



Vancouver Senate

THE FIFTH REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2020/2021 ACADEMIC YEAR

WEDNESDAY, 20 JANUARY 2021

6:00 P.M.

VIA ZOOM

1. **Call to Order and Territorial Acknowledgment – J. Max Holmes**
(information)
2. **Minutes of the Meeting of 16 December 2020 – J. Max Holmes** (approval)(docket
pages 3-20)
3. **Business Arising from the Minutes – J. Max Holmes** (information)
4. **Academic Policy Committee – Dr Kin Lo**
Graduation Class Standings in the Faculty of Arts (approval) (docket pages 21-36)
5. **Awards Committee – Dr Sally Thorne**
New and Revised Awards (approval) (docket pages 37-47)
6. **Nominating Committee – Dr Paul Harrison**
 - a) Appointments to a President's Advisory Committee for Consideration of the
Extension of Appointment of the Vice-President Academic & Provost
(approval)(docket page 48)
 - b) Committee Appointments (approval) (docket page 49)
 - c) Ad Hoc Committee to Review Student Appeals Procedures and Structures –
Terms of Reference and Membership (approval) (docket pages 50-51)
7. **Report from the President – Dr Andrew Szeri for Dr Santa Ono**
Annual Report of the Ombudsperson (information) (docket pages 52-71)
8. **Report from the Provost – Dr Andrew Szeri**
 - a) Inclusion Action Plan (approval) (docket pages 72-93)
 - b) 2020-2021 Enrolment Report (information) (docket pages 94-159)



- c) 2019-2020 Report of Reviews of Academic Administrative Units (information)
(docket pages 160-178)

9. Report from the Registrar – Dr Kate Ross

2021-2022 Term Dates (information) (docket pages 179-180)

10. Other Business



VANCOUVER SENATE

MINUTES OF 16 DECEMBER 2020

DRAFT**Attendance**

Present: S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, B. Frank, R. Helsley, J. Benedet J. Innes, S. Porter, R. Yada, M. Coughtrie, S. Gopalakrishnan, M. Kuus, K. Lo, N. Ford, H. von Burgman, R. R. Boushel, J. Bulkan J. Dierkes, J. J. Stewart, S. Matsui, A. Scott, A. Collier, K. Smith, P. Choi. A. Greig, P. Englezos, S. Forwell, J. Fox, M. MacPhee, C. Krebs, A. Ivanov, C. Jaeger, A. Fisher, S. Pelech, C. Menzies, S. Singh, S. Thorne, I. Price, P. Wolf, J. G. Stewart, F. Andrew, G. Faulkner, B. Fischer, J. Gilbert, P. Harrison, R. Spencer, L. Burr M. Tan, A. Zhao, G. Tsiakos, R. Topping C. J. Greenman, A. Gonzalez, J. Zheng, D. Agosti-Moro, A. Sandhu, N. Rygnestad-Stahl, N. Pang, D. Liu, J. Burnham, M. Holmes, E. Bhangu, A. Uzama, S. Thorne, , A. Fisher, M. Lorenz,

Regrets: S. Point, M. MacDougall, M. Aronson, D. Kelleher, C. Marshall, H. Zerifi, A. Pretap-Singh, L. Stothters, S. Grayston, H. Leong, M. Stewart, M. Higgins, C. Godwin, A. Dulay, R. Topping, D. Nugyen, C. Moonias, A. Alemzadeh Mehrizi, T. Benbow, T. Yan, C. Hakim.

Clerk: C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the fourth regular meeting of the Senate for the 2020/2021 academic year to order at 6:12 pm.

