shyan	SENIOR SCIENTIST	MOLECULAR ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, Radiology
Ling	Victor	DISTINGUISHED SCIENTIST	INTEGRATIVE ONCOLOGY	PROFESSOR	FoM, Path/Lab
Liu	Mitchel	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Lo	Andrea	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Surgery
Lockwood	William	SCIENTIST	INTEGRATIVE ONCOLOGY	ASSISTANT PROFESSOR-UBC	FoM, Path/Lab
Lohrisch	Caroline	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Loree	Jonathan	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	ASSISTANT PROFESSOR-UBC	FoM
Ma	Roy	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Macaulay	Calum	DISTINGUISHED SCIENTIST	INTEGRATIVE ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Mager	Dixie	DISTINGUISHED SCIENTIST	TERRY FOX LAB	PROFESSOR-UBC	FoM, Med Gen
Maguire	John	NEUROPATHOLOGIST	PATHOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Manji	Mohammed	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Marra	Marco	DISTINGUISHED SCIENTIST	GENOME SCIENCES CENTRE	PROFESSOR-UBC	FoM, Med Gen
Martin	Lee Ann	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Martins	Heidi	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	DoM, Med Onc
McAlpine	Jessica	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, OBGYN
McKenzie	Michael	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Melosky	Barbara	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Michels	Jorg	PHYSICIAN	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Miller	Dianne	GYNAECOLOGIC ONCOLOGIST	GYNAECOLOGY ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, OBGYN
Minchinton	Andrew	DISTINGUISHED SCIENTIST	INTEGRATIVE ONCOLOGY	HONORARY ASSISTANT PROFESSOR-UBC	FoM, Path/Lab
Mohamed	Islam	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Morin	Gregg	SENIOR SCIENTIST	GENOME SCIENCES CENTRE	ASSOCIATE PROFESSOR-UBC	FoM, Med Gen
Murphy	Kevin	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Nantel	Stephen	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL PROFESSOR-UBC	FoM, Hematology
Nelson	Brad	DISTINGUISHED SCIENTIST	DEELEY RESEARCH CENTRE	PROFESSOR-UBC	FoM, Med Gen
Nevill	Thomas	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL PROFESSOR-UBC	FoM, Hematology
Nichol	Alan	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Nielsen	Torsten	PATHOLOGIST	PATHOLOGY	PROFESSOR-UBC	FoM, Path/Lab
Olson	Robert	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Pai	Howard	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Pansegrau	Gary	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Parsons	Christina	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Peacock	Michael	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Surgery
Petrik	David	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Pickles	Thomas	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	PROFESSOR-UBC	FoM, Surgery
Poh	Catherine	CLINICIAN SCIENTIST	CANCER CONTROL RESEARCH	ASSOCIATE PROFESSOR-UBC	FoM, DENTISTRY
Power	Maryse	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Hematology
Rajapakshe	Rasika	RADIATION ONCOLOGIST	MEDICAL PHYSICIST	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Rao	Sanjay	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	DoM, Med Onc
Reed	Melanie	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Regier	Dean	SENIOR HEALTH ECONOMIST	CANCER CONTROL RESEARCH	ASSISTANT PROFESSOR-UBC	FoM, POPULATION & PUBLIC HEALTH
Renouf	Daniel	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Roland	Kristine	HEMATOPATHOLOGIST	HEMATOLOGY / BMT	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Path/Lab
Rosin	Miriam	SENIOR SCIENTIST	CANCER CONTROL RESEARCH	CLINICAL PROFESSOR-UBC	FoM, Path/Lab
Roth	Andrew	SCIENTIST	MEDICAL ONCOLOGY	ASSISTANT PROFESSOR-UBC	FoM, Path/Lab
Sadar	Marianne	DISTINGUISHED SCIENTIST	GENOME SCIENCES CENTRE	PROFESSOR-UBC	FoM, Path/Lab
Savage	Kerry	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Sawhney	Ravinder	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Schrader	Kasmintan	SCIENTIST	MOLECULAR ONCOLOGY	ASSISTANT PROFESSOR-UBC	FoM, Med Gen
Scott	David	SCIENTIST	CENTRE FOR LYMPHOID CANCER RESEARCH	ASSISTANT PROFESSOR-UBC	DoM

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

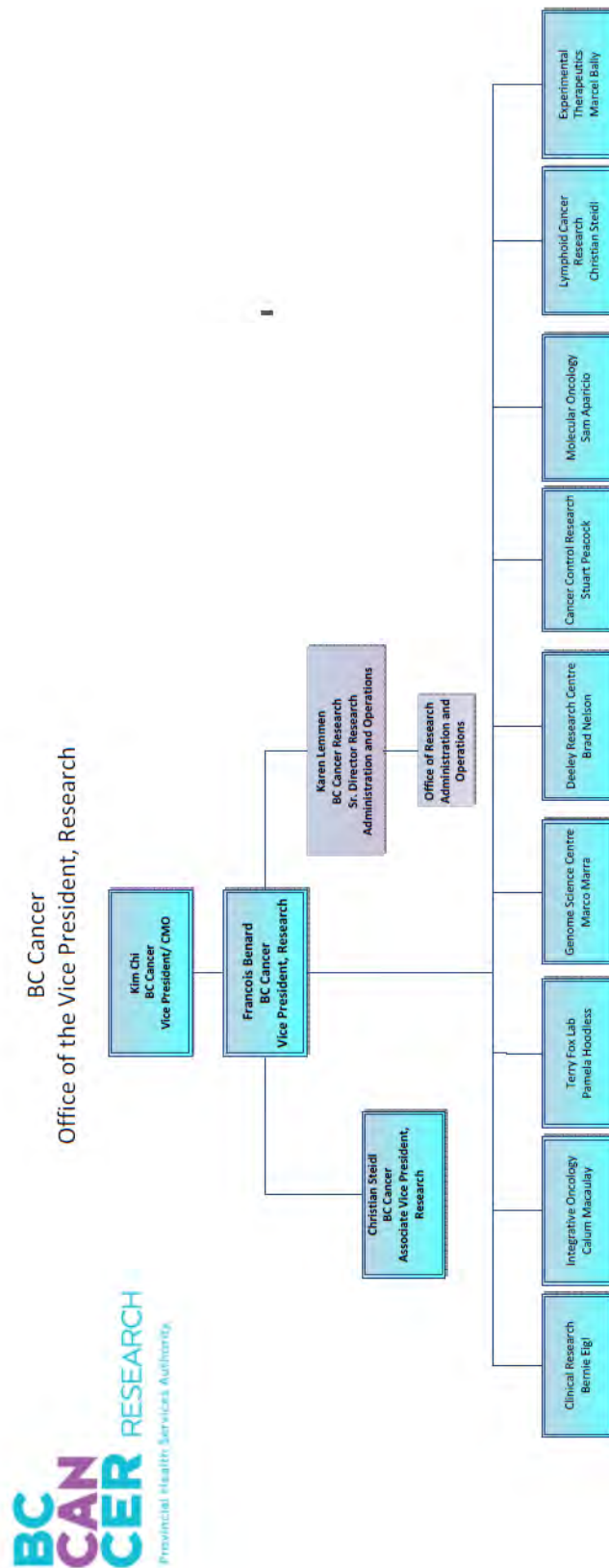
Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Sehn	Laurie	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Shah	Sohrab	SCIENTIST	MOLECULAR ONCOLOGY	ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Shenkier	Tamara	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Slack	Graham	PATHOLOGIST	PATHOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Smith	Sally	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Song	Kevin	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Hematology
Sorenson	Poul	SENIOR SCIENTIST	MOLECULAR ONCOLOGY	PROFESSOR-UBC	FoM, Path/Lab
Souliere	Sheila	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Med Onc
Spinelli	John	DISTINGUISHED SCIENTIST	CANCER CONTROL RESEARCH	PROFESSOR-UBC	FoM, POPULATION & PUBLIC HEALTH
Steidl	Christian	SENIOR SCIENTIST	CENTRE FOR LYMPHOID CANCER RESEARCH	ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab
Stirling	Peter	SCIENTIST	TERRY FOX LAB	ASSOCIATE PROFESSOR (PARTNER)-UBC	FoM, Med Gen
Sun	Sophie	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Sutherland	Heather	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Hematology
Tai	Isabella	SENIOR SCIENTIST	GENOME SCIENCES CENTRE	ASSISTANT PROFESSOR-UBC	DoM, Gastro
Takei	Fumio	SENIOR SCIENTIST	TERRY FOX LAB	PROFESSOR	FoM, Path/Lab
Tavassoli	Peyman	PATHOLOGIST	PATHOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Path/Lab
Taylor	Marianne	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Taylor	Sara	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Med Onc
Taylor	Susan	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, Community Internal Med
Thiessen	Brian	NEURO ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	DoM, NEUROLOGY
Tinker	Anna	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	DoM, Med Onc
Toze	Cynthia	BMT PHYSICIAN	HEMATOLOGY / BMT	CLINICAL PROFESSOR-UBC	FoM, Hematology
Truong	Pauline	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Tsang	Peter	PHYSICIAN	HEMATOLOGY / BMT	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Hematology
Tyldesley	Scott	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Van Niekerk	Dirk	PATHOLOGIST	PATHOLOGY	CLINICAL INSTRUCTOR-UBC	FoM, Path/Lab
Voduc	David	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery

List of Researcher Names - BC Cancer as of September 26, 2019

Vancouver Senate

Last Name	First Name	BCCA TITLE	BCCA DEPARTMENT	FACULTY POSITION	UBC Department/Division
Wai	Elaine	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Wang	Yuzhou	DISTINGUISHED SCIENTIST	EXPERIMENTAL THERAPEUTICS	ASSOCIATE PROFESSOR-UBC	DoM, UROLOGY
Watson	Peter	DISTINGUISHED SCIENTIST	DEELEY RESEARCH CENTRE	PROFESSOR-UBC	FoM, Path/Lab
Weir	Lorna	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	FoM, Surgery
Weiss	Alan	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL PROFESSOR-UBC	DoM, Gastro
Weng	Andrew	DISTINGUISHED SCIENTIST	TERRY FOX LAB	(Tenure Track) PROFESSOR-UBC	FoM, Path/Lab
Wilson	Christine	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Radiology
Wilson	Don	NUCLEAR MEDICINE PHYSICIAN	FUNCTIONAL IMAGING	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Surgery
Wilson	Kenneth	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL PROFESSOR-UBC	DoM, Med Onc
Wong	Frances	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Wu	Jonn	RADIATION ONCOLOGIST	RADIATION ONCOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Surgery
Yapp	Donald	SCIENTIST	EXPERIMENTAL THERAPEUTICS	ADJUNCT PROFESSOR-UBC	Pharm Sciences
Yee	Adrian	MEDICAL ONCOLOGIST	MEDICAL ONCOLOGY	CLINICAL INSTRUCTOR-UBC	DoM, Med Onc
Yenson	Paul	HEMATOLOGIST/PHYSICIAN	HEMATOLOGY / BMT	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Hematology
Yip	Stephen	PATHOLOGIST	PATHOLOGY	ASSOCIATE PROFESSOR (PARTNER)-UBC	FoM, Path/Lab
Yong	Paul	GYNAECOLOGIC SURGEON	SURGICAL ONCOLOGY	ASSISTANT PROFESSOR-UBC	FoM, OBGYN
Zeng	Haishan	DISTINGUISHED SCIENTIST	INTEGRATIVE ONCOLOGY	CLINICAL ASSISTANT PROFESSOR-UBC	FoM, Path/Lab
Zhou	Chen	PATHOLOGIST	PATHOLOGY	CLINICAL ASSOCIATE PROFESSOR-UBC	FoM, Path/Lab

APPENDIX 2 – BC CANCER RESEARCH ORGANIZATIONAL CHART



APPENDIX 3: CONSULTATION ACTIVITY SUMMARIES

Date: September 25, 2019

Activity: Engagement of FoM Dean's Executive Council

The purpose of this advisory council is to advise the Dean on Faculty-wide administrative matters, support the Dean's decision-making process and enable information to flow among portfolios.

Format: Committee presentation and discussion.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Committee Composition:

- Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President, Health
- Dr. Deborah Money, Executive Vice Dean
- Dr. Mike Allard, Vice Dean, Health Engagement
- Dr. Roger Wong, Executive Associate Dean, Education
- Dr. Robert McMaster, Interim Executive Associate Dean
- Dr. Joseph Anthony, Interim Associate Dean, Health Professions
- Katie White, Executive Director, Communications
- Leanne Denis, Executive Director, Development & Alumni Engagement
- Shanda Jordan Gaetz, Executive Director, Faculty Affairs and Interim Executive Director, Finance & Operations
- Cindi Valensky, Special Advisor, Government Relations
- Dr. Paul Winwood, Regional Associate Dean Northern
- Dr. Roanne Preston, Head and Professor, Anesthesiology, Pharmacology & Therapeutics

Feedback/Outcome:

Engaged senior leadership of the Faculty of Medicine. Clarification requested by some council members with respect to the role of graduate programs and whether the proposed institute would house faculty; the answer was no for both questions, with the proposal document updated to clarify these points. Committee endorsed BCCRI proposal.

Date: October 2, 2019

Activity: Engagement of FoM Assistant and Associate Deans Research Advisory Council

The purpose of this advisory council is to advise the Executive Associate Dean, Research, provide a forum for research leadership, identify and plan for research opportunities, and to align efforts.

Format: Committee presentation and discussion.

Lead: Dr. Francois Benard, Vice President, Research, BC Cancer and Associate Dean Research, UBC Faculty of Medicine

Council Composition:

- Dr. Rob McMaster, Associate Dean, Research, VCHRI and Professor, Medical Genetics
- Dr. Francois Benard, Associate Dean, Research BC Cancer
- Dr. Darryl Knight, Associate Dean, Research PCRHI
- Dr. Wyeth Wasserman, Associate Dean, Research BCCHRI
- Dr. Bruce Wright, Regional Associate Dean, Vancouver Island
- Dr. Paul Winwood, Assistant Dean, Research, Northern Medical Program
- Dr. Chris Fibiger, Assistant Dean, Research, Southern Medical Program
- Dr. Dean Jones, Assistant Dean, Research & Education, Fraser

Feedback/Outcome:

Dr. Benard provided a brief background of BC Cancer and gave an overview of the BCCRI proposal. BC Cancer always valued the relationship with UBC and there is a lot of enthusiasm within BC Cancer to formalize the partnership. There was a short discussion about why this formal relationship didn't already exist. There was discussion that there was lack of clarity regarding why the BCCRI concept was not previously established. There was strong endorsement of the proposed partnership and most saw it more as a formality than anything. It was described as a previous oversight that we are now correcting. Most felt that the current construct had been operating as such anyways and there would be only benefits for both sides. A couple of the highlighted benefits that were discussed were that Cancer Researchers would have an official landing place and it would help with recruitment & fundraising goals. It was passed with unanimous support.

Date: October 4, 2019

Activity: Engagement of Dr. Meigan Aronson, Dean, **Faculty of Science**

Format: 1:1 discussion meeting.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholder: Faculty of Science

Feedback/Outcome:

Dr. Aronson supportive. Discussion regarding proposed institute as a driver for future cancer research success.

Date: October 7, 2019

Activity: Engagement of Dr. Mary MacDougall, Dean, **Faculty of Dentistry**

Format: 1:1 discussion meeting.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholder: Faculty of Dentistry

Feedback/Outcome:

Dr. MacDougall supportive and highlighted interest in oral cancer.

Date: October 7, 2019

Activity: Engagement of Dr. James Olson, Dean, **Faculty of Applied Science**

Format: 1:1 discussion meeting.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholder: Faculty of Applied Science

Feedback/Outcome:

Dr. Olson supportive. Discussion regarding interface of proposed institute and the Schools of Nursing and Biomedical Engineering.

Date: October 9, 2019

Activity: Engagement of FoM Research Committee

The purpose of this committee is to recommend to the Faculty Executive Committee research-related initiatives requiring Full Faculty and Senate approval, to guide the Faculty's strategic research direction, exchange information about new research and partnership opportunities.

Format: Committee presentation and discussion.

Lead: Dr. Francois Benard, Vice President, Research, BC Cancer and Associate Dean Research, UBC Faculty of Medicine

Committee Composition:

- Dr. Robert McMaster, Interim Executive Associate Dean, Research
- Dr. Michael Hunt, Associate Dean, Graduate & Postdoctoral Education
- Dr. Chris Fibiger, Interim Assistant Dean, Research, SMP
- Dr. Sarah Gray, Assistant Dean, NMP
- Dr. Laura Arbour, Professor, Medical Genetics
- Dr. Brenna Lynn, Associate Dean, Continuing Professional Development
- Dr. Dean Jones, Associate Dean, Fraser
- Dr. Joseph Anthony, Interim Associate Dean, Health Professions

- Dr. Ravi Sidhu, Associate Dean, Postgraduate Medical Education
- Dr. François Bénard, Associate Dean, Research, BCCA
- Dr. Darryl Knight, Associate Dean, Research, PHCRI
- Dr. Wyeth Wasserman, Associate Dean, Research, BCCHRI
- Dr. Cheryl Holmes, Associate Dean, Undergraduate Medical Education
- Dr. Michelle Wong, Director, Research
- Dr. Roger Wong, Executive Associate Dean, Education
- Dr. Sarah Brears, Interim Regional Associate Dean, Interior
- Dr. Paul Winwood, Regional Associate Dean, NMP
- Dr. Amil Shah, Regional Associate Dean, Vancouver Fraser
- Dr. Bruce Wright, Regional Associate Dean, Vancouver Island
- Dr. Peter Berman, School Director
- Dr. David Maberley, Department Head, Ophthalmology & Visual Sciences
- Dr. Peter Zandstra, School Director, Biomedical Engineering
- Dr. Sheona Mitchell-Foster, Asst Professor, Obstetrics & Gynaecology
- Dr. Joan Sims Gould, Asst Professor, Family Practice
- Dr. John Boyd, Assoc Prof, Medicine
- Dr. Kurt Haas, Associate Professor, Cellular and Physiological Sciences
- Dr. Wendy Norman, Asst Professor, Family Practice
- Dr. Kristin Campbell, Associate Professor, Physical Therapy
- Dr. Francis Lynn, Assoc Professor, Surgery / Cellular and Physiological Sciences
- Dr. Tillie Hackett, Assoc Professor, Anesthesiology, Pharmacology and Therapeutics
- Dr. Brodie Masru Sakakibara, Assistant Professor, Occupational Science & Occupational Therapy
- Dr. Anat Yanai, Research Associate, Ophthalmology & Visual Sciences
- Dr. Aslam Anis, Director, Centre for Health Evaluation & Outcome Sciences
- Dr. Fabio Rossi, Director, Biomedical Research Centre
- Dr. Wolfram Tetzlaff, Director, ICORD
- Ms. Courtney Ballegoie, Graduate Student
- Ms. Erin Marshall, Graduate Student
- Mr. Allan Fong, MD Student, VFMP
- Dr. Laura Schummers, Postdoctoral Research Fellow
- Dr. Stephen Milne, Postdoctoral Research Fellow

Feedback/Outcome:

Engaged research leadership in the Faculty of Medicine, including representatives from Faculty of Medicine research centres and institutes. Committee approved concept. Clarification asked about graduate programs and trainees; group supportive of graduate programs and trainees remaining in Departments, as they currently are.

Date: October 9, 2019

Activity: Engagement of Faculty of Medicine Department Heads and School Directors Committee

The purpose of this committee is to recommend to the Faculty Executive Committee and the Dean feedback on matters arising from other academic committees or units, particularly as they pertain to the academic responsibilities and functions of departments and schools, and provide innovative and collaborative thought leadership.

Format: Committee presentation and discussion.

Lead: Dr. Christian Steidl, Associate Vice President Research, BC Cancer

Committee Composition:

- Dr. Dermot Kelleher, Dean Faculty of Medicine and Professor, Medicine
- Dr. Deborah Money, Executive Vice Dean and Professor
- Dr. Michael Allard, Vice Dean, Health Engagement
- Dr. Roger Wong, Executive Associate Dean, Education
- Dr. Robert McMaster, Interim Executive Associate Dean, Research
- Dr. Roanne Preston, Department Head, Department of Anesthesiology, Pharmacology and Therapeutics
- Dr. Leonard Foster, Department Head, Department of Biochemistry and Molecular Biology
- Dr. Edwin Moore, Department Head, Department of Cellular & Physiological Sciences
- Dr. Jan Dutz, Department Head, Department of Dermatology & Skin Science
- Dr. Jim Christenson, Department Head, Department of Emergency Medicine
- Dr. Robert Petrella, Department Head, Department of Family Practice
- Dr. Marco Marra, Department Head, Department of Medical Genetics
- Dr. Anita Palepu, Department Head, Department of Medicine
- Dr. Geoffrey Cundiff, Department Head, Department of Obstetrics & Gynaecology
- Dr. Susan Forwell, Department Head, Department of Occupational Science and Occupational Therapy
- Dr. David Maberley, Department Head, Department of Ophthalmology & Visual Sciences
- Dr. Bassam Masri, Department Head, Department of Orthopaedics
- Dr. Don Brooks, Interim Department Head, Department of Pathology & Laboratory Medicine
- Dr. Allison Eddy, Department Head, Department of Pediatrics
- Ms. Sue Murphy, Department Head, Department of Physical Therapy
- Dr. Lakshmi Yatham, Department Head, Department of Psychiatry
- Dr. Bruce Forster, Department Head, Department of Radiology
- Dr. Gary Redekop, Department Head, Department of Surgery
- Dr. Martin Gleave, Department Head, Department of Urologic Sciences
- Dr. Jeff Small, School Director, School of Audiology and Speech Sciences
Dr. Peter Zandstra, School Director, School of Biomedical Engineering
- Dr. Peter Berman, School Director, School of Population & Public Health
- Dr. Sarah Brears, Interim Regional Associate Dean, Interior
- Dr. Paul Winwood, Regional Associate Dean, Northern
- Dr. Amil Shah, Regional Associate Dean, Vancouver Fraser
- Dr. Bruce Wright, Regional Associate Dean, Vancouver Island
- Dr. Joseph Anthony, Interim Associate Dean, Health Professions

- Katie White , Executive Director, Communications
- Leanne Denis , Executive Director, Development & Alumni Engagement
- Shanda Jordan Gaetz , Executive Director, Faculty Affairs and Interim Executive Director, Finance & Operations
- Cindi Valensky , Special Advisor to the Dean, Government Relations

Feedback/Outcome:

Faculty of Medicine Department Heads and School Directors engaged. Committee was supportive of the proposal; specifically, there was discussion regarding the benefits of formalizing the BCCRI in the context of harnessing future innovation potential. No feedback received regarding changes to the BCCRI concept as proposed. Some discussion regarding the approvals path for the BCCRI at UBC and at PHSA.

Date: October 10, 2019**Activity:** Engagement of Dr. Michael Coughtrie, Dean, **Faculty of Pharmaceutical Sciences****Format:** 1:1 discussion meeting.**Lead:** Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC**Stakeholder:** Faculty of Pharmaceutical Sciences**Feedback/Outcome:**

Dr. Coughtrie supportive. No additional feedback recommending changes in the proposal.

Date: October 10, 2019**Activity:** Engagement of Dr. Gail Murphy, **Vice President Research**, UBC**Format:** Email/written consultation.**Lead:** Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC**Stakeholder:** Office of the VP Research, UBC**Feedback/Outcome:**

Dr. Murphy is supportive of the proposal. She suggested clarifications, including with respect to the Director of the Institute and whether there would be additional costs for this position. It was confirmed that there will not be additional costs for this position; the proposal document was updated accordingly. Dr. Murphy also provided subsequent feedback on November 18, 2019 clarifying that collaboration-supporting enablers will be a future primary focus for optimal future productivity.

Date: October 31, 2019

Activity: Engagement of Dr. Ricky Yada, Dean, **Faculty of Land and Food Sciences**

Format: 1:1 discussion meeting.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholder: Faculty of Land and Food Sciences

Feedback/Outcome:

Dr. Yada was supportive and noted the important interface between research taking place in the Faculty of Land and Food Sciences and cancer.

Date: November 6, 2019

Activity: Engagement of Dr. Elizabeth Saewyc, Director, School of Nursing

Format: 1:1 discussion meeting.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholder: School of Nursing

Feedback/Outcome:

Dr. Saewyc supportive. Discussion regarding the importance of Academic Nursing in cancer. Discussion regarding the importance of developing the workforce in nursing related to cancer, and the potential to build strength in research in cancer nursing.

Date: November 12 – November 18, 2019

Activity: Broad proposal consultation through the Offices of the Deans/Directors of Faculties/Schools

Format: Proposal circulated electronically requesting comprehensive feedback.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholders:

- Dr. Elizabeth Saewyk, Director, School of Nursing (for School feedback)
- Dr. Mike Coughtrie, Dean, Pharmaceutical Sciences (for Faculty feedback)
- Dr. Ricky Yada, Dean, Land and Food Systems (for Faculty feedback)
- Dr. Mary MacDougall, Dean, Dentistry (for Faculty feedback)
- Dr. Meigan Aronson, Dean, Science (for Faculty feedback)
- Dr. James Olson, Dean, Applied Science (for Faculty feedback)
- Dr. Phil Barker, Vice-Principal and Associate Vice-President, Research and Innovation (For UBC Okanagan Research feedback)

Feedback Received:

Faculty of Applied Science: “The Faculty of Applied Science is pleased to communicate strong support for this initiative which leverages existing expertise, a strong local private life science ecosystem, and growing areas of expertise in the Faculty of Applied Science within the School of Biomedical Engineering, Michael Smith Labs and the School of Nursing.”

School of Biomedical Engineering and Michael Smith Labs: “We find this an exciting and timely proposal. We have identified the following opportunities:

1. There is an opportunity to use this initiative to build infrastructure and capabilities in ‘Advanced Therapeutic Product’ manifesting, including a GMP facility. This could link to both BME and the advanced manufacturing initiative in APSC (Materials).
2. Genomics is an identified area of interaction and although the SMBE is mentioned as an exemplar partner, MSL and the FoS are not. Given the historical and long established relationships between the GSC and MSL and indeed the nascent GSC@MSL unit that is emerging this aspect should and could be strengthened. Related to this the MSL may be able to allocate touch down space for visiting BC Cancer researchers in a renovated bioinformatics space on campus.”

Faculty of Land and Food Sciences: “LFS is happy to support the initiative. Below please find comments from some of our faculty - hope that these are helpful:

The role of dietitians in cancer extends not only to prevention, but also treatment and post-op/post-treatment care. We are considered first line health care providers in a larger multidisciplinary team when it comes to cancer. This is echoing David’s #1 and #3 points below.

I would have to confirm with the dietetic team, but I know only a few dietetic students have the opportunity to work with BC Cancer. If we had an official “position” in their research unit through Faculty of Medicine, we could easily support nutrition/ dietetic cancer research through the dietetic-lens by offering placements to dietetic students.

I am really excited to see this initiative going forward. This is much needed! When I came to UBC and wanted to connect with BC Cancer, I found it very challenging. I am not sure but I felt it is about competition for funding sources. Creating a formal institute should help in developing collaborations and should strengthen cancer research in BC and Canada. This would resemble Cancer Centers in the US and Cancer Centers at McGill and University of Toronto.

We definitely need to be part of this initiative and part of the institute. LFS and FNH should appear in the text and be emphasized in “Rationale for becoming a UBC Institute”. Nutrition and cancer relates to cancer prevention, cancer control and support of anti-cancer treatments. We cover all these areas at different levels of depth, from molecular mechanisms, biomarkers of early detection/prediction, functional foods, to health practitioners which ultimately enables a translation from bench to bedside. Our research directly and indirectly relates to primary and community care which is currently one of BC health system priority areas.

Thus, it should be emphasized that a solid working partnership will be built not only between BC Cancer and the Faculty of Medicine but also with the Faculty of Land and Food Systems and other units”

Rickey, I will be happy to actively get involved in the process of forming the institute.

LFS is noticeably missing in the proposal, but we needs to be included as part of the proposed BCCRI. Diet/nutrition is an integral part of cancer prevention and cancer patient care. Findings in dietetic research can directly be translated into cancer patient care. Barbara's research extends our understanding of diet/nutrition and cancer to molecular/epigenetics levels. So, our research contributes to many of the 5 priority areas outlined in the BC Cancer Research Strategic Plan 2019, such as # 2 and #3 of the strategic focus.

The proposal pledged BCCRI to be a 'UBC institute'. If the University truly wants it to be a UBC institute, the proposed governance/organization structure needs to be revised to include other faculties/units, such as LFS and Kin. Otherwise, the statement of ".. working in collaboration with other UBC faculties" doesn't have much meaning."

Outcome:

BCCRI proposal endorsed by responders.

BCCRI proposal messaging enhanced with respect to the important role of diverse faculties, schools and units and diverse faculty members at UBC and BC Cancer. BCCRI governance structure clarified; the proposed BCCRI's Advisory Council's membership will be broadened to include diverse UBC faculty representation through the appointment of a UBC Health representative appointed by UBC Health.

Date: November 12 – November 18, 2019

Activity: Engagement of FoM Graduate Student Advisory Committee

The purpose of the Graduate Student Advisory Group is to: 1) Meet several times per year in order to discuss issues directly related to graduate students, as well as to develop graduate student focused initiatives; 2) On occasion, serve as graduate student representatives on scholarship adjudication committees or other committees within the Faculty of Medicine; 3) Oversee the Faculty of Medicine Graduate Student Initiative Fund; 4) Oversee peer adjudication for Building the Future: Faculty of Medicine Research Trainee Day & Lecture Series.

Format: Proposal circulated electronically to committee requesting comprehensive feedback.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Stakeholders: FoM Graduate Student Representatives

Feedback:

"The proposal does not emphasize enough the potential impact beyond our province. For example, some of the trained students and post-doctoral fellows could go on to have impact beyond our province. Would it be helpful to elaborate on this? "

“After going through the document, the only detail I found hard to find was how the absence of integration of BCCRC with UBC (as a unit) was affecting both the institutions.”

Outcome:

BCCRI proposal endorsed by responders.

BCCRI proposal updated to clarify potential far-reaching benefits enabled by new BCCRI unit. BCCRI proposal also updated to clarify the value proposition of the unit more clearly in the introduction of the document.

