



Vancouver Senate
THE FIFTH REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2018/2019 ACADEMIC YEAR
WEDNESDAY, 16 JANUARY 2019
6:00 P.M.
ROOM 182, IRVING K. BARBER LEARNING
CENTRE, 1961 EAST MALL

1. **Call to Order and Territorial Acknowledgement – Prof. Santa Ono** (information)
2. **Minutes of the Meeting of 12 December 2018 – Prof. Santa Ono** (approval) (docket pages 2-15)
3. **Business Arising from the Minutes – Prof. Santa Ono** (information)
4. **Remarks from the Chair– Prof. Santa Ono** (information)
5. **Academic Policy Committee – Dr Paul Harrison**
New Policy: Policy V-130: Content and Distribution of Course Syllabi
(approval) (docket pages 16-24)
6. **Awards Committee – Dr Lawrence Burr**

New and Revised Awards (approval) (docket pages 25-31)
7. **Teaching & Learning Committee – Dr Andre Ivanov**

Principles of Excellent Graduate Supervision (approval) (docket pages 32-34)
8. **Report from the Provost – Dr Andrew Szeri**
 - a) 2018-2019 Report on Enrolment (information) (docket pages 35-99)
 - b) 2017-2018 Report on External Reviews (information) (docket pages 100-139)
9. **Other Business**



VANCOUVER SENATE

MINUTES OF 12 DECEMBER 2018

DRAFT**Attendance**

Present: Dr P. Adebar, Mr T. Ahmed, Dean M. Aronson, Dr S. Bates, Dr S. Forwell, Dean B. Frank, Ms S. Gilbert, Mr Q. Golsteyn, Mr S. Haffey, Dr P. Harrison, Mr M. Holmes, Dr A. Ivanov, Prof. C. Jaeger, Dr P. Keown, Dr A. Kindler, Dr M. Koehoorn, Dr M. Kuus, Mr M. Leuprecht, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Mr K. Madill, Ms J. Malone, Dr P. Marshall, Dr S. Matsui, Mr B. McNulty, Dr P. Meehan, Ms S. Ngo, Mr N. Pang, Ms S. Parker, Dr J. Shepherd, Ms A. Shilling, Dr S. Singh, Mr A. Starr, Dr L. Stothers, Mr C. Surniawan, Dr A. Szeri, Ms A. Tanner, Dr M. Thachuk, Dr S. Thorne, Dr M. Upadhyaya, Ms H. Xiao, Dean R. Yada

Regrets: Dean G. Averill, Dr R. Bousel, Dr V. Braithwaite, Dr V. Bungay, Dr L. Burr, Ms P. Chan, Mr A. Chen, Dr A. Collier, Dean M. Coughtrie, Dean C. Dauvergne, Dr A. Dulay, Dr G. Faulkner, Mr B. Fischer, Dr A. Fisher, Dr I. Frigaard, Dr J. Gilbert, Mr L. Gordon, Ms K. Gourlay, Dr S. Grayston, Dr J. Greenman, Dr V. Griess, Ms M. Hamid, Dean R. Helsley, Dean J. Innes, Dr M. Isaacson, Dean D. Kelleher, Mr H. Leong, Dean M. MacDougall, Dr C. Marshall, Dr W. McKee, Dr A. Murphy, Dr C. Nislow, Dean J. Olson, Dean S. Porter, Dr T. Rogers, Prof. A. Sheppard, Mr M. Stewart, Dr R. Tees, Dr R. Topping.

Clerk: Mr C. Eaton

Call to Order

The Vice-Chair of Senate, Mr Jakob Gattinger, called the fourth regular meeting of the Vancouver Senate for the 2018/2019 Academic Year to order at 6:04 pm.

Minutes of 21 November 2018

Lynn Stothers	}	<i>That the Minutes of the Meeting of 21 November 2018 be adopted as corrected:</i>
Carol Jaeger		

*Correction: Senator Forwell was present.
The heading "Business Arising from the Minutes"
should read "Remarks from the Chair"*



Approved

Business Arising from the Minutes

PETER WALL INSTITUTE FOR ADVANCED STUDIES

Dr Loewen noted that this was still a live issue. The PWIAS has had 4 directors since 2012. Recurring problems. The Wall Trustees issued a statement on Monday and suggested they would commission a review of the governance structure.

By general consent the agenda was amended to add a motion from Senator Loewen regarding the Peter Wall Institute for Advanced Studies for immediate consideration.

Peter Wall Institute for Advanced Studies

Philip Loewen Paul Harrison	}	<p><i>That Senate direct the Vice-President Academic and Provost to arrange for an external review of the Peter Wall Institute for Advanced Studies under the provisions of the Senate Policy on Review of Administrative Units (as amended on 18 May 1983) and the Principles, Procedures and Guidelines for External Academic Unit Reviews (as updated on 12 June 2014), excepting Sections 3 and 4 from Appendix 1 of the latter (undergraduate and graduate studies), and with the roles and responsibilities of the President, Dean, and Faculty in those policies, principles, procedures and guidelines assigned respectively to the Vice-President, Academic & Provost; Director; and Institute, as required;</i></p>
--------------------------------	---	---

That the Terms of Reference for the review include an explicit mandate to investigate and make recommendations on the Institute's structure and governance (both academic and financial); and

That the results of this review be reported to Senate by the Vice-President Academic and



Provost, via an appropriate standing committee of the Senate, at the earliest opportunity.

Senator Harrison said that the Academic Policy Committee had a lengthy discussion on this matter and supported Senator Loewen's proposal.

Senator Stothers said that as a former Peter Wall Scholar she would suggest that although the Institute did not have formal undergraduate and graduate teaching, it still had an impact on those activities. She suggested that we still look into those experiences even if formally excepted from the review.

Senator Harrison agreed that the kinds of experience Dr Stothers described should still be captured in the review.

Senator Szeri said that he discussed the matter with President Ono, and that the President was in support of this proposal.

Approved

Awards Committee

The Vice-Chair of the Senate Awards Committee, Mr Tariq Ahmed, presented.

AWARDS REPORT

See Appendix A: Awards Report

Tariq Ahmed John Shepherd	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
------------------------------	---	---

Approved

Academic Policy Committee

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

AMENDMENTS TO THE ACADEMIC CALENDAR FOR THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES



Paul Harrison Amber Shilling	}	<i>That the amended Calendar language for (1) Data and Statistics and (2) Reviews on Assigned Standing, proposed by the Faculty of Graduate and Postdoctoral Studies, be approved as set out in the attached two-column forms.</i>
---------------------------------	---	--

Dr Harrison explained that these proposals were part of a suite of changes for clarity proposed by Graduate Studies. The first is to replace a table with a reference to a website with frequently updated statistics; the second is to remove an ambiguity around supplemental examinations.

Approved

JOINT BOARD AND SENATE POLICY #73: ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Paul Harrison Peter Marshall	}	<i>That Senate approve Joint Board and Senate Policy #73 Academic Accommodations for Students with Disabilities as set out in the attached proposal</i>
---------------------------------	---	---

Dr Harrison noted that this policy was being revised to better set out responsibilities and improves the appeals process. It also makes clear the differentiation between disability and injury/illness. At the same time, it was noted that Policy 73, while previously a policy of the Board of Governors, was applicable to academic matters and thus would be more properly situated as a joint policy of the Board and Senates.

AMENDMENT

Carol Jaeger Susan Forwell	}	<i>That the policy be amended to strike “maximizing learning for Students with different abilities and learning preferences while minimizing the need for Students to make specific requests for Accommodation” from its background and proposes section.</i>
-------------------------------	---	---

Senator Leuprecht proposed an amendment to the amendment, however, by general consent it was withdrawn after having been moved and seconded.

Senator Haffey asked why the language was amended at the Board. He said that the idea seemed to be we could do away with the need for many accommodations if we made the University more accessible.

Senator Holmes agreed with Senator Haffey but said that it was important that after 19 years the policy be updated.



Senator Thachuk said the background and purposes was too broad and wasn't relevant to the content of the policy itself. He suggested this language opened possible ambiguities in the interpretation of the policy and thus should be removed from the policy.

Amendment
Approved

Senator Thachuk asked what Section 2.4.3 of the policy (attitudinal and/or environmental barriers) meant.

With consent of Senate, the Director of the Centre for Accessibility, Ms Janet Mee spoke, saying this came from the 1999 policy and came from the World Health Organization definition of disability. This was the third component of their definition and occurs most frequently around Mental Illness and past stigmas around diseases such as AIDS.

Approved as
Amended

Admissions Committee

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

ELIMINATION OF LANGUAGE PROFICIENCY INDEX REQUIREMENT TO ENROLL IN A FIRST-YEAR ENGLISH COURSE

LANGARA DIPLOMA IN FOOD, NUTRITION, AND HEALTH (FNH) TRANSFER

CHANGES TO CALENDAR ENTRY FOR GRADUATE APPEALS ON ADMISSION OR READMISSION

CHANGES TO DEFERRED ADMISSION CALENDAR ENTRY

GRADUATE STUDENT DECLARATION

Carol Jaeger
Maximillian Holmes

} *That Senate approve the elimination of the
Language Proficiency Index Requirement to enrol
in a First-Year English course;*

*That Senate approve the Langara Diploma in Food,
Nutrition, and Health(FNH) Transfer;*



That Senate approve the changes to the Graduate Appeals on Admission or Readmission calendar entry;

That Senate approve the changes to the Deferred Admission calendar entry; and

That Senate approve the inclusion of the proposed Graduate Student Declaration in the academic calendar.

Approved

Awards Committee

The Vice-Chair of the Senate Awards Committee, Mr Tariq Ahmed, presented.

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Tariq Ahmed Matthias Leuprecht	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
-----------------------------------	---	---

Approved

CURRICULUM COMMITTEE

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

DECEMBER CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Peter Marshall Amber Shilling	}	<i>That the revised program and new courses be brought forward by the faculties of Arts and Graduate and Postdoctoral Studies (Arts, Education and Forestry) be approved.</i>
----------------------------------	---	---



Dr Marshall noted that this was a relatively light set of proposals this month, but warned the Senate to expect a lot of reading in February.

Approved

NOMINATING COMMITTEE

The Vice-Chair of the Senate Nominating Committee, Senator Peter Marshall presented.

APPOINTMENTS TO THE COUNCIL OF SENATES

Peter Marshall	}	<i>That Mr J. Maximillian Holmes be elected to the Council of Senates to replace Ms Danika Coulbourn (resigned).</i>
Matthias Leuprecht		

Approved

Tributes Committee

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

CANDIDATES FOR EMERITUS STATUS

See Appendix C: Emeritus Report

Sally Thorne	}	<i>That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Dean Emeritus, Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, ,University Librarian Emeritus, General Librarian Emeritus, be added to the Roll of Convocation.</i>
Claudia Krebs		

Approved

Other Business



FORMATION OF A STANDING COMMITTEE ON RESEARCH

Philip Loewen Claudia Krebs	}	<i>That the Senate direct the Nominating Committee to formulate Terms of Reference for the establishment of a standing committee on Research, and to present them to the Senate for ratification at or before its February 2019 meeting.</i>
--------------------------------	---	--

Dr Loewen said that research is nominally the responsibility of the academic policy committee; however, this committee is already far too busy for additional responsibilities. He noted that of the Canadian U15 universities, a strong majority have senate research committees, and we were an outlier.

Senator Marshall asked if Senator Loewen had inquired with the Nominating Committee regarding the timelines possible.

Dr Loewen said that the committee chair know this proposal was coming but they hadn't discussed timelines.

AMENDMENT

Peter Marshall Sally Throne	}	<i>That "February" be struck and replaced by "March."</i>
--------------------------------	---	---

Approved as
Amended

Senator Golsteyn asked about staff capacity to support a new Senate Committee.

The Acting Secretary, Mr Eaton, replied that they would need to examine current staff workloads and would make a request for additional support if needed.

IN CAMERA – Tributes Committee

CANDIDATES FOR HONORARY DEGREES

Adjournment

Seeing no other business, the meeting was adjourned at 6:50 pm.



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Barbara Berthon Award in Ovarian Cancer Research

Awards totaling \$1,200 have been made available through an endowment established by Paul Berthon in memory of his wife, Barbara, for M.D., Masters or Ph.D. students who demonstrate academic excellence in ovarian cancer research. Recommendations are made by the Faculty of Medicine, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

Ronald George Cavell Graduate Scholarship in Inorganic Chemistry

A \$1,600 scholarship has been made available through an endowment established by Dr. Ronald Cavell (M.Sc. 1960, Ph.D. 1962, Chem) for a Ph.D. student undertaking research in inorganic chemistry. Preference will be given to a student whose work includes the application or development of spectroscopy and/or who has returned to graduate studies after a period of two or more years away from university studies. Dr. Cavell was a double alumnus who had a successful research career, which included playing an instrumental role in setting up the Canadian Light Source. The award is made on the recommendation of the Department of Chemistry in consultation with The Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session.)

William E. Ellis Memorial Bursary

Bursaries totalling \$1,200 have been made available through an endowment established by family, friends and colleagues in memory of William (Bill) Ellis for J.D. students entering second year or later in the Peter A. Allard School of Law. Bill Ellis (LL.B. 1953) practiced law for 46 years, running his own practice with the assistance of his wife Valerie. In the years prior to his retirement in 2000, he focused on construction law. Bill was an avid fisherman and when not practicing law could usually be found on his boat. The bursary is adjudicated by Enrolment Services. (First award available in the 2019/2020 winter session.)

Charlie and Sue Johnson Award for Indigenous Students in Forestry

Awards totalling \$4,000 have been made available through an endowment established by Suzanne Johnson, along with matching funds from the Faculty of Forestry, for First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry who are in good academic standing. If, in any given year, there are no eligible graduate students the award may be given to an undergraduate student in the Faculty. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

Dr. Deepak Kaura Graduate Mathematics Award in Interdisciplinary Research

Awards totalling \$1,200 have been made available through an endowment established by Dr. Deepak Kaura and his family for graduate students conducting interdisciplinary research in applied mathematics and medicine. Preference will be given to students whose research is likely to have tangible benefits to medicine. The awards are made on the recommendation of the Institute of Applied Mathematics, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

Waddington Graduate Award in Nursing



Awards totalling \$3,000 have been made available through an endowment established by Chandra Waddington in memory of her parents, Linda and Edward Waddington, for graduate students in the School of Nursing focusing on research that addresses health inequities, with a preference to substance use disorders or the LGBTQ community. The awards are made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

NEW AWARDS – ANNUAL

Masayuki Hashimoto Memorial Award in Glioblastoma Research

A \$1,500 award has been made available annually by friends, colleagues, and family to honour the memory of Masayuki Hashimoto for a graduate student researching glioblastoma multiforme (GBM) in the Faculty of Medicine. GBM is the deadliest form of brain cancer affecting adults. Despite improvements in diagnostic imaging, surgical techniques, and therapeutics, this devastating disease has eluded major treatment advances. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

2015 – Tina Christopoulos Crudo Scholarship in Education

Rationale for Proposed Changes

The donors would like to broaden the candidate pool to ensure that any student who is focused on primary education would be eligible.

Current Award Description

A \$1,000 scholarship is offered annually for a student in the Kindergarten - Primary Program Cohort of the teacher education program who demonstrates academic excellence. The scholarship is created in loving memory of Tina Christopoulos Crudo, who was a passionate teacher and who had a positive impact on countless students during her twenty-year career as an educator. The award is made on the recommendation of the Faculty of Education.

Proposed Award Description

A \$1,000 scholarship is offered annually for a student in any elementary or primary cohort of the teacher education program who has a focus on primary education and demonstrates academic excellence. The scholarship is created in loving memory of Tina Christopoulos Crudo, who was a passionate teacher and who had a positive impact on countless students during her twenty-year career as an educator. The award is made on the recommendation of the Faculty of Education.

2399 – Gerry Burch Scholarship in Forest Science

Rationale for Proposed Changes

The donor would like to broaden the candidate pool to increase eligibility in anticipation of an estate gift.

Current Award Description

A \$1,500 scholarship is offered by Gerry Burch (B.A.Sc. in Forest Engineering, 1948) to an undergraduate student entering second or third year in the Forest Sciences Program. Preference is given to students with an interest in genetics. The award is made on the recommendation of the Faculty of Forestry.



Proposed Award Description

Scholarships totalling \$1,500 are offered annually by Gerry Burch (B.A.Sc. in Forest Engineering, 1948) for undergraduate students entering second or third year in the Bachelor of Science in Forestry (B.S.F.) program. The award is made on the recommendation of the Faculty of Forestry.

6591 – Margaret Wylie Memorial Scholarship in Statistics

Rationale for Proposed Changes

As discussed with Dr. Nancy Heckman, Head of Statistics, and agreed to by the donor the award description is being updated to expand the candidate pool to include all graduate students in statistics rather than limit the award to Ph.D. students.

Current Award Description

A \$1,000 entrance scholarship is offered annually by friends and family of Margaret Wylie for a woman who demonstrates excellence in the study of statistics and is beginning the PhD program in Statistics. The scholarship is to celebrate the life of Margaret Wylie, who had a lifelong passion for elegant prose and challenging puzzles, both of which were nurtured by her time at UBC. She graduated with a B.A. in Mathematics at UBC in 1945, and went on to do graduate work in Statistics at Columbia University in New York. She completed a Master's degree at Columbia in 1946 and subsequently worked for the Canadian Bureau of Statistics. This memorial scholarship is intended to encourage and support women students in statistics: may they flourish in their chosen fields as Margaret did in Applied Mathematics. The award is made on the recommendation of the Department of Statistics in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 entrance scholarship is offered annually by friends and family of Margaret Wylie for a woman who demonstrates excellence in the study of statistics and is beginning the graduate studies in Statistics. The scholarship is to celebrate the life of Margaret Wylie, who had a lifelong passion for elegant prose and challenging puzzles, both of which were nurtured by her time at UBC. She graduated with a B.A. in Mathematics at UBC in 1945, and went on to do graduate work in Statistics at Columbia University in New York. She completed a Master's degree at Columbia in 1946 and subsequently worked for the Canadian Bureau of Statistics. This memorial scholarship is intended to encourage and support women students in statistics: may they flourish in their chosen fields as Margaret did in Applied Mathematics. The award is made on the recommendation of the Department of Statistics in consultation with the Faculty of Graduate and Postdoctoral Studies.

ENDOWED AWARDS

6513 – Hanson Lau Graduate Research Scholarship

Rationale for Proposed Changes

Due to the restrictive nature of the purpose of the endowment and the inability for the award to be given out, a request to vary the purpose of the endowment trust agreement was approved at the September meeting of the Board of Governors. As recommended by the Faculty of Art's Asian Canadian and Asian Migration Studies Program and the Department of History, the purpose of the Fund was amended to include undergraduate as well as graduate students in the pool of eligible recipients, and to provide that students are more broadly "studying" in the relevant area rather than "conducting research".

Current Award Description

A \$1,000 scholarship has been endowed by Mr. Hanson Lau for a Master's or Doctoral student conducting research into the significant contributions of Chinese immigrants to the Province of BC. Hanson Lau immigrated to Canada from Hong Kong in 1966. He obtained a BA in English Literature in 1970 and a Diploma in Education in 1971 from UBC, where he was involved with the AMS. After teaching briefly in Kitimat, he embarked on a distinguished career in Cantonese radio broadcasting



for Vancouver's Chinese community from 1973 to 1998. At the same time, he led several community projects, such as pioneering a 911 phone translation service which earned a federal award, and promoting new citizens' participation in voting and politics. Lau has also spent years raising money for local charities, as well as for national and international disaster relief campaigns. He received the Queen Elizabeth II Diamond Jubilee Award in 2012. Lau currently runs Hanson Travel in Richmond. The award is made on the recommendation of the Faculty of Graduate Studies.

Proposed Title: Hanson Lau Graduate Research Scholarship

Proposed Award Description

Scholarships totalling \$1,000 scholarship have been made available through an endowment established by Mr. Hanson Lau for students in the Faculty of Arts studying the significant contributions of Chinese immigrants to the Province of BC. Hanson Lau immigrated to Canada from Hong Kong in 1966. He obtained a B.A. in English Literature in 1970 and a Diploma in Education in 1971 from UBC, where he was involved with the AMS. After teaching briefly in Kitimat, he embarked on a distinguished career in Cantonese radio broadcasting for Vancouver's Chinese community from 1973 to 1998. At the same time, he led several community projects, such as pioneering a 911 phone translation service which earned a federal award, and promoting new citizens' participation in voting and politics. Lau has also spent years raising money for local charities, as well as for national and international disaster relief campaigns. He received the Queen Elizabeth II Diamond Jubilee Award in 2012. Lau currently runs Hanson Travel in Richmond. The award is made on the recommendation of the Asian Canadian Asian Migration Program in consultation with the Department of History and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.



Appendix B: Curriculum Report

FACULTY OF ARTS

New courses:

ASIA 335 (3) Cantonese Music;

CRWR 312 (3) Interactive Storytelling;

CRWR 316 (3) Intermediate Writing for Television;

CRWR 410 (3) Video Game Writing;

CRWR 419 (3-12) d Writing Speculative Fiction;

MUSC 327 (3) Cantonese Music; and

ECON 323 (3) Quantitative Economic Modeling with Data Science Applications.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses:

ECON 622 (3) Computational Economics with Data Science Applications; and

GEOG 575 (1-3) d Research Strategies in Human Geography.

Education

Revised program

Health, Outdoor and Physical Education

Forestry

New course:

CONS 505 (3) Ecological Restoration



Appendix C: Emeritus Report

Last Name	First Name	Faculty	Emeritus Title
Amundson	Norman E.	Faculty of Education	Professor Emeritus of Educational and Counselling Psychology and Special Education
Bates	Joanna	Faculty of Medicine	Professor Emeritus of Family Practice
Bressler	Sandra Irene	Faculty of Medicine	Clinical Associate Professor of Occupational Science and Occupational Therapy
Cairns*	John	Faculty of Medicine	Dean Emeritus of Medicine
Carruthers	Alastair	Faculty of Medicine	Clinical Professor Emeritus of Dermatology
Davis	Jeffrey H.	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Dean	John Melville	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Gamache	Lynne Olive	Library	General Librarian Emeritus
Hall	Eric	Faculty of Applied Science	Professor Emeritus of Civil Engineering
Hall	Wendy Anne	Faculty of Applied Science	Professor Emeritus of Nursing
Humphries	Richard Keith	Faculty of Medicine	Professor Emeritus of Hematology
Israel	David	Faculty of Medicine	Clinical Professor Emeritus of Paediatrics
Jones	Elizabeth Mary	Faculty of Arts	Senior Instructor Emeritus of Social Work
Junker	Anne Kristine	Faculty of Medicine	Assoc. Professor Emeritus of Paediatrics
Leung	Victor C. M.	Faculty of Applied Science	Professor Emeritus of Electrical and Computer Engineering
Man	S. F. Paul	Faculty of Medicine	Professor Emeritus of Respiratory Medicine
McKay	Sherry	Faculty of Applied Science	Assoc. Professor Emeritus of Architecture and Landscape Architecture
Neary	Hugh M	Faculty of Arts	Professor Emeritus of Economics
Noble	Michael Allen	Faculty of Medicine	Professor Emeritus of Pathology
Ostrow	David N	Faculty of Medicine	Professor Emeritus of Respiratory Medicine
Parent	Ingrid	Library	University Librarian Emeritus
Simons	Jeffrey	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Thompson	James Robert	Faculty of Land & Food Systems	Professor Emeritus of Applied Biology
Traviss	Karol	Faculty of Land & Food Systems	Senior Instructor Emeritus of Food, Nutrition and Health
Wright	Margaret	Faculty of Arts	Assoc. Professor Emeritus of Social Work
Ziltener	Hermann	Faculty of Medicine	Professor Emeritus of Pathology

*Denotes a change in a previously awarded rank



4 January 2019

To: Vancouver Senate

From: Senate Academic Policy Committee and Senate Teaching and Learning Committee

Re: Draft Senate *Policy V-130: Content and Distribution of Course Syllabi*

The Committee recommends the following to Senate:

Motion: “*That Policy V-130: Content and Distribution of Course Syllabi be approved as set out in the attached draft, to be effective as of 1 August 2019.*”

Background and Rationale:

The Academic Policy Committee has been working for a number of years on a policy to set out clear expectations of instructors with regard to the provision of course syllabi. A syllabus has long been the standard means of providing students with the information they need about the course they are undertaking. Many other leading universities have policies that require the provision of a syllabus and set out expectations for their content. Examples include the [University of Alberta](#), [Dalhousie University](#), [McGill](#) and the [University of Toronto](#)’s Faculty of Arts and Science. Already, many UBC faculty members supply their students with helpful and timely syllabi and some academic units have their own standard templates. However, this is not the case in all circumstances and there are increasing reports of students not receiving syllabi, receiving syllabi too late or ones that are missing information students need, or having their syllabi subject to change.

The Academic Policy Committee believes that students deserve to have access to sufficient information to know what to expect from courses (and instructors) and what will be expected of them while they still have the opportunity to drop a course without financial or academic penalty. With no policy in place to guide the distribution of syllabi, students have little recourse when they find themselves lacking such information. This was the Senate Academic Policy Committee’s main concern in drafting *Policy V-130: Content and Distribution of Course Syllabi*.

The attached draft policy sets forward the minimum basic information that a syllabus shall contain, including:

- information about the course content, format and schedule; identity and contact information for the instructor(s); learning materials required and their estimated



- costs; broad learning outcomes/objectives; learning activities; methods of assessment of learning, their schedule and their weightings in the final grade;
- course-level policies such as participation, late penalties, and regrading procedures;
- procedures to follow if a syllabus needs to be changed in a substantive way (especially regarding tests and assignments) after its initial distribution;
- summaries of the University's expectations for academic integrity, respect for others, and academic freedom; and policies on sexual misconduct, religious observances, and accommodation for disabilities;
- information on resources to support student wellbeing and learning.

Extensive consultation across campus has identified the value of each item to learners. Some may question why the latter two categories are included when they appear to go beyond the purview of individual courses or course instructors and their inclusion will add to the length of a syllabus. In May of 2017, Senate endorsed the [Framework for Senate Consideration of Student Mental Health and Wellbeing](#), which requires that policies and practices be designed to support student health as a means of facilitating learning. During the community consultation, several sources, including student service units that focus on student learning and wellbeing, the Senate Teaching and Learning Committee and students who have served on Senate and its Committees, suggested that course syllabi are an ideal tool for the presentation of a standardized list of policies and resources that foster students' academic success as well as their mental health and wellbeing. Although the relevant policies and resources are accessible on the web, they appear in multiple sites. Providing them in one site under the control of the Senate and including a standard summary statement with one link in all syllabi will not only draw students' attention to them, but will also help students see that they are intimately connected to their success in each course at UBC.

The attached policy would require that the syllabus be provided to students early in the course, certainly before the last date to drop the course without a "W" on the transcript. That timing allows for instances where the syllabus is designed with input from the students. After that date, unforeseen events could necessitate a change in the posted syllabus; for example, unexpectedly low average achievement on a test could lead the instructor to propose to decrease that test's weight in the final grade or to delay a subsequent test date. Proposed changes should be discussed with the class and any student who sees the change as detrimental (e.g., it could create a conflict with prior commitments) should be provided an alternative.

If the syllabus policy is approved, an optional syllabus template will be developed in consultation with the Centre for Teaching, Learning and Technology and UBC IT and housed on the LT Hub website to facilitate compliance with policy.



The attached policy has undergone a number of revisions after being circulated and posted for consultation in the summer of 2018. A student-targeted consultation facilitated by the AMS followed in the fall. An earlier draft of the policy had been circulated in the fall of 2016. The current draft has benefitted from the feedback supplied by the community on both occasions, and the Committees feel that the draft being submitted for approval strikes the best balance between the interests of faculty and students.

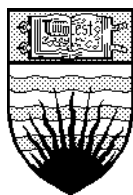
Requiring that instructors provide students with a syllabus with specific content does not infringe on the instructor's ability to develop the approved course topic within the context of the discipline. Although the proposed policy does not suggest a mechanism for enforcement, the hope is that instructors will acknowledge their responsibility to students when they are assigned to teach courses by providing them with the information that cannot be included in the Academic Calendar but is essential for students to succeed.

A sample syllabus has been required by Senate for several years for all proposed new courses; to guide the process, a template is provided in the Senate Curriculum Guidelines. However, the sample syllabus does not necessarily mirror those syllabi used in the delivery of the course and courses do change over time. A current syllabus may naturally differ somewhat from the one submitted when a course was approved. Also, many courses were approved by Senate prior to the requirement for a syllabus. In all cases, units offering courses should take the opportunity to reflect on the course title and description (where one exists in the Calendar as it does for the majority of current courses) and ensure that the current offering is representative. It will be for the Senate Curriculum Committee to take this policy into account when conducting their annual review of Curriculum Guidelines and resources.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

Dr. André Ivanov, Chair
Senate Teaching and Learning Committee

THE UNIVERSITY OF BRITISH COLUMBIA**SENATE POLICY:
V-130**

VANCOUVER SENATE
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title

V-130: *Content and Distribution of Course Syllabi*

Effective Date:

August 2019

Approval Date:

January 2019 (anticipated)

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Vancouver Senate Academic Policy Committee

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university.”

Purpose and Goals:

This policy is designed to:

- 1) Ensure consistent practices of the distribution of course syllabi and the content areas therein across the University; and
- 2) Establish the method by which information on the course syllabus can be changed.

Applicability:

All credit-bearing courses offered by the University of British Columbia including directed studies, special topics, fieldwork, and practicum courses.

Exclusions:

Graduate-level theses and dissertation courses are exempt.

Definitions:

For the purposes of this policy:

- *Academic unit* shall mean a faculty, college, school, department, institute or centre.
- *Course* shall mean course of instruction, namely, a structured series of classes or a sustained period of instruction that corresponds with a course description set out in the Academic Calendar.
- *Course instructor* shall mean the member of the University's teaching staff who has primary responsibility for the organization and operation of the *course*.
- *Course section* shall mean the particular scheduled offering of a particular *course* into which a student is registered.
- *Syllabus* shall mean the document provided by the *course instructor* which communicates the *course instructor's* course design to students including organization, policies, expectations, and requirements.

Policy:

- 1) *Course instructors* are required to provide a *syllabus* to students registered in their *course section*.
- 2) Recognizing that a *syllabus* may be a creative and personal statement of teaching philosophy and style, this policy does not impose a specific template or organizational framework, although *academic units* responsible for specific educational programs may choose to do so. This policy only pertains to the mandatory elements of a *syllabus* and does not address the many ways *syllabi* can be used in the educational context.
- 3) The *syllabus* shall inform students about the requirements and expectations of a *course* or *course section*.
- 4) *Course instructors* must provide the syllabus within the first week of class unless the *syllabus* will be created in consultation with the student(s) at the beginning of a *course section*, in which case the

syllabus must be finalized prior to the last date by which students are permitted to drop the course without receiving a “W” on their transcript.

- 5) The requirements of a *syllabus* (below) can be met in one or more dated digital documents or websites, as appropriate. A paper copy will be provided to any student who requests one.
- 6) *Academic units* may also specify the inclusion of additional or modified policies or statements in their *syllabi*, provided these do not conflict with University policies and regulations, which shall take precedence.
- 7) A *syllabus* includes, at a minimum, the following content areas:
 - a. The *course* title and description (as in the Academic Calendar or, for *courses* without a published description, a brief representative one) and any prerequisites or co-requisites;
 - b. The name of the *course instructor* and details of when and by what means students may contact them; at the discretion of the *course instructor* the names of any other student-facing members of teaching staff such as teaching assistants involved in the offering of the *course* (if not available on the Student Service Centre), and details of when and by what means students may contact them;
 - c. A description of the *course* structure (e.g., lecture, lab, tutorial, flipped classroom, mixed mode; contact hours per week; day, time, and location of classes or other activities (if not available on the Student Service Centre));
 - d. A proposed *course* schedule including a list of topics;
 - e. *Course*-level learning outcomes or objectives, i.e., what is to be achieved and assessed in the *course* (more details of module, week, or class learning outcomes or objectives may be provided during the *course*);
 - f. A description of the learning activities the students will engage in, in order to achieve the stated learning outcomes or objectives (e.g., participation in class, written analysis of case studies, required readings, participation in on-line discussions, term papers, presentations, lab and field activities);
 - g. List of required learning materials including, among others, textbooks, reading packages, on-line assessment tools, lab and field trip manuals; and an estimate of associated costs for materials and

activities (using links to UBC Bookstore prices and/or other providers where applicable);

- h. Methods used to assess achievement of stated learning outcomes or objectives, including the weighting of each component in the final grade; the class policies on re-grading of marked work and on both late submission and missed in-class assessments (in accordance with the [Academic Calendar language on Grading Practices](#)); and the schedule of assessments;
- i. Information on any resources to support student learning that are supported by the academic unit responsible for the *course*;
- j. The following statement about the University's values and policies with a link to the website (<https://senate.ubc.ca/policies-resources-guide-students-success>) where details are provided:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious, spiritual and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#) (<https://senate.ubc.ca/policies-resources-guide-students-success>)

- 8) Nothing in the *syllabus* can contravene any Academic Calendar regulation or University policy. In resolving any discrepancy, Academic Calendar regulations and University policies take precedence.
- 9) a. Should the *course instructor* wish to make a material change to the *syllabus* after the last day by which students are permitted to drop the *course* without receiving a 'W' on the transcript, the *course instructor* must explain the rationale to the class. The *course instructor* must ensure that registered students have access to the changed details in a revised and dated version of the *syllabus* and should send electronic communication to students to alert them that a change has been made.
- 9) b. Any student who sees the change to the *syllabus* as detrimental to their academic progress is entitled to discuss the case with the *course instructor* and seek a resolution. Where student and

instructor cannot agree, students are encouraged to take their protest to the head of the department concerned and then to the dean of the faculty responsible for the *course* in accordance with the [Academic Calendar regulations on protests for academic standings](#).

Calendar Statement:

As above.

Consultations

The following groups were provided with a draft version of this policy and asked to provide comment:

Office of the University Counsel; Office of the Ombudsperson for Students; the AMS; the GSS; Office of the Vice-President Academic; Deans; Enrolment Services; Centre for Teaching, Learning & Technology; Office of the Vice-President Students; Student Development & Services, Centre for Accessibility, Student Health Service, Counselling Services.

History:

This is the first version of this policy.

Related Policies:

The following are links to related Academic Policies as set out in the Academic Calendar. Links to Associated Board of Governors' Policies are set out in Section 6 (k) above.

[Academic Concession](#)

[Academic Honesty and Standards](#)

[Attendance](#)

[Grading Practices](#)

[Student Conduct and Discipline](#)

[Use of the Formal Examination Periods](#)

[Viewing Marked Work](#)

Appendix:

A template for the construction of a *syllabus* will be provided but only as an aid.*

- Note: This template will be developed in consultation with the Senate Curriculum Committee, CTLT and UBC IT.

Procedures:

1. The webpage referred to in Section 7 (j) above shall be maintained by the Senate Secretariat, on the Vancouver Senate website.

2. Any requests for additions or edits to changes to the webpage referred to in Section 7 (j) above shall be subject to the review and consideration of the Senate Academic Policy and shall require the approval of the Committee for implementation.

16 January 2019

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

NEW AWARDS – ENDOWED

Chemistry Graduate Student Society Prize in Science Outreach

Prizes totalling \$1,200 have been made available through an endowment established by the Chemistry Graduate Student Society (CGSS) for Masters and Ph.D. students in the Department of Chemistry who have made contributions to community engagement and outreach by sharing science with the public with preference given to a new applicant each year. CGSS created this prize to highlight graduate students in the Department of Chemistry who are making science accessible to a broad audience through involvement in outreach activities. The prizes are made on the recommendation of the Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session).