Minutes of the Previous Meetings

Julia Burnham	}	<i>That the minutes of 18 November 2020 be approved as presented.</i>
HsingChi Von Bergmann		

Approved

Remarks from the Chair

Dr Ono advised senate that Dr Mary Ellen Turpel-Lafond, who is director of the Indian Residential School History and Dialogue Centre and a professor with the Peter A. Allard School of Law released her report, In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care. He thanked Dr Turpel-Lafond and everyone one participated



in the creation of this report, and noted that some of the report's recommendations were specific to health education at UBC. Dr Ono said that both he and Dean Kelleher were fully committed to supporting both those recommendations and the report, and that UBC would actively collaborate in the work needed to transform our health care system to make it accessible, safe, and a positive contributor to the health and wellness of Indigenous Peoples.

The President said that he recently spoke to a virtual meeting of the presidents of the universities who are members of the Universities Climate Change Coalition (UC3), a group he had recently assumed the presidency of. Dr Ono said that many interesting ideas came forward during the discussion that we will be building on as a coalition. Key strategic initiatives include establishing a UC3 webinar series on key climate issues, decarbonization tactics/strategies, and technologies. These will further encourage opportunities for UC3 member universities to exchange ideas, lessons learned and encourage robust dialogues to help advance climate action. Another proposal from the meeting was a UC3 Fellows/Scholars Pilot Program: Dr Ono said that this was an ideal platform for universities in the coalition to engage graduate students and postdocs and could potentially become a vehicle for fellows/scholars to mentor undergraduate students.

Further on climate change, the President noted that here at UBC, we are continuing to work on the Climate Emergency Task Force Recommendations. We will be presenting on the task force at a future Senate meeting.

Dr Ono closed his remarks with an update on UBC and the COVID-10 Pandemic. He noted that yesterday, BC began to administer the Pfizer-BioNTech vaccine. Dr Ono said he was pleased to note that UBC has played a role in the Pfizer-BioNTech vaccine; it relies on innovations developed by Acuitas Therapeutics, a spin-off from UBC's Life Sciences Institute. Another UBC spin-off, AbCellera, in partnership with Eli Lilly and Company, has successfully developed a treatment for mild to moderate COVID-19 cases.

The president reminded Senators that it would be many months before the vaccines are widely available and daily case numbers are still very high and deaths and hospitalization also rising. He said that it was of course too early to say how wide-scale vaccination will affect UBC's plans and so foreseeable future we will continue with the precautions and restrictions we currently have in place.

Nationally, the Canadian Foundation for Innovation (CFI) launched the Exceptional Opportunities Fund-COVID-19 competition with the goal of investing up to \$25 million to support urgent needs for equipment for ongoing research related to COVID-19. The competition was open for proposals worth between \$200,000 and \$1.5 million from all disciplines that can demonstrate a direct and immediate impact on current and pressing research issues related to COVID-19. UBC submitted seven applications, of which five were funded – a success rate of 71%, compared to a national success rate of 50 percent.



Senator Burnham noted the recent concerns on social media regarding the University's public affairs policy of only using the title for medical professionals and not for those with research doctorates.

The President advised that a change in policy would be communicated tomorrow.

Senator Matui noted the recent media reports of rampant cheating in online courses at many institutions, included at UBC.

Senator Bates replied, noting that the investigation into the concerns with Mathematics 100 were still ongoing at the Dean of Science's office. There were also reports of issues with Chemistry at the Okanagan campus and those are being investigated at that campus. Dr Bates noted that these processes took time. There have also been suggestions that students have been using third-party questions-sharing platforms and UBC generally has the cooperation of the administrators of those sites to remove material posted without the consent of our faculty. The University takes issues around academic integrity seriously, and with new students in particular, this is in part an issue of formative education and helping them understand the expectations and requirements for being part of a scholarly community.

Senator S. Singh said he was noticing challenges in the exam term around student health. He said that we should ensure that we revisit the issue of compassion for students next term.

The Provost, Dr Andrew Szeri, said that he the deans and the associate deans would continue their conversations on this and he had written to the deans asking them to be compassionate to students.

Senator Holmes comment on how to communication around concessions needed to be improved going into term 2.