Date: November 13, 2019

Activity: Engagement of UBC Health Executive Committee

The UBC Health Executive sets the goals for UBC Health that are aligned with the strategic plans of the University and of the Health Faculties. Specific initiatives and required resources are identified to achieve the desired outcomes.

Format: Committee presentation and discussion.

Lead: Dr. Dermot Kelleher, Dean, Faculty of Medicine and Vice President Health, UBC

Committee Composition:

- Dr. Dermot Kelleher (Chair), Vice-President Health and Dean, Faculty of Medicine
- Dr. Anne Martin-Matthews, Associate Vice-President Health
- Dr. Peter Berman, Director, School of Population and Public Health
- Dr. Gordon Binsted, Dean, Faculty of Health and Social Development, UBC Okanagan
- Dr. Robert Boushel, Director, School of Kinesiology
- Dr. Michael Coughtrie, Dean, Faculty of Pharmaceutical Sciences
- Mr. Adriaan de Jager, Associate Vice-President, Government Relations and Community Engagement
- Dr. Mary MacDougall, Dean, Faculty of Dentistry
- Dr. Deborah Money, Executive Vice-Dean, Faculty of Medicine
- Dr. Gail Murphy, Vice-President, Research and Innovation
- Dr. Elizabeth Saewyc, Director, School of Nursing
- Dr. Andrew Szeri, Provost and Vice-President Academic
- Dr. Rickey Yada, Dean, Faculty of Land and Food Systems

Feedback:

Discussion regarding interdisciplinary cancer research and cancer research that is currently being conducted in diverse Faculties across UBC. Discussion about the importance of including interdisciplinary representation on the Advisory Committee as a vital component of the BCCRI's governance framework.

Outcome:

BCCRI proposal formally endorsed at UBC Health Executive meeting.

BCCRI governance structure clarified in proposal document; the proposed BCCRI's Advisory Council's membership will be broadened to include diverse UBC faculty representation through the appointment of a UBC Health representative appointed by UBC Health.

Date: November 19, 2019

Activity: Engagement of Faculty of Medicine Faculty Executive Committee

The purpose of this committee is to conduct Faculty business on behalf of Full Faculty between its meetings, recommend decisions made on behalf of Full Faculty for its formal approval and advise Full Faculty on academic matters.

Format: Committee presentation and discussion.

Lead: Dr. Francois Benard, Vice President, Research, BC Cancer and Associate Dean Research, UBC Faculty of Medicine

Committee Composition:

- Dr. Dermot Kelleher, Dean and Vice President Health, UBC
- Dr. Deborah Money, Executive Vice Dean
- Dr. Michael Allard, Vice Dean, Health Engagement
- Dr. Roger Wong, Executive Associate Dean
- Dr. Robert McMaster, Interim Executive Associate Dean
- Dr. Sarah Brears, Interim Regional Associate Dean, Interior
- Dr. Paul Winwood, Regional Associate Dean, Northern BC
- Dr. Amil Shah, Regional Associate Dean, Vancouver Fraser
- Dr. Bruce Wright, Regional Associate Dean, Vancouver Island
- Dr. François Bénard, Associate Dean, Research, BCCA
- Dr. Wyeth Wasserman, Associate Dean, Research, BC Children's Hospital Research Institute
- Dr. Darryl Knight, Associate Dean, Research, Providence Health Care Research Institute
- Dr. Robert McMaster, Executive Associate Dean Research and Associate Dean, Research, Vancouver Coastal Health Research Institute
- Dr. Michael Hunt, Associate Dean, Graduate & Postdoctoral Education
- Dr. Joseph Anthony, Interim Associate Dean, Health Professions
- Dr. Ravi Sidhu, Associate Dean, Postgraduate Medical Education
- Dr. Kiran Veerapen, Assistant Dean, Faculty Development
- Dr. Cheryl Holmes, Associate Dean, Undergraduate Medical Education
- Dr. Alexis Davis, Director, Clinical Faculty Affairs
- Dr. Mieke Koehoorn, Professor, School of Population and Public Health
- Dr. Claudia Krebs, Professor of Teaching
- Dr. Aslam Anis, Director, Centre for Health Evaluation & Outcome Sciences
- Dr. Ed Conway, Director, Centre for Blood Research

- Dr. Martin Gleave, Department Head, Urologic Sciences
- Dr. Bruce Forster, Department Head, Radiology
- Ms. Sue Murphy, Department Head, Physical Therapy
- Dr. Ed Moore, Department Head, Cellular & Physiological Sciences
- Dr. Cecilia Jevitt, Associate Professor, Department of Family Practice
- Dr. Alice Mui, Associate Professor, Surgery
- Dr. Maria Hubinette, Clinical Professor, Department of Family Practice
- Dr. Joerg Gsponer, Associate Professor, Department of Biochemistry and Molecular Biology
- Dr. Tricia Tang, Associate Professor, Department of Medicine
- Dr. Alana Fleet, President, Resident Doctors of BC
- Zach Sagorin, Vancouver Fraser Medical Program (class of 2020)
- Kazuko Hiroe, 3rd Year Midwifery Student
- Cristina Rubino, Graduate Student
- Katie White, Executive Director, Communications
- Leanne Denis, Executive Director, Development and Alumni Engagement
- Shanda Jordan Gaetz, Executive Director, Faculty and Interim Executive Director, Finance and Operations
- Cindi Valensky, Special Advisor, Government Relations

Feedback/Outcome:

Committee very supportive of BCCRI proposal, and formally passed a motion “That the Faculty Executive approve the proposal to establish the BC Cancer Research Institute as a Senate-approved research institute.”

Committee discussed the role of non-UBC-affiliated researchers at BCCA and opportunities for interdisciplinary and non-Faculty of Medicine cancer research, including nursing-based research.

Date: November 25, 2019

Activity: Engagement of FoM Full Faculty

The purpose of this committee is to fulfil the duties of the Faculty of Medicine referenced in the [University Act](#).

Format: Committee presentation and discussion.

Lead: Dr. Christian Steidl, Associate Vice President Research, BC Cancer

Composition:

All voting members in the Faculty of Medicine.

Feedback/Outcome:

Committee very supportive of BCCRI proposal, and formally passed a motion “That the Full Faculty approve the proposal to establish the BC Cancer Research Institute as a Senate-approved research institute

3 January 2020

From: Senate Academic Policy Committee

To: Senate

Re: Revisions to Academic Regulations for Professional Masters' programs in the Faculty of Commerce and Business Administration (also known as the Sauder School of Business)

The Faculty of Commerce and Business Administration has submitted to the Academic Policy Committee proposed revisions to its Academic Regulations section of the Academic Calendar for Professional Masters' program. These academic policies have been reworded for consistency with the Senate's new policy on academic concessions. Other minor changes in wording have been made to improve clarity and to update language.

After reviewing and discussing this proposal, we recommend the following to Senate:

Motion:

"That Senate approve the revisions to the Academic Regulations for Professional Masters' programs in the Faculty of Commerce and Business Administration set out in the attached proposal."

Background:

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce & Business Administration Department: Faculty Approval Date: 2019 Nov 26 Effective Session (W or S): W Effective Academic Year: 2019</p>	<p>Date: April 24, 2019 Contact Person: Jessica Hanna/Kin Lo Phone: 604 827 1732 / 604 822 8430 Email: Jessica.hanna@sauder.ubc.ca / kin.lo@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Academic Regulations</p> <p>...</p> <p>1. Academic Standing & Grading Practices</p> <p>1.1 Grading</p> <p>...</p> <p>1.5 Academic Standing - Required to Withdraw & Academic Performance Evaluations</p> <p>(a) A student will be required to withdraw from the program under the following circumstances:</p> <ul style="list-style-type: none"> • failed in more than 3 credits of courses, or • failed in 3 credits of courses and earned more than 3 credits of minimal pass, or • failed in 1.5 credits of courses and earned more than 4.5 credits of minimal pass, or • more than 6 credits with grades of minimal pass. <p>(b) The Robert H. Lee Graduate School will conduct academic performance evaluations of students at the end of each academic period/course as defined by the program schedule. (See dates for academic periods here). For part-time programs an academic performance evaluation will be conducted after each course. If a student does not meet the requirement to continue in the program, the student will be</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>...</p> <p>1. Academic Standing & Grading Practices</p> <p>1.1 Grading</p> <p>...</p> <p>1.5 Academic Standing - Required to Withdraw & Academic Performance Evaluations</p> <p>(a) A student will be required to withdraw from the program under the following circumstances:</p> <ul style="list-style-type: none"> • failed in more than 3 credits of courses, or • failed in 3 credits of courses and earned more than credits of minimal Pass, or • failed in 1.5 credits of courses and earned more than 4.5 credits of minimal pass, or • more than 6 credits with grades of minimal pass. <p>Students will be required to withdraw from the program for any of the following conditions:</p>



required to withdraw from the program after the respective period/course.

(c) A student who is required to withdraw from the program will not be permitted to attend classes during any appeal processes.

2. Auditing Courses

2.1 Auditing courses in professional masters programs is not permitted.

2.2 Subject to the procedures below, students may be permitted to review BAXX courses without a formal record on the official academic transcript.

2.3 Procedure to informally review a course:

...

3. Credits Earned Outside of the Degree Program

Below 60%

~~>3.0 credits~~

~~OR 3 credits plus~~

~~OR 1.5 credits plus~~

~~OR~~

60-67% Range

~~>3.0 credits~~

~~>4.5 credits~~

~~>6.0 credits~~

(b) The Robert H. Lee Graduate School will conduct academic performance evaluations of students ~~who are classified as full-time students~~ at the end of each academic period as defined by the program schedule. (See dates for academic periods here). If a student does not meet the requirement to continue in the program, the student will be required to withdraw ~~at that time~~.

~~(c) Academic performance evaluations for students who are classified as part-time students will be conducted after the completion of each course. If a student does not meet the requirement to continue in the program, the student will be required to withdraw at that time.~~

(d) A student who is required to withdraw will not be permitted to attend classes during any appeal processes.

2. Auditing Courses

2.1 Auditing courses in professional masters programs is not permitted.

2.2 Subject the procedures below, students may be permitted to review BAXX courses without a formal record on the official academic transcript.

2.3 Procedure to informally review a course:

...

3. Credits Earned Outside of the Degree Program



3.1 Advanced Transfer Credits (credits earned prior to entering the professional master's program) are not permitted in professional master's programs in the Robert H. Lee Graduate School.

3.2 After completion of foundation courses of their respective Full-time MBA, International MBA, and Professional MBA programs, students may complete up to 35% of their program credits through:

- an official Robert H. Lee Graduate school exchange or study abroad program
- approved UBC courses outside of the designated program
- an approved program of study at another comparable institution

Students should consult with a Program Manager/Advisor to determine when they become eligible for these alternatives.

...

4. Examinations

...

4.5 Students must notify the Robert H. Lee Graduate School prior to the start of the exam if they are too ill to write, **or if unanticipated events or circumstances arise that interfere with their ability to write the exam. UBC's policy on Academic Concession permits a self-declaration for first occurrences of an acute illness that is likely to be quickly resolved without seeing a health professional (replacing a medical note), or for when a student first seeks an academic concession on compassionate grounds. To make a self-declaration, students should complete the Academic Concession Request & Declaration Form available here**

3.1 Advanced Transfer Credits (credits earned prior to entering the professional master's program) are not permitted in professional master's programs in the Robert H. Lee Graduate School.

3.2 After completion of ~~a substantial portion of their program~~, students may complete up to 35% of their program credits through:

- an official Robert H. Lee Graduate school exchange or study abroad program
- approved UBC courses outside of the designated program
- an approved program of study at another comparable institution

Students should consult with a Program Manager/Advisor to determine when they become eligible for these alternatives.

...

4. Examinations

...

4.5 Students must notify the Robert H. Lee Graduate School prior to the start of the exam if they are too ill to write. ~~A doctor's note must be provided prior to the scheduling of a new exam date.~~ Exams will be deferred until the student has returned to good health. A new exam date will be set by the Graduate School.



[\[https://webforms.sauder.ubc.ca/academic-concession-rhlee\]](https://webforms.sauder.ubc.ca/academic-concession-rhlee)

Exams will be deferred until the student has returned to good health. A new exam date will be set by the Graduate School.

...

4.12 Additional Policies for Part-time Programs (Professional Master of Business Administration and International Master of Business Administration):

(a) All examinations, papers, and assignments must be completed by the date scheduled on the respective program calendar. For PMBA, this is usually a Saturday or Sunday. For the IMBA, this is usually a Friday. The exam date is set by the Robert H. Lee Graduate School and published to students in advance of the beginning of each course.

(b) Essential business travel is the only legitimate reason to be permitted an alternate exam sitting. Requests for alternate sittings are to be sent directly to the Program Manager/Advisor; instructors do not approve alternate sittings. A note from the student's employer detailing the essential business travel (dates/times/location), and proof of travel is required. When approved, alternate sittings will be offered before the official exam date/time.

5. Overloading

...

5.5 Professional Master of Business Administration & International Master of Business Administration:

(a) Overloading is only permitted after completion of four advanced courses. Students who complete more than the required amount of credits for their program are required to meet the Academic Standing requirements as identified in section 1.5.

...

4.12 Additional Policies for Part-time Programs (Part-time Master of Business Administration and International Master of Business Administration):

(a) All examinations, papers, and assignments must be completed by the date scheduled on the respective program calendar. For PT MBA, this is usually a Saturday or Sunday. For the IMBA, this is usually a Friday. The exam date is set by the Robert H. Lee Graduate School and published to students in advance of the beginning of each module.

(b) Essential business travel is the only legitimate reason to be permitted an alternate exam sitting. Requests for alternate sittings are to be sent directly to the Program Manager/Advisor; instructors do not approve alternate sittings. A note from the student's employer detailing the essential business travel (dates/times/location), and proof of travel is required. When approved, alternate sittings will be offered before the official exam date/time.

5. Overloading

...

5.5 Part-Time Master of Business Administration & International Master of Business Administration:

(a) Overloading is only permitted after program Year 1.

(b) A maximum overload of 1.5 credits will be permitted per winter term or summer session.



(b) A maximum overload of 1.5 credits per period, or 4.5 credits (3 courses) per term may be permitted.

(c) For timelines and application to overload, refer to the PMBA or IMBA program site.

5.6 Master of Management:

Overloading is generally not permitted. In exceptional circumstances, overloading may be permitted with the approval of the Program Manager and Director at the RHL Graduate School.

5.7 Master of Business Analytics:

Overloading is generally not permitted. In exceptional circumstances, overloading may be permitted with the approval of the Program Manager and Director at the Robert H. Lee Graduate school.

6. Professionalism, Attendance & Behaviour

6.1 General Expectations & Scope

...

6.2 Attendance

(a) Students are expected to attend 100% of their scheduled class hours. Students may make requests for academic concession in the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work. Students should make requests for academic concession by submitting the Academic Concession Request & Declaration Form available here [\[https://webforms.sauder.ubc.ca/academic-concession-rhlee\]](https://webforms.sauder.ubc.ca/academic-concession-rhlee). UBC's policy on Academic Concession permits a self-declaration for first

(c) For timelines and application to overload, refer to the Part-time MBA or IMBA program site.

5.6 Master of Management:

Overloading is generally not permitted. In exceptional circumstances, overloading may be permitted with the approval of the Assistant Dean.

5.7 Master of Business Analytics:

Overloading is generally not permitted. In exceptional circumstances, overloading may be permitted with the approval of the Assistant Dean.

6. Professionalism, Attendance & Behaviour

6.1 General Expectations & Scope

....

6.2 Attendance

(a) ~~Except extenuating circumstances (e.g. documented illness, documented family emergency) per UBC's policy on Academic Concession, students are expected to attend 100% of their scheduled class hours.~~ Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment.

(b) In cases of absence without academic concession being granted by the Robert H. Lee Graduate School, due dates for assignments remain unchanged and instructors may deduct participation points for missed classes.



occurrences of an acute illness likely to be quickly resolved without seeing a health professional (replacing a medical note), or for when a student first seeks an academic concession on compassionate grounds.

Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment.

(b) Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Such a withdrawal results in a “W” if it occurs within the withdrawal with “W” period. If this course withdrawal is after the withdrawal with “W” period, the student will receive up to 50% and an “F” standing for the course on the transcript.

(c) In cases of absence without academic concession being granted by the Robert H. Lee Graduate School, due dates for assignments remain unchanged and instructors may deduct participation points for missed classes.

(d) Examinations for courses in full-time programs will not **normally** be rescheduled for professional, personal, or co-curricular conflicts.

(e) Provided certain conditions are met, examinations for courses in part-time programs may be rescheduled due to essential business travel required by the student’s employer. Students should refer to the policy on Examinations for further details.

(f) It should be noted that ‘signing in’ for another student at a scheduled class is considered academic misconduct, and such cases will be investigated in accordance with UBC’s procedures for Academic Misconduct.

6.3 Impact of Non-Attendance on Program Completion

(c) Examinations for courses in full-time programs will not be rescheduled for professional, personal, or co-curricular conflicts.

(d) Provided certain conditions are met, examinations for courses in part-time programs may be rescheduled due to essential business travel required by the student’s employer. Students should refer to the policy on Examinations for further details.

~~**(e)** Students who miss a class due to illness must inform their instructors at the earliest opportunity. If the illness is likely to cause absence from more than one class, students must contact the Program Manager/Advisor, who will be able to provide advice and support. A medical note from a licensed, local doctor is required if more than 20% of the scheduled class hours for a course are missed, or if assessments need to be rescheduled due to illness.~~

~~**(f)** Students requesting an academic concession for extenuating circumstances must meet with a Program Manager/Advisor, who will determine the eligibility of the request and any needed documentation. The instructor will work with the Program Manager/Advisor to identify the best course of action.~~

~~**(g)** Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Such a withdrawal results in a “W” if it occurs within the withdrawal with “W” period. If this course withdrawal is after the withdrawal with “W” period, the student will receive up to 50% and an “F” standing for the course on the transcript.~~

~~**(h)** It should be noted that ‘signing in’ for another student at a scheduled class is considered academic misconduct, and such cases will be investigated in accordance with UBC’s~~



<p>(a) Students who are withdrawn from a course due to non-attendance will be advised on the alternatives available to complete the necessary credits. Depending on the program, the nature of the course(s), and the time of year, these alternatives may be limited and graduation may be delayed.</p> <p>(b) Students will not normally be able to replace credits with courses from outside of the degree for which they are registered. Exceptions may be made for up to 6 credits at the discretion of the Program Manager and Program Director at the Robert H. Lee Graduate School.</p> <p>6.4 Tardiness</p> <p>...</p> <p>6.5 Use of Electronic Devices in Class</p> <p>(a) Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them. As a result, the Robert H. Lee Graduate School has a 'lids down' default in all its classes. This means that students should only open their laptops when asked by the instructor in order to undertake a specific activity.</p> <p>(b) Similarly, cell phones, digital tablets, and other personal technology must be turned off during class and stowed away.</p> <p>(c) Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class so that they do not distract others. In such cases, students will be treated as absent for that class and fall under the provisions for attendance stated above.</p> <p>6.6 Behaviour towards faculty, staff, fellow students, and guests.</p>	<p>procedures for Academic Misconduct.</p> <p>6.3 Impact of Non-Attendance on Program Completion</p> <p>(a) Students who are withdrawn from a course due to non-attendance will be advised on the alternatives available to complete the necessary credits. Depending on the program, the nature of the course(s), and the time of year, these alternatives may be limited and graduation may be delayed.</p> <p>(b) Students will not normally be able to replace credits with courses from outside of the degree for which they are registered. Exceptions may be made at the discretion of the Assistant Dean based on the appropriateness of the proposed alternative.</p> <p>6.4 Tardiness</p> <p>...</p> <p>6.5 Use of Electronic Devices in Class</p> <p>(a) Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them. As a result, the Robert H. Lee Graduate School has a 'lids down' default in all its classes. This means that students should only open their laptops when asked by the instructor in order to undertake a specific activity.</p> <p>(b) Similarly, cell phones, tablets, and other personal technology must be turned off during class and stowed away.</p> <p>(c) Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class so that they do not distract others. In such cases, students will</p>
---	---



(a) As with any professional environment, students are expected to demonstrate respect for their colleagues at all times, including faculty, staff, fellow students, **and guests**. The Robert H. Lee Graduate School expects all its students, as future business leaders, to meet their obligations, conduct themselves professionally, and communicate courteously.

(b) Students should also be aware of the [University's Code of Conduct](#) and the related discipline measures. Any conduct on the part of a student that has an adverse effect on the integrity of the School or the University, or cause harm to its members or the general public, will be subject to the principles set out in the Code of Conduct.

7. Transferring between Professional Master's Degrees in Business

7.1 Should a student wish to change degree programs within the Robert H. Lee Graduate School, the following process must be followed:

(a) The student must complete the full application package and **meet all program admissions requirements** for the desired program.

...

8. Withdrawals, Reinstatement & Readmission

8.1 Voluntary Withdrawal

(a) A student wishing to withdraw from the University must notify the Robert H. Lee Graduate School in writing. The withdrawal becomes effective once officially approved in writing by the School. The academic record will indicate "Voluntary Withdrawal." The academic

be treated as absent for that class and fall under the provisions for attendance stated above.

6.6 Behaviour towards faculty, staff ~~and~~ fellow students.

(a) As with any professional environment, students are expected to demonstrate respect for their colleagues at all times, including faculty, staff, ~~and~~ fellow students. The Robert H. Lee Graduate School expects all its students, as future business leaders, to meet their obligations, conduct themselves professionally, and communicate courteously.

(b) Students should also be aware of the [University's Code of Conduct](#) and the related discipline measures. Any conduct on the part of a student that has an adverse effect on the integrity of the School or the University, or cause harm to its members or the general public, will be subject to the principles set out in the Code of Conduct.

7. Transferring between Professional Master's Degrees in Business

7.1 Should a student wish to change degree programs within the Robert H. Lee Graduate School, the following process must be followed:

(a) The student must complete the full application package and ~~process~~ for the desired program.

...

8. Withdrawals, Reinstatement & Readmission

8.1 Voluntary Withdrawal

(a) A student wishing to withdraw from the University must notify the Robert H. Lee



record will show the date of withdrawal and a standing of “W” in all courses not completed on the approval date. Any refund of tuition and fees will follow the University’s refund policy. Fees will continue to be assessed until the School grants written approval for the voluntary withdraw.

(b) A student who voluntarily withdraws may return to the program through readmission, as outlined in the Faculty of Graduate and Postdoctoral Studies policies. The Robert H. Lee Graduate School does not permit reinstatements.

8.2 Mandatory Withdrawal (Required to Withdraw)

(a) A student who is required to withdraw from the program may appeal to the Dean of the Faculty, and if unsuccessful, may finally appeal to the Senate’s Committee on Appeals on Academic Standing.

(b) A student who is required to withdraw from the program will not be permitted to attend classes during an appeal process.

(c) A student who is required to withdraw from the program will not be reinstated or readmitted to the program.

Graduate School in writing. The withdrawal becomes effective once officially approved in writing by the School. The academic record will indicate “Voluntary Withdrawal.” The academic record will show the date of withdrawal and a standing of “W” in all courses not completed on the approval date. Any refund of tuition and fees will follow the University’s refund policy. Fees will continue to be assessed until the School grants written approval for the voluntary withdraw.

(b) A student who voluntarily withdraws may return to the program through readmission, as outlined in the Faculty of Graduate and Postdoctoral Studies policies. The Robert H. Lee Graduate School does not permit reinstatements.

8.2 Mandatory Withdrawal (Required to Withdraw)

(a) A student who is required to withdraw will not be permitted to attend classes during an appeal process.

(b) A student who is required to withdraw will not be reinstated or readmitted to the program.

(c) A student who is required to withdraw may appeal to the Dean of the Faculty, and if unsuccessful, may finally appeal to the Senate’s Committee on Appeals on Academic Standing.

Type of Action:

Update language in Academic Regulations

Rationale for Proposed Change:

The Academic policies have been reworded for consistency with the Senate’s new policy on academic concessions. Other minor changes in wording have been made to improve clarity and to update language. For example the term “module” is no longer used in the program.

3 January 2020

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

The Senate Awards Committee recommends:

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

NEW AWARDS – ANNUAL

Kathleen D. Butler and David Ferguson Centennial Award in Commerce

A \$10,000 entrance award has been made available annually through a gift from Kathleen D. Butler (B. Com. 1992) and David Ferguson for outstanding domestic students entering the Bachelor of Commerce program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Kathleen and David have three children, and understand that attending university can be expensive. They created this award to help make education more accessible by easing the financial burden of an aspiring UBC student. The award is made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2020/2021 winter session).

CREW Vancouver and Conwest Award for Women in Real Estate

Awards totalling \$2,000 have been made available annually through a gift from Commercial Real Estate Women (CREW) Vancouver and Conwest Group of Companies for domestic female Bachelor of Commerce students who have achieved good academic standing, demonstrated an interest in real estate and shown leadership skills through community involvement or volunteerism. Conwest is a local, privately-owned developer with a 35-year history specializing in industrial, commercial, and residential projects in Metro Vancouver. This award was created in remembrance of Lee Hester (Dip. Urban Land Economics 1993), a commercial real estate

broker and member of CREW Vancouver, and in recognition of his work with CREW Vancouver to empower women in the commercial real estate industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Master of Laws in Taxation Bursary

Bursaries are offered annually by the Peter A. Allard School of Law for graduate students in the Master of Laws in Taxation (LL.M.(T)) program who demonstrate financial need. Available funding is determined based on the number of students enrolled in the program. The bursaries are adjudicated by Enrolment Services.

Benjamin Pham Bursary in Commerce

Bursaries totalling \$2,000 have been made available annually through a gift from Benjamin Pham (B. Com. 2002) for students in the Bachelor of Commerce program. Preference will be given to First Nations, Inuit and Métis students of Canada. Ben Pham would not have been able to complete his degree without financial assistance and created this bursary to help support current students in the UBC Sauder School of Business. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

4049 – Dave Brown Memorial Thunderbird Rugby Award

Rationale for Proposed Changes

This award was previously approved as an award for members of the men's rugby team. The Department of Athletics would like the award to be for members of both the men's and women's rugby teams to reflect Dave Brown's contributions to rugby at UBC. As discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment which is to support awards for student athletes in the rugby program.

Current Award Description

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 UBC Rugby Alumni in memory of UBC Rugby General Manager Dave Brown, for current or incoming UBC men's rugby student athletes who display exemplary

leadership, strong character and dedication to the sport. This award recognizes Dave Brown's contributions to the sport of rugby nationally and provincially, and his work in supporting UBC Rugby in its goal of becoming the premier university rugby program in North America. The awards are made on the recommendation of the Athletics Award Committee. (First award available for the 2019/2020 winter session).

Proposed Award Description

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 UBC Rugby Alumni in memory of UBC Rugby General Manager Dave Brown, for current or incoming UBC ~~men's~~ rugby student athletes who display exemplary leadership, strong character and dedication to the sport. This award recognizes Dave Brown's contributions to the sport of rugby nationally and provincially, and his work in supporting UBC Rugby in its goal of becoming the premier university rugby program in North America. The awards are made on the recommendation of **the Head Coaches of the Men and Women's Rugby Teams, with review and approval by** the Athletics Award Committee. (First award available for the 2019/2020 winter session).

Annual Awards

5006 – Spitz Family Transfer Award for Aboriginal Women

Rationale for Proposed Changes

The UBC Sauder School of Business and the donor would like to increase the amount of awards available. The language used to refer to Indigenous students has also been updated.

Current Award Description

A \$10,000 award is offered by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program from a post-secondary institution other than UBC, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business.

Proposed Award Name: Spitz Family Transfer Award for ~~Aboriginal~~ **Indigenous** Women

Proposed Award Description

A **One or more** awards ~~is~~ **are** of at least \$10,000 each ~~are~~ **offered annually** by the Spitz Family to a female ~~Aboriginal student~~ **First Nations, Inuit, or Métis students of Canada** entering the Bachelor of Commerce program from a post-secondary institution other than UBC, with preference given

to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The awards may be renewed until graduation from the B.Com. program, provided the recipients remains in good academic standing. The awards is are made on the recommendation of the UBC Sauder School of Business.



15 January 2020

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: Student Evaluation of Teaching (SEoT) Working Group - Interim report

A Student Evaluations of Teaching Working Group was formed at UBC in Spring 2019, with membership from both UBCV and UBCO. It is co-chaired by faculty members from Vancouver and Okanagan, and its work is deeply collaborative across both campuses.

The Senate Teaching and Learning Committee is pleased to provide Senate with the attached Student Evaluations of Teaching Working Group interim report. The interim report includes the Working Group's mandate, membership and update on work done so far. The report also provides the Working Group's guiding principles relating to student evaluations and emerging recommendations.

Following engagement with stakeholder groups, the work of the group will culminate in a final report provided to the UBC Vancouver and Okanagan Senates no later than May 2020.

Respectfully submitted,

Dr. André Ivanov, Chair
Senate Teaching and Learning Committee

Student Evaluation of Teaching (SEoT) Working Group

Interim report to Vancouver Senate, Jan 2020

Introduction

A Senate Policy on Student Evaluation of Teaching has been in place for UBC-V since May 2007. In parallel, SEoT processes were implemented at UBC Okanagan in 2005 and procedures at UBC-O largely mirror those of UBC-V, with different standard/university-wide questions.

Across North America, student evaluations of teaching (SEoT) have become ubiquitous, and are the most common form (and sometimes the only form) of data used to assess the quality of teaching in higher education. A large body of literature surrounds such evaluations, which has grown significantly in the last 20 years, investigating their use, reliability and validity as evaluation instruments. There are serious concerns around the potential impact of various biases, particularly gender and ethnicity, as well as instrument design, reporting metrics, interpretation of data, consideration of context, and lack of integration with other forms of data on the effectiveness of teaching.

Mandate/Terms of Reference

The Vancouver Senate Teaching and Learning Committee requested a Working Group of primarily faculty and students to undertake a re-examination of our approach to student evaluations. Subsequent discussions on the Okanagan campus broadened this to a UBC-wide working group, which was formed in Feb 2019. This cross-campus working group was tasked with surveying recent SEoT literature and UBC data, reviewing the University-wide questions, consulting broadly on both campuses and working with 'resource experts' to deliver a common report by the end of the 2019-20 academic year. Specifically, the mandate, as set out in the Working Group's terms of reference was to:

1. Interrogate anonymized UBC data, to determine if there is evidence of potential biases.
2. Review and assess the recent literature on the effectiveness of SEoT, with particular reference to potential sources of bias in evaluations.
3. Review the University questions (UMI) used in SEoT in light of the data and available literature, recommending changes where appropriate.
4. Propose recommendations for appropriate metrics, effective analysis and presentation of data to support SEoT as a component of teaching evaluation.
5. Consider the implications any proposed changes may have on other components of teaching evaluation.