Geoffrey Mack Bursary in Commerce

Bursaries totalling \$2,400 have been made available through an endowment established in honour of business owner and mentor Geoffrey Mack, with matching funds from the University of British Columbia, to students enrolled in the Bachelor of Commerce program within the UBC Sauder School of Business. Preference will be given to female varsity athletes. The bursaries are adjudicated by Enrolment Services. (First Award Available for the 2019/20 Winter Session.)

Hawa Patel Memorial Bursary

Bursaries totalling \$8,250 have been made available through an endowment established by an estate gift from Dr. Hawa Patel (1923-2016) for undergraduate and graduate students enrolled in the Faculty of Medicine. Dr. Patel was a neuro-pediatrician. Born in South Africa, she was the first non-white woman to graduate from the Medical School at the University of Cape Town. Dr. Patel worked as a doctor in South Africa, England and Iraq before moving to Vancouver where she was a faculty member in the Department of Pediatrics in the UBC Faculty of Medicine from 1967 to 1983. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/2020 winter session).

NEW AWARDS – ANNUAL

Harrison Family Leadership Award in Science

A \$1,000 award is offered annually by Paul G. Harrison (B.Sc. 1970) and Brenda J. Harrison (Ph.D. 1982) for undergraduate students in the Faculty of Science with outstanding academic achievement who have demonstrated excellent leadership skills in Faculty or student society-run programs that encourage engagement. Such programs include, but are not limited to, wellbeing promotion, career preparation, mentoring, self-regulated learning, orientation and access to volunteer and research opportunities. This academic award is made on the recommendation of the Faculty of Science. (First award available for the 2018/2019 winter session).

Christina and Alan Eastwood Graduate Scholarship in Land and Food Systems

A \$6,000 scholarship is offered annually by Christina and Alan Eastwood for a graduate student in Land and Food Systems with an interest in sustainable food systems. Christina and Alan are now retired from careers as a medical technologist and an economist respectively, and have decades of experience in growing food organically for themselves and friends. They have long recognized the need for a more organic, less toxic, commercial food system. They hope this scholarship will encourage young people to pursue sustainable alternatives to conventional agriculture. The scholarship is made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session).

Landmark Cinemas Scholarship in Theatre & Film

A \$5,000 scholarship is offered annually by Landmark Cinemas to an outstanding undergraduate student enrolled in the Film Production or Design and Production programs in the Department of Theatre & Film. Landmark Cinemas, headquartered in Calgary, is Canada's second largest motion picture theatre exhibition company with over 1,300 employees operating 45 locations with 317 screens throughout BC, Alberta, Saskatchewan, Manitoba, Ontario and the Yukon Territory. The scholarships are made on the recommendation of the Department of Theatre & Film. (First award available for the 2019/2020 winter session).

Master of Data Science – Computational Linguistics Bursary

Bursaries are offered annually by the Faculty of Science to graduate students in the Master of Data Science – Computational Linguistics program who demonstrate unmet financial need. Funding is determined annually based on enrolment in the program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/2020 winter session).

Master of Data Science – Computational Linguistics Domestic Scholarship

A \$5,000 entrance scholarship is offered annually to a student who is a Canadian citizen or permanent resident in the Master of Data Science – Computational Linguistics program. The

scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The scholarships are made on the recommendation of the Master of Data Science – Computational Linguistics Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session).

Master of Data Science – Computational Linguistics International Scholarship

A \$5,000 entrance scholarship is offered annually to an international student in the Master of Data Science – Computational Linguistics program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The scholarships are made on the recommendation of the Master of Data Science – Computational Linguistics Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

3794 – Pharmaceutical Sciences Rural Communities Placement Award

Rationale for Proposed Changes

At the request of Pharmaceutical Sciences and with the donor's support we are increasing the number of awards that can be given out to students through this endowment. University Counsel has reviewed and agreed this revision.

Current Award Description

A \$5,550 award has been made available through an endowment established by generous supporters of the Faculty of Pharmaceutical Sciences to benefit an entry-to-practice student pharmacist in their experiential education rotation in rural BC. To be eligible for the award, the candidate will have demonstrated their need for this funding as required by the Faculty of Pharmaceutical Sciences. The award will be made on the recommendation of the Faculty of Pharmaceutical Sciences.

Proposed Award Description

Awards totalling \$5,550 award has have been made available through an endowment established by generous supporters of the Faculty of Pharmaceutical Sciences to benefit an for students in the entry-to-practice student pharmacists PharmD program in their experiential education

rotations in rural BC. To be eligible for the award, the candidates will have must demonstrated their need for this funding as required by the Faculty of Pharmaceutical Sciences. The awards will be made on the recommendation of the Faculty of Pharmaceutical Sciences.

4695 – Future Achievers International UBC Entrance Scholarship Endowment Fund

Rationale for Proposed Changes

A request to revise this endowment was approved at the April 19, 2018 meeting of the Board of Governors. This endowment initially supported an entrance scholarship for international students. At the request of the donor and with the support of the Faculty of Applied Science and the International Student Initiative Office, the purpose of this endowment was updated to support an entrance scholarship for women in engineering. The donors are currently in the process of winding down their program, Future Achievers, and requested to vary the award title to reflect their names.

Current Award Description

A scholarship of \$3,500 is made available through an endowment established by Professors Yves and Cynthia Bled to an international student entering UBC in their first year who demonstrates a combination of exceptional academic achievement and extracurricular involvement. Preference is given to members of Future Achievers International, and recipients are encouraged to act as campus ambassadors for the program. Future Achievers International supports, stimulates, and reinforces young future leaders around the world by supporting scholarships and programming that encourage thinking that changes the world. The award is made on the recommendation of the International Student Initiative Office.

Proposed Name: Yves and Cynthia Bled Future Achievers Scholarship for Women in Engineering Entrance Scholarship

Proposed Award Description

Renewable entrance scholarships totaling \$3,500 have been made available through an endowment established by Professors Yves and Cynthia Bled, along with matching funds from the University of British Columbia, for outstanding undergraduate female engineering students entering university from secondary school or transferring from another post-secondary institution. Preference will be given to candidates that have demonstrated leadership through participation in extra-curricular or volunteer activities such as professional, school, social and community organizations or athletics. To be considered, candidates must be Canadian citizens or permanent residents and preference will be given to residents of British Columbia. Cynthia and Yves Bled founded the Canadian Future Achievers Leadership program in 2008, with the goal of

empowering minority youth in their pursuit of higher education. Cynthia, a retired economics professor and Chair of Future Achievers International, and Yves, a retired cultural anthropology professor, believe strongly in the importance of celebrating, encouraging and rewarding exceptional female engineering students. The scholarships are made on the recommendation of the Faculty of Applied Science.

Annual Awards

8200 - McQuid Family/PI Financial Corp Bursary

Rationale for Proposed Changes

At the request of the donor, we are updating the bursary name to remove the corporate information from title.

Current Award Description

Bursaries to a total of \$1,000 are offered by the McQuid family and PI Financial Corp. The award is made to students in the final year of Occupational or Physical Therapy.

Proposed Name: McQuid Family/~~PI Financial Corp~~ Bursary

Proposed Award Description

Bursaries to a totalling of \$1,000 are offered annually by the McQuid family and PI Financial Corp. The award is made to students in the final year of Occupational or Physical Therapy. The bursaries are adjudicated by Enrolment Services.

5005 – Spitz Family Entrance Award for Aboriginal Women

Rationale for Proposed Changes

Both the UBC Sauder School of Business and the donor would like to open this award up to all female undergraduate Indigenous students rather than limiting it to an entrance award. The amount of awards available has also been increased. The language used to refer to Indigenous students is being updated.

Current Award Description

A \$10,000 award is offered annually by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program, 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 Name: Spitz Family Entrance Award for Aboriginal Indigenous Women

Proposed Award Description

A One or more awards of at least \$10,000 is each are offered annually by the Spitz Family to a female Aboriginal First Nations, Inuit, or Métis students of Canada entering enrolled in any year of study in the Bachelor of Commerce program, 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 are made on the recommendation of the Sauder School of Business.

5727 – UBC Faculty of Medicine Clinician-Investigator Scholarship

Rationale for Proposed Changes

The scholarship was created to support students in either the M.D./Ph.D. program and medical residents in the Clinician Investigator program. The current description's stipulation that recipients hold or be pursuing an M.D. from UBC disqualified the majority of students in the Clinician Investigator program from accessing the scholarship. The proposed description has been revised to ensure the majority of students in the Clinician Investigator program are eligible for the scholarships. Both the Director and the Associate Director of the M.D./Ph.D. program, and the Director of the Clinician Investigator Program have approved the proposed description.

Current Award Description:

Renewable scholarships totalling up to \$78,000 are offered annually to graduate students involved in biomedical or biological sciences or bioengineering research in the Faculty of Medicine. Candidates must be Canadian Citizens or Permanent Residents and either hold or be pursuing an MD from UBC. Recommendations are made by the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

Proposed Award Description:

Renewable scholarships totalling up to \$78,000 \$130,000 are offered annually to graduate M.D./Ph.D. students, or to UBC medical residents who hold an M.D. from a Canadian university and who are participating in the Faculty of Medicine's Clinician-Investigator program. Recipients must be conducting research in the fields of involved in biomedical or biological sciences or bioengineering research in the Faculty of Medicine. Candidates and must be Canadian citizens or permanent residents and either hold or be pursuing an MD from UBC. The

scholarships ~~Recommendations~~ are made on by the ~~by the~~ recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies.

12 December 2018

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: **Principles of Excellent Graduate Supervision**

The Principles of Excellent Graduate Supervision encompass seven flexible, interrelated and research-informed principles that characterize high quality graduate student supervision. The Principles of Excellent Graduate Supervision have been reviewed by the Senate Teaching and Learning Committee and were brought forward as a Topic of Broad Academic Interest at the November 2018 meeting of the Senate.

The following is recommended to Senate:

Motion: *“That Senate endorse the Principles of Excellent Graduate Supervision, as recommended by the Faculty of Graduate and Postdoctoral Studies and the Senate Teaching and Learning Committee, as set out in the attached document.”*

Respectfully submitted,

Dr. Andre Ivanov, Chair

Senate Teaching and Learning Committee



The UBC Guide to the principles of excellent graduate supervision

Supervising graduate students is a complex form of pedagogy, one made even more complicated by the changing nature of the university, the increasing diversity of our students, cross-disciplinary nature of academic research, and development of new knowledge. Within this evolving context, we are committed to supporting the highest quality graduate supervision practices consistent with our world-class research university.

While the vast majority (85%) of our graduate students are satisfied with their supervision at UBC,* surveys also reveal that many would like more consistent and meaningful interactions with their supervisors. Indeed, a healthy, productive supervisory relationship results not only in a successful academic program and outcomes, but also contributes to students' wellbeing and to supervisors' teaching and research excellence.

*(data from the 2016 Canadian Graduate and Professional Student Survey)

This guide outlines seven flexible, interrelated and research-informed principles that characterize high quality graduate student supervision.

Read the complete guide at:

<https://www.grad.ubc.ca/principles-graduate-supervision>

1

Students' learning benefits from individualized supervisory approaches

Students learn more effectively when supervisors' interactions with them are responsive to their unique learning preferences, passions, questions, knowledge, abilities, experiences, and long-term/career interests. They also benefit when these interactions reflect an awareness of any personal, cultural, and structural challenges students may face.

Student learning develops with both dialogue and guidance
Students develop critical thinking abilities, creativity, and adaptability when supervisors listen to, question, challenge, and guide them, prompting students to reflect on and critically examine their thinking and decision-making processes.

2

3

Students' multi-faceted growth as scholars is supported by supervisors

Supervisors play an important role in fostering the development of students' independence, their ability to ask important questions, their professional competencies, and their scholarly identity, which includes the development of habits of heart and mind.

Students learn from role models
Students gain deep intellectual, ethical, and practical knowledge of their field and of the scholarly profession through exposure to outstanding role models.

4

5

Communication is key to teaching and learning and to relationship-building

The supervisory process and student learning are enhanced when mutual expectations about the process are communicated clearly and regularly; and when all communication is done with sensitivity, empathy and recognition of boundaries.

Scholarly and other communities are central to students' development
Outstanding supervision incorporates, and is supported by, strong communities that assist in shaping students' scholarly identities, model scholarly integrity, and share the norms of fields, in addition to promoting diversity, inclusivity, intercultural understanding, and equity.

6

7

Reflection makes one a better supervisor

Reflecting on and clearly articulating one's own supervisory and scholarly beliefs and practices can strengthen supervisory abilities.



University of British Columbia

2018/19 Annual Enrolment Report



Dr. Ananya Mukherjee-Reed

Provost and Vice-Principal Academic
UBC Okanagan

Dr. Andrew Szeri

Provost and Vice-President Academic
UBC Vancouver

TABLE OF CONTENTS

TABLE OF CONTENTS	2
LIST OF TABLES	4
LIST OF FIGURES	5
INTRODUCTION.....	6
UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS	7
How Many Undergraduate Students Applied, were Admitted, and Registered at UBC?	7
How Many Graduate Students Applied, were Admitted, and Registered at UBC?	10
What was the Mean Entering Grade Point Average for New Undergraduate Students?.....	13
Where Did UBC's New Direct-Entry Students Previously Study?.....	14
Where Did UBC's New Transfer Students Previously Study?	15
Where did Aboriginal Students at UBC Previously Study?	17
In Which Canadian Provinces Did UBC's New Undergraduate Students Previously Study?	19
In Which Countries Did UBC's New International Undergraduate Students Previously Study?	21
UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT	23
What was UBC's Government-Funded Domestic FTE Count by Campus?	23
How Many Students did UBC Enrol?	24
How Many Domestic Students did UBC Enrol?	25
How Many Aboriginal Students did UBC Enrol?	26
How Many International Students did UBC Enrol?	28
What were the Demographic Characteristics of UBC's Students?	30
What Nationalities are Represented in UBC's International Student Population?	31
INDICATORS OF STUDENT SUCCESS	35
How Many Credentials did UBC Award?	35
What were UBC'S Undergraduate Students' Retention and Completion Rates?	37
What were UBC'S Aboriginal Undergraduate Students' Retention and Completion Rates?	39
What was the Time Taken by UBC Graduate Students to Complete Their Programs?	40
STRATEGIC UNDERGRADUATE ENROLMENT INITIATIVES – A DIVERSE STUDENT BODY BY DESIGN ...	42
Geographic Diversity of the Incoming Class (Domestic).....	42
Geographic Diversity of the Incoming Class (International)	42
Aboriginal Students	43
Students with Lived Experience in Government Care	44
Supporting Admitted Students	44
Developing And Celebrating Undergraduate Students with UBC Need and Merit-based Awards	44
Recruitment Strategies.....	46

STRATEGIC UNDERGRADUATE ENROLMENT MANAGEMENT - LOOKING AHEAD TO 2019/20.....	47
Achieving Intake Targets for Direct-Entry Undergraduate Programs.....	47
A Comprehensive Approach to Undergraduate Admissions.....	47
Supporting Students Through UBC Bursaries.....	48
Re-Thinking Classroom Allocations	48
CONCLUSION.....	48
APPENDIX A: HEADCOUNT ENROLMENT TABLES.....	49
Okanagan Campus.....	49
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	10
Table 2: Graduate Students' Admit and Yield Rates, by Year	13
Table 3: Aboriginal Students' Previous Institution, by Year, by Campus	17
Table 4: Overall Student Headcount, by Year, by Campus	25
Table 5: Domestic Student Headcount, by Year, by Campus	26
Table 6: Domestic Aboriginal Student Headcount, by Year, by Campus.....	28
Table 7: International Student Headcount, by Year, by Campus.....	29
Table 8: International Students' Countries of Citizenship, by Year, Okanagan Campus	32
Table 9: International Students' Countries of Citizenship, by Year, Vancouver Campus.....	33
Table 10: Number of Credentials Awarded, by Year, by Campus	36
Table 11: Number and Proportion of Credentials Awarded to Aboriginal Students, by Year, by Campus.....	37

LIST OF FIGURES

Figure 1: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Okanagan Campus, by Year	8
Figure 2: Undergraduate Students' Admissions Pyramid (International, All Year Levels), Okanagan Campus, by Year	8
Figure 3: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Vancouver Campus, by Year	9
Figure 4: Undergraduate Students' Admissions Pyramid (International All Year Levels), Vancouver Campus, by Year	9
Figure 5: Graduate Students' Admissions Pyramid (Domestic), Okanagan Campus, by Year	11
Figure 6: Graduate Students' Admissions Pyramid (International), Okanagan Campus, by Year	11
Figure 7: Graduate Students' Admissions Pyramid (Domestic), Vancouver Campus, by Year	12
Figure 8: Graduate Students' Admissions Pyramid (International), Vancouver Campus, by Year	12
Figure 9: Location of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2018/19, by Campus	14
Figure 10: Top 10 Countries or Territories (Other than Canada) of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2018/19, by Campus	15
Figure 11: Location of Previous Institution Attended, New Undergraduate Transfer Students, 2018/19, by Campus	16
Figure 12: Top 10 Countries (Other than Canada) of Previous Institution Attended, New Undergraduate Transfer Students, 2018/19	16
Figure 13: Aboriginal Students' Previous Institution, by Province, 2018/19, Okanagan Campus (if in Canada), N = 515	18
Figure 14: Aboriginal Students' Previous Institution, by Province, 2018/19, Vancouver Campus (if in Canada), N = 1,000	19
Figure 15: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2018/19, Okanagan Campus (if in Canada), N = 2,103	20
Figure 16: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2018/19, Vancouver Campus (if in Canada), N = 6,080	21
Figure 17: Country of Previous Institution Attended, New International Undergraduate Students, 2018/19, Okanagan Campus, N = 569	22
Figure 18: Country of Previous Institution Attended, New International Undergraduate Students, 2018/19, Vancouver Campus, N = 2,782	22
Figure 19: Government-Funded and Delivered (Actual) Domestic FTEs, by Campus	24
Figure 20: Students' Gender Distribution, by Program, by Campus, 2018/19	30
Figure 21: Students' Age Distribution, by Program, by Campus, 2018/19	31
Figure 22: International Students' Citizenship, by Country, 2018/19, Okanagan Campus, N = 1,820	34
Figure 23: International Students' Citizenship, by Country, 2018/19, Vancouver Campus, N = 15,405	34
Figure 24: Retention Rates of Domestic and International First-Year Students, by Year, by Campus	38
Figure 25: Six-Year Completion Rates of Domestic and International Undergraduate Students, by Year, by Campus	38
Figure 26: Retention Rates of Aboriginal Students, by Year, by Campus	39
Figure 27: Six-Year Completion Rates of Aboriginal Undergraduate Students, by Year, by Campus	39
Figure 28: Master's Students' Years to Completion, 2008-2011 Cohorts, Okanagan Campus (N = 273)	40
Figure 29: Master's Students' Years to Completion, 2008-2011 Cohorts, Vancouver Campus (N = 6,724)	41
Figure 30: Doctoral Students' Years to Completion, 2005-2008 Cohorts, Vancouver Campus (N = 1,847)	41

INTRODUCTION

The UBC Annual Report on Enrolment (2018/19) provides detailed information about the students enrolled at the Okanagan and Vancouver campuses as well as insight into strategic initiatives related to undergraduate student recruitment. This report presents enrolment information for UBC, system-wide, as well as enrolment information for each campus.

The Provosts of the Okanagan and Vancouver campuses, along with the Deans and Associate Deans, work in conjunction with the staff of Enrolment Services, the Planning and Institutional Research Offices, and the International Student Initiative (ISI) to develop undergraduate program intake targets. These targets, along with current trends and retention rates, help project the number of undergraduate students that will be enrolled at UBC in the coming years. UBC graduate student enrolment planning is decentralized with key admissions decisions made by individual departments and schools and thus no central repository of data related to admissions processes exists (graduate students' enrolment data are included in this report).

Enrolment planning is not simply a matter of numbers; it consists of a wide range of decisions and procedures. Academic plans; available resources, including faculty, classrooms and teaching labs, and student services; and government-funding determine the overall goals and strategies; enrolment practices, student behaviour and environmental factors also affect enrolment outcomes. Successful enrolment management is contingent upon understanding, predicting, and adjusting practices in light of as many internal and external variables as possible. Ultimately, the enrolment plan is developed to align enrolment with the resources needed to:

- attract the “best and the brightest” students to UBC,
- provide access for and address the needs of qualified, historically under-represented populations,
- provide an outstanding educational experience for all of UBC's students,
- support students' success, and
- operationalize UBC's strong belief in the value and importance of diversity, inclusion, intercultural understanding and international engagement.

Student enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), a measure of the course activity of the students enrolled. FTEs for undergraduate students are calculated by taking the number of annual 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 2018/19 fiscal year (April 1, 2018 to March 31, 2019), UBC was government-funded for a total of 42,551 FTEs, with 6,971 FTEs allocated to the Okanagan campus and 35,580 FTEs allocated to the Vancouver campus. Overall, 36,587 FTEs were funded undergraduate domestic student spaces and 5,964 were funded graduate student spaces.

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

A university, such as UBC, that uses a competitive admission process receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus. Whereas UBC recruits for diversity in the incoming class, the 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, gain admission, and ultimately register. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students, and the numbers have been increasing over time. It is important to note that international students do not displace domestic students; they do not compete with domestic students for government-funded seats.

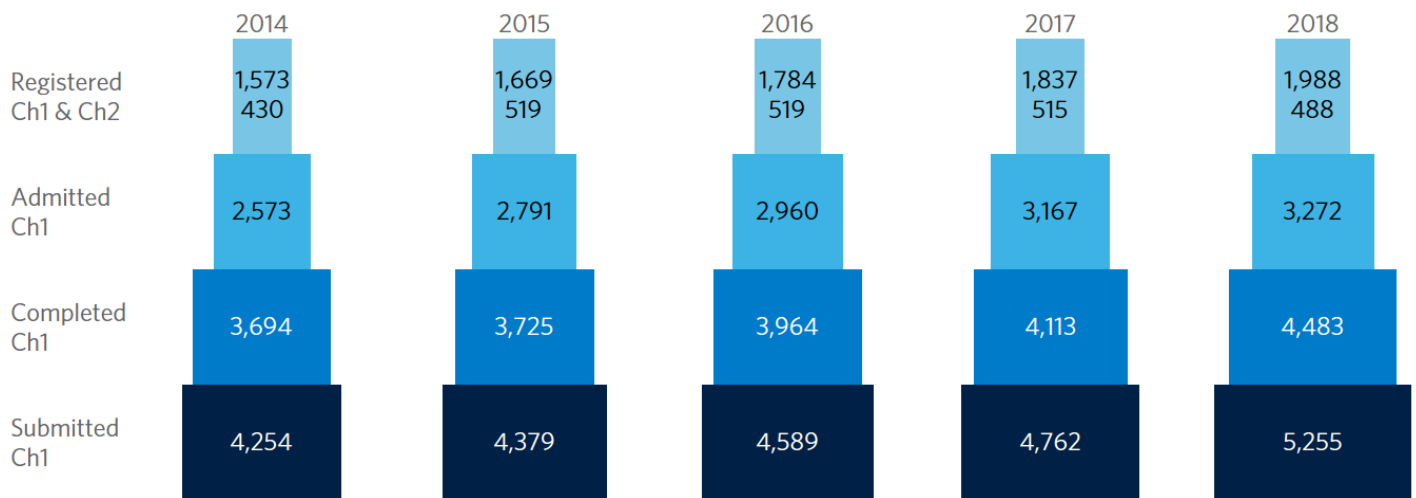
Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2014/15 through 2018/19. Undergraduate students 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 top number represents the number of students who registered in their preferred choice of program or campus (Ch1) and the bottom number represents the number of students registered in their second choice or an alternate program / campus choice (Ch2). The two counts combined provide the total number of new students registered.

In 2018/19, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 12% over 2017/18. The domestic applicant pool grew by 9%, over 2017/18 (see Figure 1), and the international applicant pool grew by 27% (see Figure 2).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) increased by 9% over 2017/18. The domestic applicant pool decreased by 4%, over 2017/18 (see Figure 3), and the international applicant pool grew by 16% (see Figure 4).

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. 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.

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 alternate program choice.

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

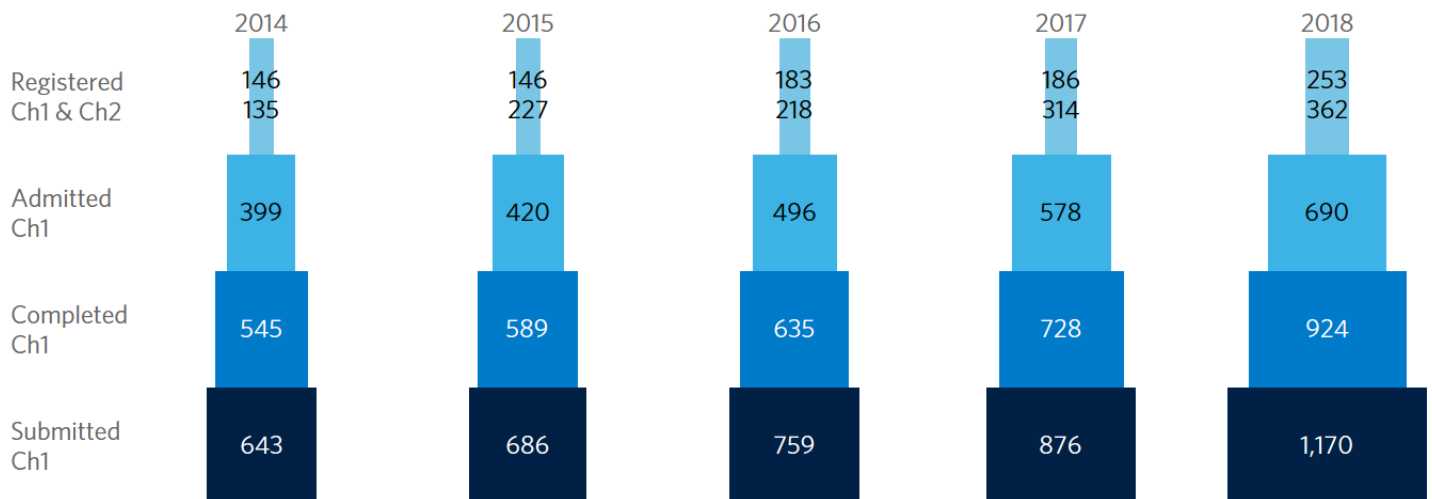


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

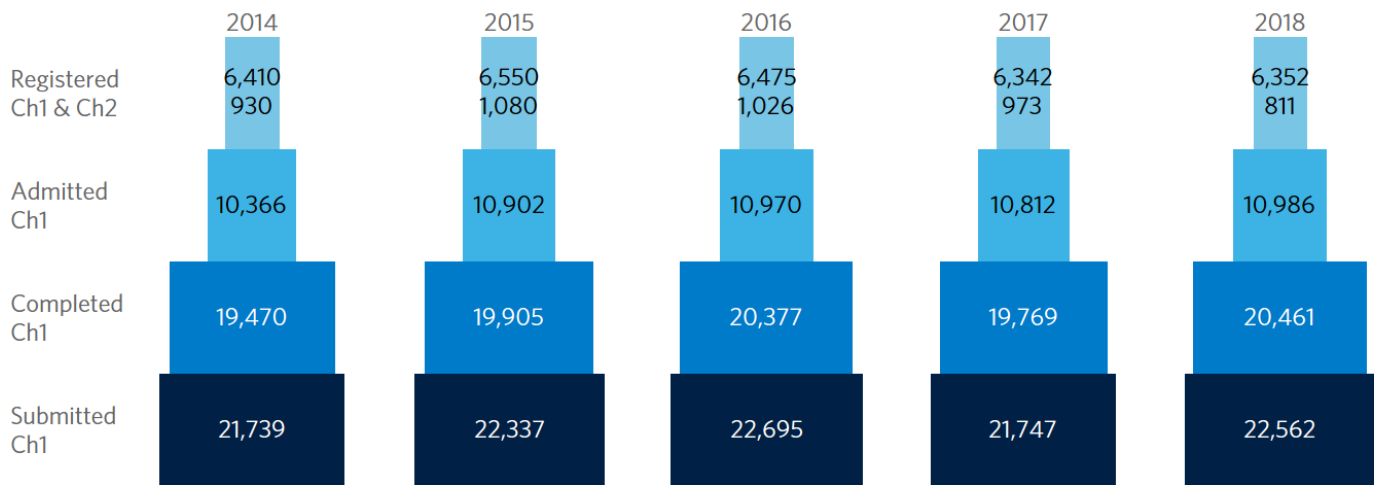


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

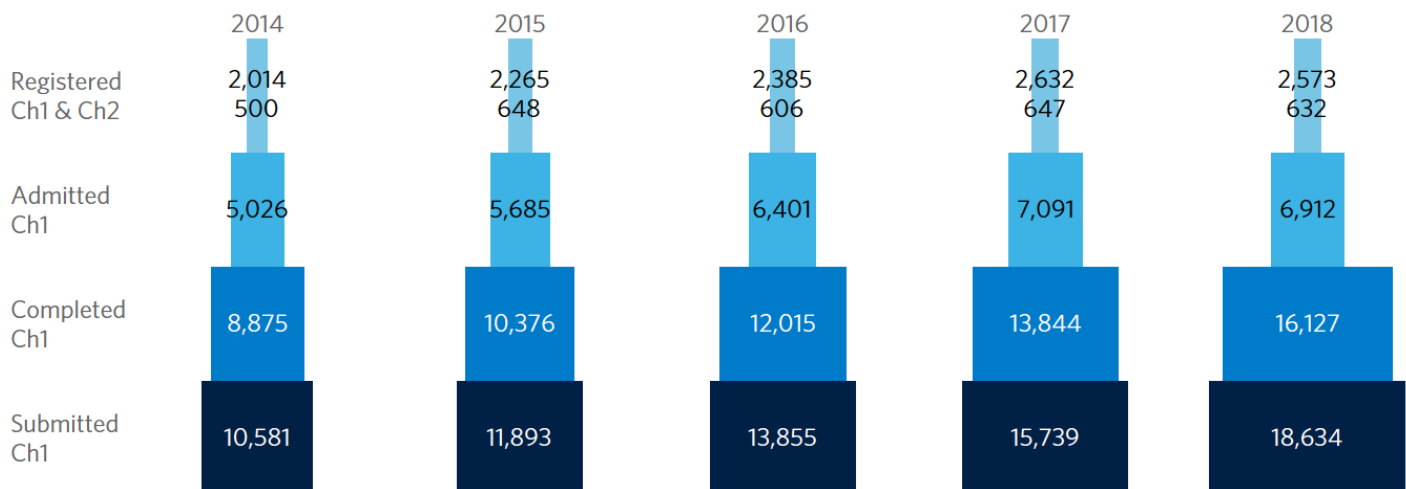


TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

Campus	Citizenship		2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Domestic	Admit Rate	70%	75%	75%	77%	73%
		Yield Rate	61%	60%	60%	58%	61%
	International	Admit Rate	73%	71%	78%	79%	75%
		Yield Rate	37%	35%	37%	32%	37%
	Okanagan Total	Admit Rate	70%	74%	75%	77%	73%
		Yield Rate	58%	57%	57%	54%	57%
Vancouver	Domestic	Admit Rate	53%	55%	54%	55%	54%
		Yield Rate	62%	60%	59%	59%	58%
	International	Admit Rate	57%	55%	53%	51%	43%
		Yield Rate	40%	40%	37%	37%	37%
	Vancouver Total	Admit Rate	54%	55%	54%	53%	49%
		Yield Rate	55%	53%	51%	50%	50%

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.

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, and the numbers of admitted students and subsequent registrations for 2014/15 through 2018/19. The years 2014/15 through 2017/18 contain intake data as of March 1st, whereas the 2018/19 contains preliminary data as of November 1, 2018. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the number of applications shown here are an underestimation of the number of students interested in graduate studies at UBC.

In 2018/19, graduate student applications for the Okanagan campus increased by 27% over 2017/18. The domestic applicant pool increased by 12% over 2017/18 (see Figure 5), and the international applicant pool grew by 36% (see Figure 6).