Senator Menzies said that on social media there had been many comments on the Provost's recent letter on how to improve teaching and to help with stress reported by students. While well intentioned, he noted that quite a few faculty have felt that this message was tone deaf and undermined the efforts made by faculty already. He said that we needed to be very thoughtful of how we message information to the various constituent parts of the University.

Dr Szeri said that around 50 people saw the message in question before it was sent and provided their input on both its content and tone. Many of those people were faculty members who had been teaching throughout this pandemic. He said that it was regrettable but no letter could please all 5000 recipients.

Admissions Committee

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

ENGLISH PROFICIENCY TEST OPTIONS



Carol Jaeger
Peter Choi

}

That Senate approve the proposed Additional English Proficiency Test Options for Admission in the 2021 Winter Session only.

Given the challenges of the COVID-19 Pandemic, Professor Jaeger noted that the Undergraduate Admissions office had proposed a modification to the English Language Admissions Standard for one year. In particular, changes to allow the use of the following for admission;

TOEFL iBT – Special Home Edition
CAEL Online
Duolingo English Test

Approved

SUSPENSION OF ADMISSION TO THE MASTER OF SCIENCE IN SURGERY

Carol Jaeger
Angela Zhao

}

That Senate approves the suspension of admissions to the Master of Science in Surgery until further notice

Professor Jaeger noted that budget statement in the distributed material was incorrect – Medicine did not need further funding to revise the program.

Approved

AGENDA COMMITTEE

The Chair of the Senate Agenda Committee, Mr Max Holmes, presented.

RULES AND PROCEDURES OF SENATE

Max Holmes
Dante Agosti-Moro

}

That Rules 10 and 24 of the Rules and Procedures of Senate be suspended until 31 December 2021 and be replaced by the following amended text during that time.

Approved

ACADEMIC POLICY COMMITTEE



The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

PHARMACEUTICAL SCIENCES

Kin Lo HsingChi Von Bergmann	}	<i>That the Senate approve the Bachelor of Pharmaceutical Sciences, Entry-to-Practice Doctor of Pharmacy, and Flexible Doctor of Pharmacy Academic Leave Calendar entries as presented.</i>
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Approved

AWARDS COMMITTEE

The Chair of the Senate awards committee, Dr Sally Thorne, presented.

REGULATION EXCEPTION

Sally Thorne Sue Forwell	}	<i>That Senate approves an exception to Section 8 of Senate Policy V-200.2 with respect to the Dr. David MacPherson Bell Award for M.D. Students</i>
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NEW AND REVISED AWARDS

See appendix A: Awards Report

Sally Thorne Alex Gonzalez	}	<i>That Senate accept the new awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
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Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Claudia Krebs, presented.

DECEMBER CURRICULUM PROPOSALS



See Appendix B: Curriculum Report

Claudia Krebs HsingChi Von Bergmann	}	<i>That the new program and courses brought forward by the Faculties of Arts, Commerce and Business Administration, and Graduate and Postdoctoral Studies (Education, Medicine, and Pharmaceutical Sciences) be approved</i>
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Approved

Nominating Committee

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

MEMBERSHIP OF THE COUNCIL OF SENATES AND ADJUSTMENTS TO SENATE COMMITTEE

Paul Harrison Claudia Krebs	}	<i>That Senate approve and direct the Nominating Committee to organize an External Review of the Vancouver Senate under the criteria set out below in Part A;</i>
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Senator Harrison explained rationale.

Holmes comment on timelines. Said we still needed to work on issues while this process was being undertaken.

Senator Harrison agreed that we should still have internal improvements. The timeline was no later than, we do hope it can happen sooner.

Approved

Paul Harrison Claudia Krebs	}	<i>That Senate approve the establishment of an Ad Hoc Committee to Review Student Appeals Procedures and Structures under the criteria set out below in Part B, with such membership and specific terms of reference to be set by Senate on the recommendation of the Nominating Committee.</i>
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Approved

NB: Senator Kuus abstained

Teaching & Learning Committee

Dr Joanne Fox, Chair of the Senate Teaching & Learning Committee, presented.