A formal re-evaluation of the UBC-V Senate Policy on student evaluations of teaching¹, which covers matters of implementation of the SEoT process, how results data is accessed, disseminated and used and stakeholder responsibilities, was out of scope.

¹ <https://senate.ubc.ca/vancouver/policies/student-evaluation-teaching>

Membership of Working Group

Chairs:

Dan Pratt, Emeritus Professor of Education and Senior Scholar, CHES (Vancouver)
Peter Arthur, Professor of Teaching, Okanagan School of Education (Okanagan)

Members:

Farshid Agharebparast, Sr Instructor, Electrical & Computer Engineering (Vancouver)
Vanessa Auld, Associate Dean, Science & Professor, Zoology (Vancouver)
Barb Dawson, Undergraduate student, FCCS (Okanagan)
Jennifer Jakobi, Assistant Professor, Health & Social Development (Okanagan)
Jennifer Love, Sr Advisor, Women Faculty & Professor, Chemistry (Vancouver) (until Dec 2019)
Minelle Mahtani, Sr Advisor, Racialized Faculty & Associate Professor, GRSJ (Vancouver)
Catherine Rawn, Professor of Teaching, Psychology (Vancouver)
John Ries, Associate Dean, Sauder School (Vancouver)
Deborah Roberts, Professor, School of Engineering (Okanagan)
Amber Schilling, Graduate student, Faculty of Education
Katja Thieme, Instructor, Vantage College, Department of English (Vancouver)
Caitlin Young, Undergraduate student, Faculty of Arts (Vancouver)

Provost:

Simon Bates, Associate Provost, Teaching & Learning (Vancouver)

Support:

Christina Hendricks, Academic Director, CTLT (Vancouver)
Stephanie McKeown, Chief Institutional Research Officer
Peter Newbury, Director, CTL and Senior Advisor for Learning Initiatives, Office of the Provost (Okanagan)
Marianne Schroeder, Senior Associate Director, Teaching and Learning Technologies, CTLT (Vancouver)
Abdel Azim Zumrawi, Statistician CTLT (Vancouver)

Activities and community consultations

To date, the working group has met 6 times, with an initial focus on foundational activities including reviewing the literature around evaluations, interrogation of anonymized, historical UBC data, discussion of the nature of the questions and reporting of quantitative data. During the last few months, the work of the group has shifted to focus on community consultations with stakeholder groups, through open forum events, specific meetings and a short (4 question) online survey². Further events are planned through the early part of 2020, and work is underway on drafting the structure and content of the final report, which will be presented to both Senates in April / May.

² <https://teacheval.ubc.ca/seot-working-group/seot-feedback/>

Working Group guiding principles relating to student evaluations

Some of our *a priori* assumptions about student evaluations have been confirmed through our discussions and examination of various sources of evidence (literature, feedback etc) such that we feel they can be offered up as guiding principles. Some are restatements of those in the current Senate policy, others address additional elements.

- **Evaluation of teaching must include students' voices and feedback.**

Students have a right to be able to provide feedback on their experience of instruction in a particular course. Student feedback on instruction is one source of data that enables faculty members and departments to reflect on their teaching and the broader curriculum, promoting development and enhancement of practice and courses.

- **SEoT is important input data into to the evaluation of teaching process, but student evaluations alone do not equate to a measure teaching effectiveness.**

Evaluation of teaching is a complex process, whether for formative or summative purposes. To do it effectively requires input from multiple perspectives and data sources (self, students, peers) together with synthesis of these perspectives in the broader context of teaching. Students should not be asked to "evaluate" teaching, but have a vital role to play in contributing feedback to it.

- **Context is critical when evaluating teaching and should be documented.**

Data collected to support teaching evaluation (from students, peers or other sources) must be set within the specific context in which the teaching and learning takes place. Context is critical, be it the context of the instructor, the course and the academic unit.

- **Student feedback on teaching, as with self and peer review of teaching, is never free from bias and we must actively work to mitigate bias when gathering, interpreting and integrating data.**

The potential for bias in student feedback is -- like almost every other type of survey feedback -- unavoidable. Bias may be due to sampling effects, may be overt or discriminatory, can perpetuate stereotypes or can be implicit, where respondents are not consciously aware of how their attitudes can influence their responses. We must actively work to mitigate potential biases when collecting and interpreting data, to routinely examine aggregate data for evidence of systematic biases and to recognize that the lived experience of individual faculty may be very different from that suggested by a statistical interpretation of aggregate data.

This declaration is supported by an analysis of the literature on student evaluations of teaching, and the interrogation of UBCs dataset at multiple points in the last 10 years. The extensive research literature reports studies on a wide variety of instruments and processes, with considerable variation in the scope of data collected. Individual studies are often reported in the mainstream academic press, sometimes with extrapolation far beyond the context of the initial study. As well, studies of SEoT are not in complete agreement about bias. As one example, some show bias against female instructors; others show no bias, or even positive bias in favour of women. Where biases are found, and the published study contains enough detail to be able to discern the effect size, the general picture is that effect sizes on aggregate are relatively small.

An analysis of UBC data over the last decade is broadly in agreement with this; there appears to be no aggregate, systematic difference in rating received by female vs male instructors. Variables we can test for (including instructor and student gender) indicate aggregate differences at the level of approximately +/- 0.1 on a 5-point scale. Course specific effects (e.g., variations in evaluations based on subject discipline, course level) demonstrate consistent and larger effects.

It is important to note that this is an analysis of aggregate data and will certainly include variation on an individual level. The lived experience of individual instructors can be quite different from this aggregate view. Taking a more scholarly approach to gathering, integrating and interpreting student feedback – in other words, a more holistic and contextualized evaluation of teaching – can work to mitigate any bias that does exist.

Emerging Recommendations

- 1. The name of the process by which student feedback is gathered should be changed from Student Evaluation of Teaching to (for instance) *Student Experience of Instruction* or *Student Experience of Learning*.**

As noted in the principles above, and supported in the literature, student feedback does not (and cannot, on its own) evaluate teaching effectiveness. The current SEoT nomenclature dates from a time before UBC had adopted the requirement for including peer reviews of teaching and other data sources into teaching evaluation activities.

- 2. Units be supported to adopt a more integrative approach to evaluating teaching.**

Student feedback is only one data source and type in the process used to evaluate teaching. Departments and units should be supported to adopt a more integrative approach to teaching evaluation that synthesizes multiple data sources (e.g., students, peers, and self-reflection documentation) for a more holistic picture, without over-reliance on any single data source. This process will necessarily look different in

different units but should include both in-kind support from units such as CTLT/CTL and funding for department leaders to accomplish the work proposed.

3. Email announcements sent to students for feedback should incorporate language that flags the potential for bias and sets clear expectations for how feedback will be used.

Recent research³ has demonstrated a practical and promising intervention whereby the emails inviting students to provide feedback on instruction included language intended to reduce implicit gender bias. Students in the anti-bias language condition had significantly higher rankings of female instructors than students in the standard treatment. There were no differences between treatment groups for male instructors. Though limited in size, this work suggests a relatively simple intervention in language can potentially mitigate bias to a degree in student feedback. Language that alerts respondents to the potential for implicit bias, together with what to focus on (and what not to focus on) in general rather than specific terms should be used in emails sent to students and effects on responses analysed over a period of time.

4. Questions asked of students should focus on elements of instruction based solely on their experience with an instructor in a specific course, rotation, or lab.

As noted above, teaching is a complex phenomenon. Questions for students should focus on their experiences and framed as an opportunity for students to provide feedback, rather than positioning the request as a formal evaluation of teaching effectiveness. The Working Group is continuing discussions around two specific UMI questions are still under discussion and consideration by the Working Group for both statistical and conceptual reasons:

- Question 4 (fairness of assessment); and
- Question 6 (overall judgment of effectiveness).

5. There should be a common set of UMI questions asked across both campuses.

The modular approach to constructing feedback surveys for students is appropriate (university-wide items, potentially with faculty, department and course specific items) and there should be a commonly-used core set of questions across both campuses, which is not currently the case. Departments should pay attention to the overall length of feedback requests, mindful of the fact that students are being asked to complete these for all courses they are taking. They should also explore other ways to gather course-specific feedback as the course progresses.

6. Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes.

³ (<https://doi.org/10.1371/journal.pone.0216241>)

The interpolated median should be used as the measure of centrality, with the dispersion index as a measure of spread. Reports should include distributions of responses, response rates and sample sizes, clearly flagging where response rates do not meet minimum requirements for validity and accuracy. Visualizations of comparative (anonymous) data should be developed, along with a program of consultation and dissemination to different groups (faculty, staff and administrators).

7. UBC should prioritize work to extract insights from text/open comments submitted as part of the feedback process.

Many instructors report the free-text student comments as sources of rich data to support reflection and enhancement of their course and teaching. It is recommended that a pilot investigation be undertaken with one or more Faculties, to investigate approaches to extract meaningful insights from large volumes of text submissions for formative enhancement purposes.

8. In accord with the above recommendations, UBC Senates (UBC-V and UBC-O) should review their policies and processes on Student Evaluations of Teaching, with a goal of developing a policy applicable across both campuses.

These recommendations are neither complete nor final at this point, but are presented for discussion and feedback. They are being used as the basis for the community consultation events and we note strong alignment between them and those contained in a recent statement from the American Sociological Association ([Article](#), Sept 2019)

The final report of the working group will follow a similar structure to this interim report, with the inclusion of the following appendices:

- Annotated Bibliography of related literature
- More detailed analysis/reporting of UBC-V data regarding possible biases
- Summary of proposed statistics for quantitative analysis and reporting.
- Concerns expressed by students and faculty (that arise during the consultation phases and are important but outside the Working Group mandate)



University of British Columbia

Annual Enrolment Report

2019-2020



Dr. Ananya Mukherjee-Reed

Provost and Vice-President Academic, UBC Okanagan

Dr. Andrew Szeri

Provost and Vice-President Academic, UBC Vancouver

Contents

LIST OF TABLES	4
LIST OF FIGURES	5
EXECUTIVE SUMMARY	6
INTRODUCTION	7
UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS	8
How Many Undergraduate Students Applied, were Admitted, and Registered at UBC?	8
How Many Graduate Students Applied, were Admitted, and Registered at UBC?	12
Graduate Student Recruitment	15
What was the Academic Ability of New Undergraduate Students?	16
Where Did UBC's New Direct-Entry Students Previously Study?	17
Where Did UBC's New Transfer Students Previously Study?	18
Where did Aboriginal Students at UBC Previously Study?	20
In Which Canadian Provinces Did UBC's New Undergraduate Students Previously Study?	23
In Which Countries Did UBC's New International Undergraduate Students Previously Study?	24
Where Did UBC's New Graduate Students Previously Study?	26
UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT	29
What was UBC's Government-Funded Domestic FTE Count by Campus?	29
How Many Students did UBC Enrol?	29
How Many Domestic Students did UBC Enrol?	31
How Many Aboriginal Students did UBC Enrol?	32
How Many International Students did UBC Enrol?	33
How Many Students were Youth Formerly in Government Care?	34
How Many World University Service of Canada Students were Enrolled?	35
How Many Vantage College Students Enrolled?	35
What were the Demographic Characteristics of UBC's Students?	35
What Nationalities are Represented in UBC's International Student Population?	37
Global Opportunities	41
Transfers between UBC campuses	41
INDICATORS OF STUDENT SUCCESS	42
How Many Credentials did UBC Award?	42
What were UBC's Undergraduate Students' Retention and Completion Rates?	44
What were UBC's Aboriginal Undergraduate Students' Retention and Completion Rates?	46
What was the Time Taken by UBC Graduate Students to Complete their Programs?	47
APPENDIX A: HEADCOUNT ENROLMENT TABLES	50
Okanagan Campus	50
Vancouver Campus	52

APPENDIX B: FTE ENROLMENT TABLES.....	58
APPENDIX C: GLOSSARY.....	61

LIST OF TABLES

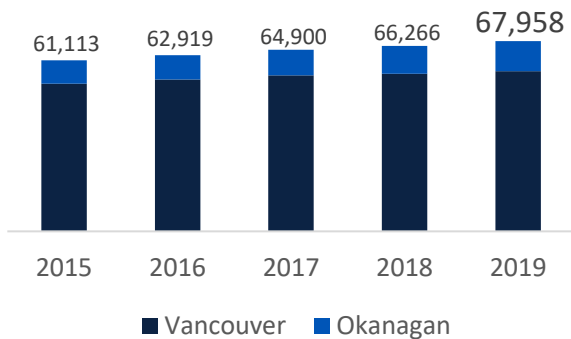
Table 1: Undergraduate Students' Admit and Yield Rates, All Year Levels, by Year	12
Table 2: Graduate Students' Admit and Yield Rates, by Year	15
Table 3: All Enrolled Aboriginal Students' Previous Institution, by Year, by Campus	20
Table 4: Overall Student Headcount, by Year, by Campus	30
Table 5: Domestic Student Headcount, by Year, by Campus	31
Table 6: Domestic Aboriginal Student Headcount, by Year, by Campus.....	33
Table 7: International Student Headcount, by Year, by Campus.....	34
Table 8: International Students' Countries of Citizenship, by Year, Okanagan Campus	38
Table 9: International Students' Countries of Citizenship, by Year, Vancouver Campus.....	39
Table 10: Number of Credentials Awarded, by Year, by Campus	43
Table 11: Number and Proportion of Credentials Awarded to Aboriginal Students, by Year, by Campus.....	44

LIST OF FIGURES

Figure 1: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Okanagan Campus, by Year.....	9
Figure 2: Undergraduate Students' Admissions Pyramid (International, All Year Levels), Okanagan Campus, by Year ..	10
Figure 3: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Vancouver Campus, by Year	10
Figure 4: Undergraduate Students' Admissions Pyramid (International All Year Levels), Vancouver Campus, by Year ..	11
Figure 5: Graduate Students' Admissions Pyramid (Domestic), Okanagan Campus, by Year	13
Figure 6: Graduate Students' Admissions Pyramid (International), Okanagan Campus, by Year	13
Figure 7: Graduate Students' Admissions Pyramid (Domestic), Vancouver Campus, by Year	14
Figure 8: Graduate Students' Admissions Pyramid (International), Vancouver Campus,	14
Figure 9: Location of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2019/20, by Campus ...	17
Figure 10: Top 10 Countries or Territories (other than Canada) of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2019/20, by Campus	18
Figure 11: Location of Previous Institution Attended, New Undergraduate Transfer Students, 2019/20, by Campus	19
Figure 12: Top 10 Countries (other than Canada) of Previous Institution Attended, New Undergraduate Transfer Students, 2019/20	19
Figure 13: Aboriginal Students' Previous Institution, by Province, 2019/20, Okanagan Campus (if in Canada), N = 585.	21
Figure 14: Aboriginal Students' Previous Institution, by Province, 2019/20, Vancouver Campus (if in Canada), N = 1,053	22
Figure 15: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2019/20, Okanagan Campus (if in Canada), N = 2,180	23
Figure 16: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2019/20, Vancouver Campus (if in Canada), N = 6,356	24
Figure 17: Country of Previous Institution Attended, New International Undergraduate Students, 2019/20, Okanagan Campus, N = 572	25
Figure 18: Country of Previous Institution Attended, New International Undergraduate Students, 2019/20, Vancouver Campus, N = 2,780	25
Figure 19: Province of Previous Institution Attended (if in Canada), New Graduate Students, 2019/20, Okanagan Campus, N = 264	26
Figure 20: Province of Previous Institution Attended (if in Canada), New Graduate Students, 2019/20, Vancouver Campus, N = 1,945	27
Figure 21: Country of Previous Institution Attended (outside of Canada), New Graduate Students, 2019/20, Okanagan Campus, N = 431	28
Figure 22: Country of Previous Institution Attended (outside of Canada), New Graduate Students, 2019/20, Vancouver Campus, N = 3,110	28
Figure 23: Government-Funded and Delivered (Actual) Domestic FTEs, by Campus	29
Figure 24: Students' Gender Distribution, by Program, by Campus, 2019/20	36
Figure 25: Students' Age Distribution, by Program, by Campus, 2019/20	36
Figure 26: International Students' Citizenship, by Country, 2019/20, Okanagan Campus, N = 2,185	40
Figure 27: International Students' Citizenship, by Country, 2019/20, Vancouver Campus, N = 16,094.....	40
Figure 28: Headcount of Transfers Between UBC Campuses, by Year	41
Figure 29: Retention Rates of Domestic and International First-Year Students, by Entry Year, by Campus	45
Figure 30: Six-Year Completion Rates of Domestic and International Undergraduate Students, by Entry Year, by Campus	45
Figure 31: Retention Rates of Aboriginal Students, by Entry Year, by Campus.....	46
Figure 32: Six-Year Completion Rates of Aboriginal Undergraduate Students, by Entry Year, by Campus	47
Figure 33: Master's Students' Years to Completion, 2009/10-2012/13 Cohorts, Okanagan Campus (N = 414).....	48
Figure 34: Master's Students' Years to Completion, 2009/10-2012/13 Cohorts, Vancouver Campus (N = 7,752)	48
Figure 35: Doctoral Students' Years to Completion, 2006/07-2009/10 Cohorts, Okanagan Campus (N = 77).....	49
Figure 36: Doctoral Students' Years to Completion, 2006/07-2009/10 Cohorts, Vancouver Campus (N = 1,521)	49

EXECUTIVE SUMMARY

Total UBC Enrolment (Headcount)

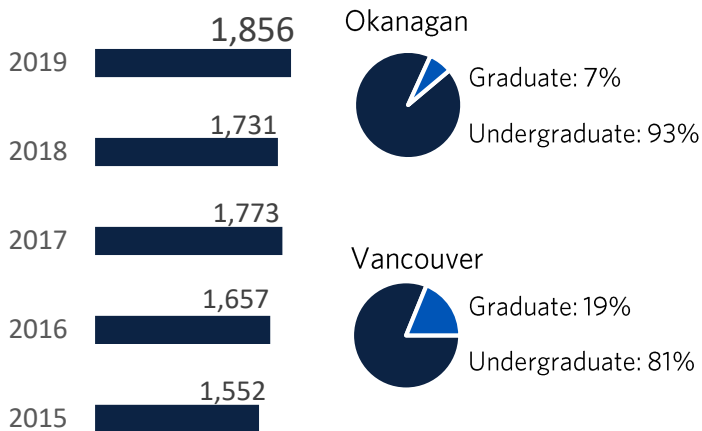


Undergraduate Retention Rate **91%**

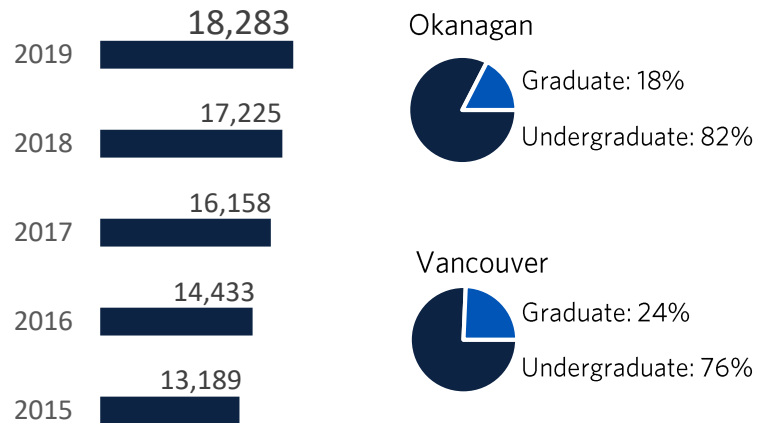
- Domestic: 92.0%
- Aboriginal: 83.2%
- International: 87.7%

Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies

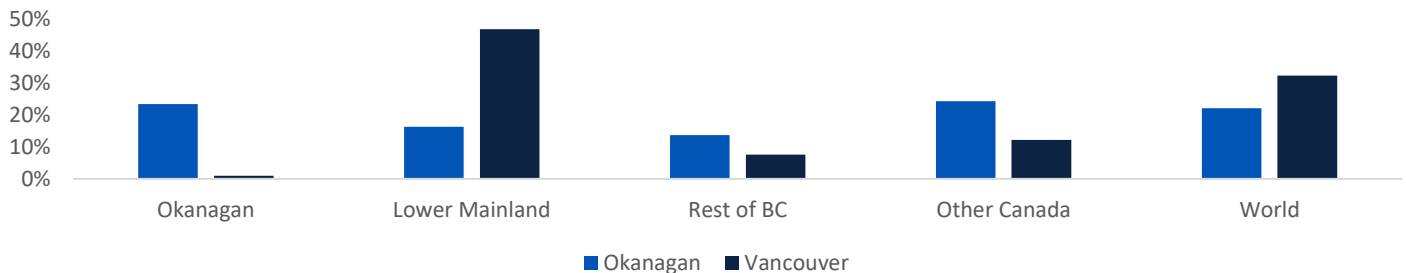
Aboriginal Students



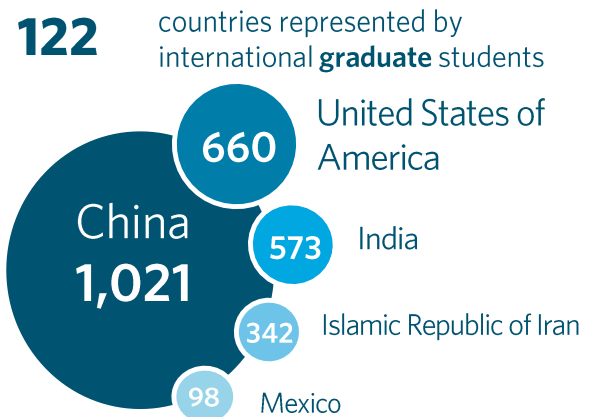
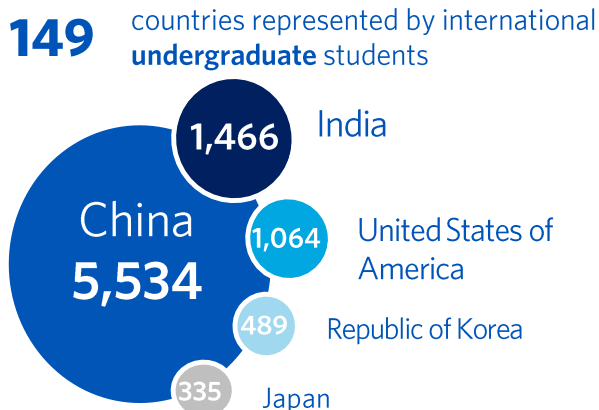
International Students



Direct-Entry Baccalaureate Students' Origins



UBC International Students' Countries of Citizenship



INTRODUCTION

The UBC Annual Enrolment Report (2019/20) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

- meet the Government's targets for domestic undergraduate and graduate FTEs,
- increase the enrolment of Aboriginal students,¹
- attract the "best and the brightest" students to UBC,
- enrol a strong contingent of domestic students from British Columbia and attract students from elsewhere in Canada,
- achieve a diverse international student body, and
- provide access for historically underrepresented populations.

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

The BC Ministry of Advanced Education, Skills and Training sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2019/20 fiscal year (April 1, 2019 to March 31, 2020), UBC was government-funded for a total of 42,787 FTEs, 236 more than the previous year; 7,015 FTEs were allocated to the Okanagan campus and 35,772 FTEs were allocated to the Vancouver campus. Overall, 36,805 FTEs were funded undergraduate domestic student spaces and 5,982 were funded graduate student spaces. The additional 236 FTEs for the 2019/20 year were directed to the Master of Science in Nursing, Master of Nursing - Nurse Practitioner, Bachelor of Applied Science in Biomedical Engineering, Bachelor of Applied Science in Manufacturing Engineering, Bachelor of Science in Computer Science, and early childhood education programs.

¹ We use the term "Aboriginal" in keeping with its use in section 35(2) of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

UBC uses a competitive admission process because it receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus. Whereas UBC recruits for diversity in the incoming class, admission decisions are based solely upon a fair and equitable process that evaluates applicants on their individual merits. Ultimately, the goal is for the University to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications with all necessary documents, gain admission, and ultimately register in courses. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students and the numbers have been increasing over time. It is important to note that international students do not compete with domestic students for the government-funded seats and thus do not displace domestic students. The two groups of students are measured by a common standard in two independent applicant pools and processes.

Starting in September 2020, UBC will use a new application system for undergraduate admissions. The application platform, provided by Education Planner BC, is a shared, common platform that is being used by almost all public post-secondary institutions in the province. UBC's adoption of this application service will provide students with an online resource that easily and conveniently allows students to apply to one or several institutions without duplicating efforts. It will also, in time, begin to provide UBC with access to provincial-wide data regarding applicants' behaviour, which will allow us to make more informed institutional policy decisions, and permit the public post-secondary institutions to better understand access to our programs and students' interests.

The 2019/20 winter admission cycle brought new elements of the revised British Columbia K-12 curriculum into focus. In response, UBC implemented a new holistic system of admission assessment that aims to bring a student's entire academic record over the senior years of secondary school into consideration when making offers of admission. The foundational principles behind this approach are to acknowledge that learning across a variety of courses in school is valuable and to bring into view the broad and nuanced ways in which this happens, and to provide a greater degree of consistency and equity across our assessments considering the diverse academic records of students from across the globe. To that end, UBC now considers grades in all academic courses taken with particular attention to those in subject areas that are relevant to the applicant's intended area of study; and, where possible, considers the extent to which students may have academically challenged themselves during secondary school. This is evidenced by paying attention to cases where students have taken more courses than what is minimally required for admission and to indications that students have challenged themselves by taking coursework that includes advanced content.

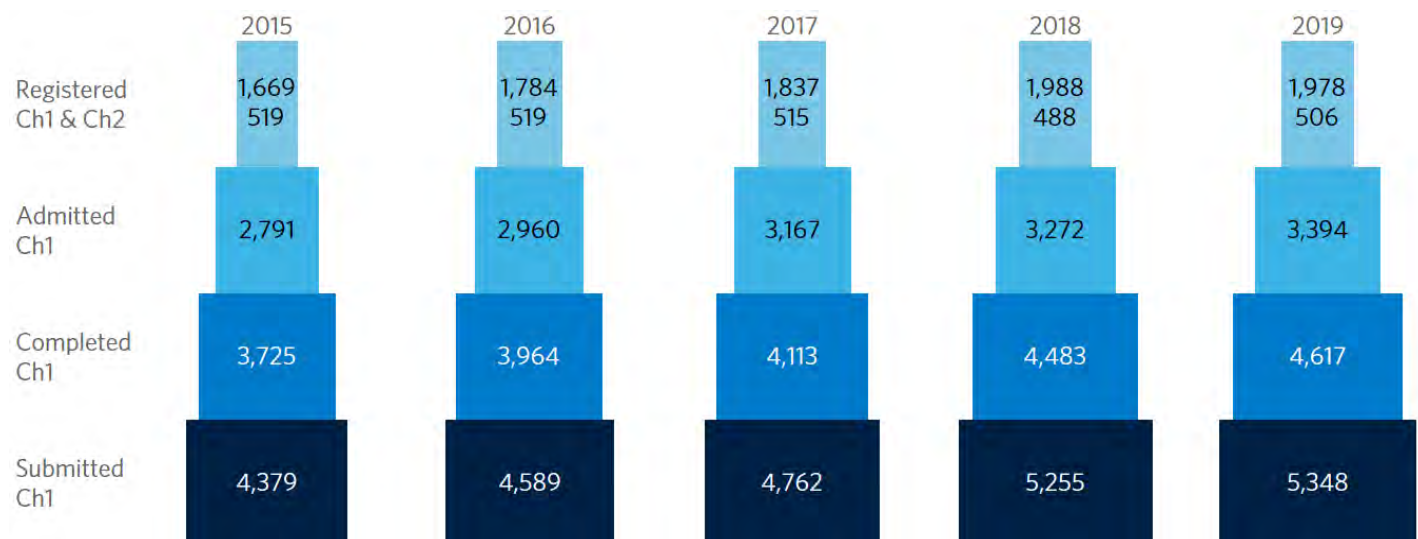
Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2015/16 through 2019/20. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number of students who registered in their preferred choice of program or campus (Ch1) and the lower number represents the number of students registered in their second choice or an alternative program or campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2015/16 through 2019/20. A submitted application identifies a complete formal request to enter a UBC program of study accompanied by payment of an application fee. A complete application identifies that all the additional documentation and information required to initiate the evaluation of an application has been received. The term admitted identifies that an application has been reviewed and UBC has extended an offer to enrol to the applicant. Lastly, registered identifies that the student has selected and started attending classes at UBC. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applications do not progress.

In 2019/20, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 5% over 2018/19. The domestic applicant pool grew by 3%, over 2018/19 (see Figure 1), and the international applicant pool grew by 18% (see Figure 2).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) decreased by 1% over 2018/19. The domestic applicant pool decreased by 2%, over 2018/19 (see Figure 3), and the international applicant pool saw no change (see Figure 4).