For the Vancouver campus, graduate student applications increased by 3% over 2017/18. The domestic applicant pool decreased by 3%, over 2017/18 (see Figure 7), and the international applicant pool grew by 6% (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

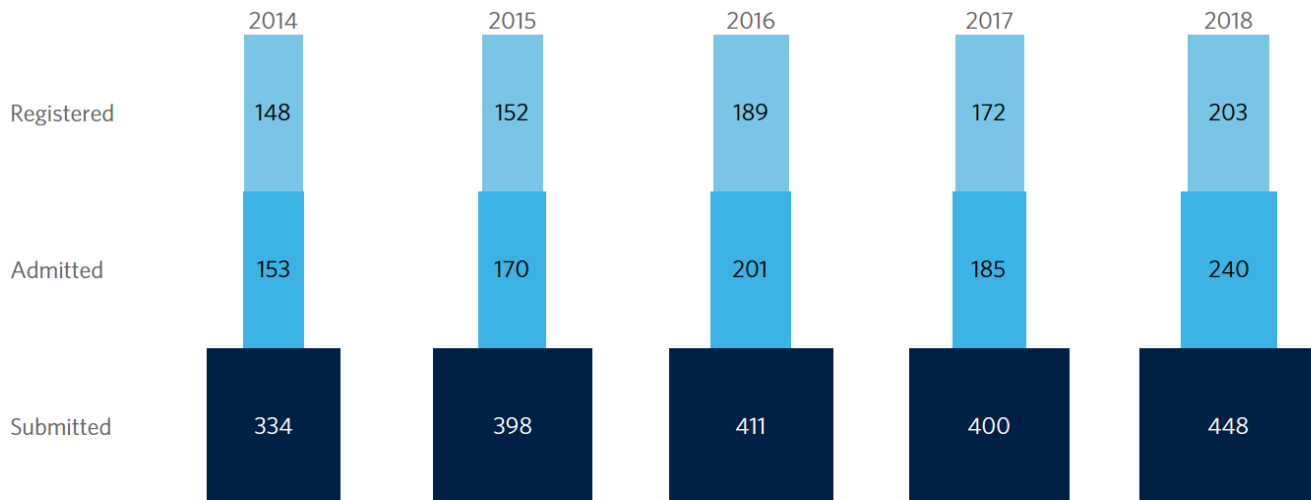


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

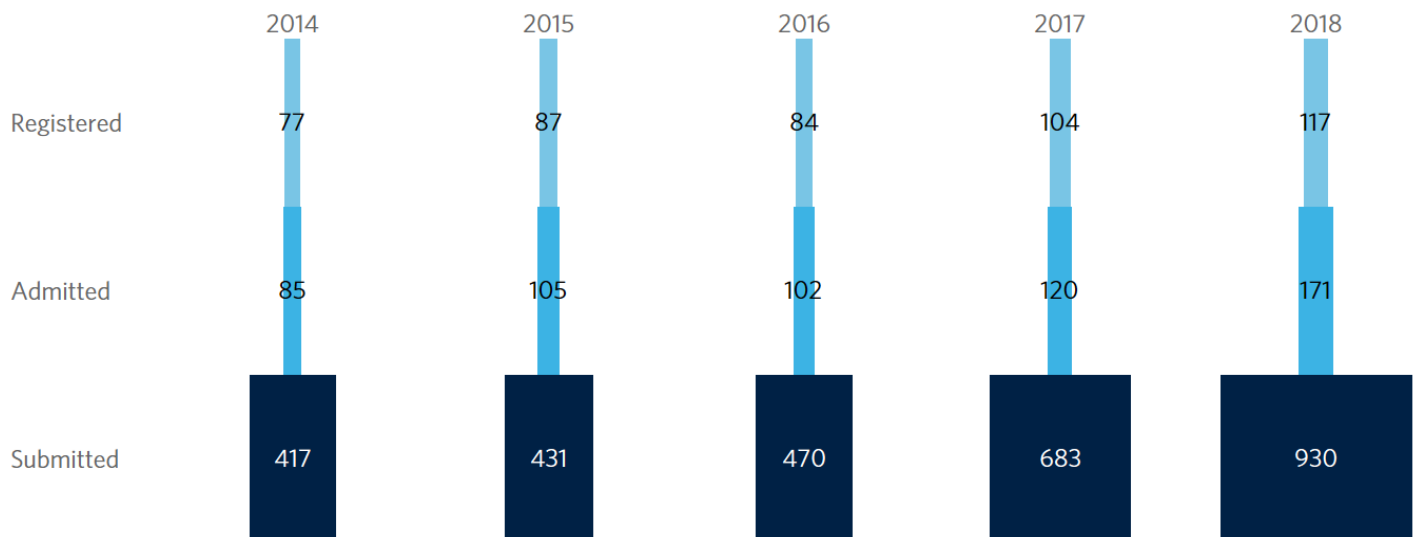


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

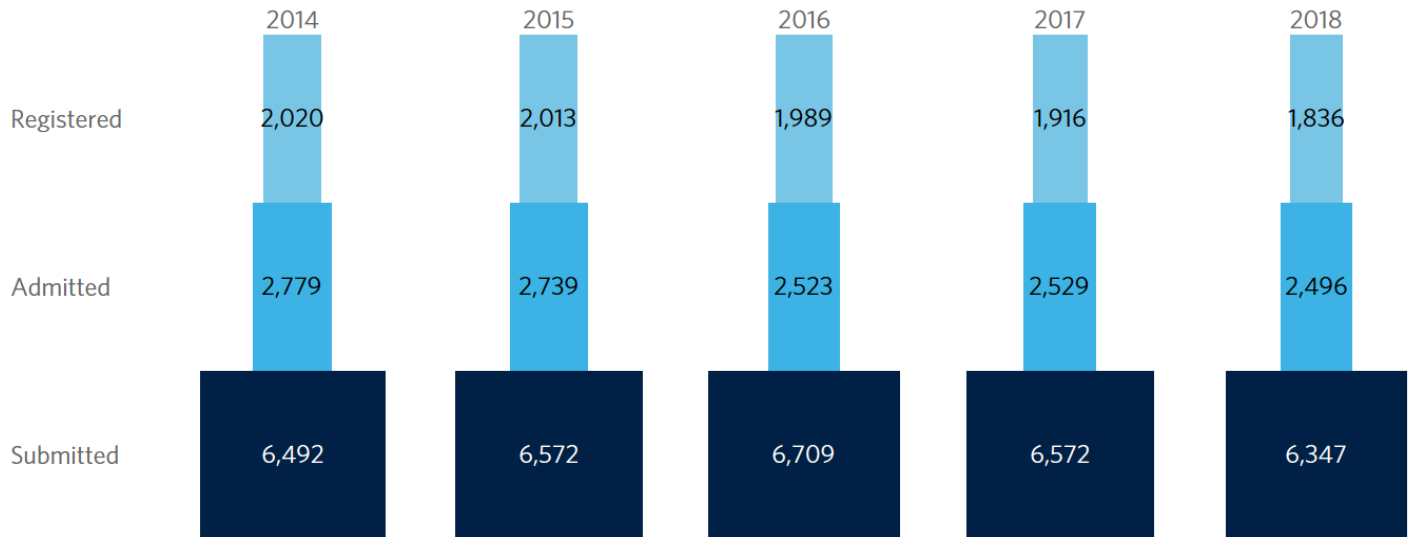


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

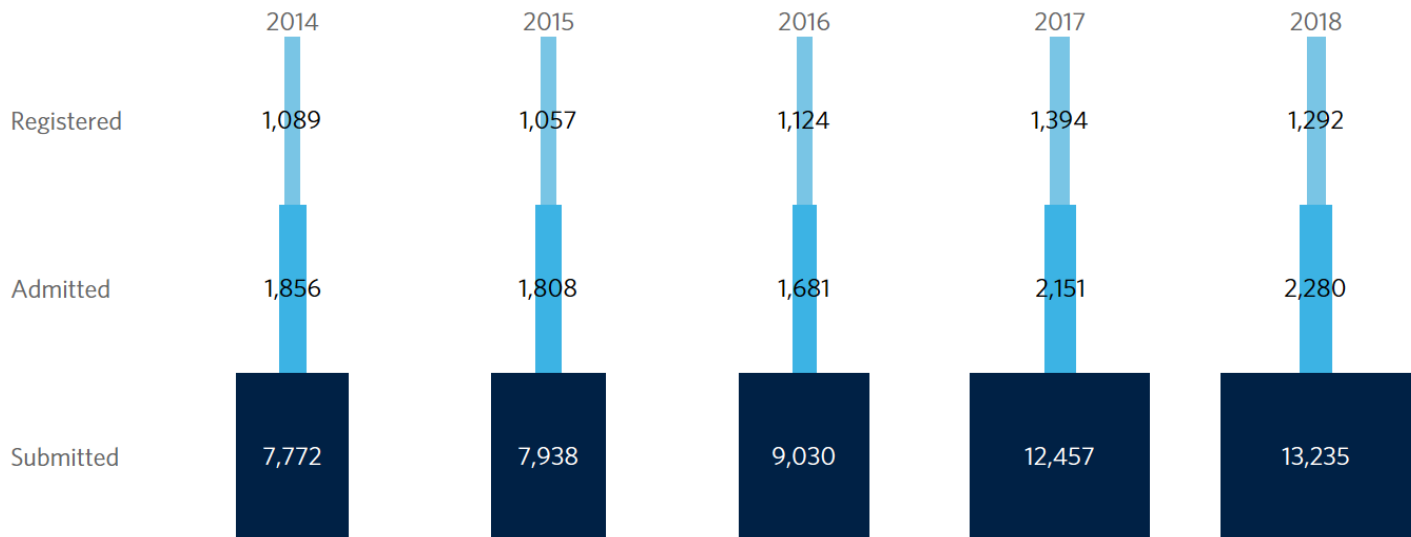


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Domestic	Admit Rate	46%	43%	49%	45%	54%
		Yield Rate	97%	89%	94%	89%	85%
	International	Admit Rate	20%	24%	22%	18%	18%
		Yield Rate	91%	83%	82%	75%	68%
	Okanagan Total	Admit Rate	32%	33%	34%	28%	30%
		Yield Rate	95%	87%	90%	83%	78%
Vancouver	Domestic	Admit Rate	43%	42%	38%	37%	39%
		Yield Rate	73%	73%	79%	73%	74%
	International	Admit Rate	24%	23%	19%	17%	17%
		Yield Rate	59%	58%	67%	61%	57%
	Vancouver Total	Admit Rate	32%	31%	27%	24%	24%
		Yield Rate	67%	68%	74%	67%	65%

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.

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

UBC students are academically successful and well-rounded. The move to a holistic evaluation method, in 2012, has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

Direct-entry undergraduate applicants¹ are evaluated not solely on their academic coursework and grades, but also on their accomplishments (both academic and non-academic) and experiences outside of the classroom. This process involves assessing applicants' academic and personal profiles. The personal profile provides applicants with the opportunity to describe the things that are important to them, their significant achievements, what they've learned from 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 2018/19 over 70,000 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 assessments are out of alignment, 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). The mean entering average of a student entering the Okanagan campus directly from secondary school was 85%; on the Vancouver campus, it was 91%.

¹ Direct-entry students are those who come directly, following completion of secondary school, to UBC. Programs that students enter in their first year of post-secondary education, or declare in their second or third year of study, are considered direct-entry programs. Direct-entry programs do not require previous post-secondary experience or the completion of a previous degree.

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

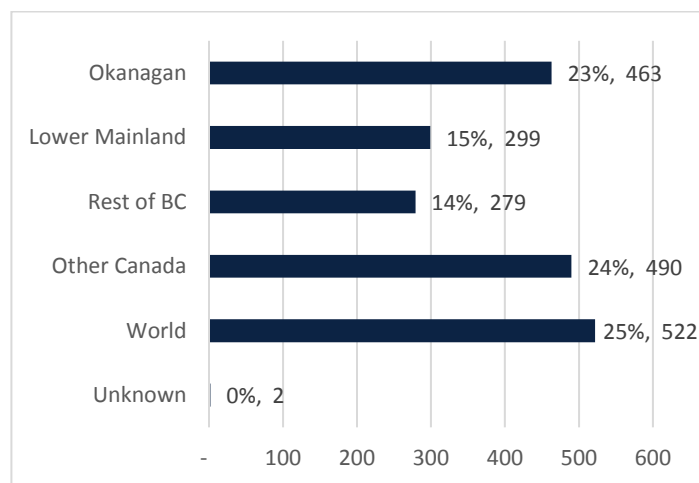
Figure 9 displays, for each campus, where 2018/19's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2018/19, 73% of new-to-UBC undergraduate students (N = 2,055) 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.

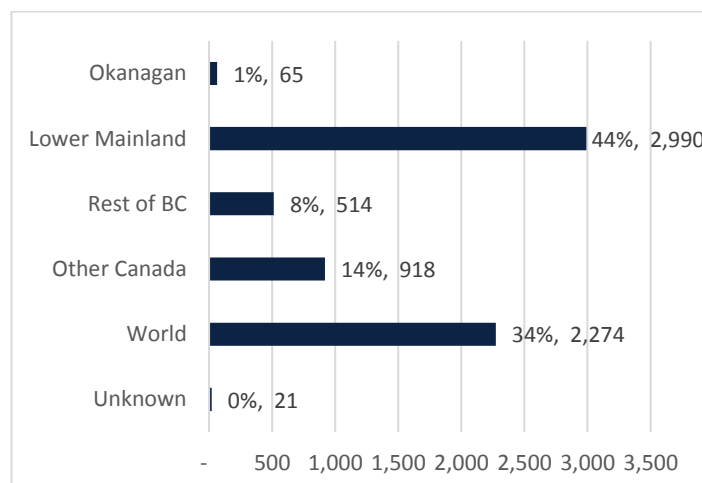
In 2018/19, 6,782 new direct-entry students, who comprised 60% of all the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 44% (N = 2,990) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 579), and 34% had studied outside of Canada (N = 2,274).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2018/19, BY CAMPUS

Okanagan Campus (N = 2,055)



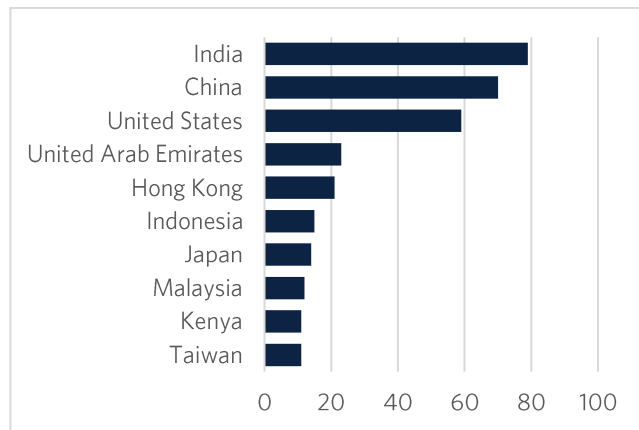
Vancouver Campus (N = 6,782)



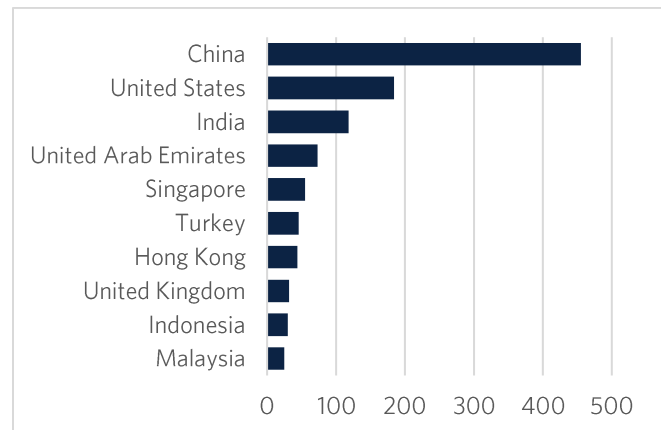
UBC actively recruits students in approximately 80 different countries and 20+ states with the USA, and has relationships with many schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from over 110 countries. The most common countries 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, 2018/19, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

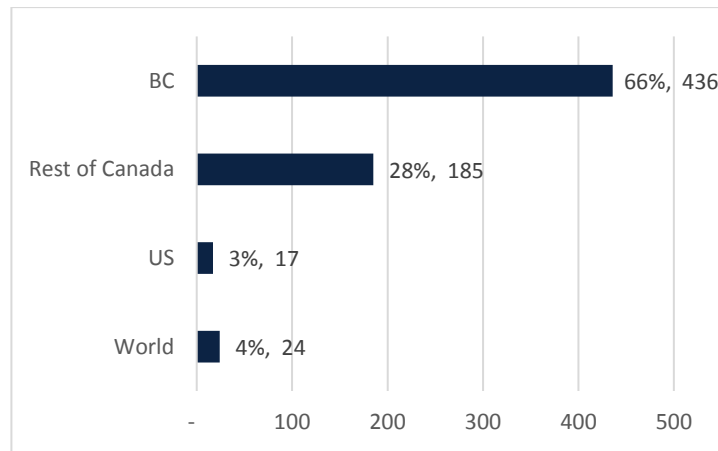
The students with previous experience at another post-secondary institution arrived at UBC via many pathways. Some had graduated from high school, studied one year at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree, and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution of new transfer students to each of UBC's campuses in 2018/19.

In 2018/19, in total, 662 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 436 students (or 66% of all the post-secondary transfer students in 2018/19) previously attended a post-secondary institution in BC.

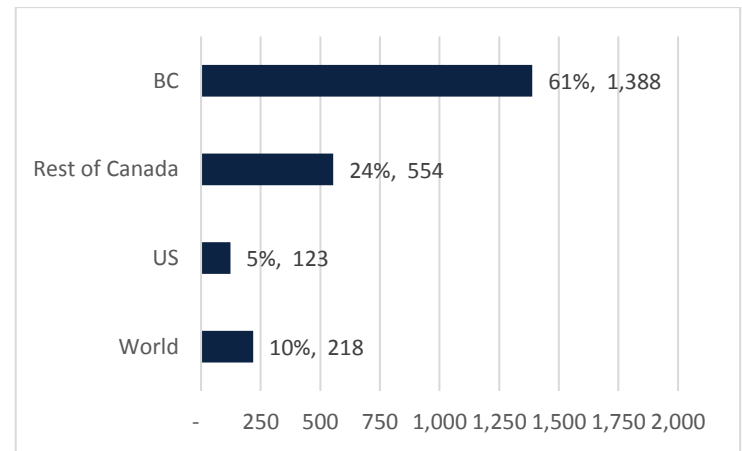
In 2018/19, UBC Vancouver registered 2,283 post-secondary transfer students, who comprised 20% of all the new-to-UBC students on the Vancouver campus. The majority of these students (61%) transferred from a post-secondary institution in BC.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2018/19, BY CAMPUS

Okanagan Campus (N = 662)



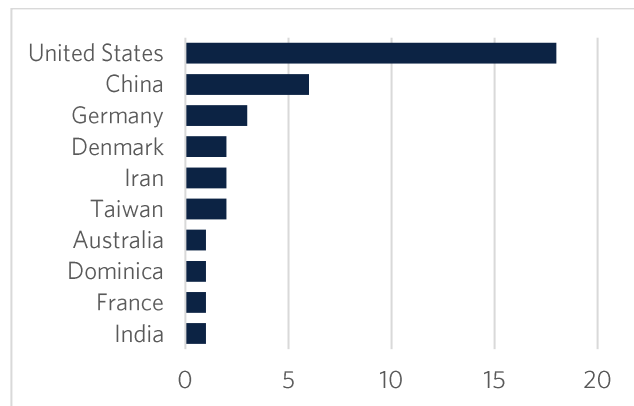
Vancouver Campus (N = 2,283)



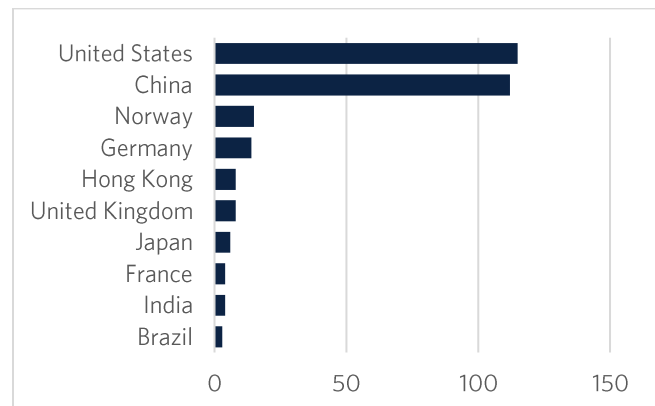
The 2018/19 transfer students attended post-secondary institutions in 37 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2018/19

Okanagan Campus



Vancouver Campus



WHERE DID ABORIGINAL STUDENTS AT UBC PREVIOUSLY STUDY?

Most Aboriginal students at UBC are direct-entry students from secondary schools, but a much greater proportion (when compared with domestic students, in general) register after completing some post-secondary education elsewhere. Table 3 shows the Aboriginal student headcount, by campus, by student level, and by the type of institution where the student previously attended.

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

Campus	Student Level	Last Inst Type (group)	2014	2015	2016	2017	2018
Okanagan	Undergraduate	Secondary School	245	232	269	341	337
		Technical Institute	16	15	13	13	9
		College	99	95	104	106	104
		University	40	35	43	39	35
		Unknown	29	42	37	34	44
	Graduate	Undergraduate Total	429	419	466	533	529
		Secondary School	2	3	6	4	5
		Technical Institute	1		2	2	2
		College	9	13	7	10	10
		University	16	16	15	16	12
		Unknown	6	8	8	5	5
		Graduate Total	34	40	38	37	34
	Total	Okanagan Total	463	459	504	570	563
Vancouver	Undergraduate	Secondary School	392	422	443	461	478
		Technical Institute	16	12	9	7	11
		College	194	184	196	184	185
		University	168	175	180	176	125
		Unknown	40	58	73	109	117
	Graduate	Undergraduate Total	810	851	901	937	916
		Secondary School	17	23	20	25	24
		Technical Institute	5	9	13	9	7
		College	41	50	52	57	51
		University	142	135	128	130	118
		Unknown	8	6	10	13	14
		Graduate Total	213	223	223	234	214
		Vancouver Total	1,023	1,074	1,124	1,171	1,130
Grand Total			1,486	1,533	1,628	1,741	1,693

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

Most Aboriginal students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A smaller proportion of enrolled Aboriginal students studied at institutions from Central or Eastern Canada (see Figures 13 and 14).

FIGURE 13: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2018/19, OKANAGAN CAMPUS (IF IN CANADA), N = 514

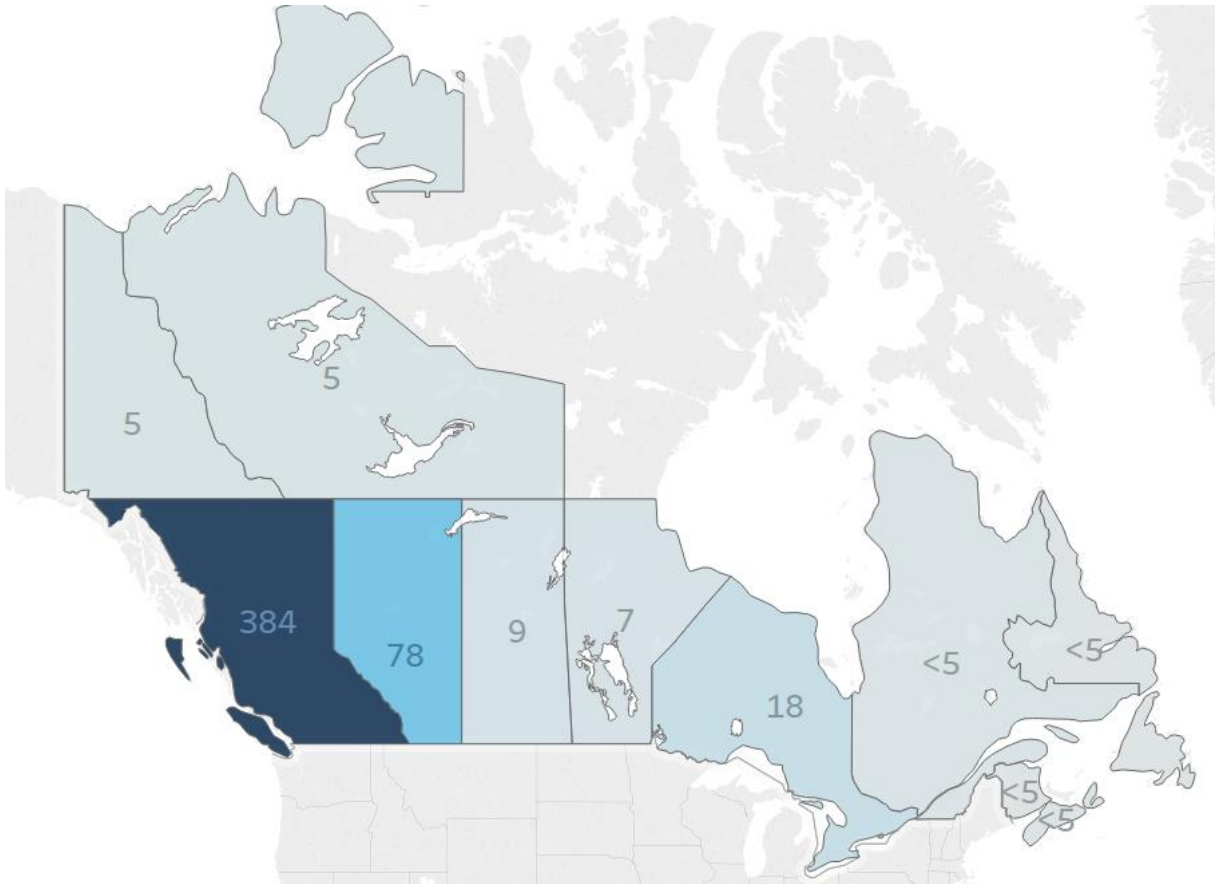
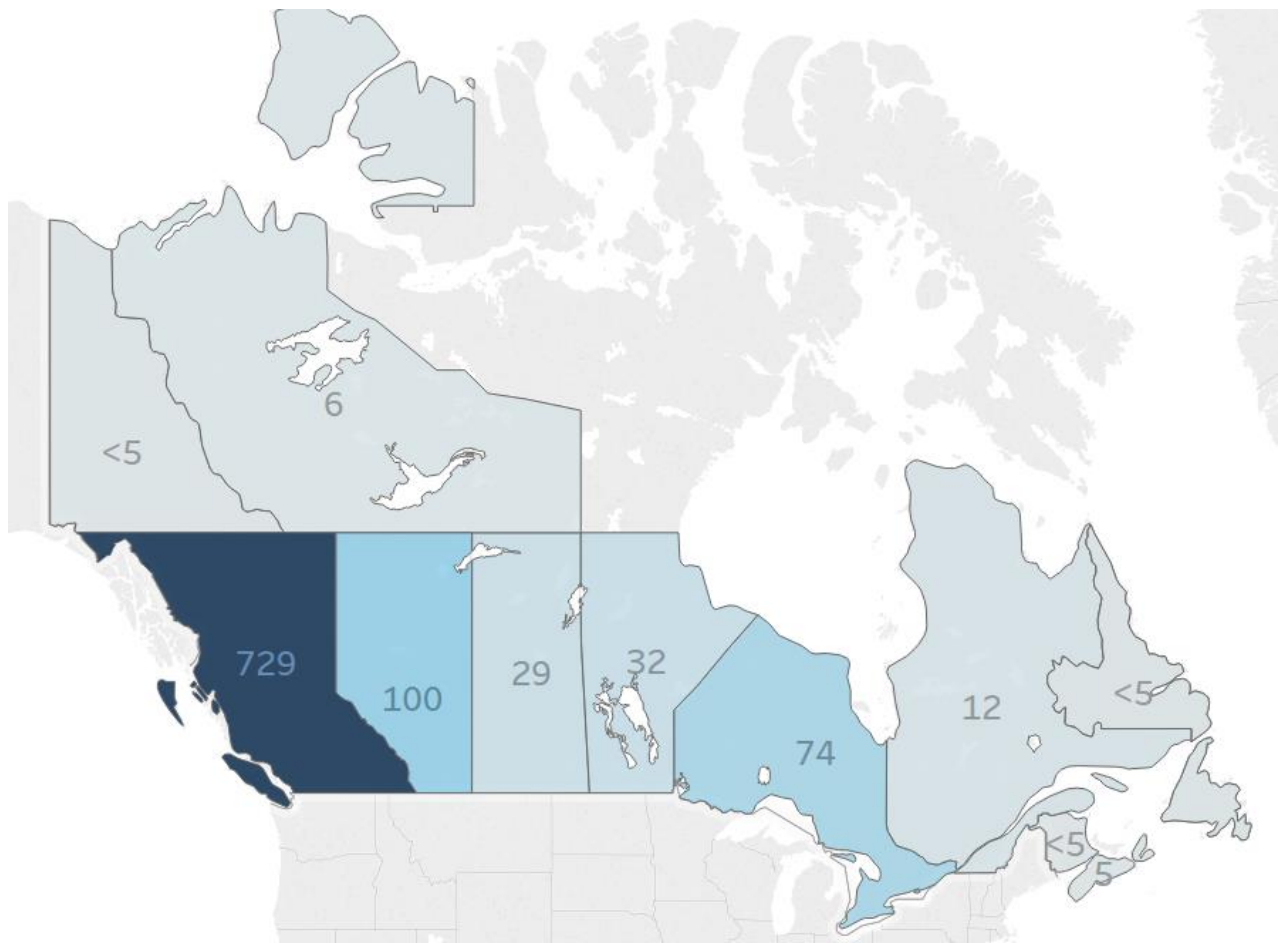


FIGURE 14: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2018/19, VANCOUVER CAMPUS (IF IN CANADA), N = 997



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

Figures 15 and 16 are maps of where UBC's new undergraduate students, in 2018/19, 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 and 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, 2018/19, OKANAGAN CAMPUS (IF IN CANADA), N = 2,103

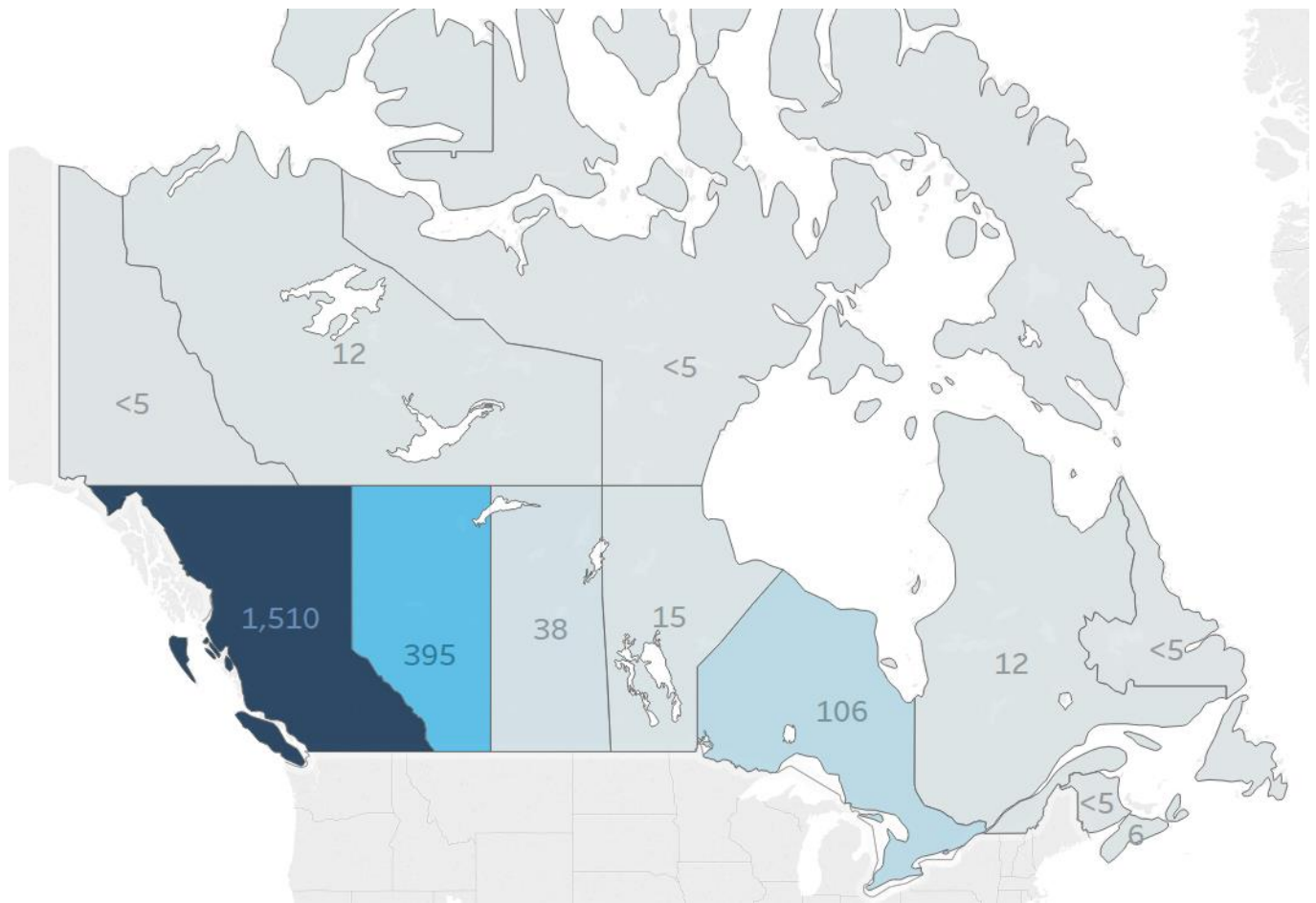
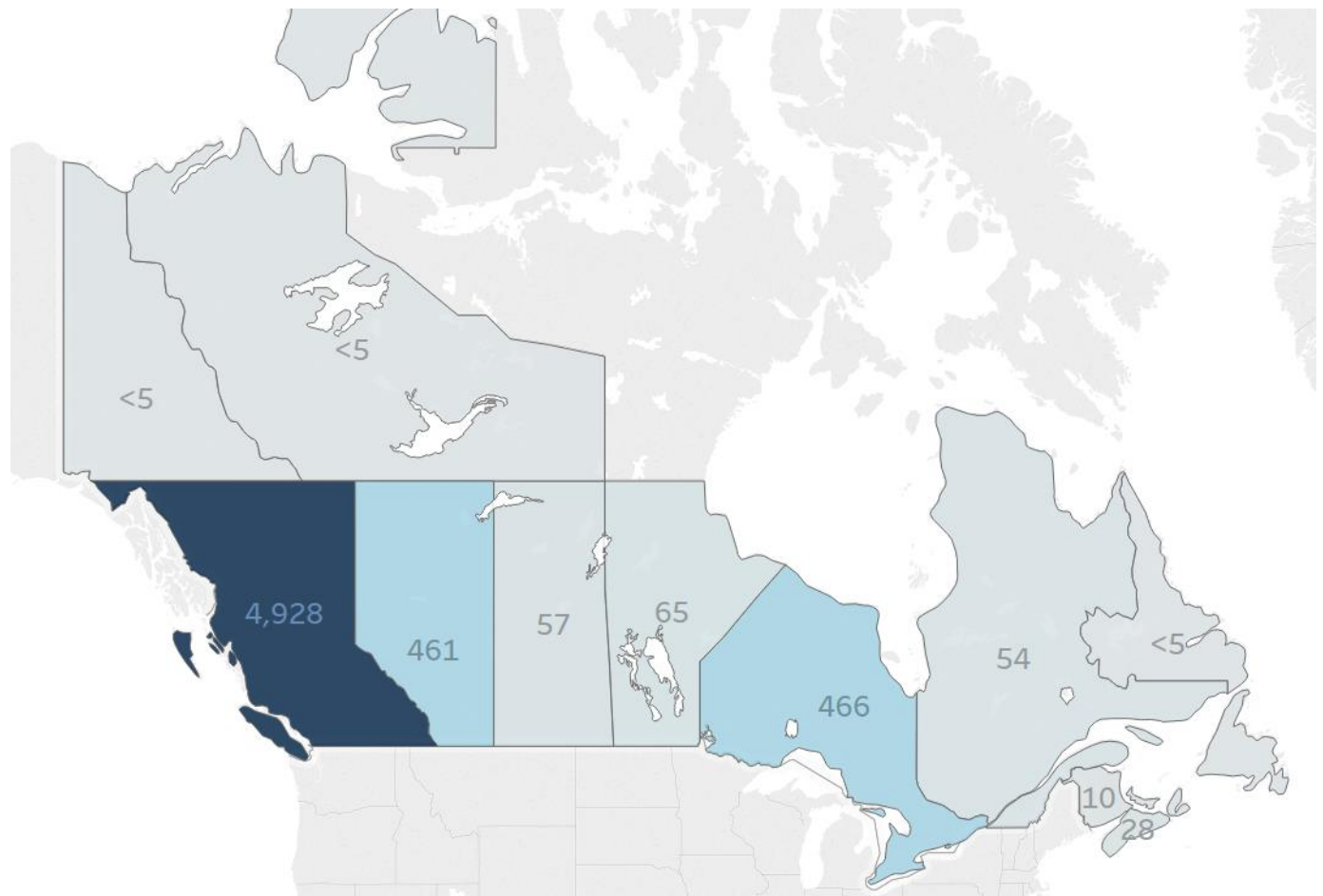


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2018/19, VANCOUVER CAMPUS (IF IN CANADA), N = 6,080



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

The 2018/19 new-to-UBC international undergraduate students came from many countries (see Figures 17 and 18). Following Canada, the US and China predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2018/19, OKANAGAN CAMPUS, N = 569

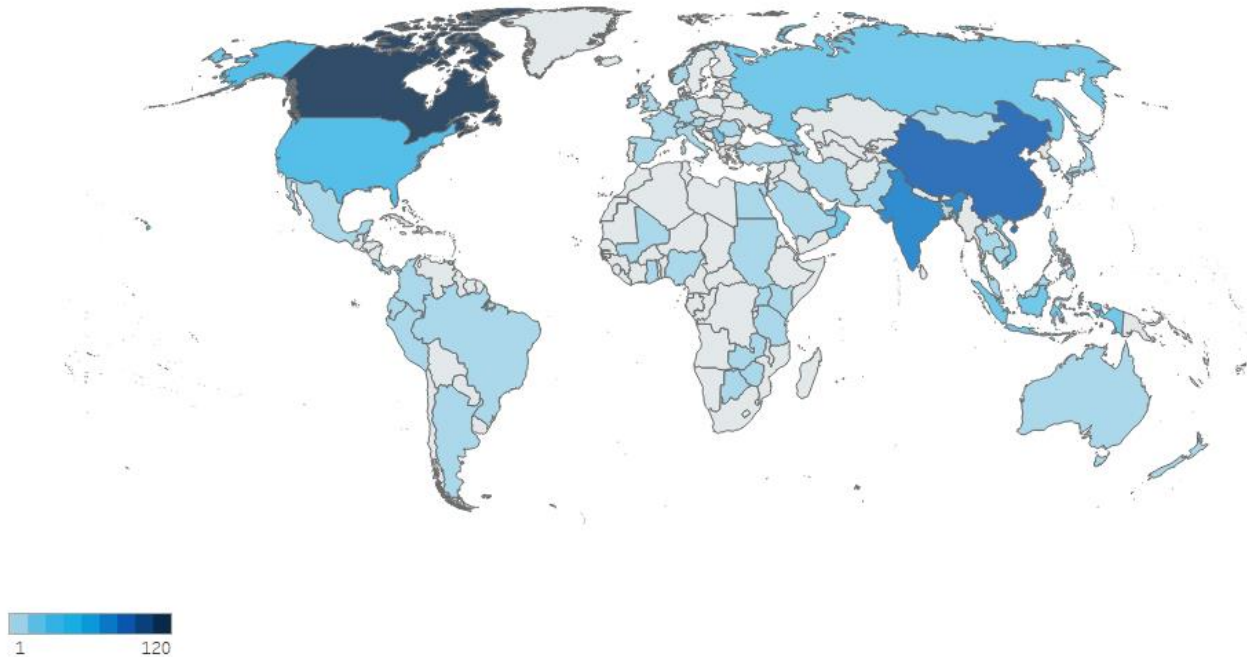
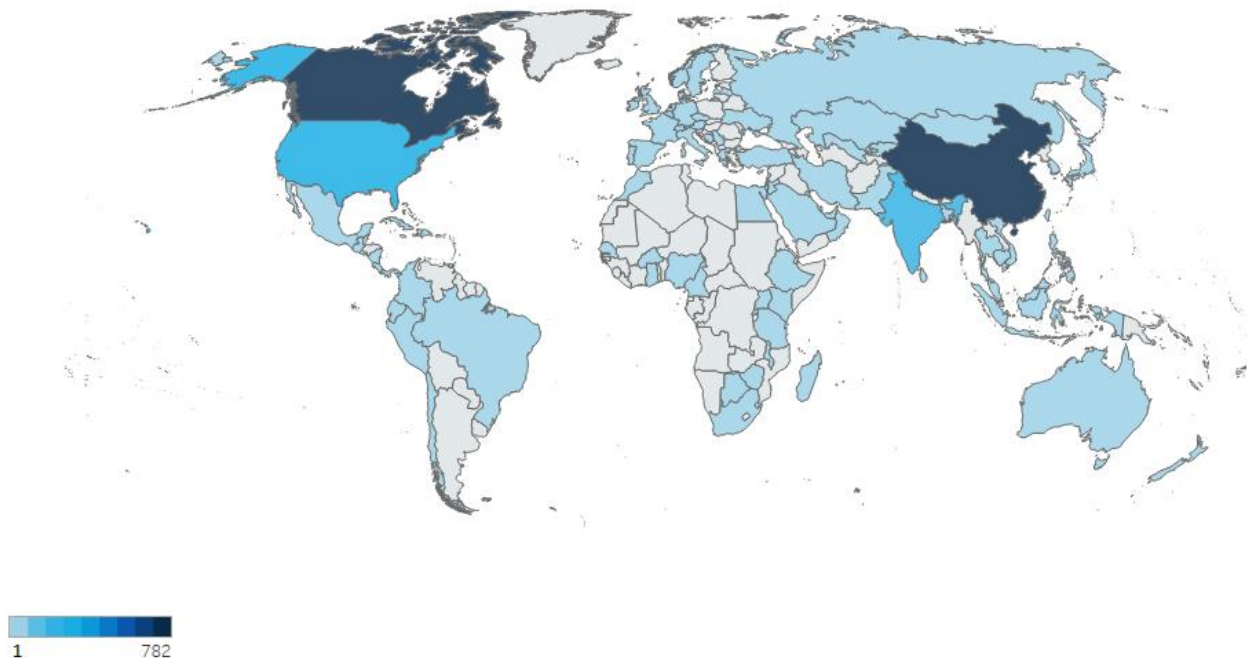


FIGURE 18: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2018/19, VANCOUVER CAMPUS, N = 2,782



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

UBC's enrolment objectives are as follows:

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

Government-funded and actual domestic FTEs, for each campus, are reported in Figure 19. In 2018/19, UBC was funded by the government for 42,551 FTEs, and 47,569 FTEs were enrolled, which results in a 12% over-enrolment. There were 39,265 FTE for undergraduate domestic students enrolled representing a utilization rate of 107%, and 8,304 graduate student FTE were enrolled representing a utilization rate of 140%.