COURSE WITHDRAWAL DATES AND ACADEMIC CONCESSIONS REMOTE EXAM INVIGILATION

Dr Fox's report outlined the following for Senate: In May 2020, senate passed a motion that directed the Senate Teaching and Learning Committee to report back to senate by the end of the first term of winter session. To this end, the Committee has reviewed the motion in full, reviewed the annual report of the previous committee, and prioritized our discussions in two areas which we, as a committee, view as actionable areas.

The Committee has consulted with the Faculties to gather additional information and more context about ways in which the Faculties have supported students in flexible and compassionate manners during the winter term. A request was sent to all Faculties, the Provost's office, and to student groups to provide us additional information on:

- the consideration of making any changes to add/drop deadlines or course withdrawal dates and an understanding of the impacts of making any changes to these dates;
- how the academic concessions policy is being interpreted in flexible and compassionate ways during the pandemic (as appropriate, we asked the Faculties to include a few representative examples of cases where students required flexibility, how they were accommodated and/or what would have supported/helped them).

This report was discussed at the December 9th meeting where it was decided that additional time was needed to consider the information and that a draft motion about course withdrawal deadlines in Term 2 would be brought back to committees for consideration in January.

Secondly, Dr Fox's report noted that the Committee had discussed various aspects of remote invigilation including the scope of different types of invigilation approaches for remote exams and best practices. Follow-up discussions and presentations to our committee focused on topics ranging from concerns about the use of Proctorio, privacy and equity concerns, concerns about surveillance, appropriate use cases (such as for accreditation purposes), and determining appropriate settings. The senate teaching and learning committee encourages all senators to review these Guiding Principles for Remote Invigilation, which were developed by a group of students, faculty and staff in the summer of 2020: <https://ctlt-act-2020.sites.olt.ubc.ca/files/2020/09/Principles-for-Remote-Invigilation-20201030.pdf>. Recognizing the need for wide-consultation, the Senate Teaching and Learning Committee is working on draft language for any specific recommendations about the



appropriate use of remote tools that involve automated proctoring and recording. This draft language will be sent out for consultation early in the New Year, and the Committee will consider feedback and any possible revisions before bringing a recommendation forward.

Senator Menzies noted that the Committee had most recently met around the same time as Withdrawals were being processed, but asked if we had an idea if the number of withdrawals had increased this term and if flexibility in academic concessions was noticeable.

Dr Fox advised that much of the data considered was collected prior to the Senate approving changing the Withdrawal deadline to 4 December and so this data wasn't available for the Committee. She noted that many faculty advising offices had provided the Committee with data showing an increase in the number of academic concessions granted earlier in the term. She suggested that the Registrar may have emerging data on if the change in Withdrawal deadline was taken advantage of.

Senator Holmes expressed his thanks to the faculty advising offices and everyone who provided front-line support to students and faculty members. He said that based on the data already received by the Committee the faculties have been very responsive, but there was more that could be done for students and he hoped that more data could be collected. With particular respect to concessions, he asked if we were granting more because of more flexibility, or because of an increase in requests.

Senator Lo noted that for his Faculty of Commerce & Business Administration, it seemed to be the latter, with the same percentage of concessions being approved, but an overall increase in requests.

The Clerk to the Senate, Mr Christopher Eaton, advised that he had requested an updated version of the report to see what impact there was of the extended Withdrawal deadline.

Tributes Committee

The Chair of the Senate Tributes Committee, Dr Gilbert, presented.

EMERITUS APPOINTMENTS

See Appendix C: Emeritus appointments

John Gilbert
Max Holmes

}

That the list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus be added to the Roll of Convocation

Approved



Report from the Provost

The Vice-President Academic & Provost, Dr Andrew Szeri, presented.