FIGURE 1: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR



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

FIGURE 2: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR

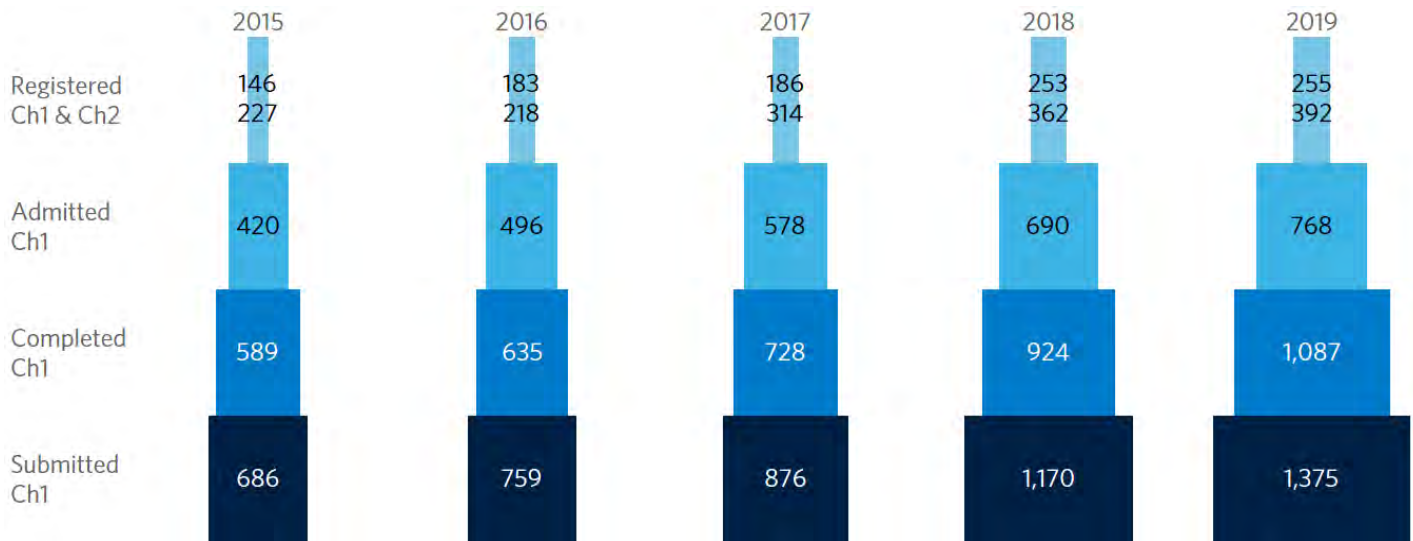


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

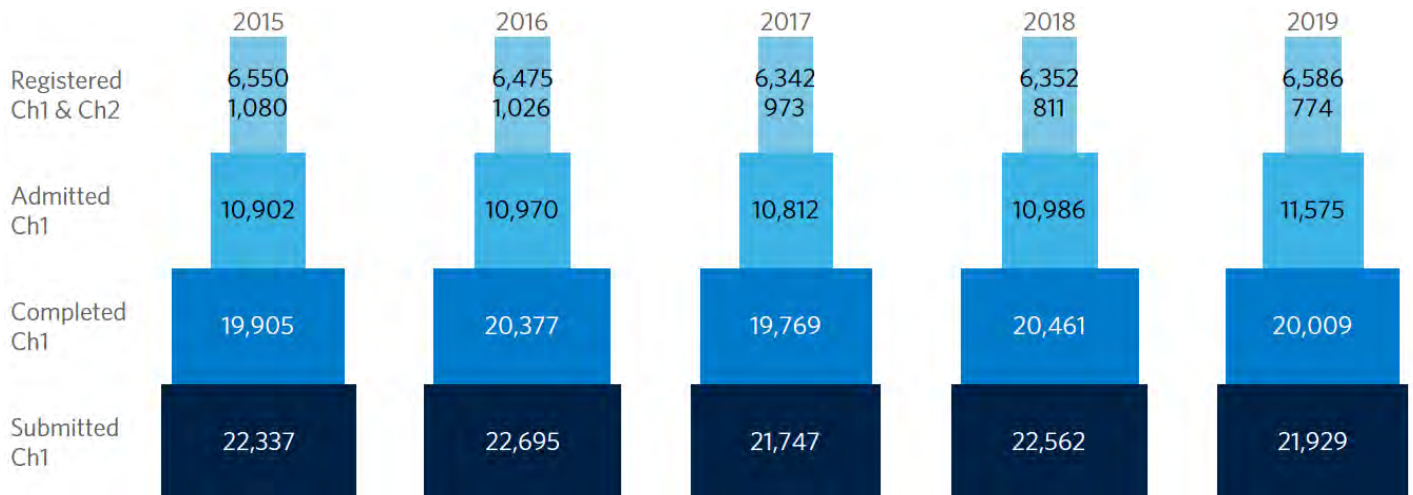
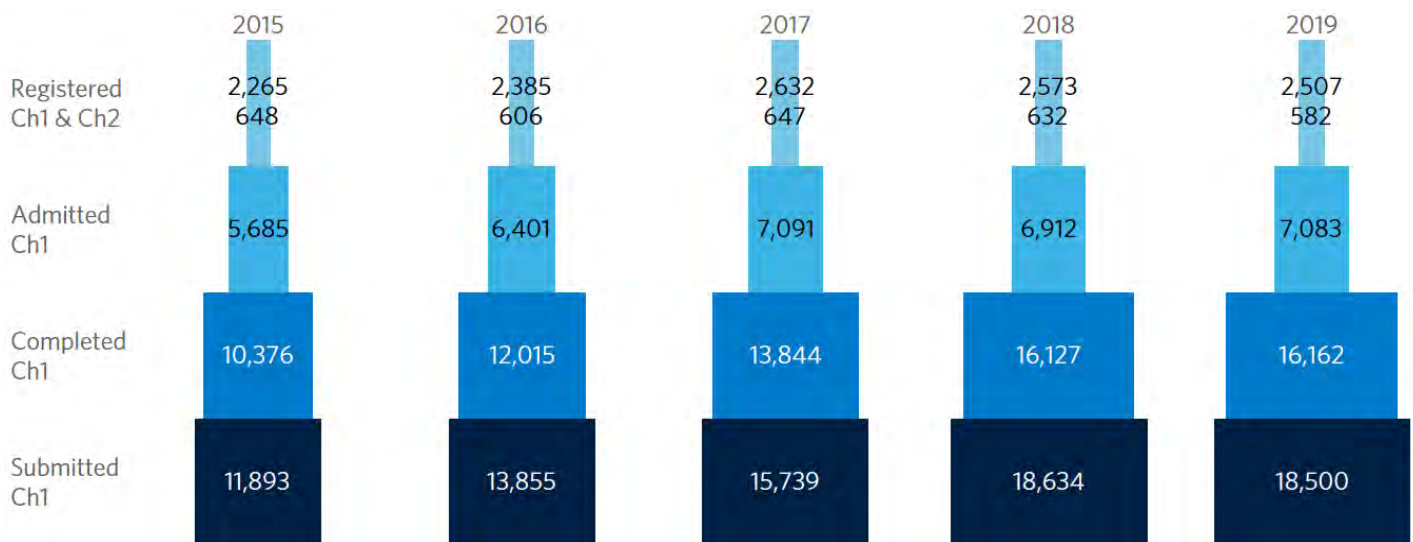


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission from universities across Canada and around the world; consequently, they do not always accept UBC's offer of admission. In the 2019 New-to-UBC survey, 93% of direct-entry domestic and 92% of direct-entry international Okanagan students who applied to post-secondary institutions other than UBC were accepted to at least one other institution. Ninety-nine percent of Vancouver direct-entry domestic students and 95% of Vancouver direct-entry international students applying to additional institutions were accepted to at least one other institution.

Based on past experience of the number that accepted an offer of admission and registered, a specified number of offers of admission are made to ensure that the targeted number of students actually register. The admit and yield rates are shown in Table 1. The admit rate is the ratio of students offered admission to their preferred choice of program to the number of completed applications received; this includes applicants refused admission for failure to achieve minimum requirements (e.g., missing a pre-requisite course) and those refused due to lack of space (e.g., their academic and personal profile assessments were not competitive). The yield rate is the ratio of registered students to the number offered admission to their preferred choice of program. The admit rate is influenced by the number of applicants, the number of seats available for each applicant pool (domestic and international) and the likelihood that the student, once offered admission, will register (these likelihoods vary for domestic and international students).

TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

Campus	Citizenship		2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Domestic	Admit Rate	75%	75%	77%	73%	74%
		Yield Rate	60%	60%	58%	61%	58%
	International	Admit Rate	71%	78%	79%	75%	71%
		Yield Rate	35%	37%	32%	37%	33%
	Okanagan Total	Admit Rate	74%	75%	77%	73%	73%
		Yield Rate	57%	57%	54%	57%	54%
Vancouver	Domestic	Admit Rate	55%	54%	55%	54%	58%
		Yield Rate	60%	59%	59%	58%	57%
	International	Admit Rate	55%	53%	51%	43%	44%
		Yield Rate	40%	37%	37%	37%	35%
	Vancouver Total	Admit Rate	55%	54%	53%	49%	52%
		Yield Rate	53%	51%	50%	50%	49%

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.

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

UBC's ability to achieve its enrolment objectives is the result of strategic recruitment activities, supportive advising, and robust orientation programming for newly admitted students. For 2019/20, 51% of the direct-entry students admitted to their preferred program ultimately accepted their offer of admission. Of those who accepted an offer of admission to a program, 13% did not register and attend classes in September.

After letters with offers of admission are provided to successful applicants, a targeted and timed communication campaign keeps these applicants engaged with the university through to the deadline by which they must accept their offer. In May 2019, over 500 newly admitted Okanagan students were invited to the campus to start the orientation process and to explore their academic options. This included 287 who spent the weekend staying in a student residence as part of the *Destination UBC* event. In Vancouver, over 1000 newly admitted students began their UBC journey with *UBC Welcomes You*, a day-long event held in April 2019. *UBC Welcomes You* is designed to provide academic support in planning for first year, to encourage students to accept their offers of admission, and to help new students make connections with some peers and senior student leaders. Similar events were held throughout Canada and around the world to support and welcome the incoming UBC class of 2019/20.

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

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, the numbers of admitted students and subsequent registrations for 2015/16 through 2019/20. The years 2015/16 through 2018/19 contain intake data as of March 1st, whereas the 2019/20 intake is in progress and contains preliminary data as of November 1, 2019. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the numbers of applications shown here are an underestimation of interest in graduate studies at UBC.

In 2019/20, graduate student applications for the Okanagan campus increased by 37% over 2018/2019. The domestic applicant pool increased by 18% over 2018/19 (see Figure 5), and the international applicant pool grew by 47% (see Figure 6).

For the Vancouver campus, graduate student applications increased by 10% over 2018/19. The domestic applicant pool decreased by 4%, over 2018/19 (see Figure 7), and the international applicant pool grew by 17% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

FIGURE 5: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

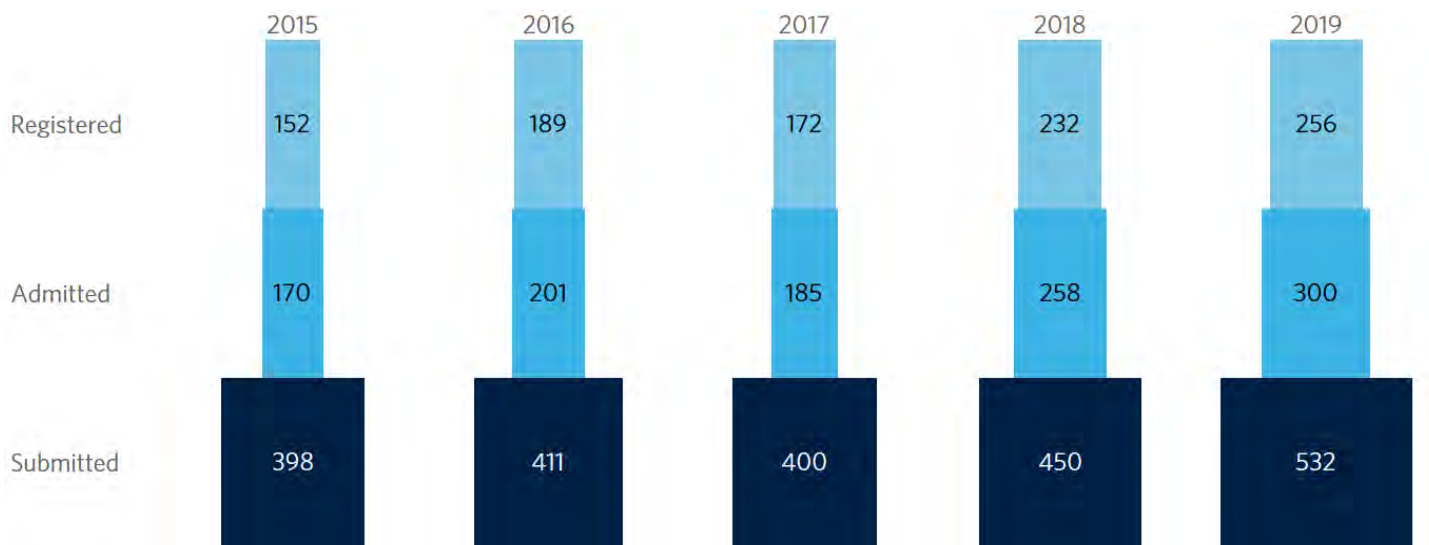


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

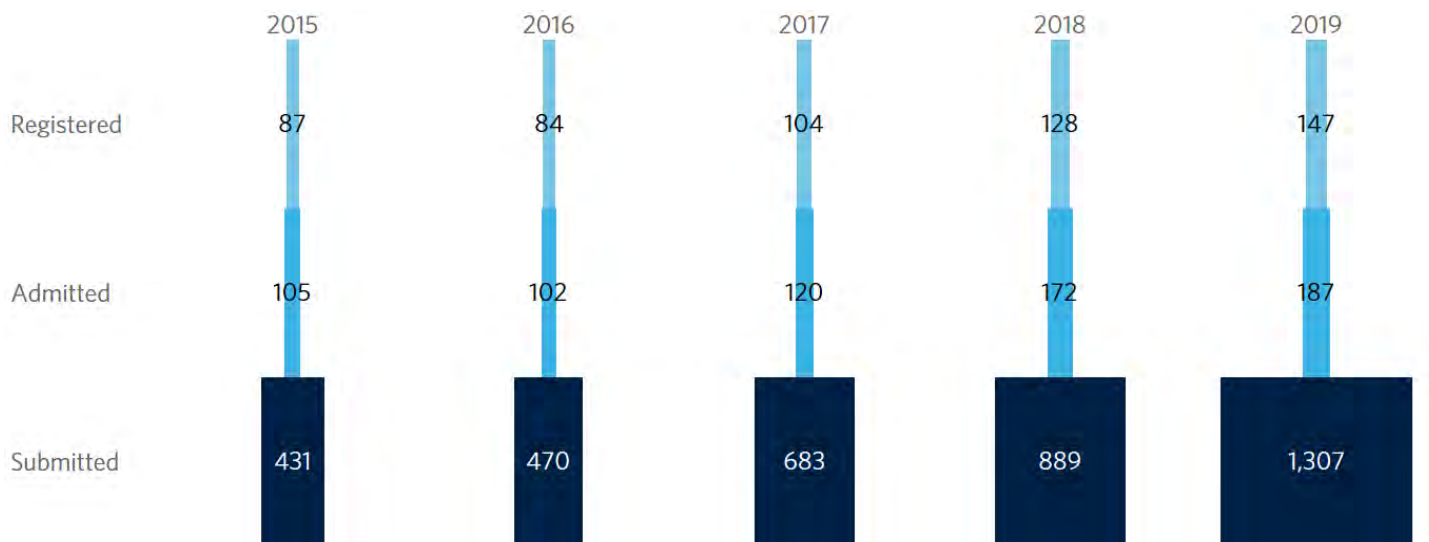


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

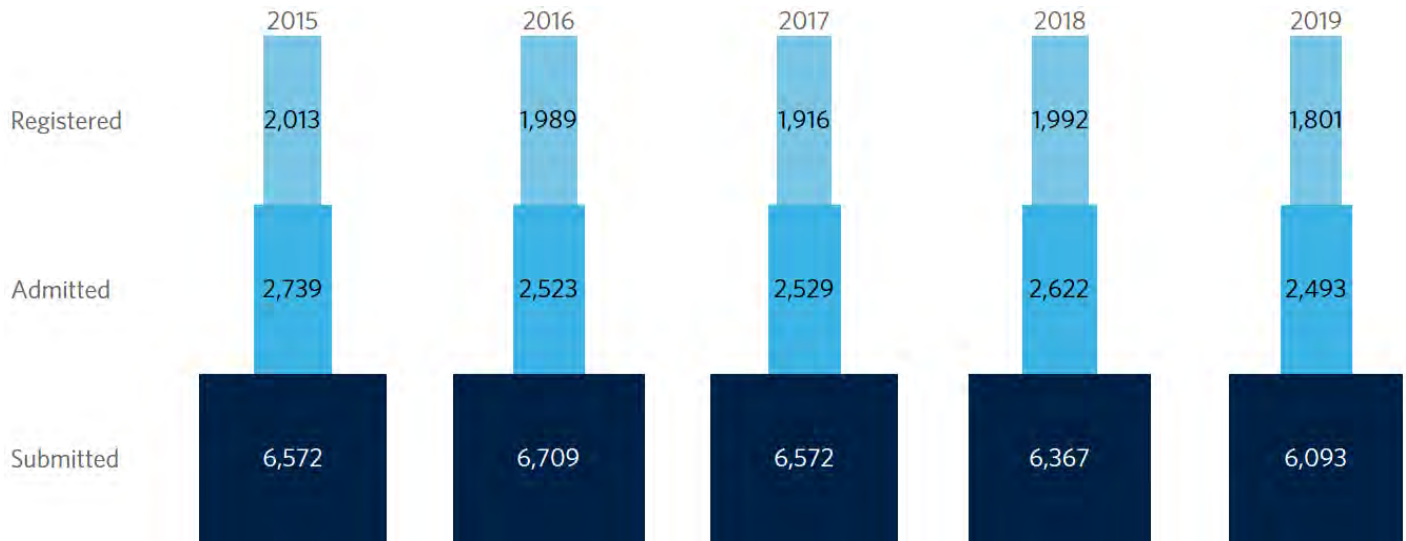


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

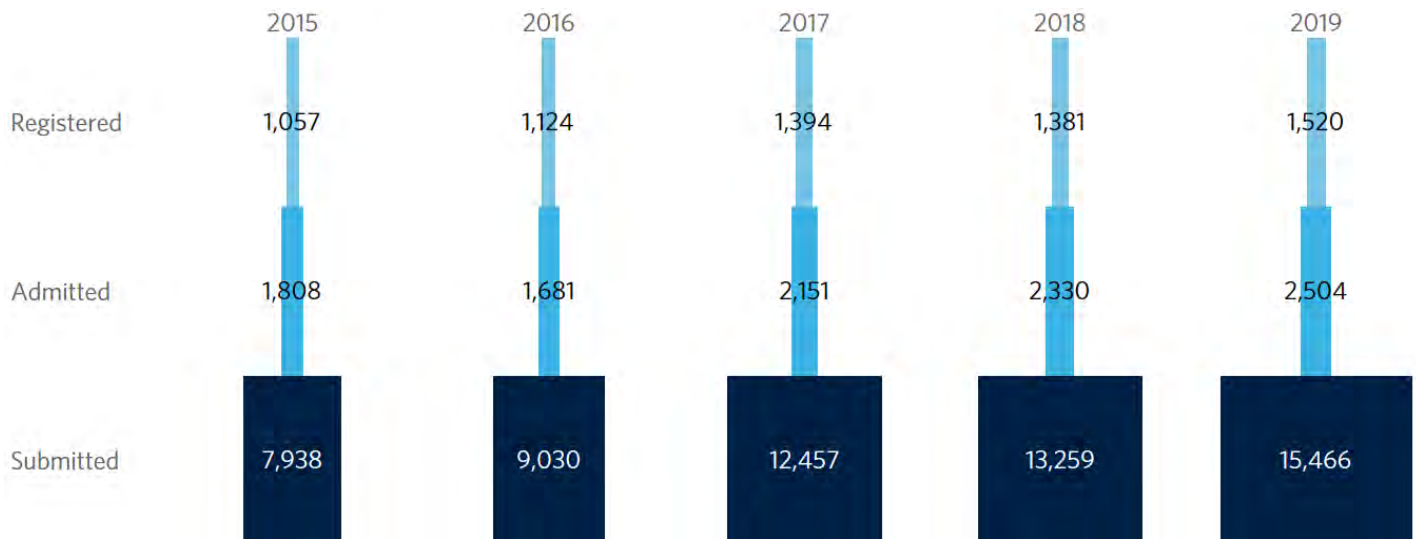


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Domestic	Admit Rate	43%	49%	46%	57%	56%
		Yield Rate	89%	94%	93%	90%	85%
	International	Admit Rate	24%	22%	18%	19%	14%
		Yield Rate	83%	82%	87%	74%	79%
	Okanagan Total	Admit Rate	33%	34%	28%	32%	26%
		Yield Rate	87%	90%	90%	84%	83%
Vancouver	Domestic	Admit Rate	42%	38%	38%	41%	41%
		Yield Rate	73%	79%	76%	76%	72%
	International	Admit Rate	23%	19%	17%	18%	16%
		Yield Rate	58%	67%	65%	59%	61%
	Vancouver Total	Admit Rate	31%	27%	25%	25%	23%
		Yield Rate	68%	74%	71%	68%	66%

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.

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

GRADUATE STUDENT RECRUITMENT

For UBC Vancouver, graduate student recruitment efforts occur at all levels of the university community, from individual faculty members, to graduate programs, deans' offices, and the Faculty of Graduate and Postdoctoral Studies (G+PS). Much of this work involves collaboration between units, and efforts are supported by G+PS with a variety of initiatives to strengthen recruitment. Particular attention is paid to the optimization of workflows and systems, data tracking and analysis, and the sharing of best practices among the academic programs.

UBC Vancouver has launched innovative graduate student recruitment initiatives with several comprehensive technical developments, including the provision of a graduate degree program listing, researcher profiles, and country-information system:

- the graduate degree program listing is a convenient one-stop information source that provides access to UBC's 330 academic program profiles, with program descriptions, deadlines, requirements, PhD career outcomes data, student & alumni profiles, tuition information, enrolment and completion data, and research supervisors, among other things,
- the 2,160 researcher profiles are widely used – not only for graduate student recruitment and to match prospective students with research supervisors, but by others who seek to compile data and to identify faculty members for a variety of reasons that relate to their research expertise, collaborations, or locations of research, and
- the country-information system forms the cornerstone of many future activities with its ability to provide comprehensive insight into other countries and individual institutions. This information will help identify recruitment potential by highlighting application numbers, admit and yield rates, international mobility statistics, partnerships, and linkages between UBC and those institutions. Through integration with the researcher profiles, insights gained can be highly targeted and actionable.

Other priorities in the digital realm for Vancouver's Faculty of Graduate and Postdoctoral Studies include social media, storytelling, video marketing, and a prospective student newsletter. The student story database with more than 800 profiles of current students and alumni provides a wealth of opportunities.

In addition to these digital activities G+PS pursues conventional marketing activities for graduate student recruitment, including attendance at select recruitment fairs, print advertising, posters, and outreach campaigns. Yield activities include comprehensive email campaigns with admitted students, extensive pre-arrival webinar schedules, and an online community.

On the Okanagan campus, each graduate program has a graduate student marketing page that includes a searchable database of supervisors, research areas, labs and facilities. There are also dozens of "Our Stories" profiling researches and students. Searchers can sort by faculty, student or alumni stories. In the summer of 2019, a working group was formed to focus specifically on marketing and recruitment for graduate programs at UBC Okanagan. The subcommittee is currently conducting an analysis of how program marketing is managed by each faculty, and looking for opportunities to collaborate across faculties.

WHAT WAS THE ACADEMIC ABILITY OF NEW UNDERGRADUATE STUDENTS?

UBC students are academically successful and well-rounded. A holistic evaluation method, has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

Direct-entry undergraduate applicants are evaluated academically in a comprehensive and holistic manner. All grade 11 and grade 12 academic courses are considered in the admission decision along with a review of courses and grades that are particularly relevant to the program to which a student has applied. This review of academic course grades also considers the extent to which a student may have challenged themselves as evidenced by the volume of academic courses completed and/or rigour of the courses completed. The mean entering grade range, for all academic courses a student took in the senior years of secondary school, was 86-88% for students attending the Okanagan campus; on the Vancouver campus, it was 90-92%.

The comprehensive and holistic review of academic coursework and grades is taken in conjunction with a review of the accomplishments (both academic and non-academic) and experiences outside of the classroom of each applicant. This process involves assessing personal profiles, which provide applicants with the opportunity to describe the things that are important to them, their significant achievements, what they have learned from their experiences, and the challenges that they have overcome. UBC looks at each prospective student as a whole person: a combination of talents, interests, and passions.

In 2019/20 over 78,000 personal profiles were read and scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessors are not in agreement, the file is reviewed by a third (and possibly fourth) reader until a consistent assessment is achieved. All in all, it is estimated that about 15% of admitted applicants would not have been admitted with a grades-only admission model (this figure varies by program and campus).

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

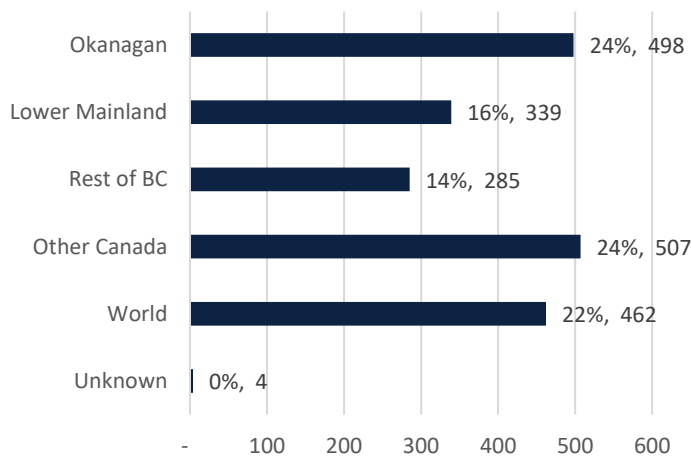
Figure 9 displays, for each campus, where 2019/20's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2019/20, 73% of the new-to-UBC undergraduate students (N = 2,095) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Vernon and Okanagan Skaha school districts.

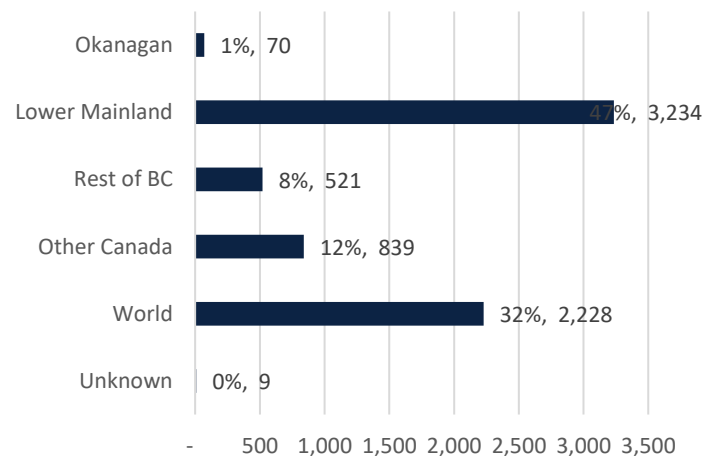
In 2019/20, 6,901 new direct-entry students, who comprised 60% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 47% (N = 3,234) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 591) including the Okanagan, and 32% had studied outside of Canada (N = 2,228).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2019/20, BY CAMPUS

Okanagan Campus (N = 2,095)



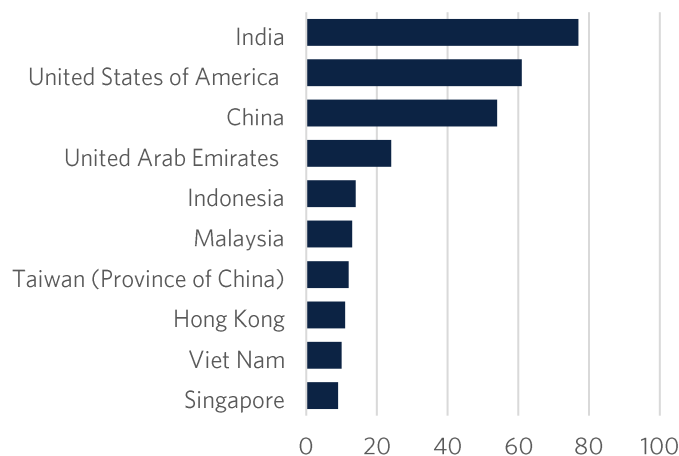
Vancouver Campus (N = 6,901)



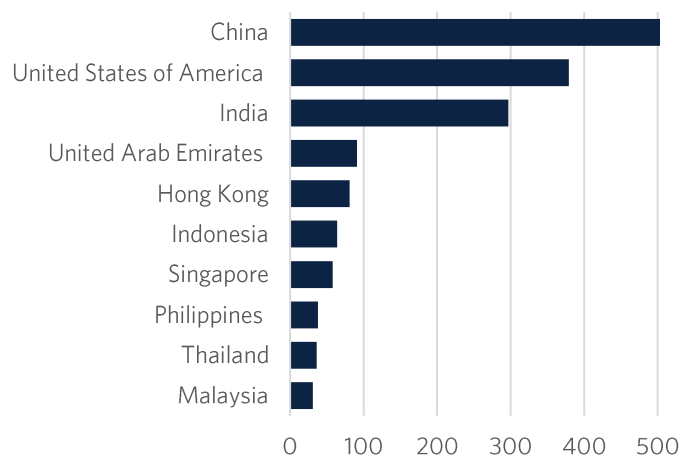
UBC actively recruits students in approximately 81 different countries, 22+ states within the USA, and has relationships with many secondary schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from over 110 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 10.

FIGURE 10: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2019/20, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

Students with previous experience at another post-secondary institution entered UBC via many pathways. Some had graduated from high school, studied at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution attended by new transfer students to each of UBC's campuses in 2019/20.