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

Figure 19 illustrates the historical and 2018/19 fiscal year estimated delivered (actual) FTEs for both campuses, against the Ministry targets.

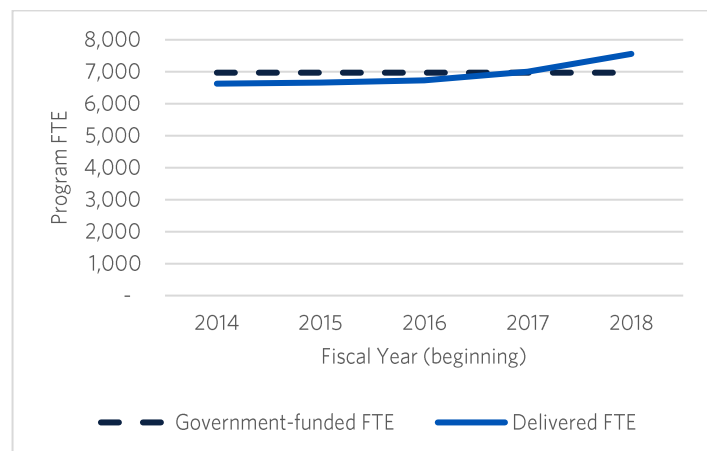
UBC Okanagan was funded for 6,971 domestic undergraduate and graduate student FTEs for 2018/19. Since 2012/13, the Okanagan campus has effectively delivered 100% of the government-funded FTE target and in 2018/19 delivered slightly over the FTE target. As of November 1, 2018, the actual FTE total was estimated to be 7,559, an increase of 555 FTEs over the previous year, representing a utilization rate of 108% (about 106% estimated for March 1, 2019, accounting for attrition from the fall to winter terms).

UBC Vancouver was funded for 35,580 domestic undergraduate and graduate student FTEs. The Vancouver campus has continued to surpass its government targets achieving 40,010 FTEs (112%).

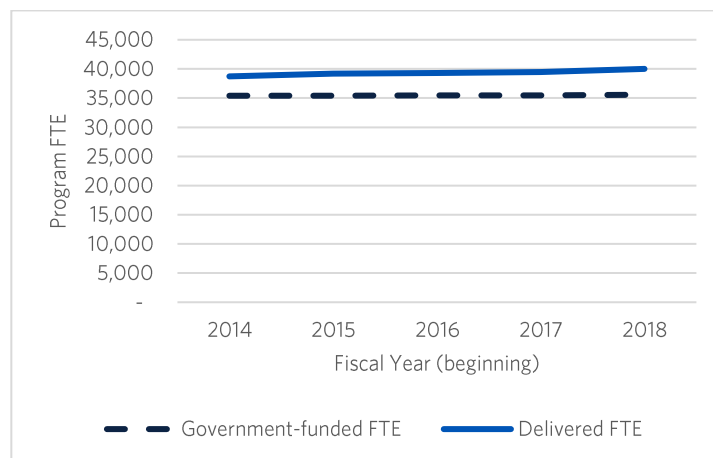
² We use the term "Aboriginal" in the spirit of its use in section 35(2) of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms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

FIGURE 19: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL?

In 2018/19, 66,266 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 2% over the previous year. The number of undergraduate students was 53,872 and graduate students was 10,926 (see Table 4). Eighty-five percent of UBC students were enrolled on the Vancouver campus in 2018/19, with the remaining 15% 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 enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 9,935 undergraduate and graduate students enrolled in 2018/19, a 9% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has increased by 183% (N = 3,511); undergraduate student enrolment increased by 9% over the previous year and graduate student enrolment increased by 10%. Further, 2018/19 was UBC Okanagan's largest graduate student enrolment, to date (N = 945). Approximately 30% of all Okanagan students enrolled in 2018/19 were new-to-UBC students (N = 3,003).³

The Vancouver campus 2018/19 enrolment grew to 56,331, an increase of 1% over the previous year, with nearly all of the growth concentrated in undergraduate baccalaureate degree enrolment.

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

TABLE 4: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS⁴

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	42	35	24	30	11
		Baccalaureate Degree	7,104	7,262	7,492	7,896	8,565
		Post-Baccalaureate Degree	184	164	133	119	186
		Non-Degree	202	207	250	219	228
		Undergraduate Total	7,532	7,668	7,899	8,264	8,990
	Graduate	Master's Degree	430	466	523	559	626
		Doctoral Degree	252	258	265	297	319
		Graduate Total	682	724	788	856	945
		Okanagan Total	8,214	8,392	8,687	9,120	9,935
Vancouver	Undergraduate	Diploma & Certificate	2,202	2,263	2,359	2,460	2,403
		Baccalaureate Degree	32,524	34,075	35,507	36,670	37,238
		Post-Baccalaureate Degree	2,566	2,554	2,674	2,781	2,836
		Non-Degree	2,669	2,716	2,510	2,467	2,405
		Undergraduate Total	39,961	41,608	43,050	44,378	44,882
	Residents	Residents Total	1,326	1,378	1,437	1,461	1,468
		Graduate	Diploma & Certificate	61	55	75	-
	Master's Degree		6,351	6,142	6,162	6,395	6,432
	Doctoral Degree		3,626	3,538	3,507	3,546	3,549
	Non-Degree		1	-	1	-	-
	Graduate Total	10,039	9,735	9,745	9,941	9,981	
	Vancouver Total	51,326	52,721	54,232	55,780	56,331	
Grand Total			59,540	61,113	62,919	64,900	66,266

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

HOW MANY DOMESTIC STUDENTS DID UBC ENROL?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 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 6% in 2018/19 (N = 7,486), while domestic graduate student enrolment increased by 8% (N = 629). Domestic new-to-UBC undergraduate student enrolment in 2018/19 (N = 2,185) increased when compared with the previous year (N = 2,077 in 2017/18) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2018/19 (N = 40,926) remained constant relative to 2017/18. Domestic new-to-UBC undergraduate student enrolment decreased slightly between 2017/18 (N = 7,416) and 2018/19 (N = 7,285), or by 2% (not shown in the Table). The small reduction is the result of the Vancouver campus managing new student intake closer to intake target.

⁴ Starting in the year 2018/19, "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.

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

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	42	35	24	30	11
		Baccalaureate Degree	6,407	6,442	6,552	6,777	7,119
		Post-Baccalaureate Degree	183	164	133	119	186
		Non-Degree	138	170	188	139	170
		Undergraduate Total	6,770	6,811	6,897	7,065	7,486
	Graduate	Master's Degree	338	356	381	421	456
		Doctoral Degree	148	153	158	161	173
		Graduate Total	486	509	539	582	629
		Okanagan Total	7,256	7,320	7,436	7,647	8,115
Vancouver	Undergraduate	Diploma & Certificate	2,055	2,109	2,203	2,290	2,237
		Baccalaureate Degree	26,323	26,659	26,944	26,909	26,838
		Post-Baccalaureate Degree	2,546	2,534	2,647	2,748	2,808
		Non-Degree	1,314	1,329	1,197	1,222	1,181
		Undergraduate Total	32,238	32,631	32,991	33,169	33,064
	Residents	Residents Total	1,319	1,371	1,429	1,452	1,468
	Graduate	Diploma & Certificate	58	50	70	-	-
		Master's Degree	4,638	4,441	4,495	4,473	4,406
		Doctoral Degree	2,170	2,111	2,064	2,001	1,988
		Non-Degree	-	-	1	-	-
		Graduate Total	6,866	6,602	6,630	6,474	6,394
		Vancouver Total	40,423	40,604	41,050	41,095	40,926
Grand Total			47,679	47,924	48,486	48,742	49,041

HOW MANY ABORIGINAL STUDENTS DID UBC ENROL?

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

The following sections report on 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.

In 2018/19, 5.7% of students enrolled on the Okanagan campus identified as Aboriginal (N = 563), constituting 7.0% 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.

As described on page 43 of this report, UBC places a great importance on connecting with Aboriginal communities and promoting access for Aboriginal students. In 2018/19, 166 new-to-UBC students identified as Aboriginal on their application and enrolled in first degree baccalaureate programs on the Vancouver campus, a 3% increase over the previous year (N = 161). On the Okanagan campus, 122 new-to-UBC students identified as Aboriginal on their application

and enrolled in first degree baccalaureate programs, a 10% increase over the previous year (N = 111, not shown in the Table).

The proportions of Aboriginal student enrolments of domestic students at both campuses exceed the proportions observed in the populations of the respective local communities. In the 2016 Canadian Census,⁵ the Okanagan area (Central Okanagan, North Okanagan, and Okanagan-Similkameen census regions) reported that 6.8% (N = 23,865) of the population identified themselves as Aboriginal. The Vancouver area (Greater Vancouver census region) had 2.5% (N = 61,455) of the population identify as Aboriginal. In June 2018, the Ministry of Advanced Education, Skills and Training reported that Aboriginal students seeking post-secondary education are more likely to attend colleges (38%) and teaching-intensive universities (21%), rather than research-intensive universities (23%), in the province. Nonetheless, UBC's two campuses enrol the greatest share of Aboriginal student FTEs of the total number registered in the 25 institutions in provincial public post-secondary system (10.3%).⁶

⁵ Data are obtained from Statistics Canada Catalogue Number: 98-400-X2016156.

⁶ See: Ministry of Advanced Education, Skills and Training. (2018, June). *Aboriginal learners in British Columbia's public post-secondary system*. <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf>

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

Campus	Student Level	Program_Type_Group	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	1	1		1	1
		Baccalaureate Degree	378	372	421	473	463
		Post-Baccalaureate Degree	10	9	8	5	8
		Non-Degree	40	37	37	54	57
		Undergraduate Total	429	419	466	533	529
	Graduate	Master's Degree	24	30	26	28	26
		Doctoral Degree	10	10	12	9	8
		Graduate Total	34	40	38	37	34
		Okanagan Total	463	459	504	570	563
Vancouver	Undergraduate	Diploma & Certificate	20	20	21	24	30
		Baccalaureate Degree	606	616	654	665	635
		Post-Baccalaureate Degree	158	180	191	204	206
		Non-Degree	26	35	35	44	45
		Undergraduate Total	810	851	901	937	916
	Resident	Residents Total	18	19	29	32	38
		Graduate	Diploma & Certificate				
	Master's Degree		144	154	158	165	142
	Doctoral Degree		69	69	65	69	72
	Non-Degree						
	Graduate Total		213	223	223	234	214
	Vancouver Total	1,041	1,093	1,153	1,203	1,168	
	Grand Total	Total	1,504	1,552	1,657	1,773	1,731

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit, issued by the Government of Canada, to attend UBC.⁷ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2014/15 through 2018/19, 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 (37 on the Okanagan campus and 381 on the Vancouver campus).

In 2018/19, 1,820 international students were enrolled on the Okanagan campus, representing a 24% increase over the previous year (N = 1,473), which is the largest international student population to date. International students represented 18% of the total student population. The 2018/19 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 725); new-to-UBC international undergraduate enrolment increased by 19% (N = 624) over the previous year (N = 526) (not shown in the Table). International students made up 17% of all undergraduate students and 33% of all graduate students. Since 2008/09, the compound annual

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

growth rate (CAGR) of international students, on the Okanagan campus, of new-to-UBC undergraduate students has been 17%. International enrolment is projected to start stabilizing with a 2% CAGR between 2019/20 and 2023/24.

In 2018/19, 15,405 international students were enrolled on the Vancouver campus, which represents a 7% increase over the previous year. Although there were more international undergraduate students than international graduate students (three times as many), the proportion of international students was greater at the graduate level, where they comprised 36% of all graduate students. International students comprised 26% of all undergraduate students. The new-to-UBC Vancouver undergraduate student CAGR, since 2008/09, was 9%. The new-to-UBC CAGR started stabilizing between 2014/15 and 2018/19, at 3%, and is projected to be 0% between 2019/20 and 2023/24.

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

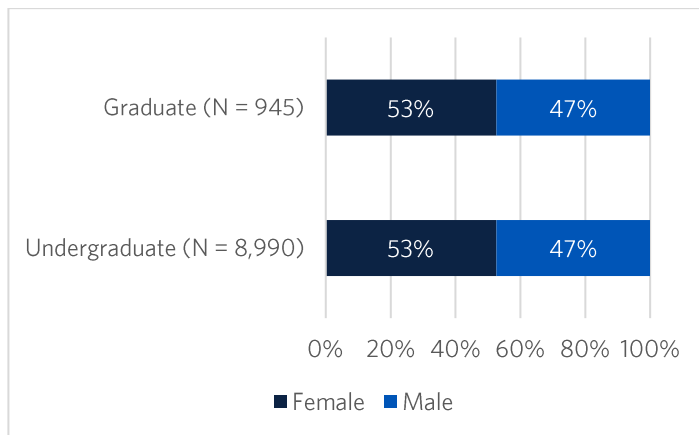
Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	697	820	940	1,119	1,446
		Post-Baccalaureate Degree	1	-	-	-	-
		Non-Degree	64	37	62	80	58
		Undergraduate Total	762	857	1,002	1,199	1,504
	Graduate	Master's Degree	92	110	142	138	170
		Doctoral Degree	104	105	107	136	146
		Graduate Total	196	215	249	274	316
		Okanagan Total	958	1,072	1,251	1,473	1,820
Vancouver	Undergraduate	Diploma & Certificate	147	154	156	170	166
		Baccalaureate Degree	6,201	7,416	8,563	9,761	10,400
		Post-Baccalaureate Degree	20	20	27	33	28
		Non-Degree	1,355	1,387	1,313	1,245	1,224
		Undergraduate Total	7,723	8,977	10,059	11,209	11,818
	Residents	Residents Total	7	7	8	9	-
		Graduate	Diploma & Certificate	3	5	5	-
	Master's Degree		1,713	1,701	1,667	1,922	2,026
	Doctoral Degree		1,456	1,427	1,443	1,545	1,561
	Non-Degree		1	-	-	-	-
	Graduate Total	3,173	3,133	3,115	3,467	3,587	
	Vancouver Total	10,903	12,117	13,182	14,685	15,405	
Grand Total			11,861	13,189	14,433	16,158	17,225

WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

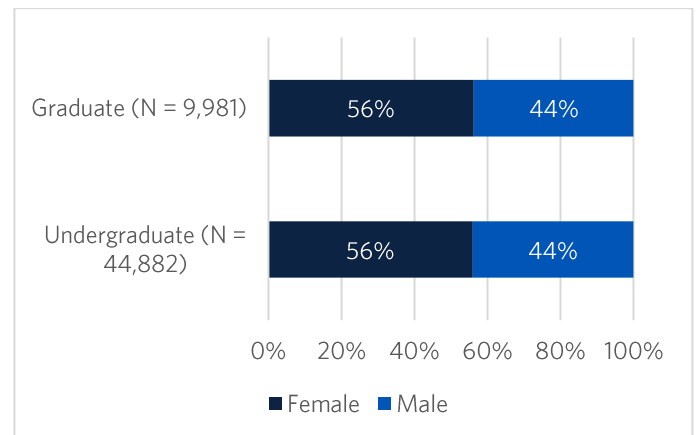
The gender distribution of students enrolled at UBC in 2018/19 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 20).⁸

FIGURE 20: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2018/19

Okanagan Campus



Vancouver Campus

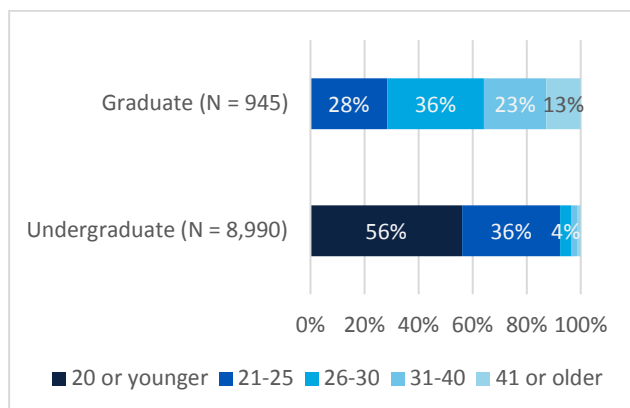


The majority of undergraduate students, in 2018/19, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 21). On the Okanagan campus, the undergraduate students' average age, in 2018/19, was 20 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30 year age group (36%), followed by the 21-25 year age group (28%); 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 (29%); the graduate students' average age was 28 years.

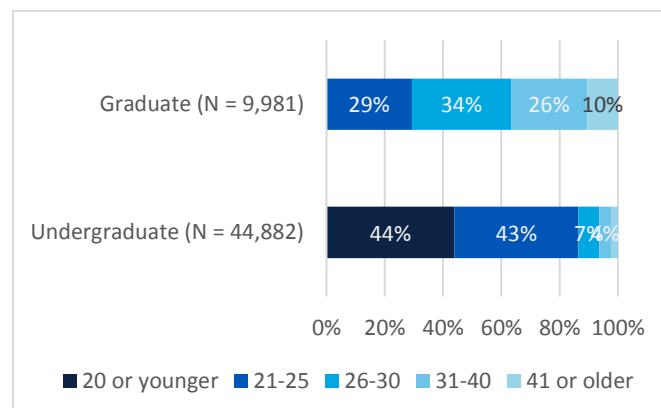
⁸ The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

FIGURE 21: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2018/19

Okanagan Campus



Vancouver Campus



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

In 2018/19, UBC's international students, at both campuses combined, were citizens of over 160 countries. Tables 8 and 9 show the top 10 countries of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 22 and 23 provide maps of the countries of citizenship for each campus. About one third (36%) of UBC's international students held Chinese citizenship in 2018/19 (N = 6,239). Following China, the most common countries of citizenship were the United States of America, India, the Republic of Korea, and Japan.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2018/19, 101 countries were represented by 1,820 students. Across all research post-secondary institutions in BC, an average of 97 countries are represented by international students.⁹

A total of 157 countries were represented by 15,405 international students on the Vancouver campus in 2018/19. Thirty-six percent of these international students held Chinese citizenship (N = 5,717). Since 2011/12, the number of international students with Indian citizenship has increased by 463%. There was significant diversity on the Vancouver campus with the largest number of nationalities represented relative to other research post-secondary institutions in BC.⁸

⁹ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

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

Student Level	Country	2014/15	2015/16	2016/17	2017/18	2018/19	Change from 2014
Undergraduate	China	271	257	313	368	471	74%
	India	24	42	57	90	174	625%
	United States	41	59	68	76	81	98%
	Hong Kong	28	27	35	32	42	50%
	Taiwan	14	24	26	28	40	186%
	Japan	29	32	27	33	36	24%
	South Korea	30	37	40	42	32	7%
	Mexico	13	16	18	28	29	123%
	Nigeria	*	14	22	31	29	625%
	Bangladesh	15	18	22	22	28	87%
	Other	293 (70)	331 (75)	374 (81)	449 (85)	542 (85)	85%
	Undergraduate Total	762	857	1,002	1,199	1,504	97%
Graduate	India	25	28	34	44	71	184%
	Iran	43	45	50	50	57	33%
	China	31	36	39	47	53	71%
	United States	12	18	16	18	19	58%
	Bangladesh	19	17	25	19	18	-5%
	Pakistan	9	7	10	11	11	22%
	Brazil	*	*	*	5	6	500%
	Malaysia	*	*	5	6	5	67%
	Nigeria	*	*	*	*	5	67%
	Sri Lanka	*	*	*	*	5	150%
	Other	48 (26)	54 (31)	62 (31)	66 (33)	66 (39)	38%
	Graduate Total	196	215	249	274	316	61%
Grand Total		958	1,072	1,251	1,473	1,820	90%

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	2014/15	2015/16	2016/17	2017/18	2018/19	Change from 2014
Undergraduate	China	2,513	3,195	3,823	4,406	4,856	93%
	United States	826	883	972	1,083	1,043	26%
	India	242	383	513	726	941	289%
	South Korea	426	430	413	436	435	2%
	Japan	296	310	310	326	306	3%
	Hong Kong	229	245	269	290	288	26%
	Indonesia	183	199	209	216	234	28%
	United Kingdom	226	243	225	228	188	-17%
	Malaysia	188	170	177	188	187	-1%
	Singapore	152	162	186	189	183	20%
	Other	2,446 (126)	2,762 (134)	2,967 (136)	3,121 (139)	3,157 (138)	29%
	Undergraduate Total	7,727	8,982	10,064	11,209	11,818	53%
Graduate	China	793	791	753	817	859	8%
	United States	585	552	538	565	595	2%
	India	256	257	272	344	405	58%
	Iran	234	211	186	207	219	-6%
	Brazil	45	52	67	82	100	122%
	United Kingdom	81	78	82	101	94	16%
	Mexico	82	81	82	105	92	12%
	Germany	90	88	79	84	82	-9%
	Nigeria	23	19	32	49	66	187%
	South Korea	50	48	51	62	61	22%
	Other	936 (103)	952 (105)	969 (101)	1,035 (105)	1,014 (116)	8%
	Graduate Total	3,175	3,129	3,111	3,451	3,587	13%
Grand Total		10,902	12,111	13,175	14,660	15,405	57%

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

FIGURE 22: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2018/19, OKANAGAN CAMPUS,
N = 1,820

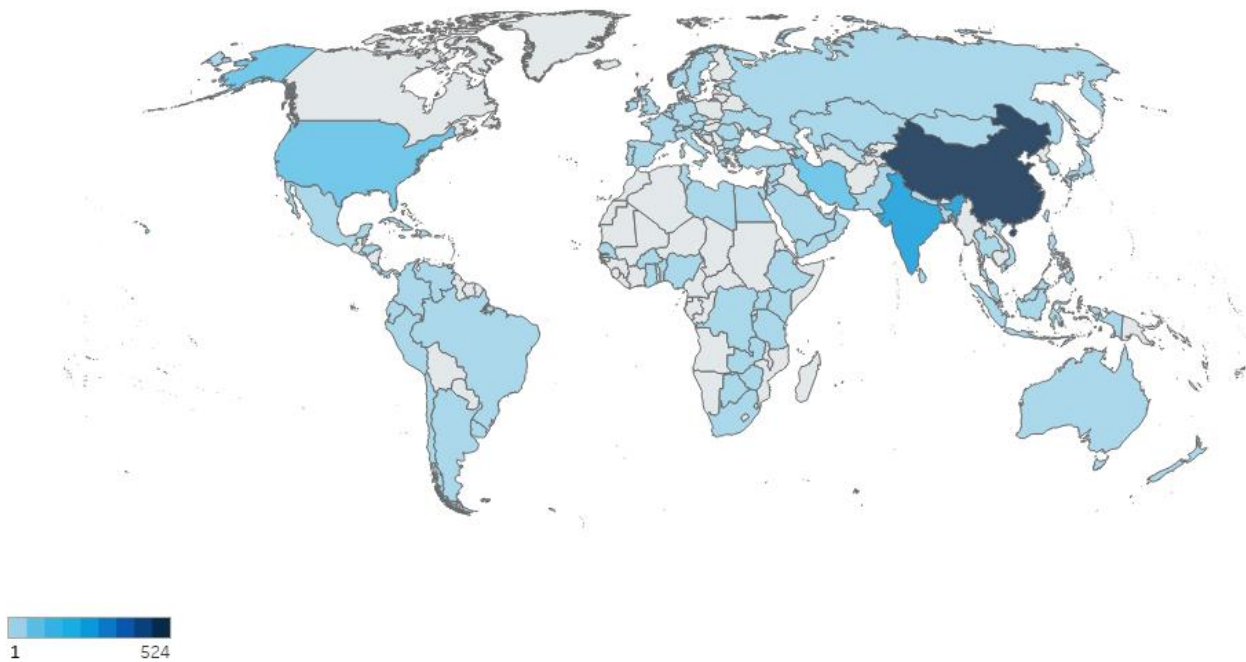
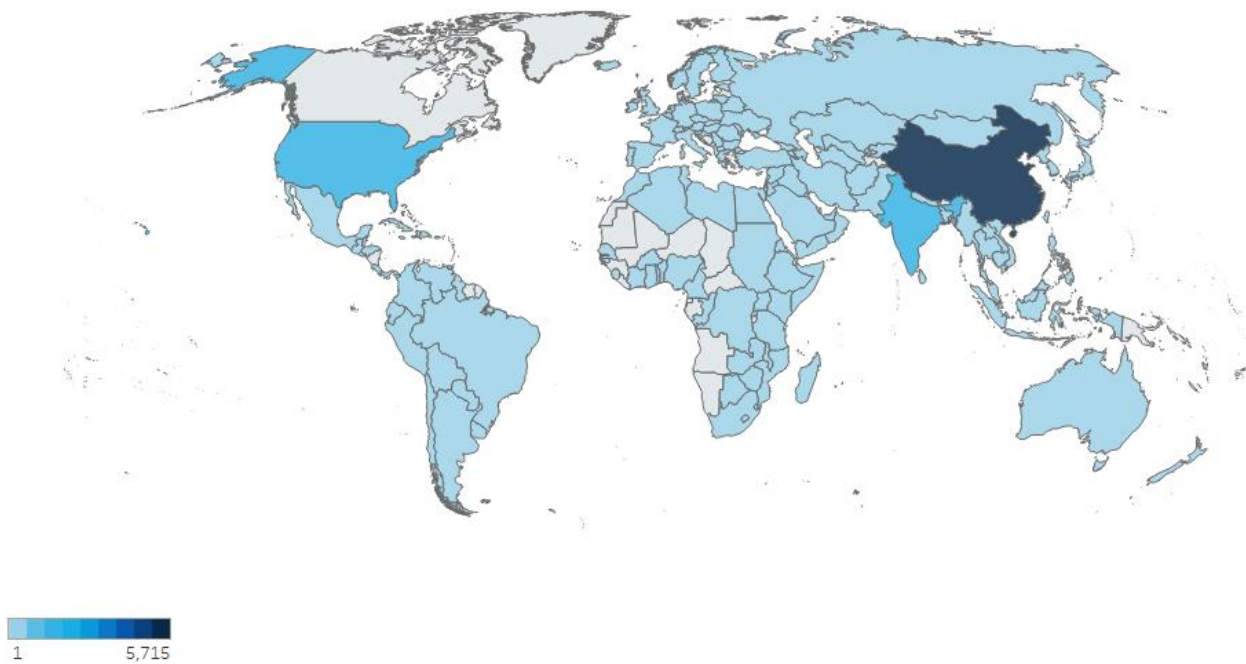


FIGURE 23: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2018/19, VANCOUVER CAMPUS,
N = 15,405



INDICATORS OF STUDENT SUCCESS

HOW MANY CREDENTIALS DID UBC AWARD?

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

Table 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 awards in 2016. Those were due in part to a larger than expected cohort of students that began their studies in 2012. 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 over time, and by 50% total 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 2018, 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 2018, and the overall number increased by 45% between 2014 and 2018.

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

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

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

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

Overall, 86% of the 2017/18 cohort of UBC Okanagan first-year undergraduate students were retained into 2018/19; 87% of the domestic cohort and 86% of the international cohort were retained.

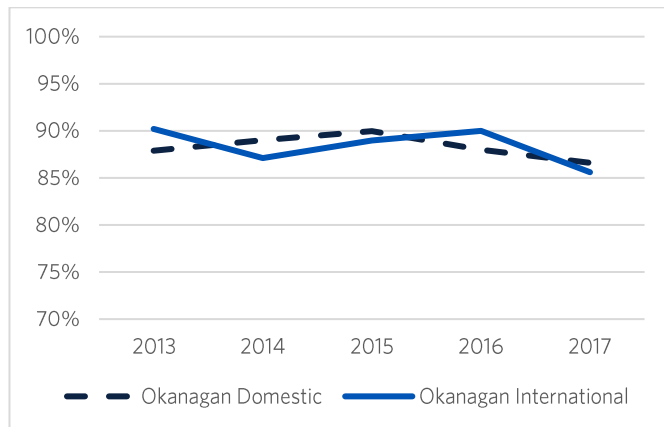
For UBC Vancouver, 93% of the 2017/18 cohort of first-year undergraduate students were retained into 2018/19. Overall, international students had somewhat lower rates of retention than those of domestic students (see Figure 24). With the most recent cohort, 94% of domestic students and 90% of international first-year students were retained from 2017/18 into 2018/19.

These retention rates compare favourably to other institutions in BC. For the 2016/17 cohort, the Okanagan campus retained students at 86%, and the Vancouver campus at 93%. In comparison, Simon Fraser University retained students at 90%, the University of Victoria at 83%, the University of Northern British Columbia at 79%, and Thompson Rivers University at 76%.¹⁰

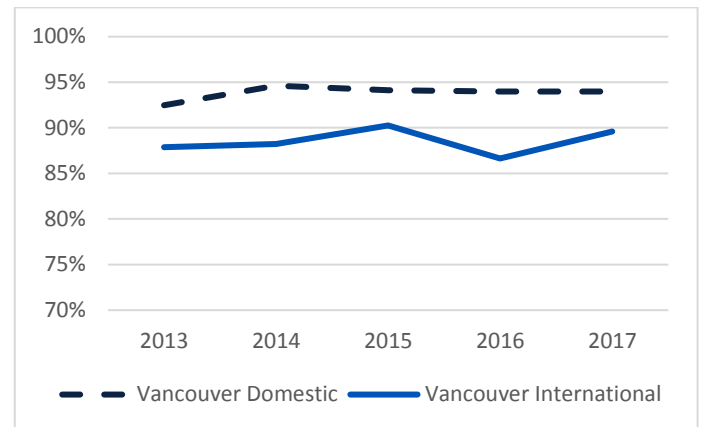
¹⁰ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

FIGURE 24: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

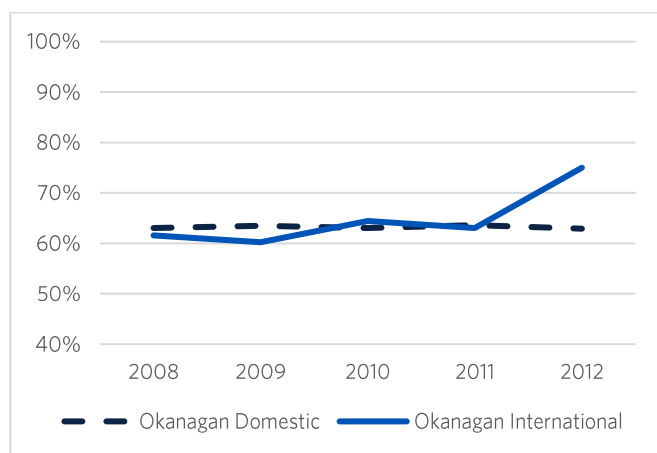


With respect to the cohort of undergraduate students who began their degree programs in 2012/13, 64% of UBC Okanagan students and 77% of UBC Vancouver students completed their degree programs within six years.