UNIVERSITY KILLAM PROFESSORS

Dr Szeri noted that on 3 December, 2020, the Board of Governors approved to confer this award on the following six outstanding faculty members effective January 1, 2021:

Dr Janice Eng, Department of Physical Therapy, Faculty of Medicine.

Dr Tina Loo, Department of History, Faculty of Arts.

Dr Bonny Norton, Department of Language & Literacy Education, Faculty of Education.

Dr Dolph Schluter Department of Zoology, Faculty of Science.

Dr Rashid Sumaila, Institute for the Oceans and Fisheries, Faculty of Science.

Dr Dominique Weis, Department of Earth, Ocean and Atmospheric Sciences, Faculty of Science.

Dr Szeri noted that with these six designations, there will now be fourteen University Killam Professors.

Report from the Registrar

MATTERS APPROVED VIA EMAIL BETWEEN MEETINGS

The Registrar, Dr Ross, advised that Senate Rule 24 permits the Senate to approve matters via email between meetings on the proposal of the Senate Agenda Committee. As per Section C of that rule, “A matter sent out via email is approved if no more than 1/3rd of the total voting membership of the Senate send objections to the Secretary within 72 hours of the email being sent.”

This is to confirm that has at least one-third of Senators did not advise that they did not approve of the following matters distributed via email for consent, they are resolved as approved as of the dates listed:

That Senate suspend Sections 4 and 8 of Policy V-125 for Term 2 of the 2020 Winter Session so as to allow changes to start date of term and the examination schedule and to allow faculties to vary from those dates as set out below; and

Except where the Dean of the responsible Faculty determines that the current start date of 4 January 2021 for a course or other activity must be used to comply with accreditation or other sound academic requirements (including arrangements with third parties), the proposed dates below be set as the term dates for Term 2 of the 2020 Winter Session:

Term 2 (January – April, 2021)

Start: Monday, January 11

Midterm Break: February 15 – 19

Finish: Wednesday, April 14

Teaching Days: 61

Exams Start: Sunday, April 18



Exams Finish: Tuesday, April 29
(Approved 4 December 2020)

That Senate directs the Faculties to normally grant formal withdrawal (W) standing upon the request of a student for a course or courses taken in Term 1 of the 2020 Winter Session, provided such a request is made on or before 4 December 2020.
(Approved, 3 December 2020).

Adjournment

Seeing no other business, the meeting was adjourned at 7:12 pm.



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Arthur William Allman Award in Engineering

Awards totalling \$5,200 have been made available through an endowment established by Mary B. Smith (B.H.E. 1947) in memory of her brother Arthur William Allman (1924-2005) for international students in the Master of Engineering program. Preference will be given to students who hold citizenship from a country in Africa. Financial need may be considered. Arthur was a Major in the 156th Company of the Royal Canadian Army Service Corps. He graduated with a B.A.Sc. from UBC in 1951. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2020/2021 winter session).

Canadian Sport Institute Pacific and Mikulec Family Award in Sport Coaching

Awards totalling \$2,000 have been made available through an endowment established by the Canadian Sport Institute Pacific and Mark Mikulec (B.Ed. 1967) and Barb Mikulec (B.Ed. 1969), for outstanding domestic students entering the Masters in High Performance Coaching and Technical Leadership degree. Recipients must have outstanding academic achievement in the HPCTL Graduate Certificate, be a Charter Professional Coach of the Coaching Association of Canada and be currently coaching or in a leadership position supporting high-performance athletes. The Canadian Sport Institute Pacific is an Olympic and Paralympic training environment in British Columbia. One of its mandates is to develop coaches through formal education and by providing life services and collaboration opportunities to improve athlete performance within the Canadian high performance sport system. Mark and Barb Mikulec wish to support future leaders in athletics as they work to advance and develop their coaching skills. The awards are made on the recommendation of the School of Kinesiology, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Cecilia L. Hall Memorial Bursary in Nursing