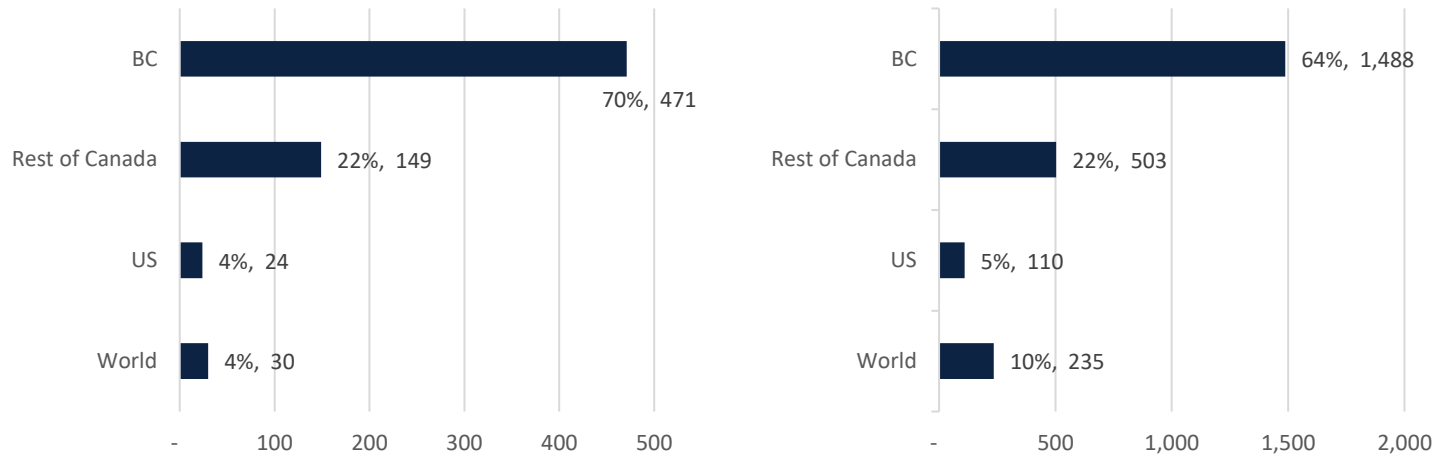
In 2019/20, 674 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 23% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 471 students (or 70% of all the post-secondary transfer students) previously attended a post-secondary institution in BC.

In 2019/20, UBC Vancouver registered 2,336 post-secondary transfer students, who comprised 20% of all the new-to-UBC students on the Vancouver campus. The majority of these students (64%) transferred from a post-secondary institution in BC.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2019/20, BY CAMPUS

Okanagan Campus (N = 674)

Vancouver Campus (N = 2,336)

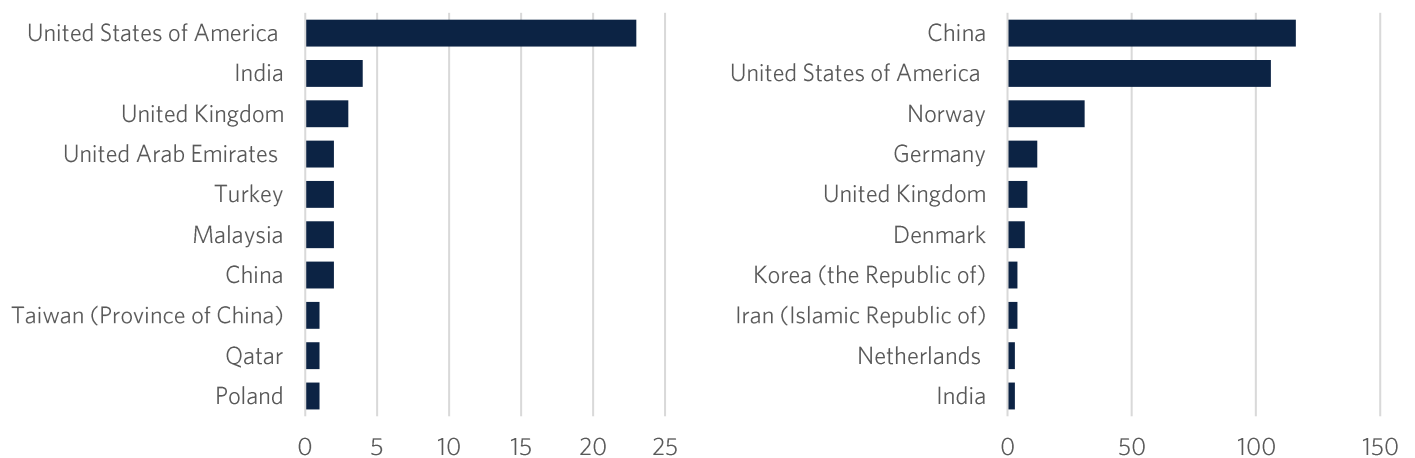


The 2019/20 new transfer students attended post-secondary institutions in 45 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2019/20

Okanagan Campus

Vancouver Campus



WHERE DID ABORIGINAL STUDENTS AT UBC PREVIOUSLY STUDY?

Most Aboriginal students at UBC are direct-entry students from secondary schools, although the proportion who register after completing some post-secondary education elsewhere is much higher than the overall proportion of domestic transfer students. Table 3 shows the Aboriginal student headcount, by campus, by student level, and by the type of institution previously attended. Most Aboriginal students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A small proportion of enrolled Aboriginal students studied at institutions from Central or Eastern Canada (see Figures 13 and 14).

TABLE 3: ALL ENROLLED ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Secondary School	232	269	341	337	370
		Technical Institute	15	13	13	9	11
		College	95	104	106	104	116
		University	35	43	39	35	50
		Unknown	42	37	34	44	56
		Undergraduate Total	419	466	533	529	603
	Graduate	Secondary School	3	6	4	5	7
		Technical Institute		2	2	2	
		College	13	7	10	10	17
		University	16	15	16	12	17
		Unknown	8	8	5	5	5
		Graduate Total	40	38	37	34	46
		Okanagan Total	459	504	570	563	649
Vancouver	Undergraduate	Secondary School	422	443	461	478	518
		Technical Institute	12	9	7	11	9
		College	184	196	184	185	189
		University	175	180	176	125	129
		Unknown	58	73	109	117	107
		Undergraduate Total	851	901	937	916	952
	Graduate	Secondary School	23	20	25	24	24
		Technical Institute	9	13	9	7	9
		College	50	52	57	51	58
		University	135	128	130	118	119
		Unknown	6	10	13	14	11
		Graduate Total	223	223	234	214	221
		Vancouver Total	1,074	1,124	1,171	1,130	1,173
Grand Total			1,533	1,628	1,741	1,693	1,822

FIGURE 13: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2019/20, OKANAGAN CAMPUS (IF IN CANADA), N = 585

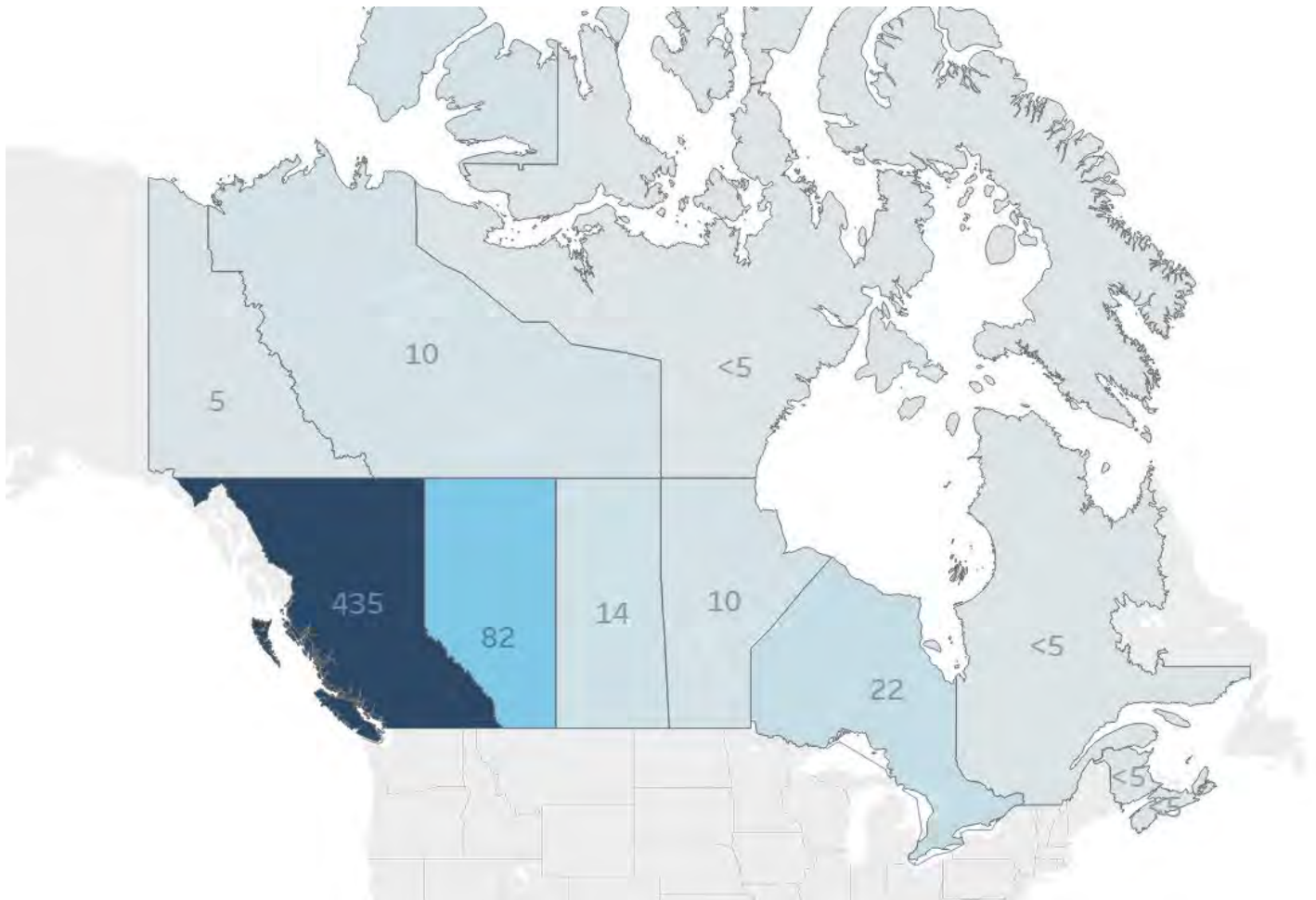
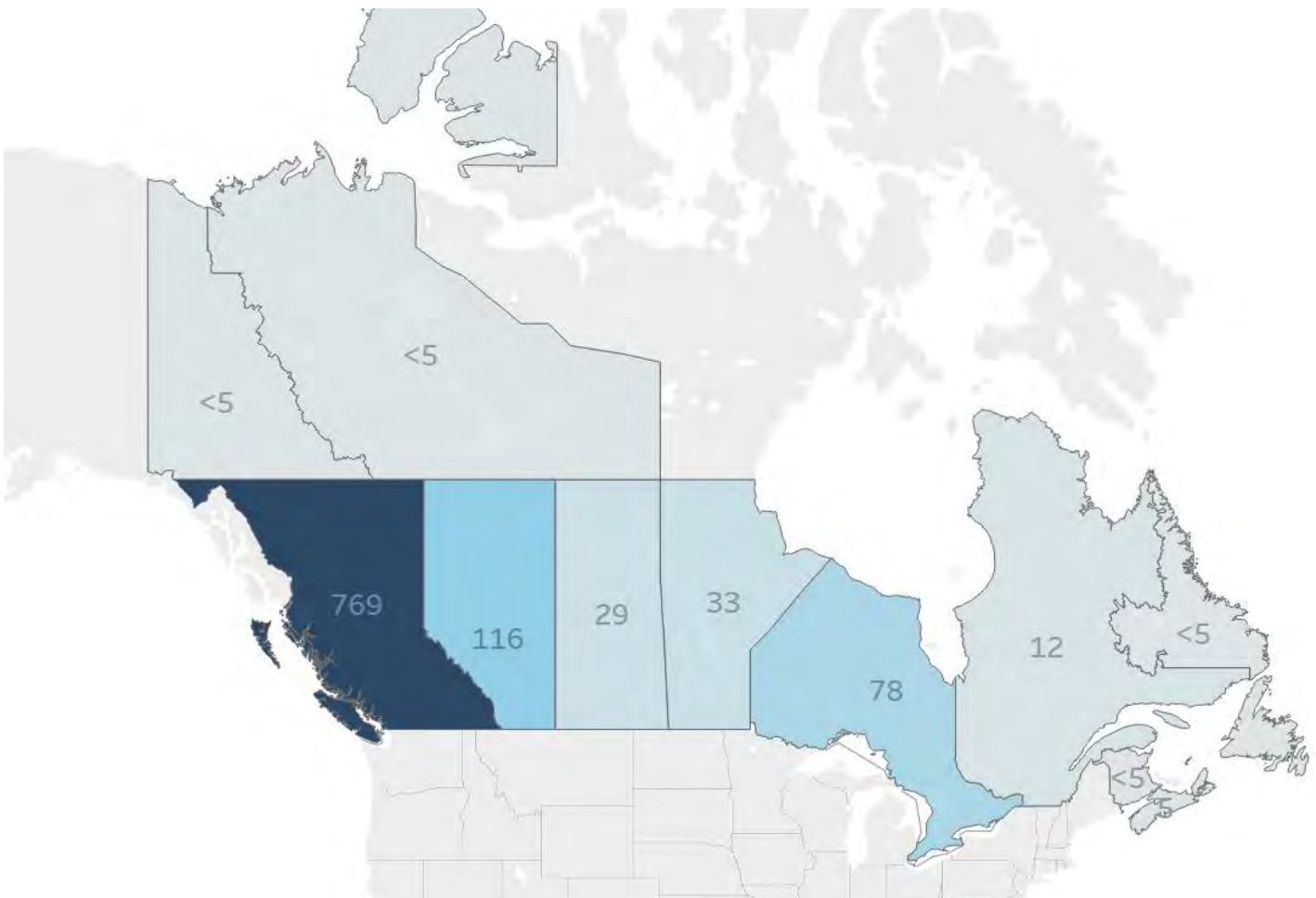


FIGURE 14: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2019/20, VANCOUVER CAMPUS
(IF IN CANADA), N = 1,053



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

Figures 15 and 16 are maps of where UBC's 2019/20 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student authorization before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 15: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS (IF IN CANADA), N = 2,180

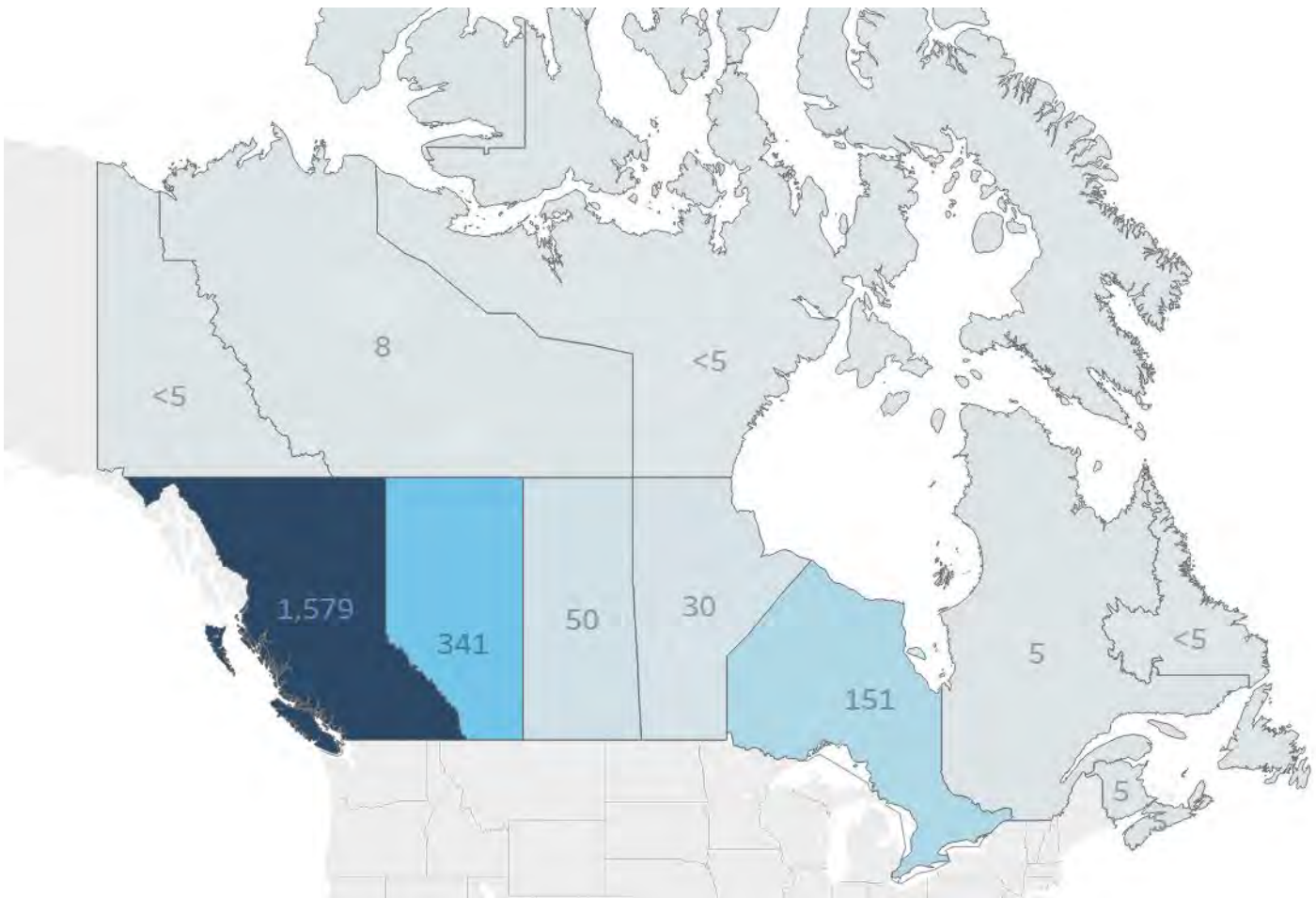
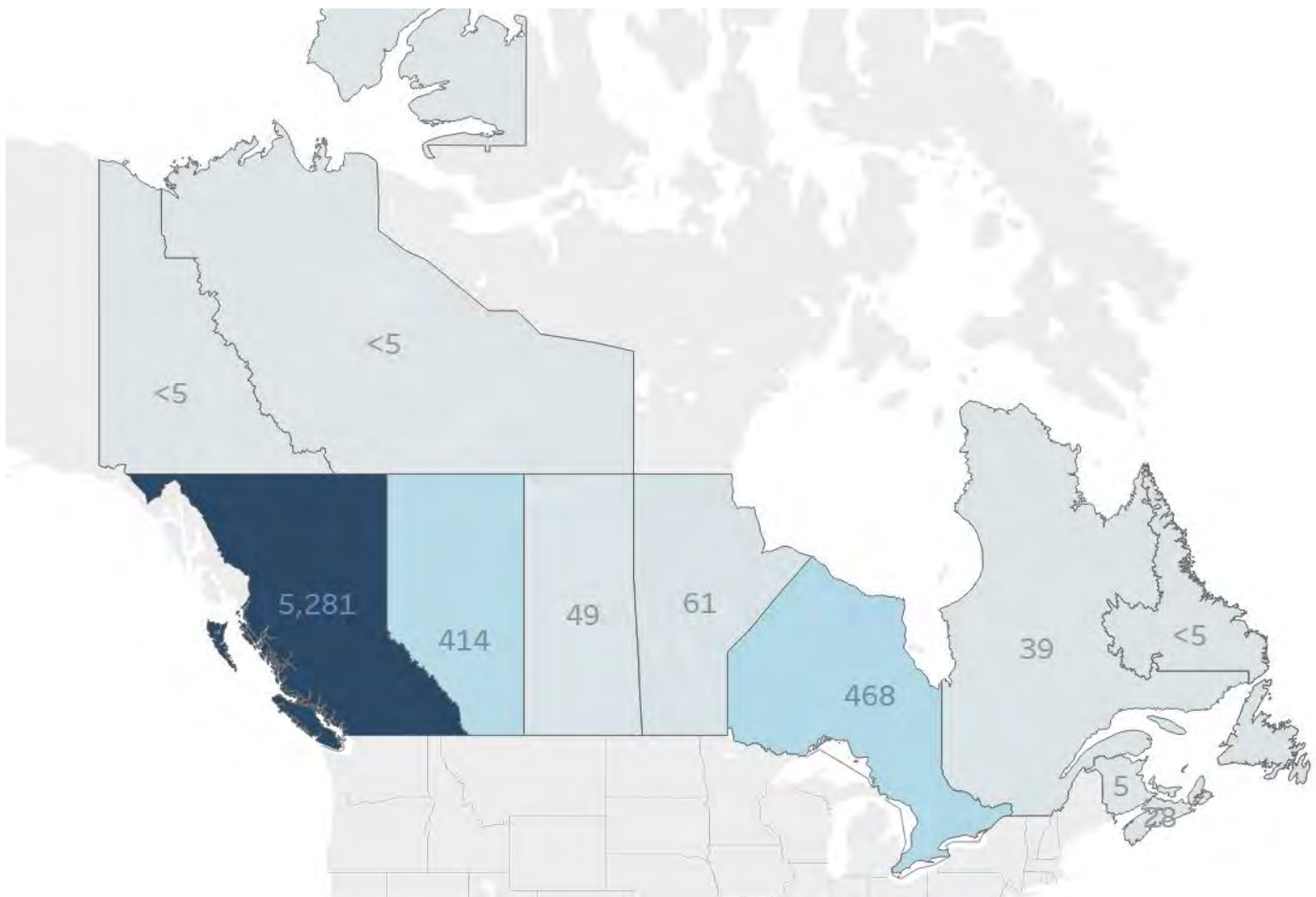


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS (IF IN CANADA), N = 6,356



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

The 2019/20 new-to-UBC international undergraduate students came from many countries (see Figures 17 and 18). Following Canada, the US, China and India predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS, N = 572

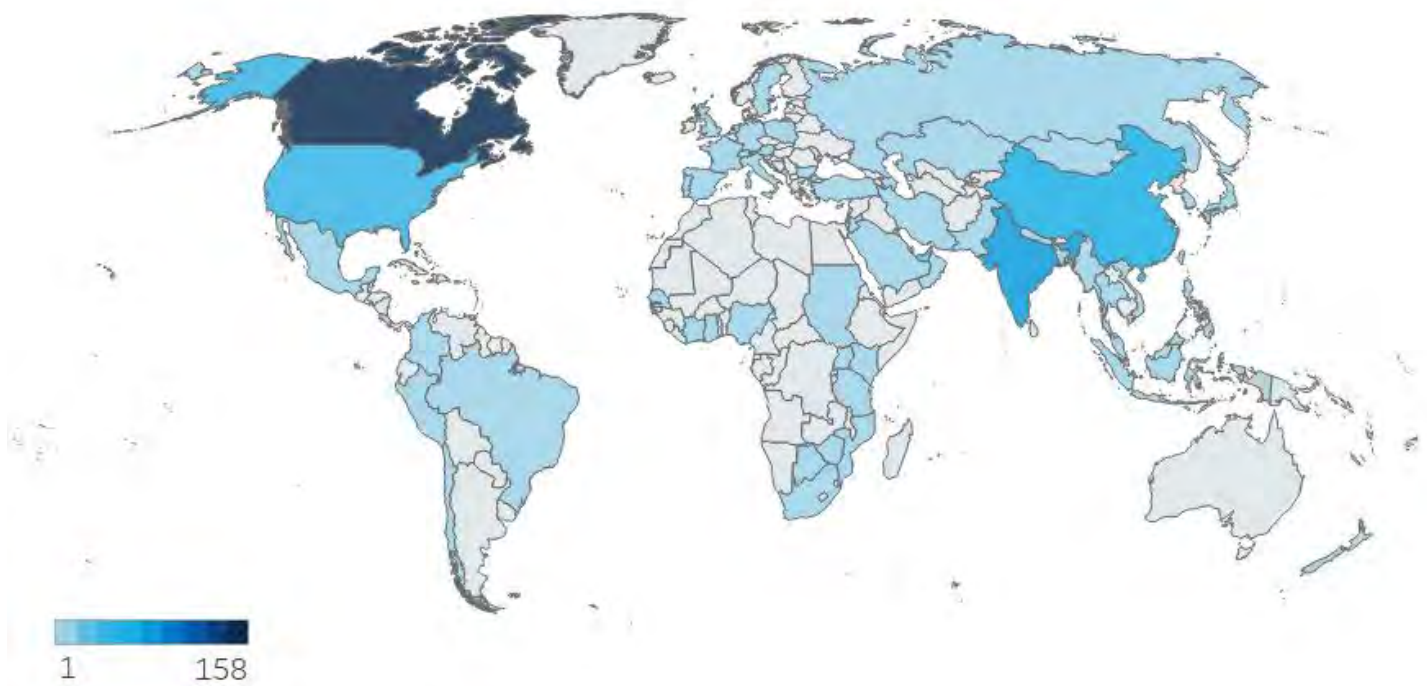
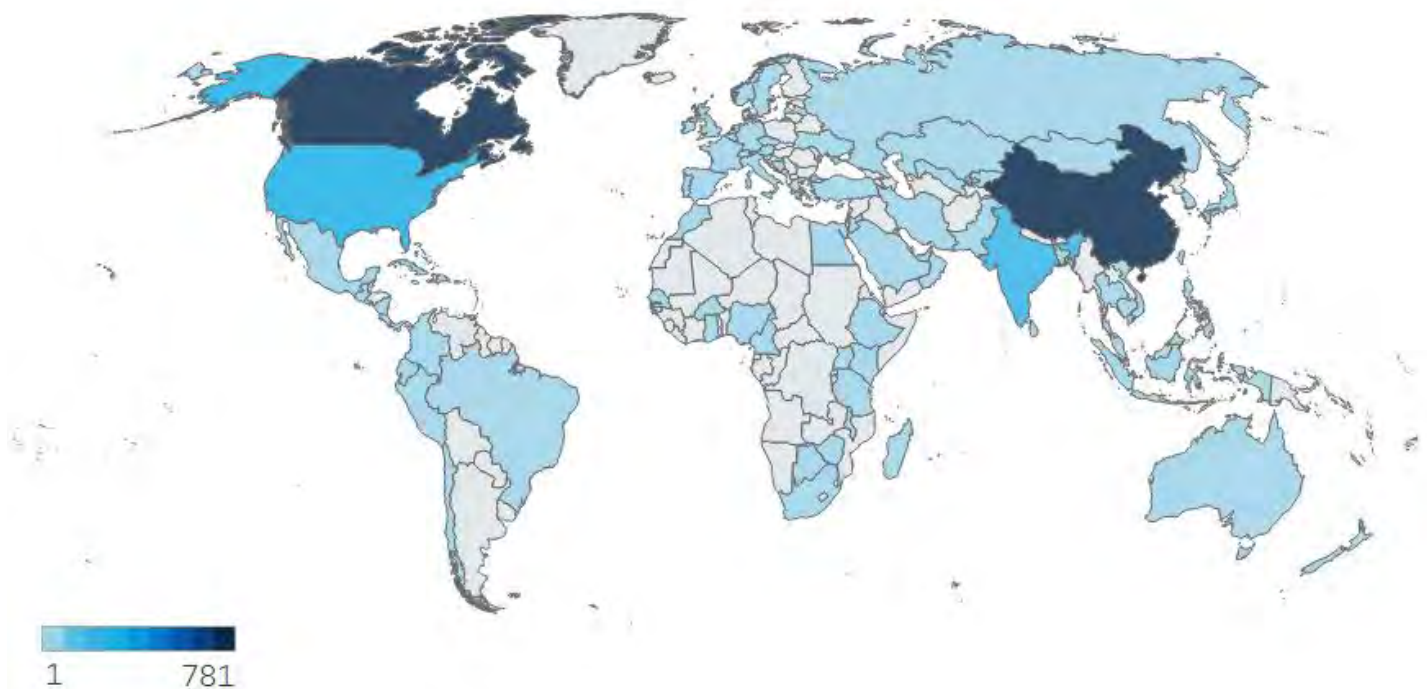


FIGURE 18: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS, N = 2,780



WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 19 and 20 are maps of where UBC's 2019/20 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student authorization before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC or Ontario.