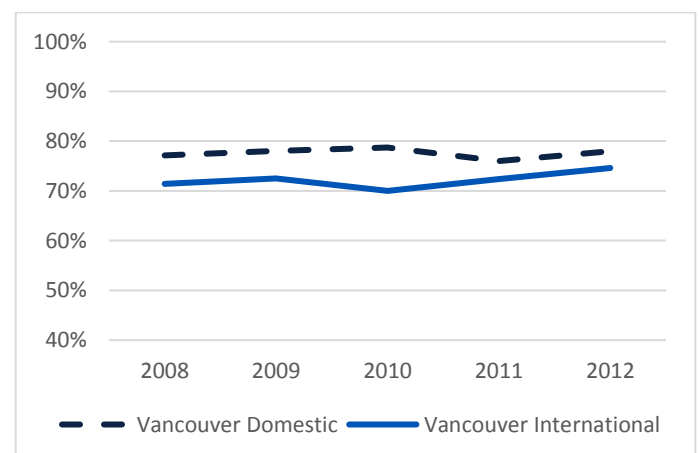
Overall, despite some fluctuation between domestic and international students, six-year completion rates have remained consistent over time. However, International student completion from 2012 on the Okanagan Campus appear to have jumped, which may have contributed to the large number of credentials awarded in 2016. Figure 25 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 25: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



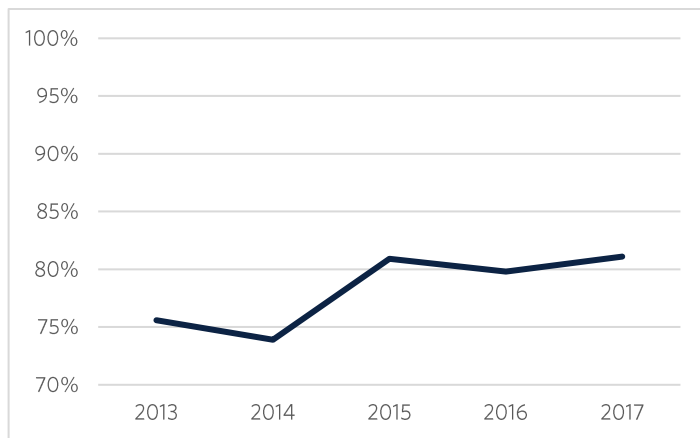
WHAT WERE UBC'S ABORIGINAL UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Aboriginal undergraduate students' retention and completion rate cohorts are defined as new to UBC regardless of full-time/part-time status. Aboriginal retention measures persistence from a student's first year into the subsequent year regardless of whether the student switches programs, campuses, or opts for part-time study.

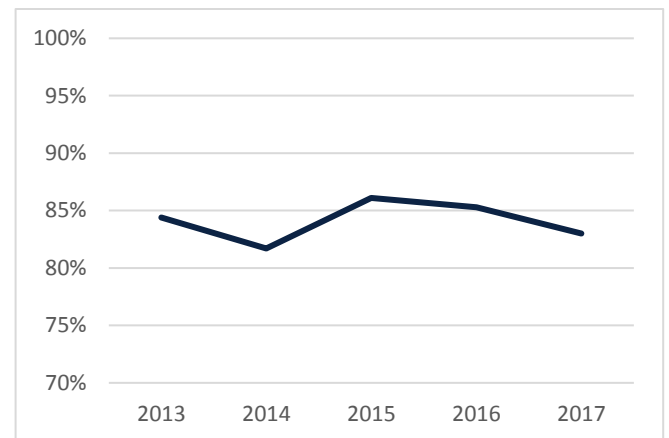
Overall, 82% of the 2017/18 cohort of UBC Okanagan first-year undergraduate Aboriginal students were retained into 2018/19, and for UBC Vancouver, 83% were retained.

FIGURE 26: RETENTION RATES OF ABORIGINAL STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



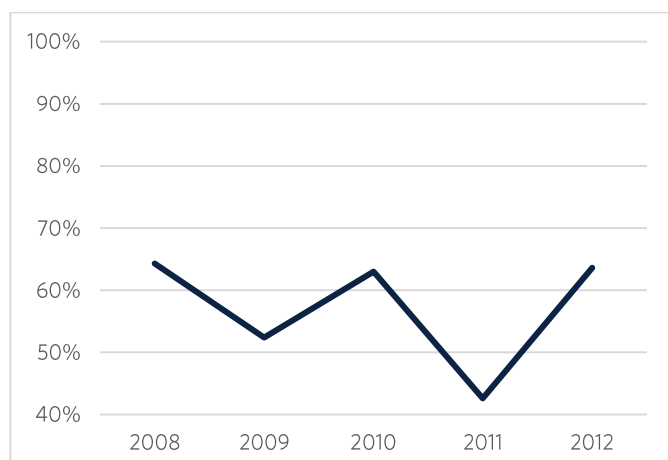
Vancouver Campus



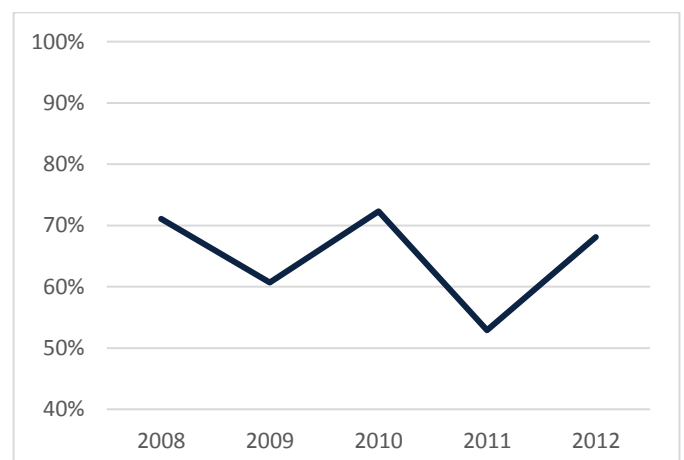
With respect to the cohort of full-time undergraduate students who began the first-year of their degree programs in 2012/13, 64% of UBC Okanagan students and 68% of UBC Vancouver students completed their degree programs within six years.

FIGURE 27: SIX-YEAR COMPLETION RATES OF ABORIGINAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



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

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 28 and 29 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 273; Vancouver, N = 6,724) who began their programs between 2008/09 and 2011/12, and the number of years between the start of their programs and degree completion.

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

FIGURE 28: MASTER'S STUDENTS' YEARS TO COMPLETION, 2008-2011 COHORTS, OKANAGAN CAMPUS (N = 273)

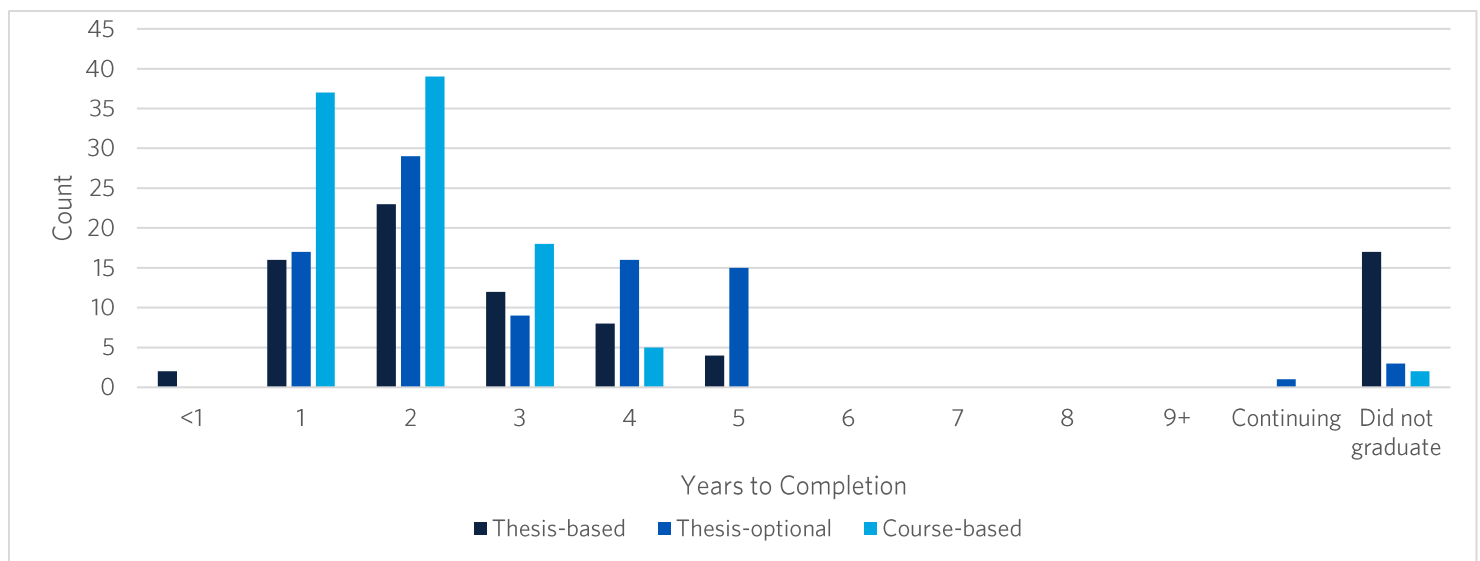
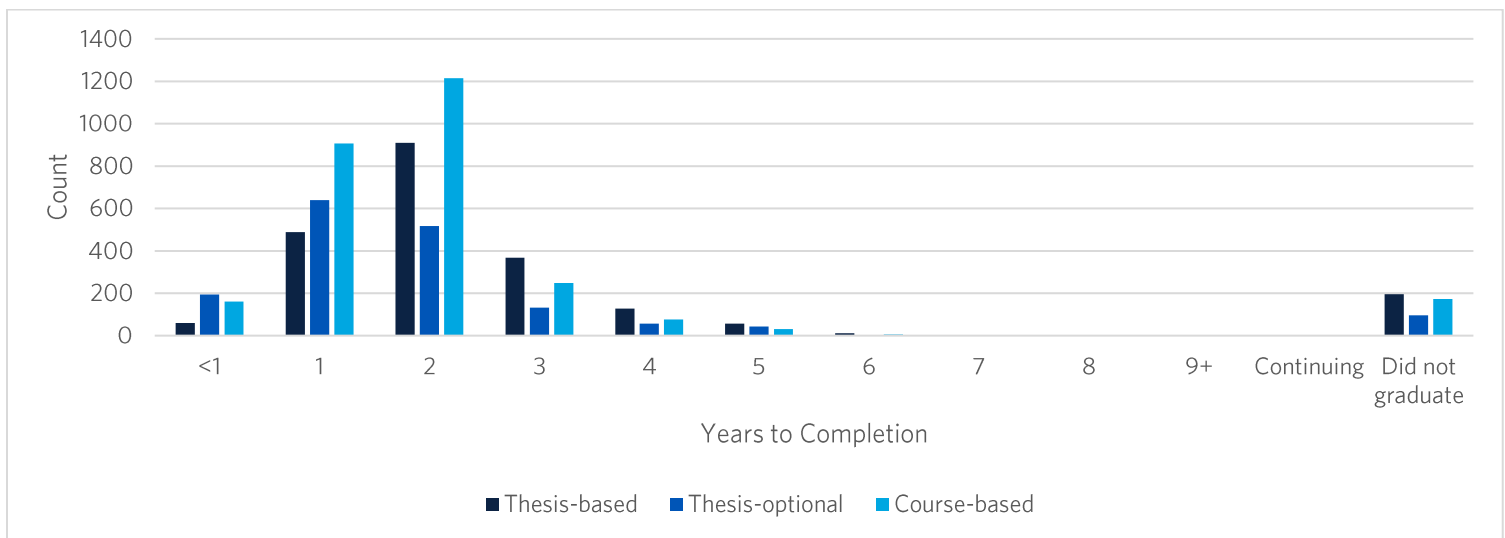


FIGURE 29: MASTER'S STUDENTS' YEARS TO COMPLETION, 2008-2011 COHORTS, VANCOUVER CAMPUS (N = 6,724)

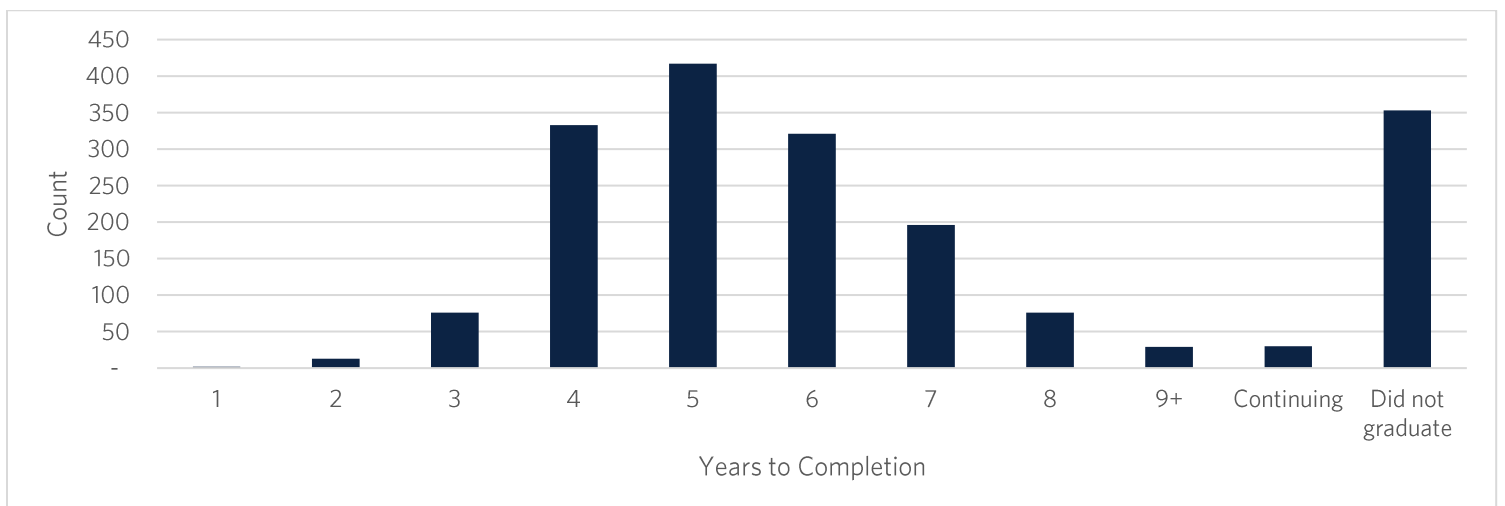


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, we report how many students graduated within nine years of program enrolment.

On the Okanagan campus, half of the 16 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2005 and 2008). The eight students who did not complete their degree left after an average of 1.5 years.

For the Vancouver campus, 1,847 students began their studies between 2005 and 2008. The 353 students who did not complete their degree left after an average of 2.29 years.

FIGURE 30: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2005-2008 COHORTS, VANCOUVER CAMPUS (N = 1,847)



STRATEGIC UNDERGRADUATE ENROLMENT INITIATIVES – A DIVERSE STUDENT BODY BY DESIGN

GEOGRAPHIC DIVERSITY OF THE INCOMING CLASS (DOMESTIC)

As a provincial, national and international university, maintaining geographic diversity in the incoming class is a key objective for both UBC campuses.

Over the past five years, UBC Enrolment Services has re-focused its efforts on engaging BC secondary students from smaller communities outside of the local area.¹¹ The number of school visits by UBC recruiters and advisors has increased, as have strategies that specifically target students from smaller communities. As a result, and using 2014/15 as a baseline, direct-entry enrolment from smaller communities in BC has grown by 40% (251 students in all) on the Okanagan campus and 23% on the Vancouver campus (185 students).

National representation within the UBC system grew by 10% in 2018/19. The Okanagan campus grew national direct-entry enrolment by 8% (473 new students). In total, 31% of the UBC Okanagan domestic direct-entry class comes from a Canadian secondary school outside of BC, resulting in one of the highest proportions of out-of-province domestic student enrolment of any university in Canada. The Vancouver campus grew by 12% (a total of 767 direct-entry students from Canadian secondary schools outside of BC), with growth coming equally from all parts of the country.

Finally, both campuses also saw an increase in domestic students (Canadian citizens) graduating from secondary schools abroad. The Okanagan campus saw a 19% increase (87 students) and the Vancouver campus saw a 17% increase (465 new students) over the previous year. Be they secondary school students living in the local community or half way around the world, UBC continues to be a destination of choice for Canadian secondary school students.

GEOGRAPHIC DIVERSITY OF THE INCOMING CLASS (INTERNATIONAL)

International students contribute a rich diversity to both UBC's campuses. Specifically, five regions have been identified as strategic priority areas for growth: the USA, the Middle East, Africa, Southeast Asia, and South Asia. Strong representation from China continues, and the focus toward greater geographic diversity is showing results, as evidenced by a 35% increase in new student enrolment from India and South Asia. Unrest in different parts of the world, as well as the desire to reach students far and wide, necessitate that UBC continually innovate on how to attract students from diverse countries. UBC's on eRecruitment is an example of a strategic initiative that allows UBC to continue to recruit in regions that cannot currently be visited in person.

¹¹ This is defined as BC applicants graduating from secondary schools outside of the Lower Mainland, Victoria, and Kelowna; for the Okanagan campus, Vernon and Penticton are also excluded as they form part of the "local community".

ABORIGINAL STUDENTS

Aboriginal students' lived experiences enrich UBC's teaching, research and learning environment. In 2018/19, UBC saw an increase in the number of new-to-UBC students identifying as Aboriginal, the results of an ongoing long-term recruitment strategy designed to influence every stage of the recruitment cycle (younger students, prospects, applicants, admitted students, and registrants) and involves a great deal of liaison with the external community:

- Throughout the fall of 2017, UBC recruitment staff visited over 76 different Aboriginal schools and communities throughout the country, and met with over 1,700 prospective students and school counsellors.
- As Aboriginal students may be present in any prospective student audience, all recruitment activities throughout Canada include Indigenous content and all recruitment staff are knowledgeable of Aboriginal resources and opportunities on campus. UBC staff commence every recruitment presentation in Canada with a land acknowledgement; from the Atlantic coast, acknowledging the ancestral and unceded territory of the Mi'kmaq People to as far west as Whitehorse, in the land of the Kwanlin Dün First Nation, and the traditional territories of Ta'an Kwäch'än people. In addition, Aboriginal students' stories are interwoven throughout our recruitment presentations and communication materials.
- Staff and faculty on the Okanagan campus work closely with Aboriginal communities in the Okanagan Valley, maintaining strong relationships and fostering access to the university both on and off campus. The UBC Okanagan Campus and Okanagan College Aboriginal Education Council includes membership from 18 Aboriginal and First Nations organizations and has a mandate to provide advice, recommendations and guidance to enhance the participation and success of Aboriginal students in UBC and Okanagan College programs.
- Through the support of the UBC Excellence Fund, an Aboriginal Community Liaison Manager has been hired to work closely with partners in the Lower Mainland. Since the start of the pilot in 2016, over 1,300 prospective Aboriginal students and counsellors from more than 60 communities have visited campus.
- *Experience UBC* provides an opportunity for prospective Aboriginal students in Grades 10 and 11 to spend a day on either campus to explore the community and to connect with faculty and current students; in 2018, 360 students participated in the event in either Vancouver or Kelowna. Aboriginal Programs and Services on the Okanagan campus also runs an event for local Grade 12 Aboriginal students; roughly 90 students participated this past year.
- An annual on-campus event is held to provide information and resources for secondary and post-secondary school counsellors who support Aboriginal students with post-secondary transitions.

When it comes time to apply, staff dedicated to Aboriginal student portfolios work directly with each undergraduate applicant. Our goal is to individually support each student through the process and to provide options, be they related to admission or finances, to maximize access to UBC and to welcome the students into a supportive community of learners.

For admitted students, *Destination UBC* provides transportation, accommodation and other costs for newly-admitted Aboriginal students to spend a weekend on either campus during the spring to discover the supportive community that awaits; 20 Aboriginal students participated on each campus in 2018 and all but one later enrolled for September 2018. In addition, Aboriginal students were well represented in the number of students holding Centennial Scholars Entrance Awards, Presidential Scholars Awards, and Tuum Est Experiential Awards.

Moving forward, the university will sustain and enhance its Aboriginal student recruitment and community liaison efforts. But liaison and recruitment are only part of the enrolment story. Once students commence their studies at UBC, they must be properly supported to ensure retention through to graduation. In the upcoming year, UBC will build on existing policies and practices designed to support Aboriginal student success and better understand opportunities to improve retention through the Cross-Campus Aboriginal Student Retention Working Group. UBC is well positioned to do so, as members of this Working Group have led a province-wide research initiative focusing on Aboriginal students' access to post-secondary education and retention.

STUDENTS WITH LIVED EXPERIENCE IN GOVERNMENT CARE

Starting in 2013, UBC was one of a handful of BC post-secondary institutions that began 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. However, with all BC post-secondary institutions beginning to offer a tuition waiver in 2018, students with lived experience in government care have many more educational options within the province and UBC’s intake has reduced from previous year. There are currently 42 former youth in care studying at UBC on either a Ministry or a UBC waiver of tuition, a 72% increase over 2016.

SUPPORTING ADMITTED STUDENTS

Achieving enrolment objectives (in terms of quantities and qualities of students) is the result of strategic recruitment activities, supportive advising and robust orientation programming for newly admitted students. Once offered admission, 51% of direct-entry students accept the offer (of those admitted to their preferred program), and of those who accept an offer of admission to any program, 12% do not attend classes in September. In other words, the recruitment process is far from complete once the admission letters are provided.

Student Recruitment and Advising and the International Student Initiative employ a variety of strategic approaches to encourage admitted students to accept their offers of admission. Recruitment, Marketing and Prospective Student Engagement employ a diverse communication strategy that delivers the right message to students at the right time. Academic Advising units (within the Faculties on the Vancouver campus and centrally located in Student Development and Advising on the Okanagan campus) provide content and programming to ensure newly admitted students are well supported in constructing an academic plan. And the Vice-President, Students’ team ensures that new student onboarding is provided in a welcoming manner that fosters students’ self-advocacy and success.

Once the offer of admission letters are provided, a targeted and timed communication campaign keeps newly admitted students engaged with the university through to the deadline to accept the offer. In May, over 650 newly admitted Okanagan students were invited to the campus (including 362 who spent the weekend living in residence through *Destination UBC*) to start the orientation process and to begin exploring their academic options. In Vancouver, over 900 newly admitted students began their UBC journey with *UBC Welcomes You*, a day-long event in April 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 peers and senior student leaders. Similar events occurred throughout Canada and around the world to support and welcome the incoming class of 2018/19.

DEVELOPING AND CELEBRATING UNDERGRADUATE STUDENTS WITH UBC NEED AND MERIT-BASED AWARDS

The **Presidential Scholars Awards** (PSA) are the most prestigious merit-based awards available to entering domestic undergraduate students at UBC, including renewable awards of up to \$60,000 payable over four years and one-time awards of up to \$10,000. In 2018/19, UBC and its donors awarded \$2.0 million to 124 UBC (Okanagan and Vancouver campuses) entering students for excellent academic achievement; these students joined over 120 recipients already on campus, an increase over the previous year as a result of the Blue and Gold Campaign. In November 2017, UBC launched the campaign with the goal of raising \$100 million in student support over three years – the largest fundraising campaign

for students in UBC's history. The awards are intended to support students in need, students from under-represented communities, leadership-based awards, and combinations of these.

The **Tuum Est Experiential Awards** were introduced on the Vancouver campus in 2017/18 to provide outstanding secondary school applicants from across Canada with a \$3,000 award package designed to foster and support a rich learning experience at UBC. Recipients are offered prioritized access to opportunities to study abroad or partake in co-operative ("co-op") education that combines academic studies with work experience. The students also are offered support to access an undergraduate research experience or to explore leadership opportunities on campus.

The *Tuum Est Experiential Awards* are targeted to prospective students who have demonstrated a high level of engagement while in secondary school. One such group of students are the Loran Scholars, Canada's largest and most comprehensive four-year undergraduate award, offered on the basis of character, service and the promise of leadership. In 2018, UBC enrolled 12 Loran Scholars (over one third of the total population), setting a record for the largest number of Loran winners to ever go to a single institution in one year, and making UBC the top destination of Loran Scholars in Canada for the second year in a row.

In 2019/20, UBC Okanagan plans to introduce *Tuum Est Experiential Awards* for newly admitted students, complementing the already successful *Tuum Est Student Initiative Fund*, which provides up to \$3,500 to current UBC Okanagan students who wish to engage in enriched co-curricular learning experiences such as student initiatives, conferences, and competitions.

As a result of the university's Blue and Gold campaign, the **Centennial Scholars Entrance Award** program added 13 new awards this year, bringing the total on the Vancouver campus to 209. Thirty new and continuing awards are also available for students on the Okanagan campus. The applicants are assessed on both their academic merit and financial need; these awards offer educational opportunities to students (coming directly from high school or transferring from another university or college) who would not otherwise be able to attend UBC. Enrolment Services staff work closely with schools and communities to target the awards to those from under-represented student populations, including, but not limited to, Aboriginal students, students from low- and middle-income households, first-generation higher education learners, and students from rural communities. With values that range from \$4,000 to \$80,000 (a "full-ride" scholarship), the *Centennial Scholars Entrance Awards* provide life-changing opportunities to pursue education that might otherwise have been outside of the students' reach. And with the awards being a primary fundraising goal of the Blue and Gold campaign, steady growth is expected on both campuses in the years to come, making a UBC education increasingly accessible to under-represented populations throughout Canada.

The **Scholars Community** is in its third year, created with the support of the Excellence Fund, and has a membership of over 230 student scholars and 30 alumni. Domestic students who receive major awards have unique interests and responsibilities, and face particular challenges. That's why UBC created the Scholars Community – to ensure top scholars receive the support and inspiration they need to achieve their best. The Scholars Community provides major award winners with opportunities that enhance their academic and professional development, help build their skills and experiences, and support their wellbeing. The Community fosters support, a sense of community and opportunities to empower scholars to achieve their individual ambitions and realize their potential through speaker series, dedicated supports, mentorship programs, and peer-based support.

The international undergraduate student awards portfolio is a critical facet of the university's international student recruitment efforts. The portfolio ensures that UBC's two campuses attract a diverse international student population in terms of citizenship, cultural perspectives, gender, and socioeconomic background. In 2018/19, the number of students awarded a renewable **International Major Entrance Scholarship** (IMES) increased with 51 students enrolled on UBC's Okanagan campus and 132 on the Vancouver campus. Although the IMES award is not awarded on the basis of need, research shows that international students make decisions based on their financial need, perceived value, and affordability, and so the increased value of the IMES (\$25,000 over four years, up from \$7,000 in 2015/16) is having a positive impact on international student recruitment and retention.

The students granted **International Leader of Tomorrow Award**, the **Donald A. Wehrung International Student Award**, and the **Vantage Excellence Award** hail from vulnerable financial circumstances or tumultuous regions of the world and are often first generation post-secondary learners. The awards meet full need, tuition and living expenses, as well as provide value-added programming, including community-engagement opportunities, leadership opportunities, academic and research initiatives, and facilitated alumni connections. Students often reference these opportunities as a key influencer in their decision to attend UBC over other institutions.

The **International Scholars Program**, now in its 18th year, is designed to recruit top students with significant financial need who would not otherwise be able to attend UBC. The 2018/19 International Scholars cohort yielded 34 new students (5 students at the Okanagan campus and 29 students at the Vancouver campus) representing 23 countries. Azerbaijan is represented for the first time amongst UBC's International Scholars, thereby expanding the diversity of this already diverse group of top-calibre students (the full International Scholars cohort, all years, is comprised of 396 students with 92 countries of citizenship).

In keeping with UBC's strategic plan and commitment to facilitating experiences for undergraduate research and engagement, UBC provided \$2.35M to promote enriched learning experiences for international students, including international exchange, undergraduate research, and employment through the Work Learn/Work Study program. These initiatives along with the \$2.5M offered to continuing UBC students through Faculty Awards and other funding initiatives for continuing students play a significant role in attracting and retaining international undergraduate students.

RECRUITMENT STRATEGIES

Reaching prospective undergraduate domestic and international students through digital media is a key strategy for achieving annual enrolment goals and we continue to see a strong return on our efforts. UBC's dedicated prospective student website (you.ubc.ca) received over 4.5 million visits (June 2017 - May 2018); 47% of this web traffic was from within Canada, including every part of the province and all regions of the nation, while 53% was from international locations, including 200 countries and thousands of cities worldwide. With content and functional enhancements introduced to the academic program content for prospective students, the website, which received 2.7M page views in June 2017 through May 2018, achieved a 69% increase in traffic over the previous year.

Recognizing the importance of targeted communication (emails, webform queries, live chats, in-person events and visits) among youth audiences, a new customer relationship management (CRM) system was launched in June of 2018 for the 2019W recruitment cycle. The new CRM is enabling recruitment marketing teams to engage with students in a more segmented and personalized fashion, supporting the achievement of enrolment goals.

In addition to website content development and marketing, UBC's strategic social media initiatives engage many thousands of prospective students directly with key messages, important dates and information, and academic advising support. Some 53,000 of the visits to our prospective student website were referrals from social media channels.

Collectively these digital media initiatives support UBC's print, video, and other marketing activities, and support the direct recruitment efforts of the domestic and international recruitment teams in achieving the enrolment targets of both campuses.

STRATEGIC UNDERGRADUATE ENROLMENT MANAGEMENT – LOOKING AHEAD TO 2019/20

ACHIEVING INTAKE TARGETS FOR DIRECT-ENTRY UNDERGRADUATE PROGRAMS

New student enrolment targets are approved by the Senates of both campuses and the Board of Governors. For an institution like UBC, with a strong national and international reputation, it is critical to get as close to target as possible without going over or under. With both campuses enrolled to capacity, going under our new student targets means leaving seats empty, representing lost opportunities for students to access a UBC education. On the other hand, going over target puts increased pressure on internal resources such as teaching capacity, classroom space, and access to student services.

It is important to understand the complexities of managing new student managing enrolment to target. There are many variables that affect the shape and size of the incoming class: the size and competitive strength of the applicant pool, how competitive admission criteria are determined and managed, admission policies, balancing program enrolment between first and second choice applicants, how many offers of admission are made at various points in the cycle, the impact of scholarships and financial supports, the yield rate of admitted students, and summer attrition (i.e., students who accept their offer of admission but do not present for classes in September). All are critical variables that can significantly impact enrolment and need to be closely monitored, anticipated, and wherever possible, controlled.

Over the past several years, UBC Enrolment Services has developed strong enrolment management controls and techniques to help the Faculties and programs achieve their student intake targets without going over. These techniques will be further refined over the next enrolment cycle to ensure optimal enrolment in the face of ever-growing demand from students (both domestic and international).

A COMPREHENSIVE APPROACH TO UNDERGRADUATE ADMISSIONS

In 2012 and 2013, UBC broadened its approach to undergraduate admissions through the introduction of an applicant personal profile, 5-7 short answer questions allowing applicants to showcase their accomplishments and what their experiences taught them about themselves and the world around them. In 2019, UBC will introduce a more comprehensive approach to the academic portion of the undergraduate admissions assessment. Historically, primary emphasis was placed on identifying students who had achieved the highest possible grades in a subset of courses in their senior year. Moving forward, UBC will place greater emphasis on all learning achieved in the final two years of secondary school, assessing not only grades, but breadth, rigour, and relevance of academic coursework. This more comprehensive approach has been designed to increase the validity of admissions decisions, ensure consistency in assessment of all domestic and international curricula, and support positive learning outcomes in the secondary schools. Enrolment Services has been working closely with the BC Ministry of Education to ensure that all Grade 12 students in BC, who are interested in studying at UBC, are well prepared for the BC Ministry of Education's new graduation requirements of the Certificate of Graduation (Dogwood Diploma).

SUPPORTING STUDENTS THROUGH UBC BURSARIES

About \$21 million was disbursed for need-based assistance through the UBC Bursary Program, which includes emergency funding and grants. In 2018, changes to StudentAid BC's formula for assessing students' financial need resulted in greater demand on the UBC bursary system and a potential misalignment between funds allocated and students' or their families' ability to pay for their education. These recent changes prompted UBC to re-evaluate the way in which the Bursary Program manages and allocates support. The review was guided by UBC's Policy 72:

No eligible student (as defined by Policy #72) will be prevented from commencing or continuing his or her studies at the University for financial reasons alone. Eligible Students and their families have the primary responsibility for bearing the individual cost of higher education. If an Eligible Student and his or her family exhaust the financial resources available to them, the University will ensure that financial support will be made available to them.

Designed in consultation with UBC students on both campuses, the new approach is intended to strategically allocate bursaries to students with greatest need by applying a sliding scale for an expected student contribution based on family income and family size.

RE-THINKING CLASSROOM ALLOCATIONS

Enrolment Services at the Okanagan campus recently completed a project to examine how classroom space was being allocated. The goal of the project was to raise awareness of the allocation profile of classrooms and to begin to identify the factors that should be considered and controlled to make the most efficient use of the available inventory of learning spaces. Led by Enrolment Services, a similar project has been initiated for the Vancouver campus by the Office of the Provost and will incorporate broad consultation with teaching and research units. Course scheduling and classroom allocation should align with the university's aspiration to be innovative and adaptable to the evolving needs of teaching and learning, and must ensure that the appropriate technology and physical infrastructure are available.

CONCLUSION

In summary, 2018/19 was another very successful year for enrolment on the Okanagan and Vancouver campuses. UBC continues to surpass the number of seats for domestic undergraduate students funded by the BC Government, is strengthening its national representation of incoming undergraduate students, is maintaining a healthy enrolment of international students from many countries, and its strategic initiatives are increasing the enrolment and graduation of Aboriginal students.

APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

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

Faculty	Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,001	147	1,148	1,095	192	1,287	1,151	241	1,392
	Master of Applied Science	35	73	108	37	72	109	49	63	112
	Master of Engineering	1	28	29	3	27	30	2	39	41
	Doctor of Philosophy	27	73	100	30	91	121	41	100	141
Applied Science Total		1,064	321	1,385	1,165	382	1,547	1,243	443	1,686
Arts and Sciences	Bachelor of Science	1,954	268	2,222	1,986	355	2,341	2,106	429	2,535
	Master of Arts	32	5	37	38	1	39	41	1	42
	Master of Data Science	-	-	-	-	-	-	13	15	28
	Master of Science	54	22	76	57	26	83	73	38	111
	Doctor of Philosophy	75	26	101	68	38	106	74	38	112
Arts and Sciences Total		2,115	321	2,436	2,149	420	2,569	2,307	521	2,828
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,719	257	1,976	1,699	302	2,001	1,736	442	2,178
	Bachelor of Media Studies	-	-	-	16	5	21	24	9	33
Arts and Sciences/Creative and Critical Studies Total		1,719	257	1,976	1,715	307	2,022	1,760	451	2,211
Creative and Critical Studies	Bachelor of Fine Arts	107	11	118	97	10	107	102	13	115
	Master of Arts	11	4	15	11	3	14	12	1	13
	Master of Fine Arts	18	-	18	21	1	22	18	4	22
	Doctor of Philosophy	9	3	12	9	3	12	8	3	11
Creative and Critical Studies Total		145	18	163	138	17	155	140	21	161
Education	Bachelor of Education	-	-	-	86	-	86	186	-	186
	Bachelor of Education, Elementary	73	-	73	28	-	28	-	-	-
	Bachelor of Education, Secondary	60	-	60	5	-	5	-	-	-
	Certificate Programs	3	-	3	13	-	13	4	-	4
	Diploma Programs	21	-	21	17	-	17	7	-	7
	Master of Arts	16	2	18	13	-	13	12	1	13
	Master of Education	45	1	46	55	4	59	52	2	54
	Doctor of Philosophy	9	-	9	12	-	12	10	-	10
Education Total		227	3	230	229	4	233	271	3	274
Health and Social Development	Bachelor of Human Kinetics	644	12	656	713	14	727	794	18	812
	Bachelor of Science in Nursing	529	-	529	560	-	560	565	-	565
	Master of Arts	2	-	2	1	-	1	-	-	-
	Master of Science	31	1	32	25	-	25	21	1	22
	Master of Science in Nursing	44	1	45	48	-	48	46	-	46
	Master of Social Work	91	4	95	91	3	94	96	5	101
	Doctor of Philosophy	33	2	35	38	2	40	36	4	40
Health and Social Development Total		1,374	20	1,394	1,476	19	1,495	1,558	28	1,586

Faculty	Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Management	Bachelor of Management	598	245	843	611	241	852	641	294	935
	Master of Arts	1	1	2	-	1	1			-
	Master of Management	-	-		21	-	21	21		21
	Doctor of Philosophy	5	3	8	4	2	6	4	1	5
Management Total		604	249	853	636	244	880	666	295	961
Non-Degree	Access Studies	76	1	77	72	-	72	73	-	73
	Exchange	-	43	43	-	58	58	-	49	49
	Unclassified	98	1	99	64	2	66	84	2	86
	Visiting	14	17	31	3	20	23	13	7	20
Non-Degree Total		188	62	250	139	80	219	170	58	228
Grand Total		7,436	1,251	8,687	7,647	1,473	9,120	8,115	1,820	9,935

VANCOUVER CAMPUS

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

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,490	1,034	4,524	3,435	1,233	4,668	3,424	1,329	4,753
	Bachelor of Environmental Design	48	14	62	42	15	57	47	14	61
	Bachelor of Science in Nursing	239	4	243	238	2	240	229	4	233
	M.A. (Asia Pacific) and M.A. (Planning)	1	-	1	-	-	-	1	4	5
	Master of Advanced Studies in Architecture	3	2	5	3	2	5	-	-	-
	Master of Advanced Studies Landscape Architecture	-	3	3	-	3	3	-	3	3
	Master of Applied Science	161	226	387	114	224	338	156	233	389
	Master of Architecture	142	31	173	147	31	178	142	28	170
	Master of Architecture / Master of Landscape Arch.	5	-	5	6	-	6	11	-	11
	Master of Arts (Planning)	14	1	15	2	-	2	2	1	3
	Master of Community and Regional Planning	57	6	63	66	8	74	71	11	82
	Master of Engineering	113	153	266	102	220	322	96	225	321
	Master of Engineering Leadership	49	33	82	44	34	78	41	63	104
	Master of Health Leadership and Policy	16	3	19	10	4	14	20	1	21
	Master of Landscape Architecture	43	17	60	48	18	66	45	11	56
	Master of Nursing	30	-	30	31	-	31	45	-	45
	Master of Science	1	1	2	1	1	2	-	2	2
	Master of Science (Planning)	7	-	7	-	-	-	1	-	1
	Nursing Practitioners	107	4	111	106	3	109	95	3	98
	Master of Software Systems	1	-	1	-	-	-	-	-	-
	Master of Urban Design	6	8	14	1	11	12	5	12	17
	Doctor of Philosophy - Biomedical Engineering	19	14	33				21	17	38
	Doctor of Philosophy - Chemical & Biol Engineering	28	52	80	21	49	70	21	45	66
	Doctor of Philosophy - Civil Engineering	40	29	69	34	38	72	28	40	68
	Doctor of Philosophy - Community & Regional Planning	11	9	20	12	12	24	16	8	24
	Doctor of Philosophy - Electrical & Computer Eng	82	92	174	69	106	175	70	104	174
	Doctor of Philosophy - Materials Engineering	15	42	57	13	47	60	13	47	60
	Doctor of Philosophy - Mechanical Engineering	24	45	69	23	50	73	19	53	72
	Doctor of Philosophy - Mining	22	8	30	18	13	31	18	20	38
	Doctor of Philosophy - Nursing	30	3	33	31	3	34	26	6	32
	Doctor of Philosophy - Total	271	294	565	221	316	537	232	340	572
Applied Science Total		4,804	1,834	6,638	4,617	2,125	6,742	4,663	2,284	6,947

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,058	3,278	12,336	9,010	3,792	12,802	8,932	3,938	12,870
	Bachelor of Fine Arts	210	50	260	251	80	331	262	115	377
	Bachelor of International Economics	167	175	342	177	174	351	179	192	371
	Bachelor of Media Studies	81	42	123	99	53	152	97	60	157
	Bachelor of Music	225	22	247	217	29	246	224	37	261
	Bachelor of Social Work	100	-	100	100	1	101	106	2	108
	Cert Dechinta Community & Land-Based Research	-	-	-	-	-	-	9	-	9
	Diploma in Art History	24	2	26	22	1	23	16	1	17
	Diploma in Collaborative Piano Studies	-	1	1	-	-	-	-	-	-
	Diploma in Film Production	2	-	2	1	-	1	1	-	1
	Diploma in Linguistics	10	1	11	7	-	7	11	1	12
	Diploma in Music Performance Studies	3	1	4	7	2	9	4	1	5
	Doctor of Musical Arts	22	11	33	18	13	31	15	13	28
	Master of Archival Studies	18	10	28	21	14	35	15	13	28
	Master of Archival Studies & Library Info Studies	35	15	50	41	23	64	41	28	69
	Master of Arts	243	145	388	225	167	392	222	180	402
	Master of Arts (Asia Pacific Policy Studies)	6	1	7	1	-	1	-	-	-
	Master of Fine Arts	214	25	239	184	32	216	175	40	215
	Master of Journalism	52	19	71	49	21	70	52	23	75
	Master of Library and Information Studies	98	54	152	113	51	164	100	44	144
	Master of Music	48	17	65	32	18	50	40	18	58
	Master of Public Policy and Global Affairs	27	13	40	33	30	63	42	34	76
	Master of Science	9	9	18	8	11	19	8	8	16
	Master of Social Work	60	7	67	64	1	65	41	1	42
	Doctor of Philosophy	401	261	662	393	282	675	388	317	705
Arts Total		11,113	4,159	15,272	11,073	4,795	15,868	10,980	5,066	16,046
College for Interdisciplinary Studies	Master of Arts (Asia Pacific Policy Studies)	1	-	1	-	-	-	-	-	-
College for Interdisciplinary Studies Total		1	-	1	-	-	-	-	-	-

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Commerce and Business Administration	Bachelor of Business in Real Estate	11	-	11	12	-	12	13	-	13
	Bachelor of Commerce	2,298	1,440	3,738	2,354	1,449	3,803	2,420	1,459	3,879
	Certificate in Residential Valuation	173	1	174	207	1	208	171	1	172
	Diploma in Accounting	446	132	578	402	140	542	393	134	527
	Diploma in Urban Land Economics	767	4	771	769	4	773	718	7	725
	Executive Master of Business Administration	1	-	1	1	-	1	-	-	-
	International Master of Business Administration	7	57	64	6	53	59	6	66	72
	Juris Doctor/Master of Business Administration	5	-	5	5	-	5	5	-	5
	Master of Business Administration	178	135	313	181	115	296	130	109	239
	Master of Business Analytics	-	-	-	7	29	36	11	40	51
	Master of Management	43	38	81	61	40	101	59	39	98
	Master of Science in Business Administration	1	9	10	2	8	10	2	12	14
	Post Grad Cert in Real Property Valuation	299	4	303	280	3	283	256	5	261
	Professional Master of Business Administration	-	-	-	-	-	-	38	-	38
	Doctor of Philosophy	23	38	61	19	42	61	23	36	59
Commerce and Business Administration Total		4,252	1,858	6,110	4,306	1,884	6,190	4,245	1,908	6,153
Dentistry	Dental Residency	3	-	3	4	-	4	6	-	6
	Bachelor of Dental Science (Dental Hygiene)	145	3	148	151	2	153	144	2	146
	Master of Science	5	4	9	8	2	10	7	-	7
	MSc in Craniofacial Science/Dip in Prosthodontics	7	4	11	7	5	12	5	4	9
	MSc in Craniofacial Science/Dip. in Pediatric Dent	10	3	13	9	2	11	9	2	11
	MSc in Craniofacial Science/Dip. in Periodontics	6	4	10	7	2	9	6	1	7
	MSc in Craniofacial Science/Diploma in Endodontics	8	3	11	8	3	11	9	3	12
	MSc in Craniofacial Science/Diploma in Orthodontic	7	6	13	7	6	13	6	6	12
	PhD in Craniofacial Science/Dip in Periodontics	2	-	2	2	-	2	-	-	-
	PhD in Craniofacial Science/Dip in Prosthodontics	1	-	1	1	-	1	2	-	2
	PhD in Craniofacial Science/Diploma in Orthodontic	2	-	2	3	-	3	3	-	3
	Doctor of Dental Medicine	215	-	215	217	-	217	219	-	219
	Doctor of Philosophy	3	4	7	4	10	14	5	11	16
Dentistry Total		414	31	445	428	32	460	421	29	450

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Education	Bachelor of Education	734	11	745	797	16	813	845	17	862
	Bachelor of Human Kinetics	2	-	2	1	-	1	-	-	-
	Bachelor of Kinesiology	1,150	95	1,245	1,136	106	1,242	1,149	108	1,257
	Cert in Educational Administration and Leadership	-	-	-	-	-	-	1	-	1
	Cert. in Technology-Based Learning for Schools	9	-	9	8	-	8	9	-	9
	Cert.in Technology-Based Distributed Learning	19	3	22	21	1	22	16	1	17
	Diploma in Education	478	10	488	508	10	518	580	12	592
	Doctor of Education	42	1	43	43	2	45	49	1	50
	Graduate Certificate in Adult Learning & Education	2	-	2	7	2	9	3	-	3
	Graduate Certificate in Orientation and Mobility	9	1	10	7	1	8	6	-	6
	High Performance Coaching and Technical Leadership	17	1	18	18	4	22	12	-	12
	Master of Arts	180	36	216	167	37	204	151	32	183
	Master of Education	650	90	740	658	97	755	658	97	755
	Master of Educational Technology	257	13	270	227	15	242	213	14	227
	Master of High Performance Coaching & Technical Leadership	-	-	-	24	1	25	23	2	25
	Master of Kinesiology	37	2	39	19	2	21	21	3	24
	Master of Museum Education	25	3	28	16	1	17	32	2	34
	Master of Science	24	3	27	20	3	23	20	3	23
	Doctor of Philosophy	252	93	345	256	87	343	250	94	344
Education Total		3,887	362	4,249	3,933	385	4,318	4,038	386	4,424
Forestry	Bachelor of Science in Forest Sciences	71	42	113	73	76	149	60	86	146
	Bachelor of Science in Forestry	209	83	292	187	94	281	180	108	288
	Bachelor of Science in Wood Products Processing	81	74	155	83	108	191	81	103	184
	Bachelor of Science Natural Resources Conservation	231	120	351	232	123	355	221	126	347
	Bachelor of Urban Forestry	62	37	99	92	57	149	104	78	182
	Master of Applied Science	2	2	4	4	4	8	2	5	7
	Master of Forestry	3	5	8	5	12	17	5	9	14
	Master of Geomatics for Environment Management	-	-	-	17	12	29	12	15	27
	Master of International Forestry	1	7	8	3	12	15	3	12	15
	Master of Science	46	29	75	51	33	84	60	43	103
	Master of Sustainable Forest Management	13	7	20	20	5	25	18	4	22
	Doctor of Philosophy	56	68	124	61	63	124	63	61	124
Forestry Total		775	474	1,249	828	599	1,427	809	650	1,459
Graduate and Postdoctoral Studies	Master of Arts	8	-	8	6	-	6	3	1	4
	Master of Science	4	1	5	3	2	5	1	2	3
	Doctor of Philosophy	66	13	79	71	13	84	68	12	80
Graduate and Postdoctoral Studies Total		78	14	92	80	15	95	72	15	87

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Land and Food Systems	Bachelor of Science in Agroecology	-	-	-	-	-	-	-	-	-
	Bachelor of Science in Applied Biology	391	66	457	343	83	426	369	104	473
	Bachelor of Science in Food Nutrition and Health	784	248	1,032	793	320	1,113	738	351	1,089
	Bachelor of Science in Global Resource Systems	81	35	116	85	40	125	84	36	120
	Master of Food and Resource Economics	6	25	31	14	27	41	6	31	37
	Master of Food Science	7	24	31	5	25	30	1	32	33
	Master of Land and Water Systems	5	3	8	7	7	14	9	9	18
	Master of Science	34	19	53	34	22	56	35	22	57
	Doctor of Philosophy	25	37	62	23	35	58	25	34	59
Land and Food Systems Total		1,333	457	1,790	1,304	559	1,863	1,267	619	1,886
Law	Juris Doctor	553	14	567	561	15	576	573	11	584
	Master of Laws	12	7	19	14	9	23	10	7	17
	Master of Laws (Common Law)	23	2	25	20	10	30	28	4	32
	Master of Laws in Taxation	11	4	15	10	3	13	11	6	17
	Doctor of Philosophy	27	12	39	24	13	37	25	9	34
Law Total		626	39	665	629	50	679	647	37	684
Medicine	Medical Residency	1,386	8	1,394	1,404	9	1,413	1,416	-	1,416
	Bachelor of Medical Laboratory Science	36	-	36	25	1	26	36	1	37
	Bachelor of Midwifery	82	-	82	80	-	80	78	-	78
	Doctor of Medicine	1,118	2	1,120	1,149	2	1,151	1,142	-	1,142
	Doctor of Medicine/Doctor of Philosophy	27	-	27	24	-	24	29	-	29
	Graduate Certificate in Global Surgical Care	7	-	7	9	1	10	8	3	11
	Graduate Certificate in Rehab Sciences	-	-	-	-	-	-	-	-	-
	Graduate Certificate in Rehabilitation Sciences	8	-	8	10	-	10	14	-	14
	GradCert Orthopaedic Manipulative Physical Therapy	-	-	-	6	-	6	8	-	8
	Master of Global Surgical Care	-	-	-	-	-	-	10	-	10
	Master of Health Administration	79	2	81	71	2	73	70	4	74
	Master of Health Science	32	5	37	33	5	38	28	5	33
	Master of Occupational Therapy	99	13	112	98	17	115	98	14	112
	Master of Physical Therapy	240	-	240	237	-	237	236	-	236
	Master of Physical Therapy/Doctor of Philosophy	1	-	1	2	-	2	2	-	2
	Master of Public Health	52	3	55	62	4	66	53	8	61
	Master of Public Health/Dipl Dental Public Health	1	-	1	-	-	-	-	-	-
	Master of Public Health/Master of Science Nursing	5	-	5	10	-	10	12	-	12
	Master of Rehabilitation Science	63	3	66	58	1	59	55	2	57
	Master of Engineering	-	-	-	9	6	15	-	-	-
	Master of Applied Science	-	-	-	31	12	43	-	-	-
	Master of Science	419	72	491	441	86	527	439	96	535
	Doctor of Philosophy	378	148	526	383	182	565	375	141	516
Medicine Total		4,033	256	4,289	4,142	328	4,470	4,109	274	4,383

Faculty	Degree Program	2016 Winter			2017 Winter			2018 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Pharmaceutical Sciences	Pharmacy Residency	40	-	40	44	-	44	46	-	46
	Bachelor of Science in Pharmacy	440	-	440	232	-	232	8	-	8
	Entry-to-Practice Doctor of Pharmacy	434	-	434	648	-	648	-	-	-
	Master of Science	11	7	18	9	7	16	10	8	18
	Doctor of Pharmacy	14	-	14	6	-	6	877	-	877
	Doctor of Philosophy	18	15	33	19	18	37	16	16	32
Pharmaceutical Sciences Total		957	22	979	958	25	983	957	24	981
Science	Bachelor of Computer Science	275	31	306	258	26	284	258	30	288
	Bachelor of Science	6,543	1,309	7,852	6,555	1,505	8,060	6,517	1,620	8,137
	Diploma in Meteorology	1	-	1	1	-	1	1	-	1
	Master of Applied Science	6	-	6	5	-	5	6	1	7
	Master of Arts	2	5	7	3	7	10	4	7	11
	Master of Data Science	19	3	22	23	22	45	42	32	74
	Master of Engineering	6	5	11	-	-	-	-	-	-
	Master of Science	267	200	467	278	222	500	261	226	487
	Doctor of Philosophy	461	448	909	452	469	921	447	476	923
Science Total		7,580	2,001	9,581	7,575	2,251	9,826	7,536	2,392	9,928
Vantage College	Vantage One Bachelor of Applied Science	-	86	86	-	90	90	-	70	70
	Vantage One Bachelor of Arts	-	141	141	-	169	169	1	248	249
	Vantage One Bachelor of Management	-	31	31	-	37	37	-	24	24
	Vantage One Bachelor of Science	-	105	105	-	96	96	-	155	155
Vantage College Total		-	363	363	-	392	392	1	497	498
Non-Degree	Access Studies	108	19	127	137	12	149	188	26	214
	Exchange	12	995	1,007	7	1,018	1,025	7	1,003	1,010
	Unclassified	924	38	962	915	37	952	847	41	888
	Visiting	153	260	413	163	178	341	139	154	293
Non-Degree Total		1,197	1,312	2,509	1,222	1,245	2,467	1,181	1,224	2,405
Grand Total		41,050	13,182	54,232	41,095	14,685	55,780	40,926	15,405	56,331

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	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	16	15	8	14	11
		Baccalaureate Degree	6,452	6,555	6,777	7,149	7,810
		Post-Baccalaureate Degree	242	205	180	130	186
		Non-Degree	83	74	93	103	97
	Graduate	Undergraduate Total	6,792	6,849	7,058	7,396	8,104
		Master's Degree	351	355	402	453	484
		Doctoral Degree	236	248	247	273	295
		Graduate Total	586	603	648	726	779
		Okanagan Total	7,378	7,453	7,706	8,122	8,883
Vancouver	Undergraduate	Diploma & Certificate	729	717	773	769	787
		Baccalaureate Degree	30,500	31,790	33,077	34,191	35,279
		Post-Baccalaureate Degree	3,108	3,112	3,204	3,403	3,451
		Non-Degree	1,162	1,123	1,091	1,097	1,043
		Undergraduate Total	35,499	36,742	38,145	39,461	40,560
	Residents	Medical Residents Total	1,346	1,401	1,437	1,461	1,468
		Graduate	Diploma & Certificate	14	22	19	-
	Master's Degree		4,638	4,567	4,759	4,757	4,797
	Doctoral Degree		3,448	3,365	3,323	3,352	3,337
	Non-Degree		-	-	-	-	-
	Graduate Total		8,101	7,954	8,101	8,108	8,134
	Vancouver Total	44,946	46,097	47,684	49,030	50,162	
Grand Total			52,324	53,549	55,390	57,152	59,045

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

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	16	15	8	14	11
		Baccalaureate Degree	5,819	5,825	5,940	6,153	6,486
		Post-Baccalaureate Degree	241	205	180	130	186
		Non-Degree	51	56	63	61	68
		Undergraduate Total	6,126	6,102	6,190	6,358	6,751
	Graduate	Master's Degree	276	270	293	341	348
		Doctoral Degree	139	148	145	151	157
		Graduate Total	415	417	438	493	505
		Okanagan Total	6,541	6,519	6,628	6,851	7,257
Vancouver	Undergraduate	Diploma & Certificate	662	652	713	696	709
		Baccalaureate Degree	24,838	25,012	25,271	25,124	25,340
		Post-Baccalaureate Degree	3,083	3,087	3,169	3,358	3,412
		Non-Degree	441	431	410	436	415
		Undergraduate Total	29,023	29,182	29,563	29,614	29,876
	Residents	Medical Residents Total	1,339	1,394	1,429	1,452	1,468
		Graduate	Diploma & Certificate	14	21	18	-
	Master's Degree		3,338	3,289	3,428	3,298	3,240
	Doctoral Degree		2,050	1,999	1,953	1,874	1,866
	Non-Degree		-	-	-	-	-
	Graduate Total		5,401	5,309	5,399	5,172	5,106
	Vancouver Total	35,764	35,885	36,391	36,239	36,450	
Grand Total			42,305	42,404	43,020	43,089	43,707

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

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	3	0		1	0
		Baccalaureate Degree	304	314	328	383	413
		Post-Baccalaureate Degree	13	11	12	5	8
		Non-Degree	18	18	18	29	31
		Undergraduate Total	338	344	358	419	453
	Graduate	Master's Degree	21	23	19	26	22
		Doctoral Degree	10	10	9	7	7
		Graduate Total	31	33	28	33	29
		Okanagan Total	369	376	386	452	481
Vancouver	Undergraduate	Diploma & Certificate	8	7	5	7	9
		Baccalaureate Degree	511	503	537	612	568
		Post-Baccalaureate Degree	152	174	178	190	186
		Non-Degree	7	10	10	12	13
		Undergraduate Total	679	693	730	819	776
	Residents	Medical Residents Total	18	20	27	32	38
		Graduate	Diploma & Certificate	0	1	1	-
	Master's Degree		107	103	101	119	108
	Doctoral Degree		68	67	64	70	71
	Non-Degree					-	-
		Graduate Total	176	171	165	187	179
		Vancouver Total	872	885	922	1,040	993
Grand Total			1,241	1,261	1,308	1,492	1,475

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

Campus	Student Level	Program Type	2014/15	2015/16	2016/17	2017/18	2018/19
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	633	730	837	996	1,324
		Post-Baccalaureate Degree	1	-	-	-	29
		Non-Degree	32	18	30	42	0
		Undergraduate Total	666	748	867	1,038	1,353
	Graduate	Master's Degree	75	86	108	112	135
		Doctoral Degree	96	100	102	122	138
		Graduate Total	171	186	210	235	274
		Okanagan Total	837	934	1,078	1,272	1,626
Vancouver	Undergraduate	Diploma & Certificate	67	64	60	73	78
		Baccalaureate Degree	5,662	6,778	7,807	9,066	9,939
		Post-Baccalaureate Degree	26	25	35	45	39
		Non-Degree	721	692	681	662	628
		Undergraduate Total	6,476	7,559	8,582	9,846	10,684
	Residents	Medical Residents Total	7	7	8	9	-
		Graduate	Diploma & Certificate	1	2	1	-
	Master's Degree		1,301	1,278	1,332	1,458	1,557
	Doctoral Degree		1,398	1,366	1,370	1,477	1,471
	Non-Degree		-	-	-	-	-
	Graduate Total		2,700	2,645	2,703	2,936	3,028
	Vancouver Total	9,182	10,212	11,293	12,791	13,712	
Grand Total			10,019	11,145	12,370	14,063	15,338

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.
Admission Stage: Registered	The stage when admitted students have registered for courses.
Admission Stage: Submitted	The stage when applicants have submitted an application. At this stage, there may be outstanding documents to submit.
Admit Rate	Within an admissions cycle, the ratio of admitted students to completed applicants.
Applicant	A person who has submitted an application.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than a year of study.

Cohort	A set of people who have been grouped because they have a shared characteristic(s).
Completion Rate	The proportion of students in a cohort who received a credential.
Continuing	Students who were registered in a prior session.
Course-based	Pertaining to graduate-level programs that do not require the completion of a thesis.
Credential	A qualification awarded on successful completion of a program of study.
Degree	A credential awarded on the successful completion of a program of post-secondary study.
Delivered FTE	The number of actual full-time equivalents that are reportable to the government.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than a year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctorate	The credential awarded upon completion of a doctoral program.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
Entering Grade Point Average	The grade point average of students at the time of admission.
Grade Point Average (GPA)	A number indicative of a student's academic achievement calculated as the total number of grade points received over a given period divided by the total number of credits awarded or attempted. UBC

uses a percentage scale (/100%) and equivalent letter grades for grading purposes and not a grade point average scale.

Exchange Students	A student participating in an exchange program.
Exchange Program	A program allowing students from one partner institution to attend another partner institution temporarily.
First Choice	Pertaining to an applicant's preferred program.
Fiscal Year	The twelve-month period from April 1st through March 31st.
Full-time Equivalent (abbrev.: FTE)	The workload of a student or employee converted to a proportion of a full-time course- or work-load. It is the ratio of a given course- or work-load to a stated full-time course or work-load.
Government Funded FTEs	FTEs (full-time student spaces) funded by the Ministry of Advanced Education, Skills and Training.
Graduate Program	A program that leads to a master's or doctorate credential.
Graduate Student	A student in a graduate program.
Headcount	A count of persons.
Intake Targets	A target for new student admissions to UBC's undergraduate programs, approved by Senate.
International	Pertaining to persons who are not citizens, refugees, or permanent residents of Canada.
International Student Initiative (abbrev.: ISI)	International students who pay international tuition to attend their program. International students are not included in the FTEs funded by the Ministry of Advanced Education, Skills and Training.
Last Institution	The most recent educational institution attended by a student or applicant.
Master's Degree	The credential awarded upon completion of a Master's program.

A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite.

Matriculate	To enroll or register (or be enrolled or registered).
New To UBC	Pertaining to students who were never registered in a prior session.
Non-Degree Program	A program that does not lead to a credential. Also known as a non-credential program.
Non-Degree Students	Includes students registered in courses outside of a degree program, as well as students registered in courses after completion of a baccalaureate program.
Normal Load FTE (normal number of credits)	The course load of students converted to a proportion of their expected full-time course load.
Part-Time	For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only 1 course per term if it is not a thesis course.
Post-Baccalaureate Degree	The credential awarded upon completion of a post-baccalaureate program.
Post-Baccalaureate Program	An undergraduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
Resident	A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the workplace under supervision.
Retention Rate (Consortium for Student Retention Data Exchange (CSRDE))	A consortium of two-year and four-year institutions that shares with its members' data, internationally-accepted definitions, and knowledge. The CSRDE's defined cohort consists of first-time (new-to-UBC), full-time, first year students.
Student Level	A grouping of programs into three major categories: graduate, undergraduate, or resident.

Thesis-based	A graduate-level program that requires students to complete a thesis.
Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory.
Top Choice	A student's first choice of program, unless they are admitted to or registered in their second or alternative choice program only.
Transfer Student	Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.
Unclassified Student	A program category indicating a registered student who is not pursuing a credential.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Visiting Student	A student from one institution attending a non-partner institution temporarily.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.



Date: January 8, 2019

To: UBC Vancouver Senate

From: Andrew Szeri, Provost and Vice-President Academic

Re: **Report to Senate on External Reviews, 2017-18**

For information:

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on External Reviews of Academic Units and Programs.

External Reviews of 12 academic units or programs were undertaken in the 2017-2018 academic year. Key findings and recommendations made by the review panels, along with the Faculty and/or Department responses, are summarized on the following pages. In addition we have summarized one External Review of an administrative unit (Enrolment Services) and six accreditation reviews.

Attachment: Report to Senate on External Reviews, 2017-18



THE UNIVERSITY OF BRITISH COLUMBIA

Report to UBC Vancouver Senate

External Reviews of Academic Units and Programs, 2017-18

Submission Date: January 8, 2019

Submitted by: Eric Eich, Vice-Provost and Associate Vice-President Academic Affairs

Faculty of Applied Science

❖ Department of Electrical and Computer Engineering – November 2017	2
❖ Department of Materials Engineering – February 2018	4
❖ Master of Architecture and Master of Landscape Architecture (<i>accreditation</i>) – March 2018	6
❖ Engineering Programs (<i>accreditation</i>) – November 2017	10

Faculty of Arts

❖ Department of Philosophy – February 2018	11
❖ Vancouver School of Economics – March 2018	13
❖ Master of Social Work (<i>accreditation</i>) – October 2017	15

Faculty of Education

❖ Indigenous Teacher Education Program – May 2018	16
❖ Teacher Education Program – June 2018	18
❖ Counselling Psychology Programs (<i>accreditation</i>) – October 2017	20
❖ School Psychology Program (<i>accreditation</i>) – October 2017	22

<u>Enrolment Services</u> – January 2018	24
---	----

Faculty of Forestry

❖ Bachelor of Forestry Program: Major in Forest Resources Management and Major in Forest Operations (<i>accreditation</i>) – March 2018	26
---	----

<u>Faculty of Graduate and Postdoctoral Studies</u> – March 2018	28
---	----

Faculty of Medicine

❖ UBC James Hogg Research Centre – September 2017	30
---	----

<u>Faculty of Pharmaceutical Sciences</u> – November 2017	32
--	----

Faculty of Science

❖ Department of Mathematics – March 2018	34
❖ Department of Physics & Astronomy – October 2017	36
❖ Department of Zoology – November 2017	38

Department of Electrical and Computer Engineering
Faculty of Applied Science

Summary of External Review: November 2017

Key Findings of the Review Committee:

- *Imminent changes in leadership at the Department and the Faculty level create an opportunity to revisit various departmental operations and processes and to embark on a renewed and unifying strategic planning process.*
- *The Department is active in research and faculty members are recognized across Canada and internationally for their research accomplishments.*
- *The undergraduate academic programs are strong and attract good students.*
- *The teaching laboratory facilities are outstanding.*
- *Staff displayed high morale and engagement with departmental activities.*
- *The Department's external interactions are a notable strength.*
- *In general, the Department has made progress in addressing some of the issues and recommendations raised in the last external review. However, there are several areas that have not improved significantly: (1) improve undergraduate student advising, (2) increase departmental participation in second year undergrad admissions, (3) ensure adequate financial support for grad students and (4) seek cost saving measures in collaboration with other departments.*

Key Recommendations of the Review Committee:

1. *The Department should facilitate the process of writing large multi-disciplinary proposals through teaching or service relief, administrative support and the help of technical writers.*
2. *Review the coherence of the undergraduate program.*
3. *Expedite the development, approval and launch of a baccalaureate program in Software Engineering in collaboration with Computer Science.*
4. *Build linkages with industry through an ECE-focused career fair.*
5. *The Department needs to undertake strategic planning on the graduate program.*
6. *Thesis committee should meet annually with students to assess progress and establish relationships.*
7. *The Department should establish a TA requirement for its research students and procedures need to be enacted to provide fairness in assignment of qualified TAs to instructional faculty.*
8. *Gender diversity must be considered when allocating research chairs and endowed professorships.*
9. *Department should have annual retreats to enable strategic planning.*
10. *Organize research showcases to expose students in the department to research in other groups and to enable interaction with industry.*
11. *Re-organize the administrative team to spread responsibilities across several staff members and add a resource to the administration team to coordinate all of the student support services.*
12. *Implement a performance management process for staff.*
13. *Create a strategic vision for the Department.*
14. *Provide more opportunities for leadership development and develop a succession plan at all levels.*

Department's Response:

1. The department has previously provided some administrative support for writing and will investigate to what extent this support can be expanded, possibly in collaboration with SPARC. Recruitment of highly qualified staff for this task has been a challenge. Administrative duties are assigned taking into account all faculty activities, including involvement in writing large grant applications. Teaching relief is an option, however coverage of the undergraduate and graduate courses and fairness in teaching assignments must be maintained.
2. The Department regularly revisits its programs through a Curriculum Committee and a Continuous Improvement Committee and through these committees, it hopes to find opportunities to increase the coherency of the Department's offerings. Our industry advisory committee also provides input on our program and we intend to continue to work with that committee.
3. There is broad support in the Department to create a Software Engineering program. The new Head has committed to try to restart discussions and hopes to bring it to fruition in the near future. The availability of funding will be essential for such a program to go ahead.
4. Given the strong connections between our department and local industry, we believe this is a good initiative. Rather than a single annual fair, the Department organizes several annual events; final year undergraduate students are showcased to the industrial community at the departmental Project Fair and the Design and Innovation Day. The Department offers significant support to the IEEE Student Branch which organizes an annual Think Engineering event where students and industry representatives network. We will continue to seek ways to link our students to local, national, and international industry.
5. The department agrees that it is important to undertake strategic planning on the graduate program, in particular, finding the right balance between the resources allocated to the MEng, MASc, PhD, and MEL programs. This will be part of a longer-term overall strategic planning activity.
6. Students already meet annually with supervisory committee members, however, we will investigate to what extent these meetings can be improved to increase the graduate student experience.
7. The Department has several annual research showcases, mostly aimed at undergraduate students. Graduate student interactions with industry are often lab- or area-specific, however, there are clusters that are large enough that departmental support for such events would be worthwhile.
8. Any mandatory policy regarding TAs would also need to balance the undergraduate experience, union agreements, and graduate productivity. Providing a balance between undergraduate and graduate TAs is important and something the Department will continue to address going forward.
9. The Department is in support of ensuring diversity in allocation of research chair and endowed professorship and will continue to strive to achieve balance in these allocations.
10. The Department will hold a retreat in summer 2019; based on the results, we will then evaluate how frequently we should hold retreats in the future.
11. ECE is committed to regular re-evaluation of workload and responsibilities and agrees that the administration team would benefit from adding a resource to coordinate student support services.
12. Currently staff receive direct, frank, feedback from their supervisors on a regular basis.
13. The department agrees that creating a strategic vision for the department is a good suggestion.
14. The department and faculty are exploring options for leadership development and will work on succession planning by developing the capacity, interest, and capabilities for faculty members interested in academic leadership positions. The faculty is also supporting this goal through providing access to the university-level ADHD program for Associate Heads and other initiatives.

Department of Materials Engineering**Faculty of Applied Science**

Summary of External Review: February 2018

Key Findings of the Review Committee:

- *The Department has a strong research reputation, is highly collaborative, has substantial ties to industry and related disciplines at UBC and is forward-thinking, proposing several new strategic initiatives.*
- *The Department research facilities and infrastructure are excellent, but the office building is near the end of its lifecycle.*
- *The Department is guided by an effective leader.*
- *The undergraduate program is healthy. Faculty, staff and students place a high priority on providing a quality undergraduate program.*
- *Challenges with recruiting the best first-year students when competing with other engineering disciplines were noted.*
- *Recent hires in the Department have complemented existing research strengths and addressed gender imbalances.*
- *The new Advanced Manufacturing program and the Learning Factory Initiatives present exciting opportunities.*
- *The Department held the highest research funding level per faculty member in engineering between 2011/12 and 2015/16.*
- *The Department has addressed the concerns of demographic imbalance and low gender diversity in faculty members as observed in the last external review in 2013. On the whole equity and diversity are on a positive trajectory.*

Key Recommendations of the Review Committee:

- *Provide mentoring of Educational Leadership Faculty and more departmental support for those areas not represented in the faculty complement.*
- *Strategic planning efforts are needed to explore several emerging fields such as sustainability.*
- *Increase opportunities for interactions and exchanges within the Department for all members.*
- *Creative approaches to recruiting need to be pursued in order to compete successfully with other engineering fields. The department's contribution to the Intro to Engineering course should be updated with modern communication technologies.*
- *Continue the Department's current culture of collaboration and inclusive engagement into the future.*

Department's Response:

- Mentoring of the new hires in the Department including two in the Educational Leadership stream will be critical to their success. In the past, an informal mentorship team was established for each new hire where new faculty members were paired with at least 2 more senior faculty. A more formal process of mentoring is being considered by the new Department Head. In this process, a lead mentor will be assigned to each new hire, a modest budget for lunch / coffee will be provided to encourage out of office meetings, and guidance will be provided on expectations for this process.

The new Department Head has reached out to Professors of Teaching in the Faculty of Applied Science to augment the Department's knowledge and provide timely support in this area. It is hoped that the departmental culture that the reviewers note frequently is transferred to these new faculty organically as has happened historically.

- Strategic planning occurred during the term of the last Department Head. A number of emerging fields were identified including sustainability and advanced manufacturing. This resulted in the creation of the Advanced Materials Manufacturing (AMM) research cluster because of the natural alignment of faculty expertise. The research priorities of the AMM cluster – i) the design and operation of data-driven manufacturing environments; ii) development of new digital technologies in the advanced manufacturing setting; iii) emerging manufacturing processes – has helped the Department engage in BC's Digital Supercluster and led the development of a new research program in Additive Manufacturing. The Materials and Mechanical Engineering departments have also provided leadership and support for the new Manufacturing Engineering undergraduate program and are now targeting new faculty hires that will become the next generation of leaders in this exciting field and provide a real-world transformation of BC's economy into a high value tech economy. Following on from this success, the Department will continue to remain vigilant to identify and champion emerging fields.
- Fostering interaction and exchanges between all members of the department is a priority for the new Department Head. To foster transparency and engagement, wider consultation and communication will occur. Also, a departmental townhall will be held each year to update all Department members on activities and initiatives within the Department, Faculty and University and to receive additional feedback/input.
- Considerable effort was made to enhance the department culture / image during the term of the last Head. This effort occurred during the first 2-3 years of his term and included developing new marketing materials and revamping the Department website. Renewed effort is needed to revitalize the Department's activities and engagement in exciting, new materials-related areas including data driven manufacturing / digital twins, emerging manufacturing technologies such as additive manufacturing, advanced composites, cutting-edge bio materials, and wearable nano-fibrous materials. To embrace this new vision, the undergraduate and graduate programs will be enhanced with new course offerings and existing courses will be updated. Existing communication pathways will be updated / enhanced to communicate these exciting developments in the Department. Additionally, two of the new Assistant Professors in the Department have taken over the recruitment and outreach activities and are working to refresh these efforts.