Bursaries totalling \$7,800 have been made available through an endowment established by John R. Hall (B.A.Sc. 1950) in memory of his wife, Cecilia L. Hall (1930-2019), for students in the Bachelor of Science Nursing program. Cecilia (née Randle) was born in Edmonton, Alberta, and grew up in Calgary before relocating to Vancouver. She attended nursing school at Vancouver General Hospital, graduating in 1951. Cecilia and John married in 1952, and moved to Trail, British Columbia, where she worked at a medical clinic. John received financial support while attending UBC, and established this bursary to honour Cecilia's memory by helping to make education more accessible to students who face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

John R. Hall Bursary in Engineering

Bursaries totalling \$13,200 have been made available through an endowment established by John R. Hall (B.A.Sc. 1950) for engineering students in the Bachelor of Applied Science program. After graduating from UBC, John and his wife Cecilia married and moved to Trail, British Columbia. He began his career at Northern Construction Company & J.W. Stewart Limited on a three-week posting as a surveyor, and retired thirty-eight years later as the President. John received financial support while attending UBC, and established this bursary to help make education more accessible to students who face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Dr. David MacPherson Bell Award

Awards totalling \$120,000, ideally valued at \$12,000 each, have been made available through an endowment established in memory of Dr. David MacPherson Bell (1919-2003) for M.D. students in



good academic standing who demonstrate financial need. Preference will be given to students who are interested in practicing in a rural community outside the Lower Mainland after graduation. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter session).

Josephine Murphy Centennial Scholars Award

Renewable entrance awards totalling \$103,700 have been made available through an endowment established by an estate gift from Christina Murphy Allison (1939-2018) in memory of her sister Josephine Murphy (1920-1987) for outstanding domestic undergraduate students entering university directly from secondary schools, or transferring directly from other colleges and universities, in Canada or abroad. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Josephine was born in Liverpool, England, to an Irish family. The Murphys immigrated to the United States in the 1930s before moving to British Columbia, where Josephine lived for the rest of her life. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/2022 winter session).

Dr. Allan Jones Southern Medical Program Award

Awards totalling \$4,000 have been made available through an endowment established by friends and colleagues of Dr. Allan Jones for fourth-year M.D. students in the Southern Medical Program who are in good academic standing and have worked with underserved populations through community service, volunteerism, or clinical placements. Preference will be given to students who have demonstrated service, empathy and resilience during their clinical training. Dr. Allan Jones was the founding Regional Associate Dean, Interior of the Southern Medical Program from 2009 to 2019. He played an integral role in the development and implementation of the Southern Medical Program, the fourth regional distributed site of the UBC Faculty of Medicine and the province of British Columbia. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2020/2021 winter session).

Dr. Ralph Yorsh Scholarship in Dentistry

Scholarships totalling \$2,000, valued at \$500 each, have been made available through an endowment established by an estate gift from Dr. Ralph Yorsh (1921-2020) for outstanding D.M.D. students. Dr. Yorsh was born in Winnipeg, Manitoba and was raised in Saskatchewan. He attended the University of Saskatchewan, and received his D.M.D. from the University of Toronto. After serving in the Canadian Dental Corp, he moved to Vancouver, where he met his wife, Rose. Dr. Yorsh practiced general dentistry, specializing in hypnosis, was a lecturer in UBC's Faculty of Dentistry, and founded UBC's Toastmasters International chapter. The scholarships are made on the recommendation of the Faculty of Dentistry. (First award available for the 2021/2022 winter session).

Administrative Note: Dr. Yorsh's will specifies that his gift should support scholarships of \$500. We have consulted with University Counsel and must abide by his instruction.