FIGURE 19: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS, N = 264

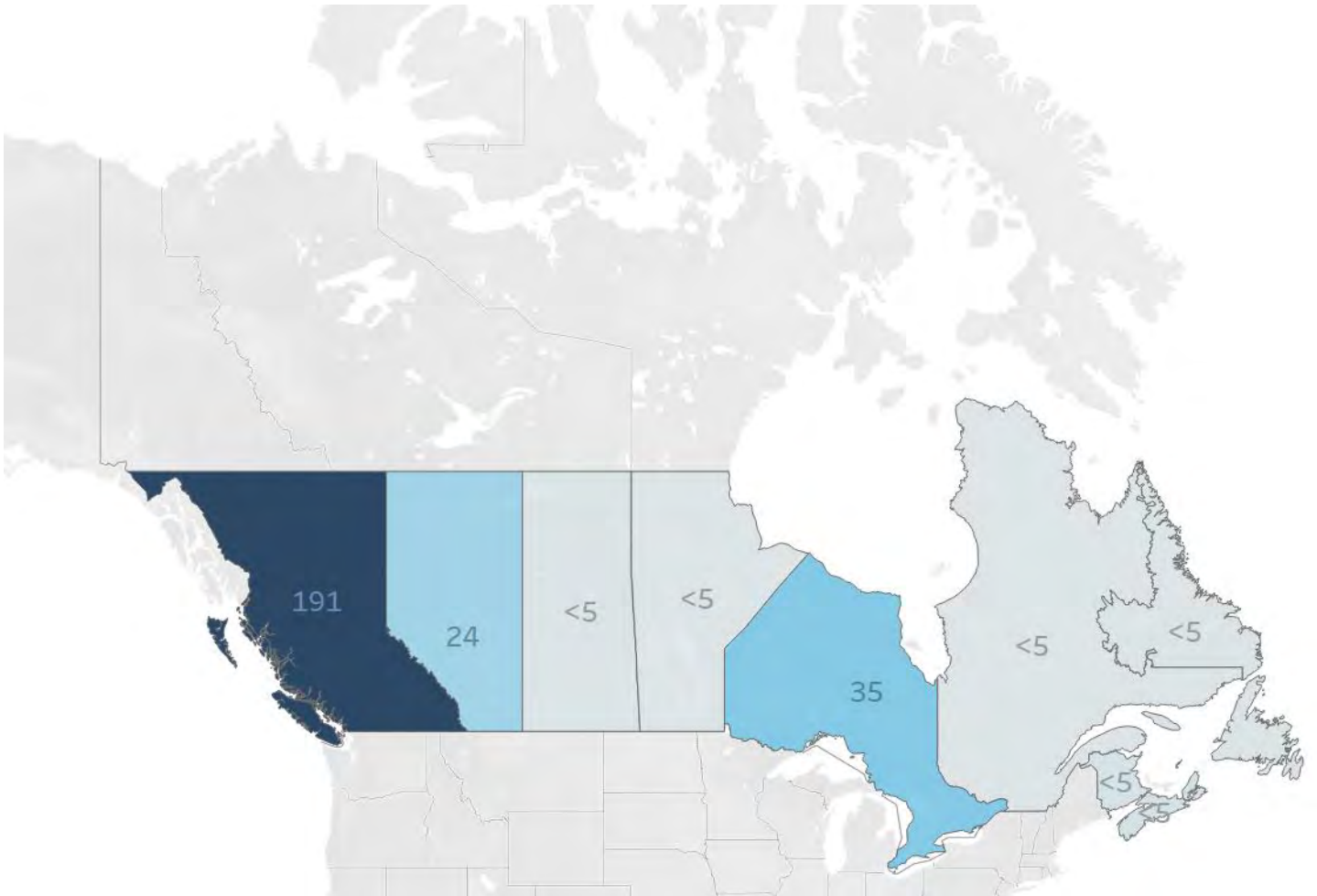
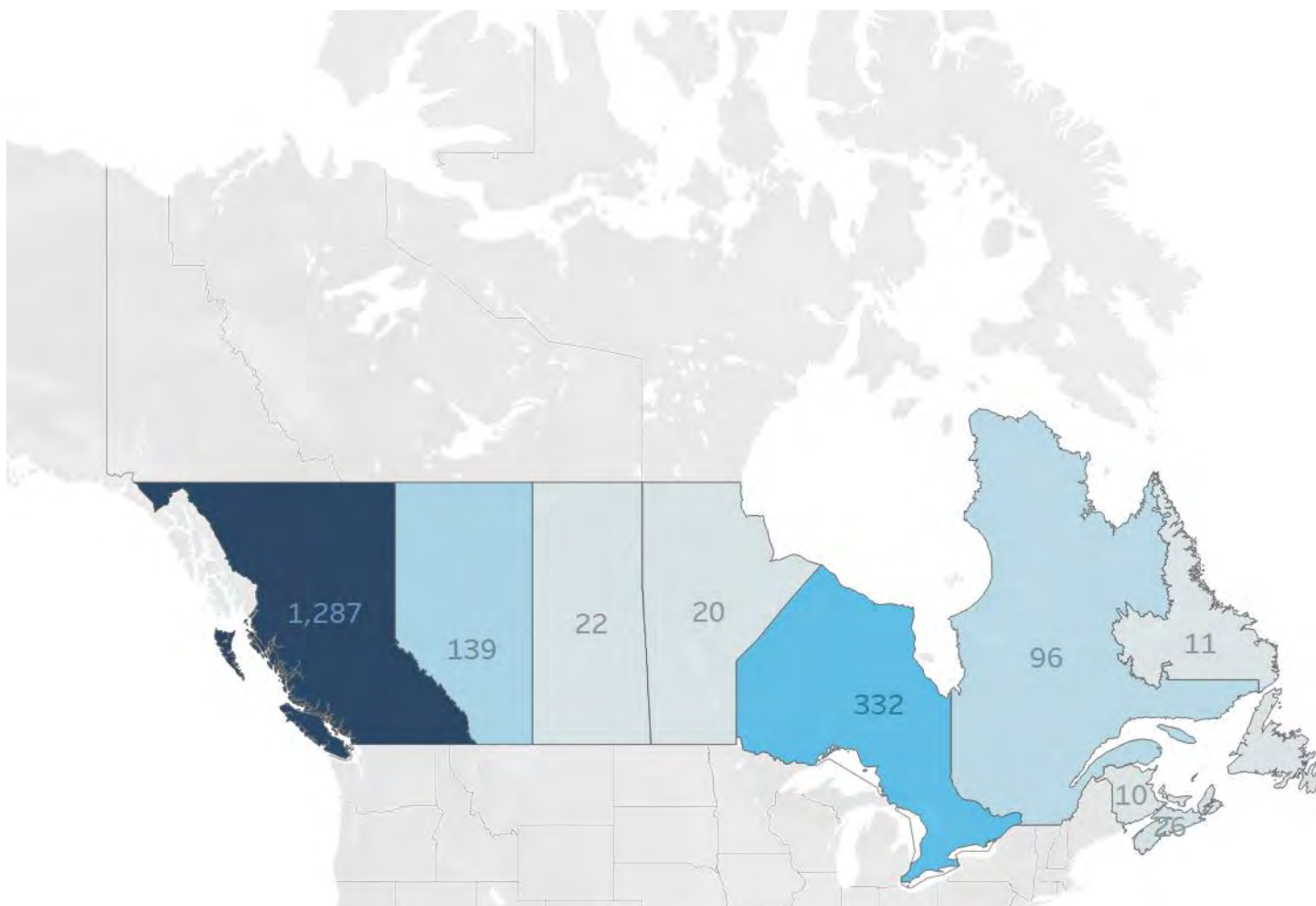


FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS, N = 1,945



The 2019/20 new-to-UBC international undergraduate students came from many countries (see Figures 21 and 22). For Okanagan students, following Canada, India and the Islamic Republic of Iran predominated. On the Vancouver campus, most students studied at an institution in the US, India, or China prior to entering their graduate program at UBC.

FIGURE 21: COUNTRY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS, N = 431

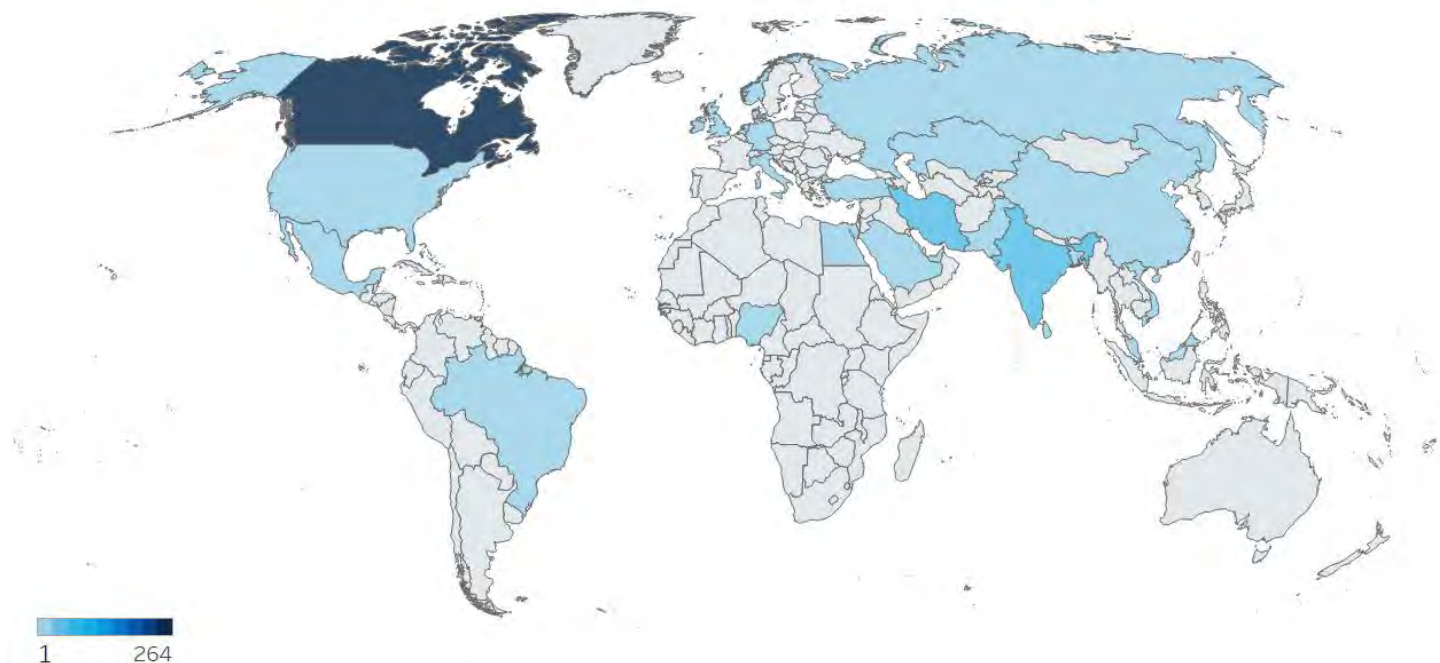
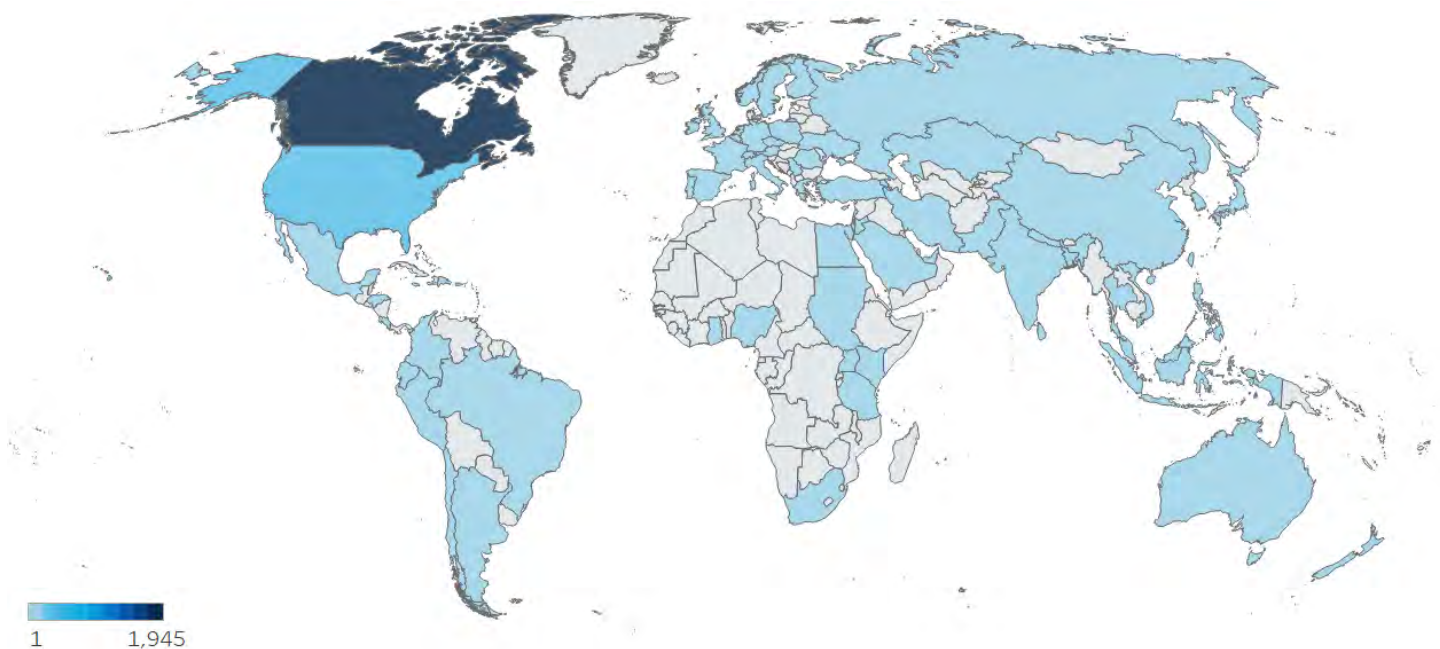


FIGURE 22: COUNTRY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS, N = 3,110



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

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

Figure 23 illustrates the historical and 2019/20 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

UBC Okanagan was funded for 7,015 domestic undergraduate and graduate student FTEs for 2019/20 and delivered over the FTE target. As of November 1, 2019, the actual FTE total was estimated to be 8,015 an increase of 617 FTEs over the previous year, representing a utilization rate of 114% (about 113% estimated for March 1, 2020, accounting for attrition from the fall to winter terms).

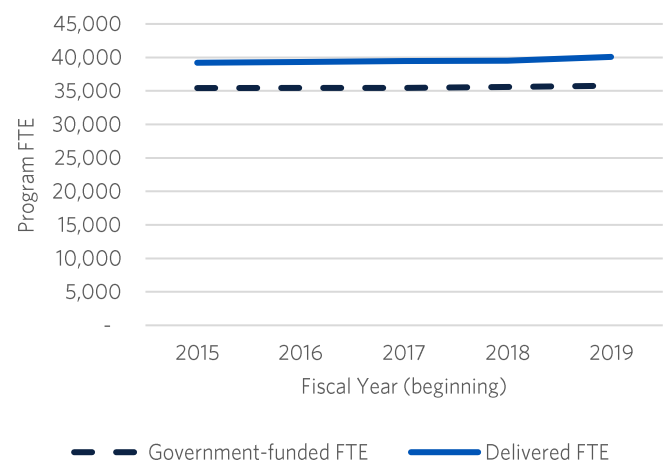
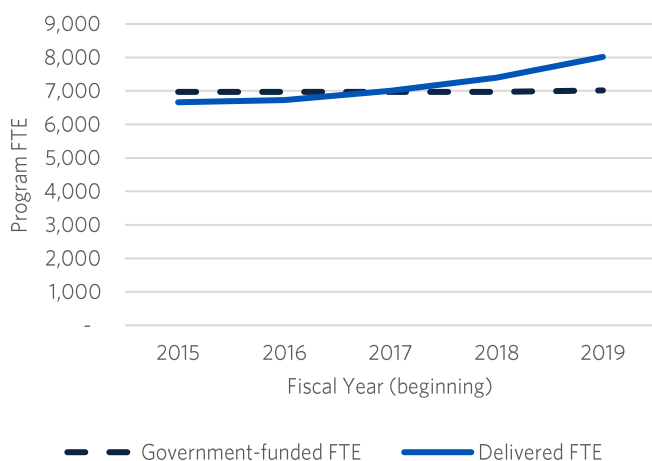
UBC Vancouver was funded for 35,772 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 40,078 FTEs (112%).

Combining both campuses, government-funded domestic FTEs for 2019/20 were 42,787 and actual enrolment was 48,093 FTEs, which results in a 12% over-enrolment. There were 38,986 undergraduate domestic student FTEs enrolled representing a utilization rate of 106%, and 9,288 graduate student FTEs enrolled representing a utilization rate of 155%.

FIGURE 23: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS

Okanagan Campus

Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL?

In 2019/20, 67,957 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 3% over the previous year. The number of undergraduate students was 55,159 and graduate students was 11,351 (see Table 4). Eighty-four percent of UBC students were enrolled on the Vancouver campus in 2019/20, with the remaining 16% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report total enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 10,708 undergraduate and graduate students enrolled in 2019/20, an 8% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has increased by 205% (N = 3,511). Undergraduate student enrolment increased by 7% over the previous year and graduate student enrolment increased by 13%. Further, 2019/20 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,065). Approximately 29% of all Okanagan students enrolled in 2019/20 were new-to-UBC students (N = 3,130).²

The Vancouver campus 2019/20 total enrolment grew to 57,250, an increase of 2% over the previous year, with nearly all of the growth concentrated in undergraduate baccalaureate degree enrolment.

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

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	35	24	30	11	19
		Baccalaureate Degree	7,262	7,492	7,896	8,565	9,160
		Post-Baccalaureate Degree	164	133	119	186	237
		Non-Degree	207	250	219	228	227
		Undergraduate Total	7,668	7,899	8,264	8,990	9,643
	Graduate	Master's Degree	466	523	559	626	702
		Doctoral Degree	258	265	297	319	363
		Graduate Total	724	788	856	945	1,065
		Okanagan Total	8,392	8,687	9,120	9,935	10,708
Vancouver	Undergraduate	Diploma & Certificate	2,263	2,359	2,460	2,403	2,362
		Baccalaureate Degree	34,075	35,507	36,670	37,238	37,859
		Post-Baccalaureate Degree	2,554	2,674	2,781	2,836	2,864
		Non-Degree	2,716	2,510	2,467	2,405	2,431
		Undergraduate Total	41,608	43,050	44,378	44,882	45,516
	Residents	Residents Total	1,378	1,437	1,461	1,468	1,448
	Graduate	Diploma & Certificate ³	55	75	-	-	
		Master's Degree	6,142	6,162	6,395	6,432	6,687
		Doctoral Degree	3,538	3,507	3,546	3,549	3,599
		Non-Degree	-	1	-	-	
		Graduate Total	9,735	9,745	9,941	9,981	10,286
		Vancouver Total	52,721	54,232	55,780	56,331	57,250
Grand Total			61,113	62,919	64,900	66,266	67,958

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

² New-to-UBC students are new students who have not studied previously at UBC.

³ Starting in the year 2017/18, "Diploma & Certificate" counts have been included in the Undergraduate category as a result of a change in classification. This change can be seen in Tables 4, 5, 6, and 7.

HOW MANY DOMESTIC STUDENTS DID UBC ENROL?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 5 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan increased by 5% in 2019/20 (N = 7,486 in 2018/19), while domestic graduate student enrolment increased by 8% (N = 629 in 2018/19). Domestic new-to-UBC undergraduate student enrolment in 2019/20 (N = 2,230) increased when compared with the previous year (N = 2,185 in 2018/19) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2019/20 (N = 39,704) remained constant relative to 2018/19. Domestic new-to-UBC undergraduate student enrolment increased slightly between 2018/19 (N = 7,285) and 2019/20 (N = 7,614), or by 5%.

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

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	35	24	30	11	19
		Baccalaureate Degree	6,442	6,552	6,777	7,119	7,440
		Post-Baccalaureate Degree	164	133	119	186	237
		Non-Degree	170	188	139	170	148
		Undergraduate Total	6,811	6,897	7,065	7,486	7,844
	Graduate	Master's Degree	356	381	421	456	498
		Doctoral Degree	153	158	161	173	181
		Graduate Total	509	539	582	629	679
		Okanagan Total	7,320	7,436	7,647	8,115	8,523
Vancouver	Undergraduate	Diploma & Certificate	2,109	2,203	2,290	2,237	2,169
		Baccalaureate Degree	26,659	26,944	26,909	26,838	27,091
		Post-Baccalaureate Degree	2,534	2,647	2,748	2,808	2,840
		Non-Degree	1,329	1,197	1,222	1,181	1,201
		Undergraduate Total	32,631	32,991	33,169	33,064	33,301
	Residents	Residents Total	1,371	1,429	1,452	1,468	1,448
	Graduate	Diploma & Certificate	50	70	-	-	-
		Master's Degree	4,441	4,495	4,473	4,406	4,421
		Doctoral Degree	2,111	2,064	2,001	1,988	1,982
		Non-Degree	-	1	-	-	-
		Graduate Total	6,602	6,630	6,474	6,394	6,403
		Vancouver Total	40,604	41,050	41,095	40,926	41,152
Grand Total			47,924	48,486	48,742	49,041	49,675

HOW MANY ABORIGINAL STUDENTS DID UBC ENROL?

UBC is committed to expanding educational opportunities for Aboriginal students. There is some imprecision associated with the reported number of Aboriginal students enrolled at UBC; Aboriginal students are not required to identify as Aboriginal at any time during their studies, but can do so voluntarily. Students' Aboriginal status is gleaned from several sources: students may self-identify as part of the admissions process, or they may indicate their Aboriginal status at any time after initial admission. Thus, the numbers of Aboriginal students shown in Tables 3 and 6 are likely an underestimation of the actual number of students enrolled.

Reporting is based on the number of Aboriginal students of Canada. There are a small number of additional students who are not included in the following sections because they are international Aboriginal students, that is, they require government-issued study permits to enter the country.

In 2019/20, 6.1% of students enrolled on the Okanagan campus identified as Aboriginal (N = 649), constituting 7.6% of all domestic students. About 2.1% of all students (undergraduate and graduate) on the Vancouver campus were identified as Aboriginal, constituting 2.9% of all domestic students.

In 2019/20, 195 new-to-UBC Aboriginal students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 68 new Aboriginal students started a graduate program; 54 in master's programs and 14 in doctoral programs. On the Okanagan campus in 2019/20, 143 Aboriginal students enrolled in a baccalaureate program. An additional 19 Aboriginal students started a graduate program, an increase over 2018/19 (N = 12); one student entered doctoral studies and 18 started a master's program.

UBC places great importance on partnering with Aboriginal communities and promoting access to postsecondary education for Aboriginal students. To better support opportunities to improve retention and to support students' success, a number of new roles have been created, including a Specialist of Indigenous Enrolment Initiatives and a Specialist of Indigenous Graduate Enrolment Initiatives. As UBC's Indigenous Strategic Plan is finalized, these roles will help enact new ways of serving Indigenous students and their success.

TABLE 6: DOMESTIC ABORIGINAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program_Type_Group	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	1		1	1	
		Baccalaureate Degree	372	421	473	463	524
		Post-Baccalaureate Degree	9	8	5	8	16
		Non-Degree	37	37	54	57	63
		Undergraduate Total	419	466	533	529	603
	Graduate	Master's Degree	30	26	28	26	37
		Doctoral Degree	10	12	9	8	9
		Graduate Total	40	38	37	34	46
		Okanagan Total	459	504	570	563	649
Vancouver	Undergraduate	Diploma & Certificate	20	21	24	30	29
		Baccalaureate Degree	616	654	665	635	687
		Post-Baccalaureate Degree	180	191	204	206	208
		Non-Degree	35	35	44	45	28
		Undergraduate Total	851	901	937	916	952
	Resident	Residents Total	19	29	32	38	34
	Graduate	Diploma & Certificate					
		Master's Degree	154	158	165	142	142
		Doctoral Degree	69	65	69	72	79
		Non-Degree					
		Graduate Total	223	223	234	214	221
		Vancouver Total	1,093	1,153	1,203	1,168	1,207
	Grand Total	Total	1,552	1,657	1,773	1,731	1,856

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit, issued by the Government of Canada, to attend UBC.⁴ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2015/16 through 2019/20, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses (47 on the Okanagan campus and 529 on the Vancouver campus).

In 2019/20, 2,185 international students were enrolled on the Okanagan campus, representing a 20% increase over the previous year (N = 1,820), which is the largest international student population to date. International students represented 20% of the total student population. The 2019/20 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 787); new-to-UBC international undergraduate enrolment increased by 4% (N = 649) over the previous year (N = 624) (not shown in the Table). International students made up 19% of all undergraduate students and 36% of all graduate students. Since 2009/10,

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

the compound annual growth rate (CAGR) of international students, on the Okanagan campus, of new-to-UBC undergraduate students has been 16%.

In 2019/20, 16,098 international students were enrolled on the Vancouver campus, which represents a 4% increase over the previous year. The proportion of international students was greater at the graduate level, where they comprised 38% of all graduate students. International students comprised 27% of all undergraduate students.

TABLE 7: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	820	940	1,119	1,446	1,720
		Post-Baccalaureate Degree	-	-	-	-	-
		Non-Degree	37	62	80	58	79
		Undergraduate Total	857	1,002	1,199	1,504	1,799
	Graduate	Master's Degree	110	142	138	170	204
		Doctoral Degree	105	107	136	146	182
		Graduate Total	215	249	274	316	386
		Okanagan Total	1,072	1,251	1,473	1,820	2,185
Vancouver	Undergraduate	Diploma & Certificate	154	156	170	166	193
		Baccalaureate Degree	7,416	8,563	9,761	10,400	10,768
		Post-Baccalaureate Degree	20	27	33	28	24
		Non-Degree	1,387	1,313	1,245	1,224	1,230
		Undergraduate Total	8,977	10,059	11,209	11,818	12,215
	Residents	Residents Total	7	8	9	-	-
	Graduate	Diploma & Certificate	5	5	-	-	-
		Master's Degree	1,701	1,667	1,922	2,026	2,266
		Doctoral Degree	1,427	1,443	1,545	1,561	1,617
		Non-Degree	-	-	-	-	-
		Graduate Total	3,133	3,115	3,467	3,587	3,883
		Vancouver Total	12,117	13,182	14,685	15,405	16,098
Grand Total			13,189	14,433	16,158	17,225	18,283

HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

In 2013/14, UBC was one of a handful of BC post-secondary institutions that started to prioritize access for students with lived experience in government care. In addition to special consideration and support in the application process, students with lived experience in care are eligible for a tuition waiver at UBC. Over the past few years, the number of registered students at UBC who were “post-care” has doubled. There are currently 54 former youth in care studying at UBC on either a Ministry or a UBC waiver of tuition, a 20% increase over 2018/19. With all BC post-secondary institutions beginning to offer a tuition waiver in 2018/19, students with lived experience in government care have many more educational options within the province so future increases will likely be less dramatic. Since the inception of the program in 2013, 25 former youth in care students have graduated from UBC with undergraduate degrees.

HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

World University Service of Canada (WUSC) is a non-profit organization established to provide educational opportunities for youth around the world. The Student Refugee Program combines resettlement with opportunities for higher education; the program supports over 130 refugee students each year through partnership with about 80 Canadian universities. A key to WUSC's success is its unique youth-to-youth sponsorship model that is designed to empower Canadian students to play a role in the sponsorship of refugee students. UBC's local committees raise funds and awareness for the program, and play an important role in providing social and academic support for the 8 WUSC new-to-UBC students enrolled in 2019/20. In all, there are 39 WUSC students enrolled at UBC. Together, UBC's student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students' tuition, book fees, and partial housing and living expenses.

HOW MANY VANTAGE COLLEGE STUDENTS ENROLLED?

UBC's Vantage College was established in 2013 to offer a transformational first-year education experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America and Europe. The College's program, Vantage One, offers an enriched first-year undergraduate for international students who, after successfully completing one year of coursework combined with intensive academic English preparation, transition into the second year of their chosen degree program. In 2019/20, students transitioned into; Arts (Vancouver campus), Engineering (the Vancouver and Okanagan campus), and Science (Vancouver campus). The headcounts for 2019/20 Vantage College students are: 69 student in the Applied Science Stream, 235 in Arts, and 136 in the Science stream.

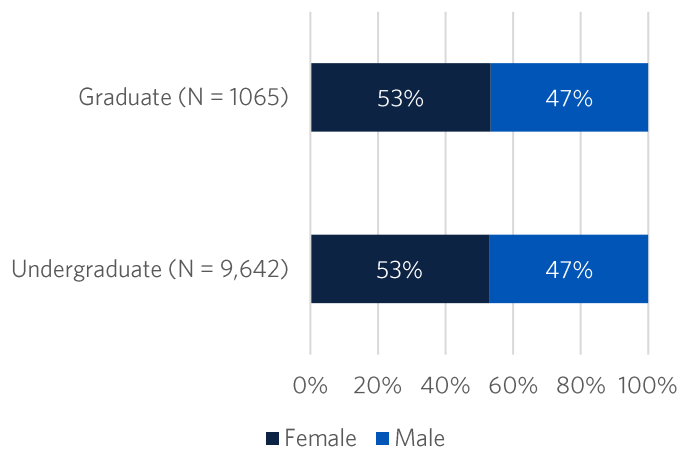
WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

The gender distribution of students enrolled at UBC in 2019/20 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 24).⁵ There is one student on the Okanagan campus with no declared gender for 2019/20.

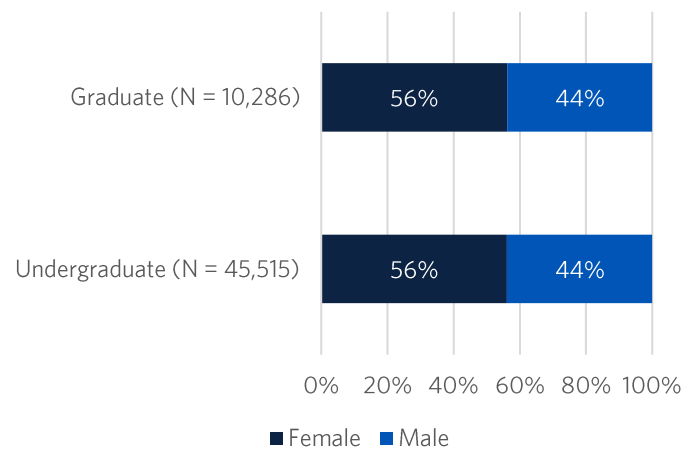
⁵ The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

FIGURE 24: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2019/20

Okanagan Campus



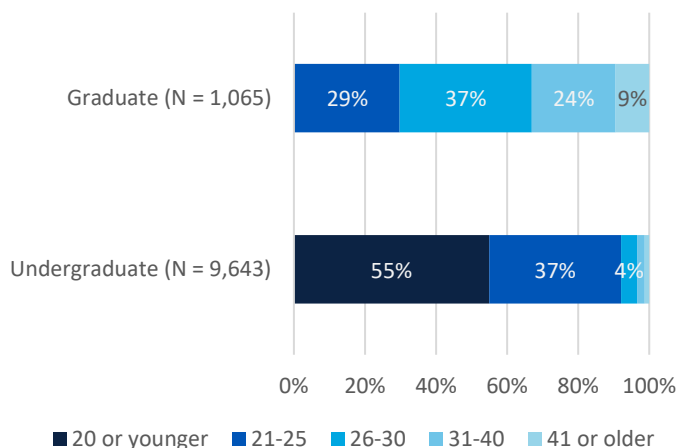
Vancouver Campus



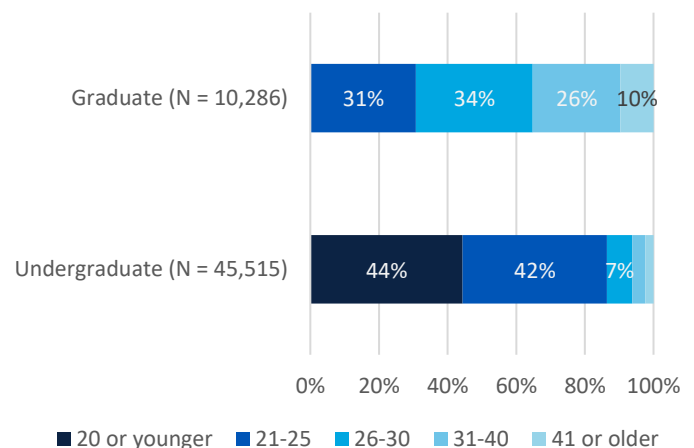
The majority of undergraduate students, in 2019/20, were 25 years of age or younger (92% of Okanagan students and 86% of Vancouver students) (see Figure 25). On the Okanagan campus, the undergraduate students' average age, in 2019/20, was 20 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30 year age group (37%), followed by the 21-25 year age group (29%); the average age was 28 years. On the Vancouver campus, the undergraduate students' average age was 21 years. The largest proportion of graduate students (34%) was in the 26-30 year age group followed by the 21-25 year age group (31%); the graduate students' average age was 28 years.