Master of Architecture Program**Faculty of Applied Science**

Summary of Accreditation Review: March 2018

Context:

Professional degrees in architecture in Canada are accredited by the Canadian Architectural Certification Board (CACB). It is the sole organization recognized by the architectural profession in Canada to accredit professional degree programs leading to licensure. The School of Architecture and Landscape Architecture (SALA) at UBC offers one such degree program, a Master of Architecture, last accredited by CACB in 2012. In September 2017, SALA submitted a 2017 Architecture Program Report. A five- (voting) and three- (non-voting) member Visiting Team conducted a site visit in March 2018 and submitted a Visiting Team Report to CACB in April.

Visiting Team Report:

The Visiting Team reported that the School had effectively responded to concerns and unmet criteria raised by the 2012 Accreditation review, meeting previously cited concerns and performance criteria with a notable exception of those related to physical infrastructure (see CACB action section). Program strengths in areas of academic focus; pedagogy; faculty breadth, depth, dedication and collegiality; student satisfaction and engagement; and staff commitment to, and support of, the School were noted. Eight areas of concern were cited, two related to physical resources and infrastructure. These are reflected in Visiting Team's assessments of Conditions and Student Performance Criteria as well as the actions taken by CACB enumerated in the section following.

CACB actions:

In June, 2018 the CACB granted SALA's Master of Architecture Program a six-year term (1 July 2018 through 30 June 2024) with a Focused Evaluation of progress toward compliance with eight of forty-six Conditions and Student Performance Criteria at three years (by 30 April 2021). The eight unmet Conditions and Student Performance Criteria were:

Condition 3: Public Information: *Program provision of "clear, complete and accurate information to the public" was assessed as unmet due to perceived shortcomings in website content and accessibility of past accreditation documents. Compliance with this condition has already been addressed.*

Condition 7: Physical Resources: *Program provision of "physical resources appropriate for a professional degree in architecture" were assessed as unmet, as shortcomings cited in prior accreditation reviews remain unmet. CACB further elevates this concern in their decision letter. "The Board strongly expresses concerns with regard to the Physical Resources of the school (Condition 7) which has been an issue since 2006 and a subject of a Focused Evaluation in 2015. This ongoing situation puts accreditation of the Program at risk. The Board expects that this situation will be reported on in detail during the next Annual Reports as well as the Focused Evaluation Report . . ."*

Student Performance Criteria A6: Human Behavior Program curricula related to “understanding the relationship between human behavior . . . and the design of the built environment” were assessed as unmet due to perceived inconsistencies in the degree to which all students engage this knowledge.

Student Performance Criteria A7: Cultural Diversity: Program curricula related to “understanding the diverse needs, values, behavioral norms and social patterns . . . [and their] implications . . . on the societal roles and responsibilities of architects” was assessed as unmet for inconsistent evidence of that understanding in the student work presented.

Student Performance Criteria B5: Accessibility: Program curricula related to “ability to design both site and building to accommodate individuals with varying physical and cognitive abilities” was assessed as unmet for inconsistent evidence of that ability in the student design work presented.

Student Performance Criteria B12: Building Economics and Cost Control: Program curricula related to “understanding of the fundamentals of development financing, building economics, construction cost control, and life-cycle cost accounting” was assessed as unmet for absence of clearly related scope and learning objectives in course and design studio syllabi.

Student Performance Criteria D4: Project Delivery: Program curricula related to “understanding of the different methods of project delivery . . . forms of service contracts, and types of documentation required to render . . . professional service” was assessed as unmet for lack of related learning objectives in Professional Practice course syllabi or student assignments or examinations.

Student Performance Criteria D5: Practice Organization: Program curricula related to “understanding of the basic principles including financial management, business planning, marketing, negotiation, project management, risk mitigation . . . as well as . . . trends that affect practice” was assessed as unmet for absence of clearly related scope and learning objectives in course syllabi, student assignments or examinations.

Conclusion:

With the exception of unmet Condition 7 Physical Resources, SALA anticipates that the above concerns and unmet criteria can be addressed through light to modest intervention in Program documentation and curricula. Condition 7 Physical Resources remains, by any measure, the single most pressing accreditation issue. As CACB notes, facilities continue to be an urgent and serious concern that puts future accreditation of the Program at risk should this issue not be addressed and standards met in the next six-year accreditation cycle.

Master of Landscape Architecture Program
Faculty of Applied Science

Summary of Accreditation Review: March 2018

Context:

Professional degrees in landscape architecture in Canada are accredited by the Landscape Architecture Accreditation Council (LAAC), an independent Standing Committee of the Canadian Society of Landscape Architects. LAAC is the sole organization recognized by the landscape architecture profession in Canada to accredit professional degree programs in landscape architecture at Canadian universities. The School of Architecture and Landscape Architecture (SALA) at UBC offers one such degree program, a Master of Landscape Architecture (MLA), last accredited by LAAC in 2012. In 2017, for renewal of this accreditation, SALA prepared an Accreditation Review Self-Evaluation Report in September. A three-member Visiting Team conducted a site visit in March 2018 and submitted a Visiting Team Report to LAAC in April.

Visiting Team Report:

The Visiting Team reported program strengths that included a respected and highly regarded program with a relatively diverse student body well engaged in learning and producing work well above LAAC minimum standards. They noted that faculty and staff are enthusiastic, committed to the quality of the program, and pursuing a commendable range of research interests, design perspectives and service initiatives. The program enjoys strong support from British Columbia's distinguished professional community.

The Visiting Team also made recommendations in seven areas of assessment: Program Mission, Goals and Objectives; Program Autonomy, Governance and Administration; Professional Curriculum; Student and Program Outcomes; Faculty; Community Outreach and Public Service; and Facilities, Equipment, Libraries and Technology. The most significant were related to standards of Facilities, Equipment, Libraries and Technology where the Team expressed significant concern for the dispersed nature of MLA program facilities, a problem noted as persistent from prior accreditation reviews. A second area of concern, related to Faculty, cited the number of senior faculty members at or near retirement prior to the next scheduled accreditation. A third area of concern related to Program Mission, Goals and Objectives cited lack of a current strategic plan. These categories of concern, elaborated in the Report of the Visiting Team to LAAC, were reflected in the actions taken by LAAC.

LAAC actions:

In June, 2018 the LAAC agreed with the Visiting Team's assessment and granted SALA's Master of Landscape Architecture Program a full six-year term of accreditation through 2024. Based on concerns raised by the Visiting Team, LAAC also made the following four recommendations:

Strategic Plan: *The current Strategic Plan is not adequate. This is a vital planning document that should be more inclusively prepared, far-reaching, deliberately aspirational, and must articulate a mission that is closely aligned with the over-arching and faculty missions.*

Disclosure: *Program website and promotional media must be amended to specify that the program is accredited by the Landscape Architecture Accreditation Council of the CSLA.*

Pending faculty retirement: *While there is presently a balanced mix of professors at different stages of their careers, this will clearly change in the near future. The Visiting Team recommends that the program begin planning for this transition as soon as possible and make this an integral part of the Strategic Planning process.*

Dispersed SALA buildings: *To ensure better integration with its allied disciplines within SALA and FASC, we recommend that the program reside in a single building that houses the faculty, students and staff of the collective disciplines contributing to the human-centred built environment. A single facility will greatly enhance the interdisciplinary research potential of this unit and fully express the environmental and social values of its diverse community.*

LAAC further recommended nine supplementary suggestions made by the Visiting Team. These included improvement of the program website, faculty diversity, professional practice course content, grading and drainage course sequencing, elective course opportunities, expansion of history and theory course opportunities, graduating design project advising, digital media instruction, and expansion of the environmental planning and ecology opportunities in the curriculum.

Conclusion:

With the exception of the most significant recommendation related to Facilities, SALA anticipates that other concerns and unmet criteria will be addressed over the next accreditation period. Effort has already begun on strategic planning now that the UBC Strategic Plan has been completed and a parallel effort in the Faculty of Applied Science has been initiated. This effort is expected to be complete by Fall 2019. Planning for faculty succession has been under consideration for the past two years and will be a part of the strategic planning process. Website and communications related suggestions are also being addressed already. Other recommendations and suggestions will be considered fully within or immediately following the strategic planning process and well before the next accreditation period.

Engineering Programs
Faculty of Applied Science
Summary of Accreditation Review: November 2017

- *The Programs reviewed were:*
 - *Chemical Engineering*
 - *Chemical and Biological Engineering*
 - *Engineering Physics*
 - *Geological Engineering*
 - *Integrated Engineering*
 - *Materials Engineering*
 - *Mechanical Engineering*
 - *Mining Engineering*
- *Seven of the above programs received the most favorable decision – six years accredited status, until June 2024. Mining Engineering was accredited for three years, due to concerns that the reviewers / accrediting body (Engineers Canada) would like addressed and reported upon. If the concerns are resolved to the satisfaction of Engineers Canada, the Mining Engineering Program’s accreditation will be extended for the additional three years that the other programs received.*
- *For Integrated Engineering, Materials Engineering, and Mining Engineering, the involvement of stakeholder engagement was noted as an area for improvement.*
- *For Mechanical Engineering, the reviewers noted that the single 32-seat computer lab facility is under very heavy demand, and expressed concern that its limitations are beginning to negatively impact the student experience.*
- *For Mining Engineering:*
 - *There were concerns related to the computer lab for several 3rd and 4th year courses. The specialized software is only available in this lab, but due to class sizes, the courses must run multiple sessions each week which inhibits student access to the software outside of booked course times. This access is further impacted because the Mining students share the computer lab with other disciplines.*
 - *The program has issues accessing financial resources from endowment funds, hindering recruitment of faculty, and upgrades of some laboratory facilities.*
 - *Assessment results across the GAs were presented for a single cycle. Some preliminary observations about the results were presented for some indicators. The indicators are primarily derived from course marks or marks for work assigned to students. In some cases, conflicting information with respect to performance was evident from the results although it was not clear that the analysis of the results has been carried out to any significant extent.*

Department of Philosophy**Faculty of Arts**

Summary of External Review: February 2018

Key Findings of the Review Committee:

- *The Department is in excellent condition and has jumped in its national and international rankings in recent years. Whereas it was ranked #4 in Canada and was not in the top 50 in the world at the time of the previous review, it is now #2 in Canada and #35 in the world. The committee believes that with 'modest expansion' it will be among the top 20 departments in the world.*
- *The Head has been highly effective in leading the Department, but as his term is coming to an end, it is imperative to appoint a strong and ambitious leader as the next Head. This is particularly important as the next few years represent a tremendous opportunity for the Department to become one of the best in the world.*
- *There is room for modest growth, as the optimal size for the Department is in the mid- to high-20s, but any such growth should be measured and carefully thought-out.*
- *The Department has enacted almost all of the recommendations from the previous review and has achieved consensus on central concerns.*
- *There is a gender imbalance, especially in undergraduate courses, that needs to be addressed beyond the preliminary work already completed by a departmental task force, whose findings were inconclusive.*
- *The Department demonstrates strong collaborations across the Faculty, has added expertise in Indigenous issues, and has impressive student and community engagement.*
- *PhD completion rates are high, though the yearly intake of PhD students is below the potential for the Department, partly due to the size of funding packages.*

Key Recommendations of the Review Committee:

- *Take steps to improve student engagement, including supporting the Philosophy Students Association, developing more courses with discussion sections, and loosening the requirements to major.*
- *Admit more PhD students each year partly by using existing funds to make fellowship offers more competitive.*
- *Add professionalization components to the graduate programs, including teaching opportunities for PhD students, comprehensive exams that lead to a single, polished paper, and adding a writing seminar for MA students.*
- *Hire two Assistant Professors in the near-term, and explore fundraising opportunities to support a hire in Asian or Chinese Philosophy.*
- *Devolve administrative oversight from the Head to the undergraduate and graduate committee chairs.*
- *Hold a retreat to examine governance, departmental structures, and growth plans.*

Department's Response:

- The Department was pleased with the report, noting that the committee found the Department to be strong on faculty research, undergraduate teaching, and graduate supervision, and that the Department is on an upward trajectory.
- The Department has already begun to engage with students and re-examine its undergraduate course and major structure to help the Philosophy curriculum respond to student needs.
- The role of the Department Equity Officer will be revised and supported such that yearly reports and studies can be produced to address the gender imbalance at the undergraduate level and concrete steps will be taken to address the gender imbalance on all levels.
- A review of funding packages for PhD students is underway in order to make the packages more competitive using a variety of funding sources. This, it is hoped, will help increase the yearly intake of students.
- A modification to the comprehensive exam has already been implemented, which should add a level of professionalization and decrease time to completion. More teaching opportunities for PhD students will be dependent on resources and intake numbers. The proposal to create a writing seminar will be taken under advisement.
- The Department has already begun planning for the hire of two new assistant professors and a senior professor.
- The department will implement a more devolved governance structure, and will schedule regular planning sessions, whether in the form of a retreat or a series of meetings.

Faculty's Response:

- The review is highly laudatory, highlighting both the strengths and the collegiality of the department, describing it as academically strong and high-functioning.
- The Faculty of Arts will fund two new faculty lines for Assistant Professors and will request that Philosophy receive approval to search for a Tier 1 Canada Research Chair.
- The Faculty supports a devolved governance structure that incorporates Associate Heads and will support such a move with funding for course releases if necessary.
- If there is no carry-over from the previous year, the Dean of Arts will financially support a Department retreat.
- The Department is encouraged to work with the Associate Dean, Research and the Assistant Dean, Finance to craft competitive funding packages for PhD students.
- The Department is encouraged to work with the Assistant Dean, Development and Alumni Engagement to fundraise for a position in Asian Philosophy and for graduate funding.

Vancouver School of Economics

Faculty of Arts

Summary of External Review: March 2018

Key Findings of the Review Committee:

- *The move from Department to School has been highly successful; the School is in strong shape and appears on track to continue an upward trajectory.*
- *The biggest challenges facing the School have to do with funding; specifically, mid-level faculty members need to be provided with more competitive salary packages and housing options, and graduate students need to be offered more competitive fellowship packages.*
- *The undergraduate programs—both the BIE (Bachelors in International Economics) and the BA—are strong, have been growing steadily, and may grow further still.*
- *The MA program is excellent, with a competitive and storied program that is running at full capacity.*
- *The PhD program can admit more students and provide existing students with more teaching and research opportunities, all of which requires more graduate funding.*
- *The staff members are highly effective and have steered the School through a variety of new challenges with admirable skill. They are widely respected, and the reviewers commend the School on attracting and retaining such committed staff members.*
- *The academic atmosphere is highly positive, and the School demonstrates a high degree of collegiality.*

Key Recommendations of the Review Committee:

- *Provide housing options for faculty members that allow early-career faculty members to settle in Vancouver and allow more advanced faculty recruits to enter the housing market. Additionally, the School should explore new revenue streams to supplement recruitment offers and identify fundraising opportunities to endow chairs, thus making certain positions more attractive for prospective faculty.*
- *The undergraduate programs should grow to accommodate more students overall, and more international students in particular. Specifically, the BIE should shift from a 50:50 ratio of domestic to international students to something closer to 60:40, and the BA program's required capstone course should be reconceived and expanded to double the number of students in the Majors program.*
- *The BA and BIE program should have more interaction, including sharing physical space and experiences for the benefit of students in both programs.*
- *The School should reallocate resources and develop new revenue streams to offer more competitive packages for prospective PhD students, and offer them more research and teaching opportunities once they are on campus.*
- *The School should engage in a formal study to address the gender imbalance in its PhD student body.*
- *Structural barriers to research and teaching should be addressed, including creating more teaching and student spaces, allowing faculty to accept research funds from varied sources, and ensuring that full-time instructors, rather than sessionals, replace retiring and departing faculty.*

School's Response:

- *The School has already engaged in discussions examining the current budget model to accommodate the unique research and teaching challenges of the School and echoes the call for a university-wide housing policy in which its faculty can participate.*

- The faculty members of the School are agreed that the 50:50 ratio of domestic to international students in the BIE program is optimal, and there is no interest or appetite for adjusting it. Further, the School is invested in maintaining small class sizes and, in light of the constraints on classroom space across campus, is disinclined to increase the number of students in the Majors program until that is addressed.
- The School is interested in fundraising opportunities, and will continue to work with the Assistant Dean, Development and Alumni Engagement, but its first priority will be engaging with alumni and bringing them to campus to engage with faculty and students.
- The School recognizes an imbalance in the student experience between the BA and the BIE and has taken steps to remedy that. BA students have been given dedicated studying and gathering spaces, and the long-term plan is to expand the BIE Career Centre to include MA and BA students.
- The School will engage in a study to determine the optimal size of an incoming PhD student body and will work with the Dean's Office to devise attractive funding packages accordingly.
- The chair of graduate studies will now have a mandate to investigate the systemic issues leading to the PhD-student gender imbalance, and the School is committed to acting upon their findings.
- The School has engaged in several revenue-generating programs and is intending to launch more in the near future.

Faculty's Response:

- The Faculty of Arts recently conducted a large-scale restructuring of the School's salary model to provide greater compensation for the School's faculty, and we have put forward many of the faculty members successfully for housing Prescribed Interest Rate Loans.
- The Faculty is pleased to consider new revenue models for programs such as the BIE. The current funding model is entirely transparent and was created in consultation with the School, but a fresh look may be warranted.
- The Faculty recently received increased funds for PhD fellowships, some of which will benefit the School. In addition, the School is encouraged to work with the Associate Dean, Research to develop attractive funding packages using existing resources. The Faculty has made PhD funding a priority for philanthropy (and has produced a match for philanthropy), and the School is encouraged to work with the Assistant Dean, Development and Alumni Engagement on fundraising.
- The Dean of Arts supports continuing the 50:50 ratio of domestic to international students in the BIE and appreciates the School's efforts to increase engagement between BIE and BA students. In particular, the work of the Career Centre is highly laudable, and its expansion would make a compelling pilot project for implementing similar programs across the Faculty. The School is encouraged to work with the Associate Dean, Student Success to discuss applying for grants such as the Excellence Fund to supplement the project.
- The Faculty is committed to replacing retiring and departing faculty with full-time instructors whenever possible. The decision to replace one departing School Instructor with sessional instruction was intended to be temporary. The School is encouraged to determine how many Educational Leadership Stream instructors would be optimal for its program, and to submit a corresponding request for additional positions to the Dean.
- The Dean is deeply appreciative of the early work of CIDE in solving structural problems related to funding and would be ready to provide seed funding to investigating its potential to be used Faculty-wide.

Master of Social Work Program**Faculty of Arts**

Summary of Accreditation Review: October 2017

Accreditation Body: Canadian Association for Social Work Education

Key Findings of the Review Committee:

- *The MSW program was granted a four-year accreditation from July 1, 2017 to June 30, 2021.*
- *The program meets accreditation standards with moderate deficiencies, all of which can be addressed during the period of accreditation.*

Key Recommendations of the Review Committee:

- *The School must clearly incorporate course material that addresses Francophone and newcomer populations.*
- *The School must devise a plan to maintain sufficient numbers of qualified faculty members by stabilizing the existing team and mentoring new faculty.*
- *The School must convert its extra 0.8FTE into a permanent staff position.*
- *The School must have a mechanism for providing feedback to instructors and other personnel regarding field experience.*

Indigenous Teacher Education Program (NITEP)

Faculty of Education

Summary of External Review: May 2018

Key Findings of the Review Committee:

- *The emphasis of culture, language, and identity within NITEP is valued for it creates a culture of support and learning where NITEP students and alumni felt valued and supported in being who they were in the classroom as Indigenous peoples. Other strengths of the NITEP program include: the cohort-model, the community-based model, support by coordinators and staff of NITEP, practicum placements and preparation for teacher education, and the wellness and leadership initiatives offered in the program.*
- *Barriers to recruitment, retention, and successful completion by NITEP include: family and cultural commitments, limited financial and human resources, structural and systemic racism, such as perception within faculty and some in society that NITEP is a “less than” program.*
- *Blended approaches to learning and course delivery are preferred over online courses. There are also opportunities for expansion of NITEP into Adult/Community based education.*
- *A communication strategy and committee structure are required to improve the work that is being done in NITEP, but also to support the work within Teacher Education Office.*
- *While it is recognized that NITEP needs to maintain authority and oversight of its program, it also needs space within the Faculty of Education for presence and connections to students. To address this, it was suggested that the current structure of the First Nations Education Committee terms of reference be revisited.*
- *There are opportunities to enhance the support and services already provided to NITEP students through advising and enhanced career preparation and guidance.*
- *Faculty engagement in NITEP and other Indigenous-focused activities (e.g., supervision of Indigenous graduate students; teaching EDUC 440) must be part of the plan going forward for the Faculty.*

Key Recommendations and Response:

- **Recommendation:** *Increase Indigenous faculty directly tied to NITEP both in urban and rural settings.*
Response: NITEP has prepared a request for a faculty hire in the area of Indigenous Teacher Education and Community-Based Cohort Learning.
- **Recommendation:** *Hire an on-campus program advisor to oversee academic and cultural support for all NITEP students on the Vancouver campus. Program administration dedicated to NITEP is needed to coordinate inquires, support coordinators, and ensuring communication plan is implemented; this role could expand to support admissions.*
Response: NITEP has prepared a job description and request for an Indigenous Education Program Assistant to support administrative tasks, as well as cultural and academic support.

- **Recommendation:** *The Program Manager role needs to be performing the oversight and coordination of the sites --- working closely with the team of coordinators across each site, and the primary focus of field centre coordinators needs to be advising, recruiting and student services support. If they are being asked to teach, then they must have the appropriate credentials and related teaching experience to support that role.*

Response: Roles and responsibilities of coordinators have been recently reviewed. Credentials for coordinators are in line with policies for hiring at rank/level/position. Workloads have been revised to align with credit allocations for a Lecturer position, which is the rank for coordinators. In addition, the on-campus coordinator roles are being revised to be in line with rank or position (e.g., lecturer versus program advisor).

- **Recommendation:** *Academic rigor needs to be a high commitment from the instructors and students to raise the bar; In Yrs 1-3 students need to better prepared for the expectations/workload of Yr4/5.*

Response: Several courses have already been revised to ensure greater relevance to the field. In addition, these revised courses have been approved for name changes by the Faculty curriculum committee. Other course revisions have already been completed (e.g., EDUC 140) or are underway. Due to resourcing, this is a process that is occurring each year. To better prepare students for years 4 and 5, NITEP is bringing faculty into teaching of Year 3 courses.

- **Recommendation:** *a shift from an online to a blended approach to program delivery; blended and face to face approaches were seen to promote greater sense of community by most of the participants in the study.*

Response: NITEP will review courses and delivery models to determine which courses are best suited to blended learning formats. In addition, part-time lecturer positions have been increased from .40 to .50 to create greater opportunities for face-to-face instruction.

- **Recommendation:** *Elder in residence and mentorship opportunities. Elders play an important role in supporting and guiding both undergraduate and graduate students. Having access to Elders was seen as an important cultural and emotional support for many students. Students also saw value (networking, career guidance etc.) in mentorship opportunities with alumni.*

Response: Through limited funding, the Office of Indigenous Education has initiated a Visiting-Elders program, which supports engagement and mentoring with Elders to programming in the Faculty of Education. NITEP needs more sustainable funding to support this valuable kind of resource.

Teacher Education Program
Faculty of Education
 Summary of External Review: June 2018

Key Findings of the Review Committee:

- *The Teacher Education program is very highly regarded by its many external stakeholders, and there is a deep level of contribution and commitment to the program among faculty in the four associated academic departments.*
- *The committee was impressed by the passion for high quality, evidence-based teacher education within the Teacher Education Office and the availability of many support systems.*
- *The current program, in place since 2012, has experienced growth, made tremendous strides and has much to be proud of, for example, its West Kootenay Rural Teacher Education Program, Indigenous Teacher Education programming, and International Baccalaureate Educator stream.*
- *Core courses in teacher inquiry and classroom assessment have evolved over the past five years and would not benefit from a fulsome analysis of and response to student and faculty feedback.*
- *The Faculty of Education has demonstrated commitment to Indigenous education through its NITEP program, Indigenous Ed cohort and required course for all candidates. More work is needed to ensure respectful inclusion of Indigenous teacher candidates together with a broader integration of Indigenous perspectives across all courses.*
- *It is challenging for the Teacher Education Office to coordinate the commitments of four academic departments to deliver a program with interdisciplinary coherence. Existing collaborative governance structures could be strengthened to find ways to create a more coherent teacher candidate experience across the many courses within an intensive 11-month program.*
- *There are some operational challenges related to a non-academic unit coordinating a program in which courses are provided by four distinct academic departments, necessitating even greater transparency and clarity regarding decision-making authority.*

Key Recommendations and Faculty's Responses:

- **Recommendation:** *Improve and increase faculty commitment to teacher education.*
Response: Tenure-track faculty teach about one-quarter of courses offered by three of the departments and none in one department. The overall number of tenure-track faculty teaching courses has decreased slightly each year since 2012, so there is room for growth. A provision of including at least one BEd Program course in faculty workloads could be considered as a way of increasing involvement. It should be noted that there is currently 100% tenure track faculty participation in the two principal governance committees (CCASA and TEAC).
- **Recommendation:** *Create formal mechanisms for collaboration across departments to improve program coherence—which might include a faculty retreat.*
Response: A focus of the Teacher Education Advisory Committee for the past few years has been how to increase program coherence through an exploration of, for example, integrated content from each of the four departments rather than 4 to 8 separate courses offered by each, as well as holding more frequent meetings of Teacher Education Program coordinators, subject area coordinators and

cohort coordinators, which was undertaken in 2017-18. A deeper exploration of increased coherence as well as broader integration of Indigenous content and perspectives could provide valuable foci for a faculty retreat.

- **Recommendation:** *Reconsider the grading system and ensure that whatever system is adopted, the associated measurement principles are understood and implemented consistently.*

Response: The Teacher Education Advisory Committee recently explored the question of using Pass/Fail vs letter grades after learning there is considerable variance in how the current system is applied across courses and instructors. The Pass/Fail grading system used in almost all BEd courses was put in place after a Faculty-wide consultation and approval process in the early 2000s and then evaluated in 2003 after which the system was deemed worthy of continuation. Given renewed interest in this topic, this is an opportune time to re-examine grading principles and practices.

- **Recommendation:** *Elevate the status of Indigenous Education in the teacher education program.*

Response: The UBC Indigenous Teacher Education Program (NITEP) holds an honoured place within the larger Teacher Education Program as well as the Faculty. The commitment to the ACDE Accord on Indigenous Education, while visible in one required course within the program, needs to echo across all departments and courses, and work is still necessary to ensure this happens. The Office of Indigenous Education facilitates multiple opportunities for engagement and professional learning, and a number of faculty, grad students and alumni are growing their understandings and practices as a result. Prioritization of this work across departments is necessary to ensure that students are exposed to Indigenous perspectives and epistemologies in many more of their courses, class activities and disciplinary paradigms.

- **Recommendation:** *Identify strategies to continue the work of improving interpersonal relationships across the Faculty, including those that may have been challenged by the philosophical and pedagogical differences of perspective that surfaced during many years of teacher education program revision.*

Response: Faculty are engaging in direction-setting, and decision-making related to the Program is taking place through departmental representation on various committees. More mechanisms (in addition to department meeting reports) to convey ideas discussed in these meetings and relay feedback from departments would enhance and increase input to the work of committees. Additional opportunities, e.g., working groups, focus discussions, interdepartmental collaborations, etc., to bring forward suggestions and concerns would serve to increase not only involvement in visioning future versions of the program but also to develop a broader sense of ownership and alignment of beliefs as to what comprises an excellent teacher education program.

- **Recommendation:** *Create a Teacher Education Professor Policy Guide that ensures the communication of larger conceptual framework, connections between courses and cohorts, sample course syllabi, descriptions of cohorts.*

Response: The development of a policy guide could be an output from the work of current Teacher Education program/subject/cohort coordinator meetings and/or a dedicated working group.

Counselling Psychology Programs
Faculty of Education

Summary of Accreditation Review 2016

Accrediting body: Canadian Psychological Association (CPA)

The letter affirming the re-accreditation of the PhD program in Counselling Psychology by the CPA was addressed to the University President, Dr. Santa Ono, and dated November 30, 2016. The re-accreditation was for a period of five years.

The letter indicated that, based on data provided in the program's self-study and the site visitors' report, the program continued to meet the CPA accreditation standards for programs in Counselling Psychology.

The letter noted the many strengths of the program related to these standards, including

- *strong commitment to diversity in recruitment, retention and training*
- *size and productivity of the faculty*
- *collaboration with other programs, e.g., SCPS and MERM*
- *responsiveness to previous re-accreditation recommendations*

The letter also identified several questions that the CPA Accreditation Panel asked the program to address in its annual reports to the Panel. These included:

- *need to increase the psychological assessment component of the PhD program.*
- *student funding*
- *low number of required direct-client contact hours and supervision hours in the program*
- *relatively small proportion of students applying for internships through APPIC*
- *low number of students being registered as psychologists shortly after graduation*
- *drop in number of applications to the program.*
- *changes to the New Westminster Counselling Centre*

There is a request to report on progress in streamlining of the MA-PhD programs so that the total length of student time is reduced.

The Accreditation Panel asked how anticipated retirement and resignations would be addressed.

(The program has addressed and continues to address these issues.)

In a letter addressed to the University President, Dr. Santa Ono, and dated November 16, 2016 the Counselling Psychology program was granted re-accreditation from the Council on Accreditation of Counsellor Education Programs (CACEP) for a period of six years for both the M.Ed. and M.A. programs.

The letter of re-accreditation noted the following six strengths of the program:

1. *The programs are located in an accredited Canadian university with a strong international reputation (Standard I A). It provides a dynamic training environment in a socially diverse city. The program has developed strong working relationships with practicum sites and cooperating agencies (Standard I C). Excellent technical support is available for faculty and students to engage in research activities (Standard I D).*
2. *The mission statement, orientation, goals, and objectives of the programs are clearly written (Standards II A and B).*
3. *The breadth of available training provides numerous rich opportunities for students including the development of areas of focus in School Counselling, in Counselling in Higher Education, in Community and Agency Counselling, and in Vocational Rehabilitation Counselling (Standard III).*
4. *The student population is well represented by students from diverse backgrounds (Standard IV A2). Students have online access to an excellent, comprehensive handbook about the MA and MEd programs (IV.D.2.b).*
5. *Full time faculty have superior qualifications. They are highly productive researchers and contribute to the literature in the counselling field. Several have played a strong leadership role within CCA (Standard V A1). In addition, the program attracts and retains faculty from diverse ethnic, racial, gender, and personal backgrounds (Standard V A3).*
6. *The facilities available both on- and off-campus for the development of clinical skills are excellent (Standards VII 5, 6, 7). In addition, the program has access to one of the largest library systems in Canada (Standards ID and VII 10 and 11).*

At the time of our re-accreditation, CACEP requested 21 clarification or action items for us to respond to by the time of annual progress report. Our annual report was submitted on November 7th, 2017. In addition to any changes to the programs within the year, this report outlined our responses and changes to the 21 action items. Our annual report was subsequently approved and our re-accreditation reaffirmed on April 30th, 2018. The next annual report is due on November 15, 2018.

School Psychology Program
Faculty of Education
Summary of Accreditation Review: 2017

Accrediting body: Canadian Psychological Association (CPA)

Relevant Background

The Ph.D. program in School Psychology was originally accredited in 2012-2013 for three years. It was scheduled for self- study and a re-accreditation site visit in 2015-2016. Given significant faculty shortages, a request was made to defer the self- study and site visit for one year. The request was granted but given the need to defer the program was placed on probationary status for one year. Following the subsequent self-study and site visit, we were notified in November 2017 of program reaccreditation for four years.

Key Findings of the Review Committee

The program was commended on the:

- *core faculty's ongoing efforts to build and maintain a strong training program despite the current concerns around staffing and the program's limited resources.*
- *clear developmental approach to training, as well as the positive trajectory in refining procedures to ensure strong training and time to completion. The Panel noted that the program had done a remarkable job of attending to quality improvement given their current staffing shortage, and appeared very self-reflective about functioning and potential curriculum changes.*
- *attention to diversity issues, as evidenced by the focus on diversity throughout the curriculum.*
- *efforts to improve student time-to-completion, including the yearly progress reviews conducted with each student and the commitment to ensuring that dissertation proposals and data collection are completed prior to beginning internships.*
- *quality of the students, the satisfaction of the students with the program, and the program's focus on increasing student research productivity.*
- *efforts to reduce the number of students working more than 20 hours per week outside the program, including its efforts to increase student assistantships.*
- *breadth of the practicum training opportunities.*

Key Recommendations and Areas to Monitor through Annual Reports:

- *Despite the program's efforts to maintain operations, unforeseen staffing changes and a recent hiring freeze have significantly increased faculty workload. The program was exploring other avenues to further normalize workload for core program faculty. There is concern that despite the proposed changes, the workload for current faculty is not sustainable in the long-term. Clarify how staffing shortages have affected the distribution of labour for the faculty. Update the Panel on steps taken by the program to ensure the sustainability of staffing levels in the long-term, particularly in the event of other unforeseen leaves of absence.*
- *While some improvements have been made with respect to student funding, clarify for the Panel the level of funding that is guaranteed for students in the first four years of the program.*

- *Update the Panel on the impact of the program's proposed curriculum changes.*
- *Certain foundational content areas (e.g. biological bases of behaviour) were "met by an undergraduate course". Clarify the program's processes for assessing the equivalency of undergraduate courses, and how those processes adhere to the accreditation Standards.*
- *The program's test supply budget appeared barely adequate to meet the needs of their students. Update the Panel on any steps taken to ensure appropriate access to current measures needed for student training.*
- *An update is needed on any steps taken by the program to increase student research and office space.*
- *More consistency is needed in documentation of students' practicum hours.*
- *Clarify for the Panel whether all clinical supervision is being provided by licensed psychologists*
- *The program's process for assessing the equivalence of non-accredited internships was not available for review, and the onus appeared to be on the students to provide this information to the Director of Training and Internship coordinator.*

Unit's Response:

- We continue to struggle with reduced faculty resources. A search has begun for a new faculty hire in Child and Youth Mental Health in hope that a new Associate Professor will be in place by September 2019. Another faculty position may open in September 2020 but that would be pending a retirement. Even if both searches are successful we will still be at the minimum number to maintain our programs and will still have less program faculty than our peer programs in Canada. This is our most pressing need and in some ways is out of our control.
- We are reaching out to other faculty in the department to explore research supervision. Our students are strong and highly competitive for external funding and we are finding a number of colleagues interested in research supervision or co-supervision.
- Our program revisions allow for more focus on advanced coursework at the doctoral level in both assessment and intervention. We will offer special topic courses on a rotating basis. We are also continuing our collaboration with clinical and counseling psychology to find ways to better coordinate needs in some areas.
- The 4-year funding packages required by G+PS help address the issue of student funding. As a result, all incoming PhD students will have 4 years of funding. We also continue to explore ways to fund our students and ensure they continue to have strong competitive applications for SSHRC and CIHR.
- We continue to identify new practicum placements and all supervision includes a registered psychologist.
- We have continued with reduced admissions numbers for the PhD program and are exploring options for reducing the MEd and MA student numbers.
- We have revised our procedures for documenting previous coursework in psychological foundations.
- We have created a checklist and procedures for students to identify an internship placement if they are not successful in securing an APPIC placement for internship.
- We have not been successful in identifying targeted workspace for doctoral students but continue to explore possibilities.