FIGURE 25: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2019/20

Okanagan Campus



Vancouver Campus



WHAT NATIONALITIES ARE REPRESENTED IN UBC'S INTERNATIONAL STUDENT POPULATION?

In 2019/20, UBC's international students, at both campuses combined, were citizens of over 150 countries. Tables 8 and 9 show the top 10 countries of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 26 and 27 provide maps of the countries of citizenship for each campus. About one third (36%) of UBC's international students held Chinese citizenship in 2019/20 (N = 6,611). Following China, the most common countries of citizenship were India, the United States of America, the Republic of Korea, and the Islamic Republic of Iran.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2019/20, 109 countries were represented by 2,185 students. Data from the 2018/19 academic year shows that across all research post-secondary institutions in BC an average of 97 countries are represented by international students compared to 101 for the Okanagan campus.⁶

A total of 155 countries were represented by 16,098 international students on the Vancouver campus in 2019/20. Thirty-seven percent of these international students held Chinese citizenship (N = 6,006). Since 2011/12, the number of international students with Indian citizenship has increased by 484%. Data from 2018/19 shows that there was significant diversity on the Vancouver campus with the largest number of nationalities (N = 157) represented relative to other research post-secondary institutions in BC.⁶

⁶ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

TABLE 8: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

Student Level	Country	2015/16	2016/17	2017/18	2018/19	2019/20	Change from 2015
Undergraduate	China	257	313	368	471	537	109%
	India	42	57	90	174	255	507%
	United States of America	59	68	76	81	83	41%
	Hong Kong	27	35	32	42	46	70%
	United Kingdom of Great Britain and Northern Ireland						
	Ireland	22	32	32	26	45	105%
	Korea (the Republic of)	37	40	42	32	43	16%
	Japan	32	27	33	36	41	28%
	Taiwan (Province of China)	24	26	28	40	39	63%
	Indonesia	12	12	15	26	37	208%
	Brazil	13	12	18	25	33	154%
	Other	332 (73)	380 (79)	469 (83)	551 (83)	640 (94)	93%
	Undergraduate Total	857	1,002	1,203	1,504	1,799	110%
Graduate	Iran (Islamic Republic of)	45	50	50	56	81	80%
	India	28	34	44	71	78	179%
	China	36	39	47	53	62	72%
	Bangladesh	17	25	19	18	30	76%
	United States of America	18	16	18	19	23	28%
	Pakistan	7	10	11	11	11	57%
	Egypt	*	*	5	*	8	167%
	Sri Lanka	*	*	*	5	7	133%
	United Kingdom of Great Britain and Northern Ireland						
	Ireland	*	5	*	*	6	100%
	Brazil	*	*	5	6	5	400%
	Other	54 (31)	60 (31)	69 (33)	69 (39)	75 (44)	93%
	Graduate Total	215	248	274	315	386	80%
Grand Total		1,072	1,250	1,477	1,819	2,185	104%

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

TABLE 9: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, VANCOUVER CAMPUS

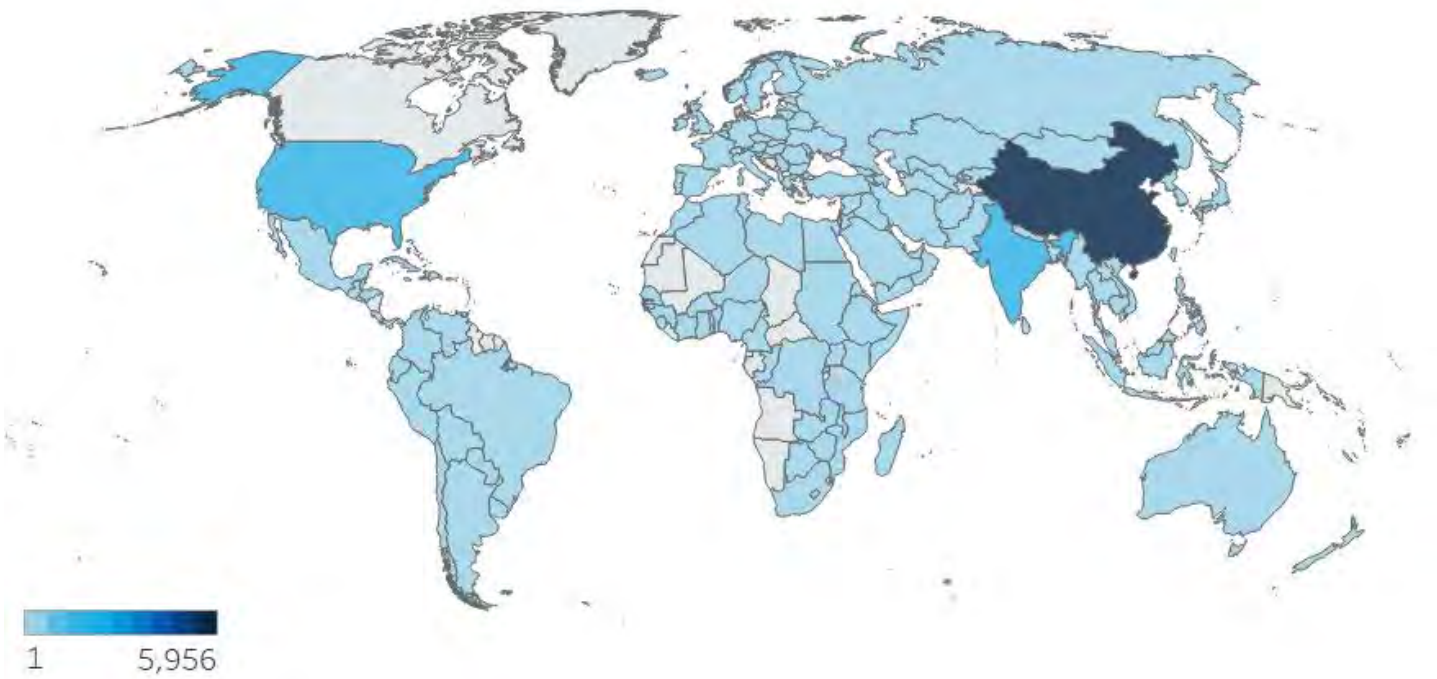
Student Level	Country	2015/16	2016/17	2017/18	2018/19	2019/20	Change from 2015
Undergraduate	China	3,195	3,823	4,406	4,856	4,997	56%
	India	383	513	726	941	1,211	216%
	United States of America	883	972	1,081	1,045	981	11%
	Korea (the Republic of)	429	412	435	435	446	4%
	Japan	310	310	326	306	294	-5%
	Hong Kong	245	269	290	288	271	11%
	Indonesia	199	208	215	234	265	33%
	Malaysia	170	177	188	187	188	11%
	Singapore	162	186	189	183	187	15%
	Turkey	72	96	141	174	177	146%
	Other	2,929 (133)	3,093 (135)	3,212 (137)	3,169 (130)	3,198 (134)	9%
	Undergraduate Total	8,977	10,059	11,209	11,818	12,215	36%
Graduate	China	790	753	817	859	959	21%
	United States of America	552	538	581	596	637	15%
	India	257	272	343	405	495	93%
	Iran (Islamic Republic of)	211	186	210	220	261	24%
	Mexico	81	82	101	92	93	15%
	United Kingdom of Great Britain and Northern Ireland	78	82	106	94	90	15%
	Brazil	52	67	86	100	87	67%
	Germany	88	79	84	82	73	-17%
	Nigeria	19	32	49	66	71	274%
	Korea (the Republic of)	48	51	62	61	62	29%
	Other	957 (105)	973 (100)	1,028 (105)	1,012 (114)	1055 (110)	8%
	Graduate Total	3,133	3,115	3,467	3,587	3,883	24%
Grand Total		12,110	13,174	14,676	15,405	16,098	57%

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

FIGURE 26: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2019/20, OKANAGAN CAMPUS,
N = 2,185



FIGURE 27: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2019/20, VANCOUVER CAMPUS,
N = 16,094



GLOBAL OPPORTUNITIES

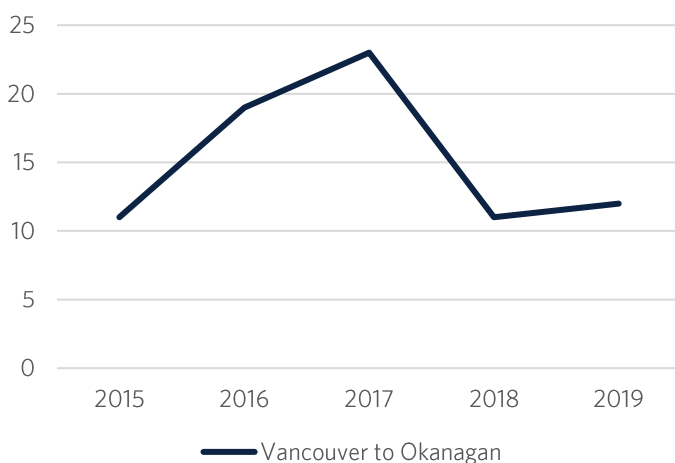
International students contribute a rich diversity to both campuses. Specifically, five regions have been identified as strategic priority areas for undergraduate student growth: the USA, the Middle East, Africa, Southeast Asia, and South Asia. Strong representation from China continues, and the focus toward greater geographic diversity is showing results, as evidenced by a 19% increase in new student enrolment from India and South Asia, and a 9% increase from Southeast Asia. Unrest in different parts of the world, as well as the desire to reach students far and wide in the globally competitive landscape, necessitate that UBC continually innovate on how to attract students from diverse countries. UBC's eRecruitment initiative in recruiting in these prohibited areas along with UBC's on the ground presence in seven countries raises its profile and brand among prospective international students in a diversity of regions supporting long-term international enrolment goals.

TRANSFERS BETWEEN UBC CAMPUSES

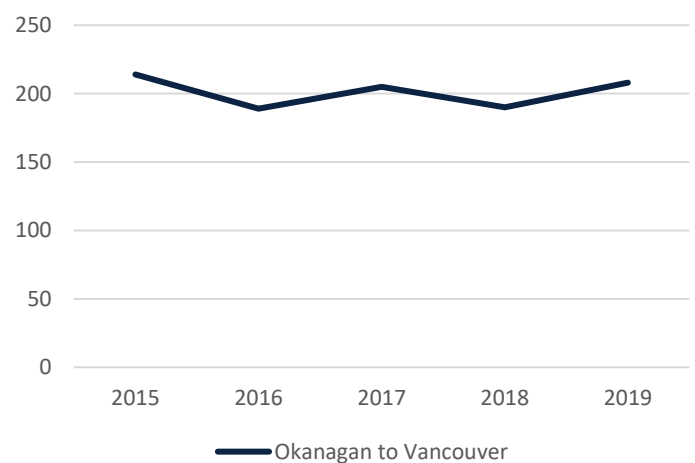
In 2019/20, a total of 220 undergraduate students transferred between the two campuses. Twelve students transferred to the Okanagan campus from the Vancouver campus, and 208 students went to Vancouver from the Okanagan.

FIGURE 28: HEADCOUNT OF TRANSFERS BETWEEN UBC CAMPUSES, BY YEAR

Okanagan Campus



Vancouver Campus



INDICATORS OF STUDENT SUCCESS

HOW MANY CREDENTIALS DID UBC AWARD?

Vancouver undergraduate students may graduate in either the spring (May/June) or fall (November); on the Okanagan campus ceremonies are held only in the spring. Credentials are reported by calendar year. Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,682 credentials were awarded to Okanagan campus graduates in 2018, which is down slightly from the unusually large number of credentials awarded in 2016. Since 2005, over 15,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 12% growth in the number of credentials awarded between 2014 and 2018. More than 12,000 credentials were awarded to students on the Vancouver campus in 2018.

TABLE 10: NUMBER OF CREDENTIALS AWARDED, BY YEAR, BY CAMPUS

Campus	Program Level	Program Type	2014	2015	2016	2017	2018
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,227	1,285	1,328	1,255	1,286
		Post-Baccalaureate Degree	143	119	117	89	45
		<i>International</i>					
		Baccalaureate Degree	70	93	116	132	110
		Undergraduate Total	1,440	1,497	1,561	1,476	1,441
	Graduate	<i>Domestic</i>					
		Master's Degree	130	113	143	113	158
		Doctoral Degree	16	27	17	28	17
		<i>International</i>					
		Master's Degree	20	32	37	49	56
		Doctoral Degree	9	12	14	14	10
		Graduate Total	175	184	211	204	241
		Okanagan Total	1,615	1,681	1,772	1,680	1,682
Vancouver	Undergraduate	<i>Domestic</i>					
		Diploma & Certificate	526	516	513	518	506
		Baccalaureate Degree	5,502	5,494	5,413	5,560	5,505
		Post-Baccalaureate Degree	1,030	1,067	1,038	1,102	1,140
		<i>International</i>					
		Diploma & Certificate	47	73	56	72	73
		Baccalaureate Degree	866	960	1,098	1,329	1,711
		Post-Baccalaureate Degree	6	12	7	13	18
		Undergraduate Total	7,977	8,122	8,125	8,594	8,953
	Graduate	<i>Domestic</i>					
		Master's Degree	1,701	1,779	1,643	1,725	1,778
		Doctoral Degree	391	402	376	361	345
		<i>International</i>					
		Master's Degree	618	683	715	692	836
		Doctoral Degree	143	170	181	185	184
		Graduate Total	2,853	3,034	2,915	2,963	3,143
		Vancouver Total	10,830	11,156	11,040	11,557	12,096
Grand Total			12,445	12,837	12,812	13,237	13,778

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

The proportion of Aboriginal students conferred a UBC degree has increased by 50% between 2014 and 2018 (see Table 11). Aboriginal students at the Okanagan campus received about 6% of all the undergraduate and graduate credentials awarded in 2019, which is generally consistent with the proportion of the total student population that self-identified as Aboriginal. At the Vancouver campus, Aboriginal students received about 2% of all the credentials awarded in 2019, and the overall number increased by 45% between 2014 and 2019.

TABLE 11: NUMBER AND PROPORTION OF CREDENTIALS AWARDED TO ABORIGINAL STUDENTS, BY YEAR, BY CAMPUS

Campus	Program Level	2013		2014		2015		2016		2017		2018	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	47	4%	60	4%	66	4%	68	4%	68	5%	97	7%
	Graduate	1	0%	3	2%	5	3%	12	6%	7	3%	5	2%
	Okanagan Total	48	3%	63	4%	71	4%	80	5%	75	4%	102	6%
Vancouver	Undergraduate	147	2%	120	2%	145	2%	162	2%	168	2%	168	2%
	Graduate	24	1%	34	1%	40	1%	51	2%	24	1%	56	2%
	Vancouver Total	171	2%	154	1%	185	2%	213	2%	192	2%	224	2%
Grand Total		219	2%	217	2%	256	2%	293	2%	267	2%	326	2%

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

Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange (CSRDE) standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second year, irrespective of whether there was a change in program or campus, or change from full- to part-time study. If the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (at the system-level). For undergraduate students, it is typical to report completion rates within six years of the students' program start date.

Overall, 86% of the 2018/19 cohort of UBC Okanagan first-year undergraduate students were retained into 2019/20; 85% of the domestic cohort and 90% of the international cohort were retained.

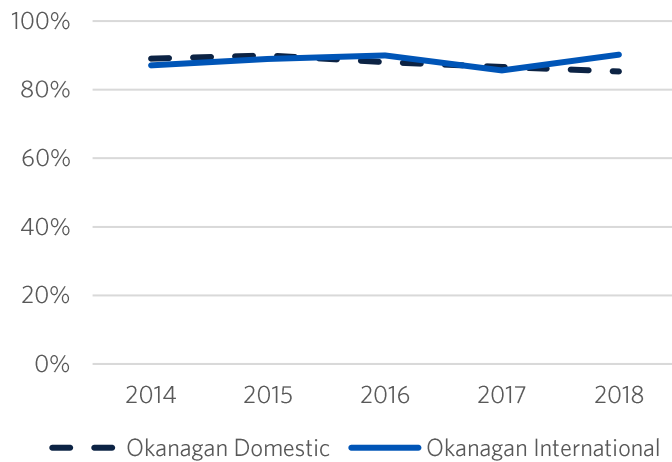
For UBC Vancouver, 94% of the 2018/19 cohort of first-year undergraduate students were retained into 2019/20. Overall, international students had somewhat lower rates of retention than those of domestic students (see Figure 29). With the most recent cohort, 95% of domestic students and 92% of international first-year students were retained from 2018/19 into 2019/20.

These retention rates compare favourably to other institutions in BC. For the 2017/18 cohort, the Okanagan campus retained students at 86%, and the Vancouver campus at 92%. In comparison, Simon Fraser University retained students at 91%, the University of Victoria at 84%, the University of Northern British Columbia at 77%, and Thompson Rivers University at 79%.⁷

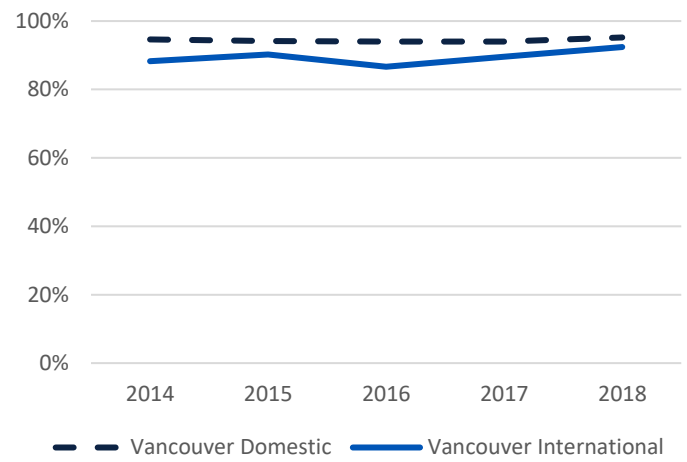
⁷ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

FIGURE 29: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

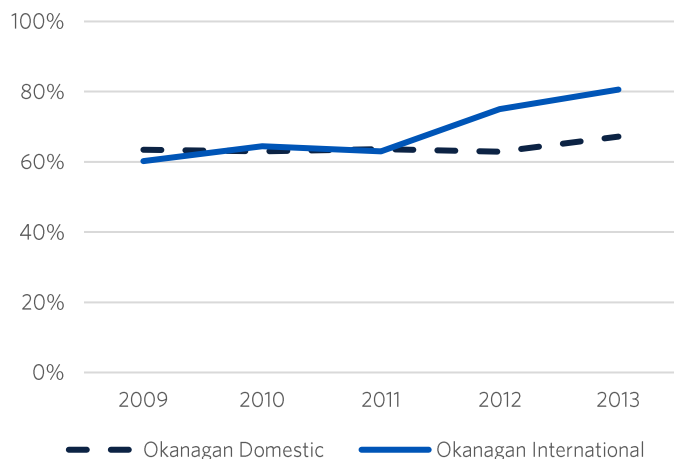


With respect to the cohort of undergraduate students who began their degree programs in 2013/14, 69% of UBC Okanagan students and 79% of UBC Vancouver students completed their programs within six years.

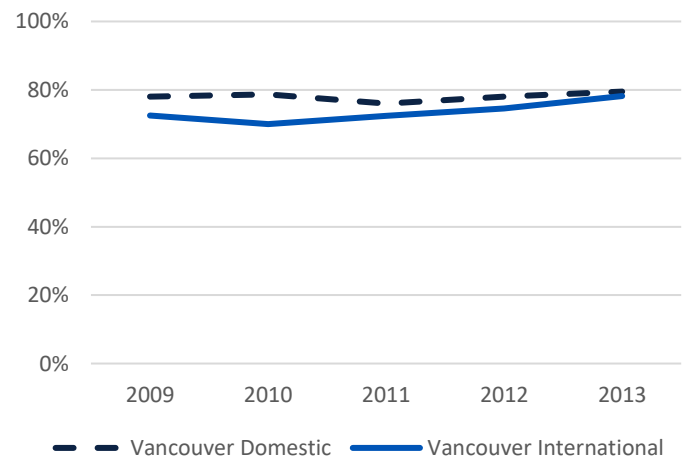
Overall, despite some fluctuation between domestic and international students, six-year completion rates have generally remained consistent over time, with the exception of the international student completion rate, which has been increasing since 2012. Figure 30 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 30: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



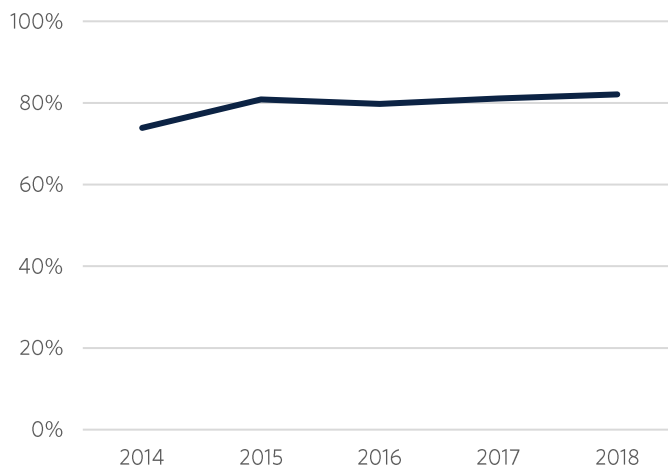
WHAT WERE UBC'S ABORIGINAL UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Aboriginal undergraduate students' retention and completion rates are completed for students who were new to UBC regardless of full-time or part-time status. These retention rates are indicators of persistence from a student's first year into the subsequent year, irrespective of whether the student switched programs, campuses, or opted for part-time study.

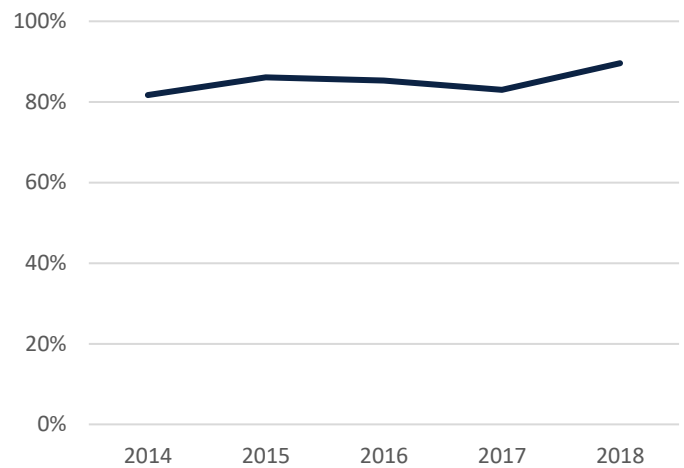
Overall, 82% of the 2018/19 cohort of UBC Okanagan first-year undergraduate degree program Aboriginal students were retained into 2019/20, and for UBC Vancouver, 90% were retained.

FIGURE 31: RETENTION RATES OF ABORIGINAL STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



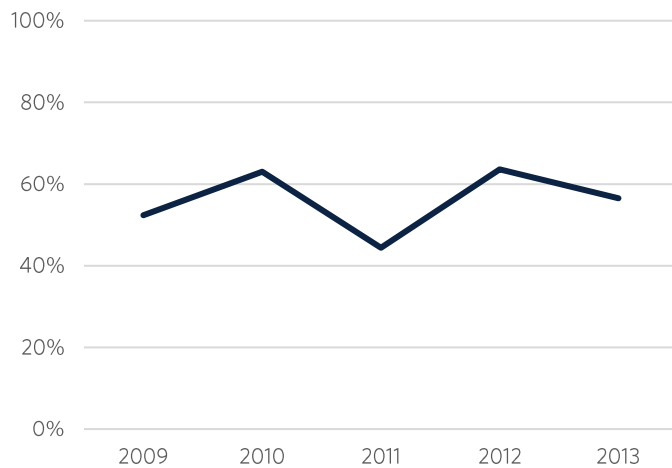
Vancouver Campus



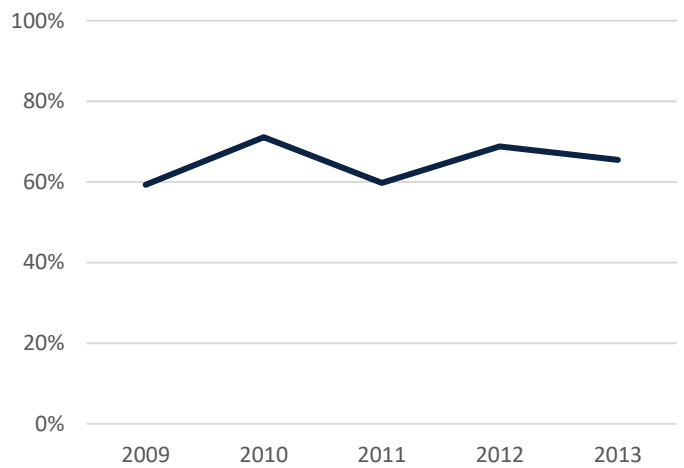
With respect to the cohort of full-time Aboriginal undergraduate students who began the first-year of their degree programs in 2013/14, 57% of UBC Okanagan students and 66% of UBC Vancouver students completed their programs within six years.

FIGURE 32: SIX-YEAR COMPLETION RATES OF ABORIGINAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHAT WAS THE TIME TAKEN BY UBC GRADUATE STUDENTS TO COMPLETE THEIR PROGRAMS?

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 33 and 34 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 678; Vancouver, N = 7,752) who began their programs between 2009/10 and 2012/13, and the number of years between the start of their programs and degree completion. Okanagan course based master's students had a graduation rate of 97% (N = 36) within 6 years and took an average of 1.2 years to complete their studies. Thesis optional students had a graduation rate of 89% (N = 287) and took an average of 2.7 years to graduate while 78% (N = 363) of students in programs requiring a thesis graduated with an average of 2.9 years to complete their studies.

On the Vancouver campus, 92% (N = 3,823) of course based master's students graduated within 6 years and took an average of 2 years to graduate. Ninety-two percent (N = 1,697) of thesis optional students graduated within 6 years and took an average of 2 years to finish, and 90% (N = 2,201) of students in thesis required programs graduated in an average of 2.6 years.

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

FIGURE 33: MASTER'S STUDENTS' YEARS TO COMPLETION, 2009/10-2012/13 COHORTS, OKANAGAN CAMPUS (N = 414)

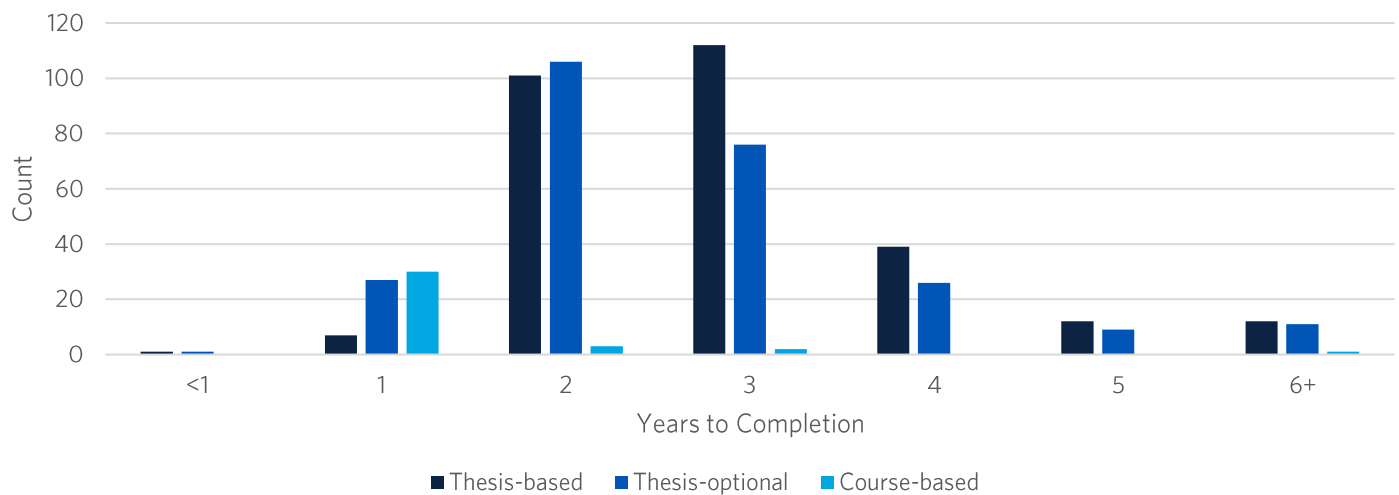
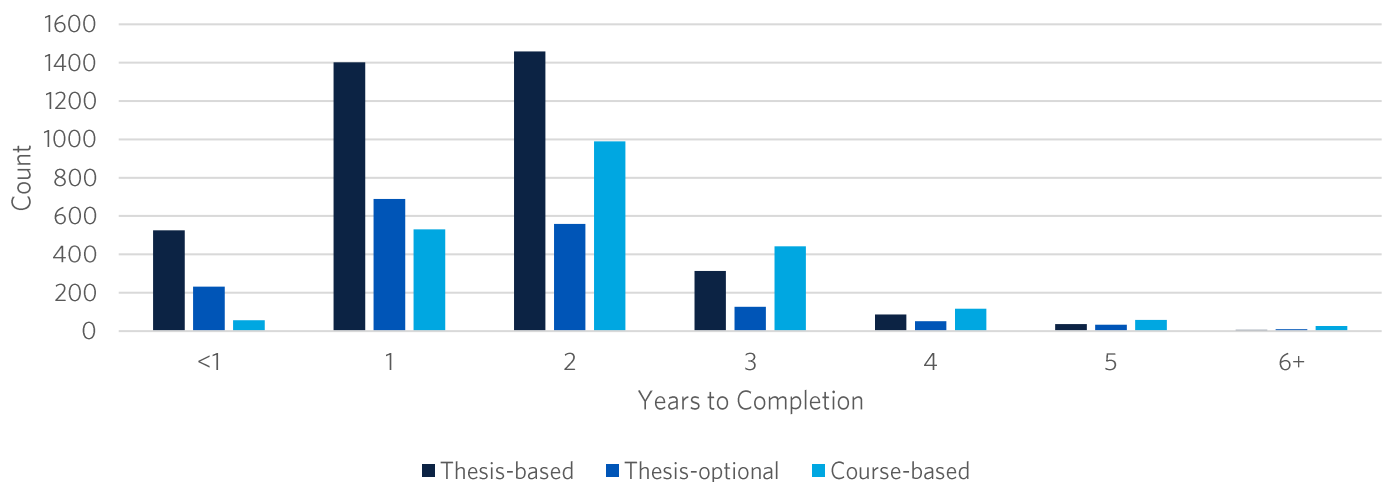


FIGURE 34: MASTER'S STUDENTS' YEARS TO COMPLETION, 2009/10-2012/13 COHORTS, VANCOUVER CAMPUS (N = 7,752)



For UBC's doctoral students, whose programs are expected to take longer than those of master's students, the report is based on how many students graduated within nine years of program entry.

On the Okanagan campus, 77 of the 115 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2006/07 and 2009/10). The 37 students who did not complete their degrees withdrew from their program after an average of 2.4 years of study. Okanagan doctoral students took an average 4.6 years to complete their studies and are shown in Figure 35.

For the Vancouver campus, 1,858 students began their studies between 2006/07 and 2009/10, and 1,521 completed their degrees within nine years. There were 337 students who did not complete their degrees and withdrew from their programs on average after 2.33 years of study. The students who completed their degree within 9 years took an average of 5.7 years to complete their studies

FIGURE 35: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2006/07-2009/10 COHORTS, OKANAGAN CAMPUS (N = 77)

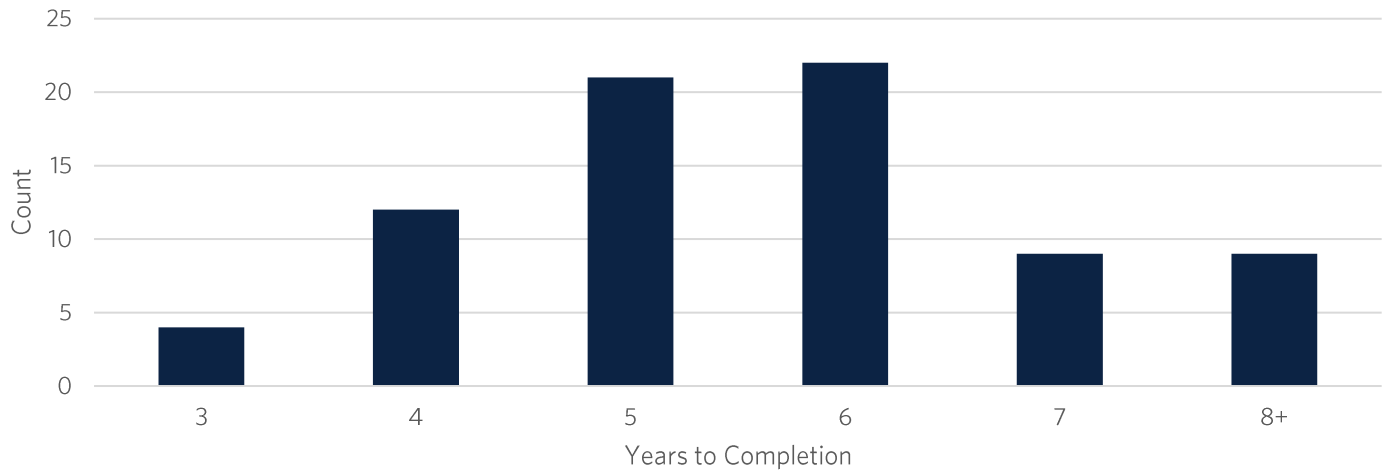
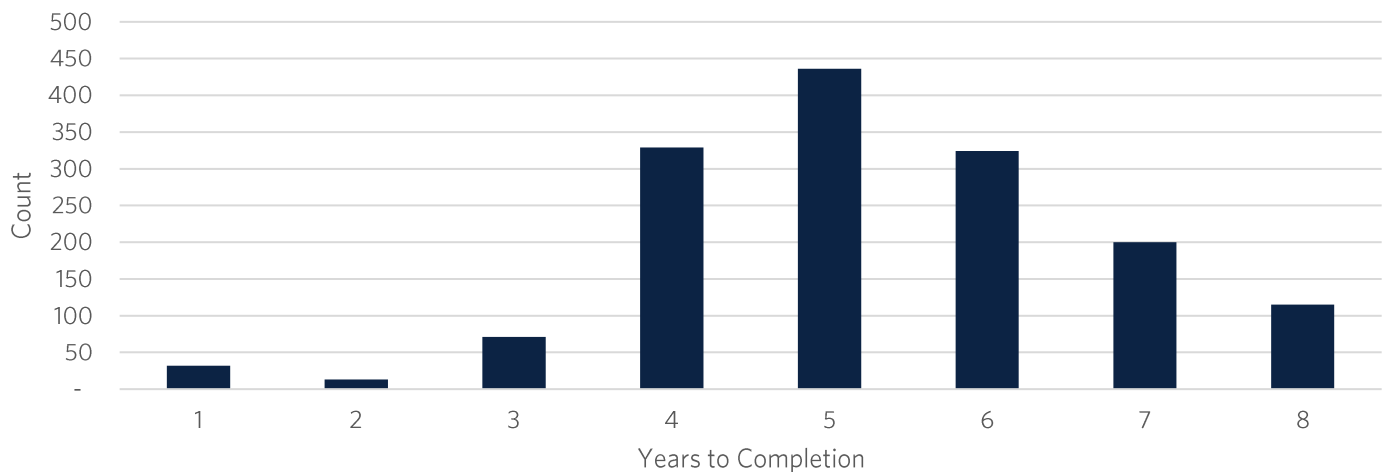


FIGURE 36: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2006/07-2009/10 COHORTS, VANCOUVER CAMPUS (N = 1,521)



APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

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

Faculty	Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,095	192	1,287	1,151	241	1,392	1,195	304	1,499
	Master of Applied Science	37	72	109	49	63	112	50	72	122
	Master of Arts								1	1
	Master of Engineering	3	27	30	2	39	41	4	39	43
	Doctor of Philosophy	30	91	121	41	100	141	50	123	173
Applied Science Total		1,165	382	1,547	1,243	443	1,686	1,299	539	1,838
Arts and Sciences	Bachelor of Science	1,986	355	2,341	2,106	429	2,535	2,180	488	2,668
	Master of Arts	38	1	39	41	1	42	44	5	49
	Master of Data Science	-	-	-	13	15	28	16	19	35
	Master of Science	57	26	83	73	38	111	77	47	124
	Doctor of Philosophy	68	38	106	74	38	112	76	48	124
Arts and Sciences Total		2,149	420	2,569	2,307	521	2,828	2,393	607	3,000
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,699	302	2,001	1,736	442	2,178	1,928	565	2,493
	Bachelor of Media Studies	16	5	21	24	9	33	18	5	23
Arts and Sciences/Creative and Critical Studies Total		1,715	307	2,022	1,760	451	2,211	1,946	570	2,516
Creative and Critical Studies	Bachelor of Fine Arts	97	10	107	102	13	115	105	16	121
	Master of Arts	11	3	14	12	1	13	16	4	20
	Master of Fine Arts	21	1	22	18	4	22	18	6	24
	Doctor of Philosophy	9	3	12	8	3	11	10	7	17
Creative and Critical Studies Total		138	17	155	140	21	161	149	33	182
Education	Bachelor of Education	86	-	86	186	-	186	236		236
	Bachelor of Education, Elementary	28	-	28	-	-	-	1		1
	Bachelor of Education, Secondary	5	-	5	-	-	-			
	Certificate Programs	13	-	13	4	-	4	4		4
	Diploma Programs	17	-	17	7	-	7	15		15
	Master of Arts	13	-	13	12	1	13	10	3	13
	Master of Education	55	4	59	52	2	54	55	1	56
	Doctor of Philosophy	12		12	10		10	8		8
Education Total		229	4	233	271	3	274	329	4	333

Faculty	Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Health and Social Development	Bachelor of Human Kinetics	713	14	727	794	18	812	805	16	821
	Bachelor of Science in Nursing	560	-	560	565		565	573		573
	Master of Arts	1	-	1			-	1		1
	Master of Science	25	-	25	21	1	22	21	2	23
	Master of Science in Nursing	48	-	48	46		46	55	1	56
	Master of Social Work	91	3	94	96	5	101	124	4	128
	Doctor of Philosophy	38	2	40	36	4	40	34	3	37
Health and Social Development Total		1,476	19	1,495	1,558	28	1,586	1,613	26	1,639
Management	Bachelor of Management	611	241	852	641	294	935	636	326	962
	Master of Arts	-	1	1			-	1		1
	Master of Management	21	-	21	21		21	6		6
	Doctor of Philosophy	4	2	6	4	1	5	3	1	4
Management Total		636	244	880	666	295	961	646	327	973
Non-Degree	Access Studies	72	-	72	73	-	73	86		86
	Exchange	-	58	58	-	49	49		74	74
	Unclassified	64	2	66	84	2	86	56	1	57
	Visiting	3	20	23	13	7	20	6	4	10
Non-Degree Total		139	80	219	170	58	228	148	79	227
Grand Total		7,647	1,473	9,120	8,115	1,820	9,935	8,523	2,185	10,708

VANCOUVER CAMPUS

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

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,435	1,233	4,668	3,424	1,329	4,753	3,509	1,423	4,932
	Bachelor of Environmental Design	42	15	57	47	14	61	47	13	60
	Bachelor of Science in Nursing	238	2	240	229	4	233	229	2	231
	Master of Advanced Studies in Architecture	3	2	5	-	-	-	2	7	9
	Master of Advanced Studies Landscape Architecture	-	3	3	-	3	3	-	1	1
	Master of Applied Science	114	224	338	156	233	389	168	231	399
	Master of Architecture	147	31	178	142	28	170	144	29	173
	Master of Architecture / Master of Landscape Arch.	6	-	6	11	-	11	14	1	15
	Master of Arts (Planning)	2	-	2	2	1	3	2	1	3
	Master of Community and Regional Planning	66	8	74	71	11	82	70	16	86
	Master of Engineering	102	220	322	96	225	321	102	270	372
	Master of Engineering Leadership	44	34	78	41	63	104	37	92	129
	Master of Health Leadership and Policy	10	4	14	20	1	21	34	7	41
	Master of Landscape Architecture	48	18	66	45	11	56	52	18	70
	Master of Nursing	31	-	31	45	-	45	61	-	61
	Master of Science	1	1	2	-	2	2	-	3	3
	Master of Science (Planning)	-	-	-	1	-	1	-	-	-
	Master of Science in Nursing	106	3	109	95	3	98	94	4	98
	Master of Urban Design	1	11	12	5	12	17	2	13	15
	Doctor of Philosophy - Biomedical Engineering	-	-	-	21	17	38	24	22	46
	Doctor of Philosophy - Chemical & Biol Engineering	21	49	70	21	45	66	24	44	68
	Doctor of Philosophy - Civil Engineering	34	38	72	28	40	68	22	48	70
	Doctor of Philosophy - Community & Regional Planning	12	12	24	16	8	24	11	10	21
	Doctor of Philosophy - Electrical & Computer Eng	69	106	175	70	104	174	76	96	172
	Doctor of Philosophy - Materials Engineering	13	47	60	13	47	60	11	47	58
	Doctor of Philosophy - Mechanical Engineering	23	50	73	19	53	72	22	58	80
	Doctor of Philosophy - Mining	18	13	31	18	20	38	17	23	40
	Doctor of Philosophy - Nursing	31	3	34	26	6	32	27	9	36
	Doctor of Philosophy - Total	221	316	537	232	340	572	234	357	591
Applied Science Total		4,617	2,125	6,742	4,663	2,284	6,947	4,801	2,488	7,289

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,010	3,792	12,802	8,932	3,938	12,870	8,893	4,177	13,070
	Bachelor of Fine Arts	251	80	331	262	115	377	261	104	365
	Bachelor of International Economics	177	174	351	179	192	371	180	194	374
	Bachelor of Media Studies	99	53	152	97	60	157	99	65	164
	Bachelor of Music	217	29	246	224	37	261	216	29	245
	Bachelor of Social Work	100	1	101	106	2	108	102	2	104
	Cert Dechinta Community & Land-Based Research	-	-	-	9	-	9			
	Diploma in Art History	22	1	23	16	1	17	20	1	21
	Diploma in Collaborative Piano Studies	-	-	-	-	-	-		1	1
	Diploma in Film Production	1	-	1	1	-	1			
	Diploma in Linguistics	7	-	7	11	1	12	9	1	10
	Diploma in Music Performance Studies	7	2	9	4	1	5	7	4	11
	Doctor of Musical Arts	18	13	31	15	13	28	14	19	33
	M.A. (Asia Pacific) and M.A. (Planning)	-	-	-	1	4	5			
	Master of Archival Studies	21	14	35	15	13	28	15	10	25
	Master of Archival Studies & Library Info Studies	41	23	64	41	28	69	47	33	80
	Master of Arts	225	167	392	222	180	402	219	160	379
	Master of Arts (Asia Pacific Policy Studies)	1	-	1	-	-	-			
	Master of Data Science							8	19	27
	Master of Fine Arts	184	32	216	175	40	215	170	35	205
	Master of Journalism	49	21	70	52	23	75	38	30	68
	Master of Library and Information Studies	113	51	164	100	44	144	83	50	133
	Master of Music	32	18	50	40	18	58	36	20	56
	Master of Public Policy and Global Affairs	33	30	63	42	34	76	51	28	79
	Master of Science	8	11	19	8	8	16	8	10	18
	Master of Social Work	64	1	65	41	1	42	40	1	41
	Doctor of Philosophy	393	282	675	388	317	705	382	331	713
Arts Total		11,073	4,795	15,868	10,981	5,070	16,046	10,898	5,324	16,222

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Commerce and Business Administration	Bachelor of Business in Real Estate	12	-	12	13	-	13	16		16
	Bachelor of Commerce	2,354	1,449	3,803	2,420	1,459	3,879	2,403	1,446	3,849
	Certificate in Residential Valuation	207	1	208	171	1	172	149	1	150
	Diploma in Accounting	402	140	542	393	134	527	348	155	503
	Diploma in Urban Land Economics	769	4	773	718	7	725	678	5	683
	Executive Master of Business Administration	1	-	1	-	-	-			
	International Master of Business Administration	6	53	59	6	66	72	8	74	82
	Juris Doctor/Master of Business Administration	5	-	5	5	-	5	3		3
	Master of Business Administration	181	115	296	130	109	239	95	121	216
	Master of Business Analytics	7	29	36	11	40	51	10	38	48
	Master of Management	61	40	101	59	39	98	73	50	123
	Master of Science in Business Administration	2	8	10	2	12	14	2	14	16
	Post Grad Cert in Real Property Valuation	280	3	283	256	5	261	276	5	281
	Professional Master of Business Administration	-	-	-	38	-	38	79		79
	Doctor of Philosophy	19	42	61	23	36	59	26	37	63
Commerce and Business Administration Total		4,306	1,884	6,190	4,245	1,908	6,153	4,166	1,946	6,112
Dentistry	Dental Residency	4	-	4	6	-	6	6		6
	Bachelor of Dental Science (Dental Hygiene)	151	2	153	144	2	146	144	1	145
	Master of Science	8	2	10	7	-	7	6	2	8
	MSc in Craniofacial Science/Dip in Prosthodontics	7	5	12	5	4	9	5	3	8
	MSc in Craniofacial Science/Dip. in Pediatric Dent	9	2	11	9	2	11	10	1	11
	MSc in Craniofacial Science/Dip. in Periodontics	7	2	9	6	1	7	7	1	8
	MSc in Craniofacial Science/Diploma in Endodontics	8	3	11	9	3	12	8	3	11
	MSc in Craniofacial Science/Diploma in Orthodontic	7	6	13	6	6	12	7	4	11
	PhD in Craniofacial Science/Dip in Periodontics	2	-	2	-	-	-			
	PhD in Craniofacial Science/Dip in Prosthodontics	1	-	1	2	-	2	2		2
	PhD in Craniofacial Science/Diploma in Orthodontic	3	-	3	3	-	3	3		3
	Doctor of Dental Medicine	217	-	217	219	-	219	226	1	227
	Doctor of Philosophy	4	10	14	5	11	16	3	12	15
Dentistry Total		428	32	460	421	29	450	427	28	455

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Education	Bachelor of Education	797	16	813	845	17	862	850	10	860
	Bachelor of Human Kinetics	1	-	1	-	-	-	1		1
	Bachelor of Kinesiology	1,136	106	1,242	1,149	108	1,257	1,159	119	1,278
	Cert in Educational Administration and Leadership	-	-	-	1	-	1			
	Cert. in Infant Development & Supported Childcare							1		1
	Certificate in Teacher Librarianship							2		2
	Cert. in Teaching English as a Second Language							1	1	2
	Cert. in Technology-Based Learning for Schools	8	-	8	9	-	9	19		19
	Cert.in Technology-Based Distributed Learning	21	1	22	16	1	17	21	3	24
	Diploma in Education	508	10	518	580	12	592	596	12	608
	Doctor of Education	43	2	45	49	1	50	45	1	46
	Graduate Certificate in Adult Learning & Education	7	2	9	3	-	3	4		4
	Graduate Certificate in Higher Education							2		2
	Graduate Certificate in Orientation and Mobility	7	1	8	6	-	6	3		3
	High Performance Coaching and Technical Leadership	18	4	22	12	-	12	15		15
	Master of Arts	167	37	204	151	32	183	139	39	178
	Master of Education	658	97	755	658	97	755	576	115	691
	Master of Educational Technology	227	15	242	213	14	227	222	16	238
	Master of High Performance Coaching&Tec Leadership	24	1	25	23	2	25	22	2	24
	Master of Kinesiology	19	2	21	21	3	24	20	3	23
	Master of Museum Education	16	1	17	32	2	34	16	1	17
	Master of Science	20	3	23	20	3	23	25	9	34
	Doctor of Philosophy	256	87	343	250	94	344	244	98	342
Education Total		3,933	385	4,318	4,038	386	4,424	3,983	429	4,412
Forestry	Bachelor of Science in Forest Sciences	73	76	149	60	86	146	51	66	117
	Bachelor of Science in Forestry	187	94	281	180	108	288	158	115	273
	Bachelor of Science in Wood Products Processing	83	108	191	81	103	184	70	95	165
	Bachelor of Science Natural Resources Conservation	232	123	355	221	126	347	222	126	348
	Bachelor of Urban Forestry	92	57	149	104	78	182	110	101	211
	Master of Applied Science	4	4	8	2	5	7	5	7	12
	Master of Forestry	5	12	17	5	9	14	8	15	23
	Master of Geomatics for Environmental Management	17	12	29	12	15	27	13	16	29
	Master of International Forestry	3	12	15	3	12	15	4	16	20
	Master of Science	51	33	84	60	43	103	57	57	114
	Master of Sustainable Forest Management	20	5	25	18	4	22	16	7	23
	Doctor of Philosophy	61	63	124	63	61	124	56	60	116
Forestry Total		828	599	1,427	809	650	1,459	770	681	1,451
Graduate and Postdoctoral Studies	Master of Arts	6	-	6	3	1	4	6	1	7
	Master of Science	3	2	5	1	2	3	2	3	5
	Doctor of Philosophy	71	13	84	68	12	80	71	10	81
Graduate and Postdoctoral Studies Total		80	15	95	72	15	87	79	14	93

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Land and Food Systems	Bachelor of Science in Applied Biology	343	83	426	369	104	473	378	137	515
	Bachelor of Science in Food and Resource Economics							2	2	4
	Bachelor of Science in Food Nutrition and Health	793	320	1,113	738	351	1,089	735	340	1,075
	Bachelor of Science in Global Resource Systems	85	40	125	84	36	120	91	33	124
	Master of Food and Resource Economics	14	27	41	6	31	37	8	35	43
	Master of Food Science	5	25	30	1	32	33	3	33	36
	Master of Land and Water Systems	7	7	14	9	9	18	7	14	21
	Master of Science	34	22	56	35	22	57	41	26	67
	Doctor of Philosophy	23	35	58	25	34	59	32	34	66
Land and Food Systems Total		1,304	559	1,863	1,267	619	1,886	1,297	654	1,951
Law	Juris Doctor	561	15	576	573	11	584	588	13	601
	Master of Laws	14	9	23	10	7	17	5	9	14
	Master of Laws (Common Law)	20	10	30	28	4	32	28	9	37
	Master of Laws in Taxation	10	3	13	11	6	17	13	4	17
	Doctor of Philosophy	24	13	37	25	9	34	26	8	34
Law Total		629	50	679	647	37	684	660	43	703
Medicine	Medical Residency	1,404	9	1,413	1,416	-	1,416	1,399		1,399
	Bachelor of Medical Laboratory Science	25	1	26	36	1	37	45	1	46
	Bachelor of Midwifery	80	-	80	78	-	78	80		80
	Doctor of Medicine	1,149	2	1,151	1,142	-	1,142	1,147		1,147
	Doctor of Medicine/Doctor of Philosophy	24	-	24	29	-	29	29		29
	Graduate Certificate in Global Surgical Care	9	1	10	8	3	11	4	1	5
	Graduate Certificate in Rehabilitation Sciences	10	-	10	14	-	14	13	3	16
	GradCert Orthopaedic Manipulative Physical Therapy	6	-	6	8	-	8			
	Master of Applied Science	31	12	43	-	-	-			
	Master of Engineering	9	6	15	-	-	-			
	Master of Global Surgical Care	-	-	-	10	-	10	17		17
	Master of Health Administration	71	2	73	70	4	74	67	3	70
	Master of Health Science	33	5	38	28	5	33	28	4	32
	Master of Occupational Therapy	98	17	115	98	14	112	99	11	110
	Master of Physical Therapy	237	-	237	236	-	236	237	1	238
	Master of Physical Therapy/Doctor of Philosophy	2	-	2	2	-	2	3		3
	Master of Public Health	62	4	66	53	8	61	48	13	61
	Master of Public Health/Master of Science Nursing	10	-	10	12	-	12	12		12
	Master of Rehabilitation Science	58	1	59	55	2	57	50	2	52
	Master of Science	441	86	527	439	96	535	448	105	553
	Doctor of Philosophy	383	182	565	375	141	516	377	151	528
Medicine Total		4,142	328	4,470	4,109	274	4,383	4,103	295	4,398

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Pharmaceutical Sciences	Pharmacy Residency	44	-	44	46	-	46	43		43
	Bachelor of Science in Pharmacy	232	-	232	8	-	8	2		2
	Entry-to-Practice Doctor of Pharmacy	648	-	648	-	-	-			
	Master of Science	9	7	16	10	8	18	12	11	23
	Doctor of Pharmacy	6	-	6	877	-	877	895		895
	Doctor of Philosophy	19	18	37	16	16	32	18	18	36
Pharmaceutical Sciences Total		958	25	983	957	24	981	970	29	999
Science	Bachelor of Computer Science	258	26	284	258	30	288	260	38	298
	Bachelor of Science	6,555	1,505	8,060	6,517	1,620	8,137	6,732	1,700	8,432
	Diploma in Meteorology	1	-	1	1	-	1	1		1
	Master of Applied Science	5	-	5	6	1	7	5	2	7
	Master of Arts	3	7	10	4	7	11	4	5	9
	Master of Data Science	23	22	45	42	32	74	56	39	95
	Master of Science	278	222	500	261	226	487	292	233	525
	Doctor of Philosophy	452	469	921	447	476	923	446	481	927
Science Total		7,575	2,251	9,826	7,536	2,392	9,928	7,796	2,498	10,294
Vantage College	Vantage One Bachelor of Applied Science	-	90	90	-	70	70	1	68	69
	Vantage One Bachelor of Arts	-	169	169	1	248	249		235	235
	Vantage One Bachelor of Management	-	37	37	-	24	24			
	Vantage One Bachelor of Science	-	96	96	-	155	155		136	136
Vantage College Total		-	392	392	1	497	498	1	439	440
Non-Degree	Access Studies	137	12	149	188	26	214	159	21	180
	Exchange	7	1,018	1,025	7	1,003	1,010	20	998	1,018
	Unclassified	915	37	952	847	41	888	884	38	922
	Visiting	163	178	341	139	154	293	138	173	311
Non-Degree Total		1,222	1,245	2,467	1,181	1,224	2,405	1,201	1,230	2,431
Grand Total		41,095	14,685	55,780	40,926	15,405	56,331	41,152	16,098	57,250

APPENDIX B: FTE ENROLMENT TABLES

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

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

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	15	8	14	11	7
		Baccalaureate Degree	6,555	6,777	7,149	7,810	8,369
		Post-Baccalaureate Degree	205	180	130	186	237
		Non-Degree	74	93	103	97	102
		Undergraduate Total	6,849	7,058	7,396	8,104	8,716
	Graduate	Master's Degree	355	402	453	484	556
		Doctoral Degree	248	247	273	295	326
		Graduate Total	603	648	726	779	881
		Okanagan Total	7,453	7,706	8,122	8,883	9,597
Vancouver	Undergraduate	Diploma & Certificate	717	773	769	787	698
		Baccalaureate Degree	31,790	33,077	34,191	35,279	35,829
		Post-Baccalaureate Degree	3,112	3,204	3,403	3,451	3,504
		Non-Degree	1,123	1,091	1,097	1,043	962
		Undergraduate Total	36,742	38,145	39,461	40,560	40,992
	Residents	Medical Residents Total	1,401	1,437	1,461	1,468	1,469
	Graduate	Diploma & Certificate	22	19	-	-	-
		Master's Degree	4,567	4,759	4,757	4,797	4,826
		Doctoral Degree	3,365	3,323	3,352	3,337	3,285
		Non-Degree			-	-	-
		Graduate Total	7,954	8,101	8,108	8,134	8,111
		Vancouver Total	46,097	47,684	49,030	50,162	50,572
Grand Total			53,549	55,390	57,152	59,045	60,170

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

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20	
Okanagan	Undergraduate	Diploma & Certificate	15	8	14	11	7	
		Baccalaureate Degree	5,825	5,940	6,153	6,486	6,787	
		Post-Baccalaureate Degree	205	180	130	186	237	
		Non-Degree	56	63	61	68	57	
		Undergraduate Total	6,102	6,190	6,358	6,751	7,089	
	Graduate	Master's Degree	270	293	341	348	395	
		Doctoral Degree	148	145	151	157	161	
		Graduate Total	417	438	493	505	557	
		Okanagan Total	6,519	6,628	6,851	7,257	7,645	
Vancouver	Undergraduate	Diploma & Certificate	652	713	696	709	618	
		Baccalaureate Degree	25,012	25,271	25,124	25,340	25,541	
		Post-Baccalaureate Degree	3,087	3,169	3,358	3,412	3,475	
		Non-Degree	431	410	436	415	360	
		Undergraduate Total	29,182	29,563	29,614	29,876	29,995	
	Residents	Medical Residents Total	1,394	1,429	1,452	1,468	1,469	
		Graduate	Diploma & Certificate	21	18	-	-	-
	Master's Degree		3,289	3,428	3,298	3,240	3,182	
	Doctoral Degree		1,999	1,953	1,874	1,866	1,791	
	Non-Degree		-	-	-	-	-	
		Graduate Total	5,309	5,399	5,172	5,106	4,973	
		Vancouver Total	35,885	36,391	36,239	36,450	36,437	
	Grand Total			42,404	43,020	43,089	43,707	44,082

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

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	0		1	0	-
		Baccalaureate Degree	314	328	383	413	467
		Post-Baccalaureate Degree	11	12	5	8	16
		Non-Degree	18	18	29	31	31
	Graduate	Undergraduate Total	344	358	419	453	515
		Master's Degree	23	19	26	22	29
		Doctoral Degree	10	9	7	7	8
		Graduate Total	33	28	33	29	38
	Okanagan Total	376	386	452	481	552	
Vancouver	Undergraduate	Diploma & Certificate	7	5	7	9	13
		Baccalaureate Degree	503	537	612	568	607
		Post-Baccalaureate Degree	174	178	190	186	194
		Non-Degree	10	10	12	13	11
	Residents	Undergraduate Total	693	730	819	776	825
		Medical Residents Total	20	27	32	38	35
	Graduate	Diploma & Certificate	1	1	-	-	-
		Master's Degree	103	101	119	108	107
		Doctoral Degree	67	64	70	71	70
		Non-Degree			-	-	-
		Graduate Total	171	165	187	179	177
		Vancouver Total	885	922	1,040	993	1,037
	Grand Total			1,261	1,308	1,492	1,475

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

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate				-	-
		Baccalaureate Degree	730	837	996	1,324	1,582
		Post-Baccalaureate Degree			-	29	-
		Non-Degree	18	30	42	0	45
		Undergraduate Total	748	867	1,038	1,353	1,627
	Graduate	Master's Degree	86	108	112	135	160
		Doctoral Degree	100	102	122	138	164
		Graduate Total	186	210	235	274	325
		Okanagan Total	934	1,078	1,272	1,626	1,952
Vancouver	Undergraduate	Diploma & Certificate	64	60	73	78	80
		Baccalaureate Degree	6,778	7,807	9,066	9,939	10,288
		Post-Baccalaureate Degree	25	35	45	39	29
		Non-Degree	692	681	662	628	601
		Undergraduate Total	7,559	8,582	9,846	10,684	10,997
	Residents	Medical Residents Total	7	8	9	-	-
		Graduate	Diploma & Certificate	2	1	-	-
	Master's Degree		1,278	1,332	1,458	1,557	1,644
	Doctoral Degree		1,366	1,370	1,477	1,471	1,495
	Non-Degree				-	-	-
		Graduate Total	2,645	2,703	2,936	3,028	3,138
		Vancouver Total	10,212	11,293	12,791	13,712	14,136
Grand Total			11,145	12,370	14,063	15,338	16,088

APPENDIX C: GLOSSARY

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

Consortium for Student
Retention Data Exchange
(CSRDE) Cohort

The CSRDE's agreed upon definition of a cohort includes first-time (new-to-UBC), full-time, first year students.

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

course load (what is normally expected of a student enrolled in a program).

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

Post-Baccalaureate Program	An undergraduate program ordinarily requiring a baccalaureate degree as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
Resident	A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the clinical setting under supervision.
Student Level	A grouping of programs into three major categories: graduate, undergraduate, or resident.
Thesis-based	A graduate-level program that requires students to complete a thesis.
Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory; students may fulfill the requirements of the program through course work.
Top Choice	A student's first choice of program, unless they are offered admission to or registered in their second or alternative choice program only.
Transfer Student	Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.
Unclassified Student	A program category indicating a registered student who is not pursuing a credential.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Visiting Student	A student from one institution attending a non-partner institution temporarily.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.