Enrolment Services

Summary of External Review: January 2018

Key Findings of the Review Committee:

- *Under the respected leadership of the University Registrar, the unit has set clear goals to support the university's academic mission and is well-regarded by its constituents and stakeholders.*
- *Of note is the work that has been done to increase the participation of under-represented student populations.*
- *Enrolment Services team members are experienced and knowledgeable in their portfolios. The individual units have a high degree of cooperation and collaboration.*
- *There has been a thoughtful, deliberate focus on professional development to position staff well for changes ahead.*
- *Careful planning will be needed to implement the Integrated Renewal Program while ensuring the smooth continuation of regular operations.*
- *More synergy and coordination of efforts between the Vancouver and Okanagan campuses could increase efficiency. The reviewers heard a desire for a deeper collaborative relationship between the two campuses, although many participants cited ES as a model of cross-campus collaboration.*
- *The reviewers praised the success of both campuses in improving support for recruitment and retention of Aboriginal students, and wondered if more resources could be dedicated to these - efforts.*
- *Students voiced satisfaction with UBC's student services, citing the ease of the registration process, attention to financial wellness, availability of Enrolment Services Advisors, and opportunities to provide feedback. Suggested improvements included adding more online tutorials about basic services and more information about Degree Navigator.*
- *There was strong consensus that data quality and data governance will be key to effective data conversion for the IRP.*
- *There is a critical need at both campuses to better understand classroom capacity and utilization to facilitate long term strategic planning. Improving the class scheduling systems will require a collaborative effort across the university.*

Key Recommendations of the Review Committee and Unit's Response:

- **Recommendation:** *The Integrated Renewal Program should thoughtfully dedicate resources to systems development.*
Response: Effective data conversion will be critical to the IRP, and data conversion activities have been ongoing for some time with ES, Planning & Institutional Research (PAIR), and UBC IT working collaboratively.
- **Recommendation:** *To create the necessary capacity for the unit to accommodate the Integrated Renewal Program, and the ability of the Registrar to take on a sponsorship role with the IRP, the university should follow through on its plan to hire a deputy registrar and engage in careful resource planning so that the project and home offices will be adequately staffed. The unit might also want to refrain from starting any major projects at this time.*

Response: The hiring of a Deputy Registrar has been funded and is in progress. Significant work has been undertaken in support of resource planning for the IRP and for regular operations within ES. There is confidence that the plan will support success on all sides. One example of these efforts is that Subject Matter Experts are being identified and secondments mapped to the program timeline to ensure adequate resourcing for operations and for the program in hiring of backfills for operational roles. These plans will be continuously monitored and adjusted where necessary to meet operational requirements and program timelines.

- **Recommendation:** *Develop a cross-campus Marketing Council to better support a coordinated approach and align recruitment initiatives.*

Response: This recommendation appropriately recognizes the need to ensure the Prospective Student Marketing and Communication unit directs UBC's prospective undergraduate student marketing messages and activities. At the same time, there is a need to increase coordination with other UBC units. The opportunity exists to create a new body which would help guide marketing messages and campaigns across the entire UBC student journey from prospective to current to alumni status. To that end, a proposal to create a cross-campus UBC Marketing Continuum Council is being developed.

- **Recommendation:** *Consider adding a resource to the Strategic Aboriginal Enrolment Initiatives [SAEI] portfolio to build upon the good work that is already in progress.*

Response: ES is supportive of this recommendation, which will allow the unit to continue the momentum from successful initiatives over the past few years that have led to an increase in the Aboriginal student population at UBC. There is currently one role in ES to manage this work, but additional resources are required to support retention and graduation. SAEI has proposed the addition of two full-time positions: Aboriginal Student Retention Strategist and Aboriginal Graduate Student Liaison. In addition, it will be an ES priority to secure continuing funding for the successful pilot programs that received 3-year funding from UBC's Excellence Fund and the Ministry of Advanced Education, Skills and Training.

- **Recommendation:** *It is essential that work continues on data integrity issues.*

Response: It is recognized that a significant body of work is involved in getting student data as clean and robust as possible. ES is committed to this endeavour and will continue to work in collaboration with a number of key partners (i.e. Enterprise Data Governance team, UBC IT, IRP, faculties, etc.) to identify and address data integrity and quality issues and to support the University's data governance strategy.

- **Recommendation:** *The university should carefully assess the potential for class scheduling improvements.*

Response: The Scheduling Services team has developed an alternative project plan which focuses on making improvements to our current scheduling model. This plan will take an approach that will: 1) identify quick wins to ensure continued momentum and stakeholder engagement, 2) make impactful changes and improvements to the current scheduling processes and utilize simulations to inform future improvements, and 3) develop short-term solutions that will be adaptable and scalable for future modeling.

Bachelor of Forestry Program, Majors in Forest Operations and Forest Resource Management Faculty of Forestry

Summary of Accreditation Review: March 2018

Observations and suggestions by the external review team of the Canadian Forestry Accreditation Board:

Strengths:

- *The Faculty has a high quality, energetic, enthusiastic, committed and cohesive staff and teaching faculty; including a dedicated Student Services team and international student orientation program. There is a commitment by Dean Innes and faculty to create a strong working relationship between upper UBC administration and the Faculty.*
- *The Faculty of Forestry has done an excellent job in addressing previous fiscal shortfalls. It has been very successful at staff and student recruitment and the expanded enrolment has helped to improve the budget constraints observed during the 2012 review.*
- *The new Instructor Stream looks very promising. It appears that the Faculty is actively addressing quality of teaching to ensure high quality educational experience through an effective teaching evaluation process and ongoing peer review process.*
- *We applaud the leadership role that the Faculty has taken to address Aboriginal issues, increased Aboriginal content in courses and addressing the Truth and Reconciliation Commission.*
- *The Faculty has done an excellent job in recruiting new staff to replace departures and retirements.*
- *The efforts to address English language skill appear to be paying off for all students. The concept of identifying 4 courses as evaluation courses for English language skills is excellent.*
- *Strong research presence by the Faculty provides enhanced funding for professors to increase knowledge and experience by attending and participating in conferences, and when on sabbaticals. In addition, new research results are presented to students thereby enhancing educational experience of students and learning opportunities.*
- *Faculty has designed an effective approach to exposing students to professionalism and ethics including in-course lectures, as well as annual presentations, by ABCPF and CIF.*
- *The Faculty is offering 2 field camps and takes a hands-on approach to assign students to what it perceives is the appropriate course.*
- *The Jumpstart Program should be considered for expansion to all forestry students.*
- *The Tri-mentoring program (linking junior/senior students) was described as a success by junior students. It is recommended that this be given more exposure to first and second year students.*

Weaknesses/Issues and Concerns

- *The Faculty has done an excellent job of coping with space constraints, but it is now “at or near” capacity for classrooms and lab space. Increase in numbers is leading to a decrease in hands-on field experiences. Professors increasingly rely on TA’s for delivery, especially for outside activities.*
- *The Review Team is concerned that FRST 339 is an optional course for CAF students. This concern was previously identified in the 2012 CFAB Review. It was not highlighted for implementation at that time. This course is important to success in FRST 452. Our review confirms this and recommends that FRST 339 is essential to all streams for accreditation.*

- *We are concerned about the lack of a functional general Advisory Committee, although we applaud having the Aboriginal Advisory Council.*
- *The Faculty's efforts in developing First Nations programs and incorporating First Nations presence into several courses are excellent. However, the Review Team received comments from Students, Faculty and Employers indicating there is a need for further Indigenous content and sensitivities.*
- *Co-op and transfer students face scheduling difficulties as some third-year core courses are only offered in one term. The Review Team understands that this is being addressed for future years but would request assurance that this is being done.*
- *In the 2012 CFAB Review it was stated "It is not clear whether the curriculum committee coordinates the subject material covered in the courses and develops linkages across courses." We recommend cross linkages between courses and for professors to meet in groups to discuss course content.*
- *The increased enrolment is resulting in a significant overload on some professors including their ability to be personally involved in the evaluation of Competencies of students.*
- *The Review Team recommends that the CFAB Accreditation Standards be presented to Forestry students in FRST 100 to help them understand why they are taking some courses and to help them choosing some courses in order to improve their national employment opportunities.*
- *The format for capstone course FRST424 (Forest Management) has been changed to accommodate the significant increase in students. The students are given more in class instruction rather than in the field instruction and students are using canned documentation and not interacting with "clients" as they did in the past. The Team concurs with the students and many employers' comments that field experience is a necessary component of the forestry program.*
- *The demographics of the Faculty are a concern with several pending retirements of key positions. Well rounded individuals with both educational and practical experience should be sought to fill these positions.*

Concluding Remarks

It is the opinion of the Review Team that the Faculty of Forestry continues to excel in both teaching and research. Its reputation as being one of the leading forestry faculties on a national and global scale is supported by the fact that the BSF program continues to attract accomplished faculty, high quality undergraduate and graduate students nationally and internationally, industry support and significant research dollars.

The Faculty has successfully addressed a number of observations and suggestions made after the 2012 site visit including:

- *English language Skills for Chinese Transfer and domestic students have been addressed with the introduction of the assessment of language skills as a part of the content of 4 courses. It is anticipated that this will assist all students to improve their communication skills.*
- *Low/Decreasing Enrolment and Student Retention: The Faculty recognized that low and declining enrolment at the undergraduate level and student retention after first year were threats to the viability of the accredited forestry programs at UBC. Measures taken, such as increased international student enrolment, expansion of programs including the Urban Forestry degree, and the CFAB Accredited Masters degree have significantly expanded enrolment. In addition, courses such as FRST 100 have helped to engage students into the future opportunities in forestry and have enhanced retention.*

Faculty of Graduate and Postdoctoral Studies

Summary of External Review: March 2018

Key Findings of the Review Committee:

- *The Faculty is seen as a well-functioning service unit that contributes in a variety of ways to enhance the graduate student experience and connect students with the resources to help them succeed. In addition to its service function, the faculty offers valuable leadership on academic matters that is progressive and important.*
- *The Faculty has excellent relationships with Student Services and Enrolment Services. Extremely positive comments were received on the integrated approach between G+PS and Student Services specifically related to housing, childcare, and career services, although work is needed on graduate student orientation.*
- *The Faculty has worked diligently at data stewardship with impressive results.*
- *While the process for adjudicating awards seems to be working well and seamlessly, concerns were raised about the timing of adjudication, which for some programs does not coincide effectively with recruitment cycles.*
- *There are some unclear jurisdictional lines in graduate program development and administration at the university. The rationale for having some programs administered outside of G+PS is unclear. This leads to confusion for students, staff and faculty.*
- *The reviewers raised a perception by some that the emphasis of the office on innovation in graduate education implies that traditional disciplinary research is undervalued.*
- *The faculty has expanded to include postdoctoral fellows as well as graduate students, yet the perception is that postdoctoral support is constrained by insufficient financial support and a narrow mandate. A transformative investment in postdoctoral training should be made.*
- *The Interdisciplinary Studies Graduate Program attracts excellent students who do well academically and in placement after graduation. Operationally, however, the program faces some challenges.*

Key Recommendations of the Review Committee and Faculty's Response:

- **Recommendation:** *The mandate and role of G+PS and its leadership team should be clearly communicated to senior leaders and associate deans with graduate responsibilities across the university.*

Faculty's Response: This is an important suggestion and there are several methods we can use to accomplish greater awareness of the leadership role of G+PS. In addition to seeking a stronger presence in key offices and committees, we will revisit and lead consultations on G+PS's mandate and update our website.

- **Recommendation:** *Through broad consultation, consider the creation of an Executive Council that would be strategic and directive. Organizationally it would be above the Graduate Council thereby enabling the Graduate Council to focus on administrative and procedural matters.*

Faculty's Response: We appreciate this suggestion and have ourselves considered this periodically. We can see the potential value of establishing a council of internal and external advisors to strengthen our ties to senior graduate education stakeholders within and beyond the university.

Should we decide to create such a council, we would frame it as advisory rather than “directive” in the imperative sense.

- **Recommendation:** *Communicate with programs and/or faculties as early as possible about awards and GSI funding available for the current intake cycle. Confirm the availability of any “banked” awards. G+PS should, whenever possible, work towards allocating some awards to units while holding a reserve of these awards for a central competition.*

Faculty’s Response: We agree and have already instituted these changes.

- **Recommendation:** *G+PS should play a central role in a review of the rationale and impact of having some professional or applied programs outside the G+PS administrative structure and others within.*

Faculty’s Response: We have carefully reviewed the models and have argued for G+PS academic and administrative oversight of professional programs (at the very least, for new ones), and will continue to do so with the new leadership in Faculties and the Provost’s Office.

- **Recommendation:** *Examine how best to support doctoral students for academic success and career success that aligns with program-specific goals and objectives and in addition consider the merits of other models of PhD training (e.g. direct entry).*

Faculty’s Response: We believe that all of our activities and strategic initiatives support doctoral students for academic success and success in careers both in the academy or outside it. Our strategic plan includes further avenues to support students for academic and career success, and those will be energetically pursued. The merits of direct-entry PhD and ‘fast-track’ transfers to the PhD are periodic topics of discussion with Graduate Council and graduate programs.

- **Recommendation:** *Whether postdoctoral studies should remain within G+PS or have a separate office directly under the VP Research and Innovation (or elsewhere) should be re-examined.*

Faculty’s Response: Because the PDFO’s activities and goals so clearly overlap with those of the rest of G+PS, we feel it was very appropriately placed there. (Its location in the graduate school was also recommended by the previous review team.). Other central units also play critical roles in supporting postdocs - for example, Faculty Relations and the Centre for Teaching and Learning Technology - and all forms of support need not, or cannot, be limited to one unit.

- **Recommendation:** *There should be a liaison identified in each faculty between PDFs and the faculty of G+PS (or whichever unit has pdf responsibility) to ensure coordinated efforts.*

Faculty’s Response: PDF liaisons for each Faculty (which we call PDF coordinators) have been in place for some time now. We agree that there could be enhanced coordination and networking between them, however, and we will address this over the coming year.

- **Recommendation:** *G+PS should review and, where necessary, revise policies and practices to support and incentivize interdisciplinary programs including and beyond the ISGP.*

Faculty’s Response: The primary issues affecting interdisciplinary graduate programs reside beyond the scope of G+PS policies and practices, and will be tackled as best as possible through the implementation of the strategic plan.

James Hogg Research Centre**Faculty of Medicine**

Summary of External Review: September 2017

Key Findings of the Review Committee:

- *There is strong evidence that the JHRC is excelling in research and scholarly activities. Its mission is entirely aligned with the strategic plans of UBCV, the Faculty of Medicine and the Hospital/Health Authority.*
- *National and international recognition of the JHRC has increased over the last 5 years in the fields of pulmonary, cardiovascular, and critical care research. This is evident by the number of prestigious awards received by both junior and senior faculty. The national and international impact of the Centre can be seen in its prolific publication record.*
- *Grant success in many major competitions has increased substantially over the last five years.*
- *The caliber of faculty, particular junior faculty, is strong, and all new junior PIs hold major salary awards from the CIHR and /or the Michael Smith Foundation for Health Research.*
- *The self-study was comprehensive, well-organized and informative, and participants in this review were clearly committed to the success of the JHRC and of heart & lung research and patient care in general.*
- *Investigators at the different sites (LSI, VGH, Children's) are not fully aware of what is going on at the JHRC, particularly in the area of cardiovascular research.*
- *Overall, in spite of pockets of strength distributed throughout UBC, there is a lack of cohesion in heart and lung research in Vancouver.*

Key Recommendations of the Review Committee:

- *A sustainable financial plan for the JHRC needs to be developed immediately and communicated to faculty and staff. Operating budgets need to be closely scrutinized. Needs assessments should be performed for all expenses. Opportunities to share personnel (and salary costs) with other groups at St. Paul's Hospital (SPH) should be considered. The JHRC Operations Director, the Director of the JHRC and personnel from UBC/FoM Finance should be working together closely and meeting on a regular basis.*
- *The Director should, in concert with other JHRC clinician-scientists work closely with the Foundation(s) to raise funds.*
- *Wherever possible, research facilities and resources should be integrated with similar facilities/resources at different UBC sites, to minimize duplication, optimize use, and reduce costs of personnel and infrastructure.*
- *There is an urgent need to recruit young faculty, particularly as the most senior scientists will soon enter their senior years of academic performance and there is a paucity of intermediate scientists to fill the void.*
- *Is it possible for even more research space to be added to the plans for the new facility for SPH beyond that which is allocated for the JHRC? Having a larger critical mass of fundamental research scientists in any discipline is valuable and furthermore helps support core facilities.*

- *To increase visibility and establish a closer-knit community of heart and lung research at UBC and in Vancouver, and a cohesive approach, we strongly recommend that a city-wide Vancouver Heart & Lung Institute (VHLI) be established, potentially with the current JHRC forming a node at SPH and connecting it with other nodes at the other sites. Hiring a Director of the recommended VHLI must be the highest priority. A 1-2 day review of all activities across the heart & lung clinical and research communities in Vancouver would be a good place to start, with a view to articulating a bold short-term and long-term vision.*
- *This is an opportune time to introduce a practice plan that will support patient-based research (e.g. stem cells, regeneration, tissue engineering, genetics, genomics, imaging).*

Unit's Response:

- While the recommendations for the JHRC are essentially for the next Director to implement over the next 5-year term, we are pleased to say that we have already been able to respond positively to many of these recommendations to a significant extent.
- We fully agree with the recommendations to the Faculty of Medicine with regard to developing a sustainable financial plan for the JHRC and communicating it to staff/faculty. We are pleased to report that we have performed a preliminary assessment of core budgets, have implemented cost-recovery strategies, and that the Centre Operations Director, the Centre Director and UBC/PHCRI Finance are working together closely and meeting on a regular monthly basis.
- We have established monthly meetings with the SPH Foundation to address raising funds to support research at the Centre.
- Many PIs were surprised by the reviewers' statement that the Centre "has little visibility internationally, nationally and indeed, only to a limited extent, locally" particularly in view of the reviewers' prior comments about the Centre's increasing national and international recognition. The Centre is widely recognized as a world class UBC research centre that already ranks as 3rd or 4th in FoM Research Centre funding over the past 5 years and could form the foundation of a growing and transformative patient-centred Vancouver Heart & Lung Institute that would benefit all in the community.
- We agree that research facilities and resources should be integrated with similar facilities/resources at different UBC sites, where possible. As a result of increased grant success more work is anticipated in the animal facility and other core labs for 2018 so that a balance in the "black" is now anticipated.
- We agree with the reviewers' noted need to recruit young faculty in the fields of both heart and lung research. This is a compelling issue that exists at the Faculty level that is largely beyond the control of the Centre. Short of endowed chairs, the grant success has in a way covered for or enabled this problem. We have recruited aggressively within the budgetary constraints of our environment and have nurtured our mid-career scientists so that we have a promising cohort of scientists to take over leadership roles.
- To respond to the reviewers' suggestion that "Trainees would benefit from a more cohesive and PI-engaged environment", we have established a "Training and Environment Committee" to promote a supportive, rich, training environment. This committee consists of trainees at all levels, staff, and PIs. We see that as an ongoing activity over the coming years.

Faculty of Pharmaceutical Sciences

Summary of External Review: November 2017

Key Findings of the Review Committee:

- *The Dean has assembled a strong leadership team. The research and educational activities of the Faculty are supported by a talented and well-resourced cadre of staff.*
- *The Dean is commended for dedicating significant time to meet individually with each faculty member for an annual performance review. Recently-hired junior faculty members reported that he has been accessible and helpful and that they feel well-supported by the Faculty.*
- *The Pharmacists Clinic is a well-recognized example of practice innovation that provides an opportunity for about 100 students per year to gain experience in medication management, in addition to serving the community.*
- *The Faculty is located in a world-class teaching and research facility. The location of the national Centre for Drug Research and Development within the same building as the Faculty holds strong collaborative potential.*
- *Communication from the Dean's Office to the Faculty is identified as an area for improvement.*
- *The reviewers expressed concern regarding the uneven distribution of teaching loads.*
- *Changes in divisional structures may be impeding researchers' opportunities to interact with scientific colleagues. One way to address this is to encourage and incentivize interdisciplinary research across UBC to stimulate collaborations.*
- *The entry-to-practice (E2P) PharmD program is outstanding. The Faculty has developed an excellent strategy to address the resulting need for more experiential learning sites. The calibre of students admitted to the program is high.*
- *A major overhaul of the graduate program should be considered, in order to address such issues as recruitment numbers, stipend amounts, alignment of coursework with research priorities, and availability of required courses.*
- *The search process and new hires need to be more cross disciplinary.*

Key Recommendations of the Review Committee and Faculty's Response:

- **Recommendation:** *Develop and enforce a comprehensive workload policy for faculty to address the Committee's finding that teaching responsibilities, scholarly productivity, and committee service appear to vary widely and disproportionately across the faculty.*

Response: Implementation of the new Entry-to-Practice program since September 2015 overlapped with the program it replaces (BSc Pharmacy) until May 2018. Thus a significant number of faculty were double teaching. Furthermore, the E2P PharmD program comprises a more labour intensive teaching curriculum and is more clinically focused leading to some research faculty losing teaching opportunities. The faculty has been working on the development of a workload model and policy for some time. The first component (covering teaching in our undergraduate programs) has been piloted using data for the 2017-18 academic year. We are examining ways of providing better support to new and existing faculty members in relation to their teaching activities through a more formalized faculty development program.

- **Recommendation:** *Delay implementation of the BPSc Program and its associated additional teaching responsibilities until the implementation of the PharmD and Flexible PharmD. Prior to launch it should also be re-confirmed with market study that there will be market demand for graduates of this program in BC.*

Response: The earliest realistic date for the first intake into proposed BPSc program is September 2020, and given that the first 18 months will involve mostly courses in the Faculty of Science, our Faculty's major teaching commitments would not begin until January 2022. This will provide the opportunity to complete the hiring of faculty and staff necessary to support the program's implementation. Our environmental scanning work suggests that there is a strong academic and economic rationale for developing this program, including a high future demand for jobs, and there significant interest from local, national and international industries.

- **Recommendation:** *Develop seed funding programs to encourage team science and interdisciplinary collaboration.*

Response: We agree that more could be done to encourage such collaborations and seed funding is one important element in this. We have a number of initiatives in this area (e.g. an interdisciplinary PhD scholarship) and expanding our efforts will be a priority for the incoming Associate Dean Research, along with budget allocations to support this goal.

- **Recommendation:** *Recruit more PharmD students into the PhD graduate program. Graduate program enrolments are lower than hoped, whereas E2P enrolments are strong.*

Response: We agree that it would be desirable, and the small number of undergraduate professional program graduates who have applied to the graduate program have performed extremely well. However, there are significant disincentives such as the uplift in tuition costs. While we plan to improve recruitment strategies into the graduate program, we believe a more attractive solution may be to offer a combined PharmD/PhD program and this will be explored. We have created the post of Associate Dean Graduate and Postdoctoral Studies who has been charged with leading a fundamental review of the program. We fully appreciate that the funding package (including minimum stipends) will need to be improved and this is a high priority. The Faculty has committed to a minimum stipend of \$23,500 from September 2018 and \$25,000 per annum from September 2019.

- **Recommendation:** *Improve and expand opportunities for faculty members to contribute to hiring priorities, serve on search committees and provide input into final selection of candidates.*

Response: Annual hiring plans are shared with faculty members who have the opportunity to discuss at Faculty Advisory Council meetings. In light of this recommendation, for the development of future hiring plans the Dean will consult formally with the Faculty's Research and Academic Committees and subsequently seek input from the broader community.

Many of the observations related to communication, transparency and inclusion have been addressed elsewhere or have been implemented since the External Review site visit (e.g. development of strategic hiring plan, communication of merit review outcomes, etc.). Each Associate Dean and other Dean's office units provides a written update of all activities ahead of every Faculty Advisory Council meeting.

Department of Mathematics**Faculty of Science**

Summary of External Review: March 2018

Key Findings of the Review Committee:

"The committee was very impressed with the department overall. It is a very collegial department with true excellence in research and teaching." "While comparative rankings of world universities have a wide variance, all place the department second in Canada ... This reputation is earned both by the excellence of the research of the faculty and by the leadership in mathematics centres, especially the Pacific Institute for Mathematical Sciences (PIMS) and the Banff International Research Station (BIRS). Another major institute, Mitacs, also adds to the influence inside Canada. The department is deservedly very proud of their record of prizes and honors."

"There are some urgent issues that we identified. These are (i) lack of resources to fulfil rapidly growing teaching obligations, (ii) unacceptable physical infrastructure, and (iii) a shortage of classroom space. A longer-term issue we identified was (iv) difficulty in moving beyond the established research group structure of the department when hiring, establishing upper-level course content or recruiting graduate students."

Key Recommendations of the Review Committee:**Undergraduate Teaching**

- The Committee believes that the Department needs from 3 to 5 new research-stream faculty who are excellent in both teaching and research, thereby significantly contributing to both the teaching and research missions of the Department.
- The Committee recommends that, as much as possible, the Department should use graduate students and postdocs either in higher-level courses or in smaller calculus sections (< 50 students).
- The Committee suggested that the research mentor of a postdoc should be made the person primarily responsible for the quality of the postdoc's teaching. Such a policy encourages research faculty to take teaching into account when they hire postdocs.

Infrastructure

- The Committee understands that the UBC administration has approved Executive I status for a new mathematics building and urges the university to elevate the new building to Executive II status.

Hiring

- The Committee recommends that the Department strike a committee to study the issue of difficulty in moving beyond the established research group structure of the department when deciding on hiring, establishing upper-level course content or recruiting graduate students.
- The Committee recommends that the Department initiate a discussion with the Faculty and higher University administration with a goal of providing additional help in providing opportunities to increase female and diversity hires.

Staff and Budget

- The committee recommends that the Dean critically review the way that the Mathematics Department's budget allocation is determined and the way that tuition revenue flows to the Department through the Faculty to ensure that it is fair and is not shortchanging the Department.

Department and Faculty Response:**Undergraduate Education**

- The Department has been authorized to conduct searches for and hire four research faculty in 2018-19, including a Tier 1 Canada Research Chair.
- Improving student learning, which can be achieved in part by reducing class sizes, is a priority for both the Department and Faculty. Hiring four new research faculty in 2018-19 with strong teaching skills will be an important step in achieving this goal. For teaching assignments in 2019-20, the Department will prioritize assigning post-doctoral scholars to smaller classes, ideally those where students enter with some University Math experience.
- In 2017, the Department required the identification of a primary mentor for each post-doctoral scholar, and since 2015 the Department's Instructional Skills Orientation (ISO) has been mandatory for PDF's before they teach at UBC. Using data from the ISO, the Department's full-time Science Education Specialist (funded by the Faculty of Science) works with the Peer Teaching Committee to support instructors.

Infrastructure

- The compelling academic need for a new mathematics building is clear, as the project's recent Executive I designation confirms. The University's Five-Year Capital Plan identifies a new Mathematics Building as a "priority academic project" and a master program for the building has been constructed. The primary challenge to advance this important project to Executive 2 status is the identification and securing of funding, from provincial, university, and donor sources.

Hiring

- The Department does not agree that the established research group structure is a barrier to innovation, but commits to re-examining this issue. It is important to note that the current search for a Tier 1 Canada Research Chair in Mathematics contains no stipulation regarding research field, and the Department is conducting searches for assistant professors in Applied Stochastics and in the Mathematics of Information, neither of which are linked to the specific research clusters enumerated in the Department's 2018 Self-Study Report.
- The Department, Faculty and University place a high priority on, and are fully committed to, increasing the diversity of our faculty. Enabling best practices, coordination across the institution, and funding from different stakeholders are important keys to success.

Staff and Budget

- Over the past several years substantial (new) recurring funding has been added to the Department's budget, which is now balanced on both a one-time and structural basis. Additional resources will likely be required to meet the growing demand for Mathematics teaching.

Department of Physics & Astronomy
Faculty of Science

Summary of External Review: October 2017

Key Findings of the Review Committee:

“The Department was last reviewed in 2008 and in the intervening decade has successfully addressed many, but not all, of the concerns identified in that review.”

“State-of-the-art laboratory and office space have been provided for the condensed matter experimentalists, many of the condensed matter theorists, and a few AMO experimentalists in the newly constructed Quantum Matter Institute. Teaching labs and classrooms in the Hebb building are currently being renovated.”

“Fourteen new faculty have been hired, and a chronic deficit of almost 10% of the Department budget has been almost eliminated. The Department has been remarkably successful at attracting external research funding. The staff is generally committed, enthusiastic, and collaborative.”

“There have been many experiments and successes in implementing new evidence based methods for undergraduate teaching, as well as a strong outreach effort.”

“Remarkably and perhaps uniquely among strong research universities, the Department appears to have established a culture in which excellent teaching is highly valued.”

Key Recommendations of the Review Committee:

- **Research** - The Department and University work together to find avenues to allow for new faculty searches, in areas beyond experimental condensed matter physics.
- **Undergraduate Education** – Students interested in graduate school should acquire significant research experience and the Department should consider modifying the BSc curriculum to allow students to tailor some of their courses to achieve their specific education goals.
- **Graduate Education** - In order to compete successfully with the strongest universities worldwide, significant changes to the graduate program are recommended including reducing the mean time from B.Sc. to Ph.D. to 5.5 years or less, reviewing the timing and format of the comprehensive exam, and developing an effective support structure for graduate students independent of the Ph.D. advisor.
- **Departmental Community** – An internal committee should be formed to explore and implement ways of reinforcing and improving the cohesion and climate of the Department, and to better incorporate post-docs into the departmental community.
- **Space and Infrastructure** – The Department and University should continue to carry out renovations to Hennings to optimize space utilization and to provide common areas that will facilitate both scientific and social interactions.

Department and Faculty's Response:

- **Research** – Renewing our faculty is key to the success of the department (and UBC) moving forward. In Physics and Astronomy, recent professorial hires have been focused on condensed matter physics in support of our world-class quantum matter group. The lack of faculty retirements has caused serious budget problems, which the Department and Faculty have worked hard to solve over the past two years. With the Department budget now balanced, we are poised to begin hiring in fields other than condensed matter physics, but realistically such hiring will be limited until we start to see faculty retirements.
- **Undergraduate Education** - All Physics Honours students are required to take PHYS 449, a year-long capstone thesis course centered around an original research project, and Majors students have the option of taking PHYS 349, a half-year version of this course. Majors students who are interested in a fuller research experience can request to join the PHYS 449 cohort and take part in that class. In consultation with the Faculty of Science, the Department has initiated a full curriculum review to establish a set of technical, conceptual, and broad educational goals. The first target for change will be the extensive lab courses, spurred by the current complete renovation of the Hebb building which houses all of Physics' teaching labs. We expect the result of these efforts to be a program that has multiple paths to identified degree outcomes, which will allow students to have more choice in selecting topics and projects that inspire them to learn most effectively.
- **Graduate Education** – The Department is upgrading its graduate student database to more effectively monitor graduate student progress and to better track time to degree. Separate committees have been struck to review the time to degree and comprehensive examinations at peer institutions. In order to better support graduate students, the Department has established an Equity and Diversity Committee run by graduate students with faculty representation. These efforts are being coordinated with UBC's Wellness and Equity and Diversity offices.
- **Departmental Community** - With the construction of the new Quantum Matter Institute building, the Department is more dispersed physically than in the past and proactive steps are required to maintain Department cohesion. As a first step, some Department faculty meetings are now being held in the AMPEL building. One of the main issues in meeting this challenge is the lack of any space to have scientific discussions in Hennings (the main Physics and Astronomy building). We will promote postdocs giving local seminars to familiarize other groups with their work and increase the opportunities for postdocs to teach, increasing their connection with faculty and students.
- **Space and Infrastructure** - At present a number of faculty and student offices in the Hennings building can be uninhabitable for several months of the year and the lack of interaction areas makes building scientific and social cohesion difficult. Short of a complete building overhaul, we believe there are opportunities for targeted upgrades that can have a significant impact; such upgrades would go a long way to improving both the physical conditions and the working atmosphere of the department.

Department of Zoology
Faculty of Science
Summary of External Review: November 2017

Key Findings of the Review Committee:

“The Department of Zoology is thriving. By any measure (grant success, publication number and/or quality, quality of graduate students and post-doctoral fellows (PDF), faculty awards), the research enterprise of the Department is among the top few in Canada and is internationally recognized for its excellence. The undergraduate program in Biology, offered by Zoology in collaboration with the Department of Botany, is large and complex, and ensures that students gain a solid grounding in the field of biology writ large, while providing opportunities for in-depth study within areas of special interest. Despite its size, the undergraduate program is marked by innovation in teaching. The source of much of the innovation is the teaching faculty, who contribute substantially to the teaching and administration of the undergraduate program. The relationship between teaching faculty and research faculty is collaborative and mutually respectful. The Department is well-staffed and the staff feels appreciated. Reward programs are available to recognize excellence in staff performance. Academic and administrative relationships with other departments in the Faculty of Science and with the Dean’s office are cordial and cooperative. Research faculty are housed across four buildings that provide modern, effective space and infrastructure for their research needs; the same will be true of teaching faculty once the new Undergraduate Life Sciences Teaching Laboratories building is completed. Above all, Zoology is an unusually collegial department - individuals in every capacity within the Department operate harmoniously and with evident enjoyment.” “We also wish to point out here that the Department and University’s responses to the recommendations of the 2012 departmental review have been largely successful and mostly completed (with the exception of the on-going construction of the new teaching facility).”

Key Recommendations of the Review Committee:

- **Research** – Ensure that cohesion is maintained among the Department’s cell and developmental biology, ecology, evolutionary biology, and comparative physiology and biomechanics groups which are housed in four different buildings. Suggestions include extending the very successful BRITE/BRC PDF program in biodiversity to all research groups, making the Life Sciences Centre (LSC) more accessible to Zoology personnel, and re-investing in the physiology research group.
- **Undergraduate education** – Begin planning to recruit and replace teaching faculty who will be retiring in the next few years. Rationalize and solidify support for teaching initiatives. Invest in much needed renewal of teaching lab equipment.
- **Graduate education** – Build bridges and enhance connections between research clusters. Identify strategies to reduce the time to degree completion and prepare students for non-academic careers.

- **Staff and administration** – *Explore ways to improve services for the cell and developmental biology group housed in the LSC.*
- **Space and infrastructure** – *Address high cost of holding facilities for vertebrate animals.*

Department and Faculty's Response:

- **Research** – We are working on ways to enhance intradepartment and research group connections across different buildings by developing a department-wide PDF program and increasing access to Zoology research areas in the LSC. A faculty search is currently underway in physiology, with more planned in the near future. Specific emphasis is being placed on recruiting faculty whose research is rooted in one of Zoology's disciplines, but whose interests bridge to other disciplines.
- **Undergraduate education** - Our strategy for hiring tenure-track instructors has been driven by specific teaching needs, and this will likely continue. Building on the successful Carl Wieman Science Education Initiative, the Faculty of Science has created permanent Science Education Specialists embedded in the Departments, including Zoology. The Department and Faculty are identifying resources to ensure that our new Biosciences Lab Teaching building will be equipped with modern, well-maintained teaching equipment.
- **Graduate education** – Additional efforts to build bridges between the different zoology research groups are discussed above. Times to degree completion are trending downward: In 2016-17, M.Sc. students averaged 2.8 years to completion and Ph.D. students averaged 5.8 years to completion. Efforts are underway to reduce completion time further.
- **Staff and administration** - Major departmental services such as mechanical and electronics workshops, Zoology Computer Unit, departmental vehicles, and administrative support are available to all Zoology faculty across our four locations. Changes in the building access system for the LSC that are now being implemented will put control of access for Zoology faculty and trainees in the Zoology Administration office.
- **Space and infrastructure** – The high cost of conducting vertebrate research is well recognized by the Department and Faculty and we are working on ways to reduce costs for our researchers rather than shift our emphasis to invertebrate research.