NEW AWARDS – ANNUAL

Anderson Family Bursary in Business

Bursaries totalling \$25,000 have been made available annually through a gift from Ron Anderson for female students in the Bachelor of Commerce program. Ideally, the bursaries will be assigned to at least three recipients. Three generations of the Anderson Family have received Bachelor of Commerce degrees from UBC: Ron Anderson (B.Com. 1979), his father, Donald McLeod Anderson (B.Com. 1948) and his daughter, Dominique Anderson (B.Com. 2015). These bursaries were established to help make pursuing an education in business more accessible to female students who



face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Bit Quill Technologies Award for Women in Computer Science

Awards totalling \$2,000 have been made available annually through a gift from Bit Quill Technologies for female students enrolled in an undergraduate degree program in the Department of Computer Science with outstanding academic achievement and demonstrated community service. Bit Quill Technologies is an employee-owned software development services company based in Vancouver. Bit Quill created this award as part of their work to create opportunities for the development of software in Vancouver by supporting the next generation of computer scientists at UBC. These academic awards are made on the recommendation of the Department of Computer Science. (First award available for the 2020/2021 winter session).

Debra Doucette (Hewson) and Dana H. Prince Centennial Scholars Award

A \$10,000 renewable entrance award has been made available annually through a gift from Debra Doucette (Hewson) (B.A. 1981) and Dana Prince (LL.B. 1986) for an outstanding domestic student entering any undergraduate program directly from high school. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The award is made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/2022 winter session).

Jennifer Kryworuchko Memorial Scholarship in Nursing

Scholarships totalling \$2,000 have been made available annually through gifts from family and friends in memory of Jennifer Kryworuchko (1969-2019) for outstanding M.S.N. and Ph.D. students in the School of Nursing whose thesis is focused on patient-provider communication, such as shared decision-making. Dr. Kryworuchko (B.Sc.N., Ph.D., RN CNCC(C)) joined UBC in 2015 as an Associate Professor in the School of Nursing. She was highly respected and admired for her passionate dedication to nursing practice, her joy and remarkable talent in teaching nursing students, and her research to improve nursing care, especially the improvement of palliative care access through shared decision-making between patients and health professionals. Jennifer was instrumental in improving interprofessional clinician guidance for the BC Centre for Palliative Care. Tragically, our community lost Jennifer in the prime of her life due to ovarian cancer. This scholarship was established to commemorate Jennifer's exemplary contributions to nursing education and research. The scholarships are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Kenneth Yok Keung Lam Memorial Scholarship

A \$1,000 scholarship has been made available annually through gifts from friends and family in loving memory of Kenneth Yok Keung Lam (1927-2015) for outstanding Vantage College



students who are entering second-year of any undergraduate program. Ken was born in the small rural village of Nam Moon Lei in Xinhui, Guangdong, China under conditions of extreme poverty. Despite his thirst for knowledge, he had to leave school at the age of ten, starting a small paper enterprise to supplement his family's income. In 1952, he immigrated to Canada and worked in the restaurant business in Flin Flon, Manitoba before moving with his wife, Shum Chee, and family to Vancouver, British Columbia in 1972. An avid learner, Ken instilled a passion for education in his six children and nine grandchildren: some of his proudest moments were celebrating their academic achievements, which include eighteen university degrees, twelve from UBC. This scholarship honours Ken's life journey and legacy: his valuing of education, his work ethic, and his courage and humility through adversity. The scholarship is made on the recommendation of Vantage College. (First award available for the 2020/2021 winter session).

Mary Louise Peterson Award in Business for IBPOC Students

Two awards of \$2,500 have been made available annually through a gift from Arbutus Search Group in honour of Mary Louise Peterson for domestic Bachelor of Commerce students who identify as Indigenous, Black or as a person of colour and are in good academic standing. Financial need may be considered. Mary was born in 1946 in Prescott, Ontario and set several records as a track and field athlete while in high school. She is a loving mother, an active member of her community and dedicated to environmental stewardship. This award was established to help make pursuing a business education more accessible to students who face barriers to accessing higher education. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Stober Foundation Entrance Award in Medicine

A \$5,000 renewable entrance award has been made available annually through a gift from the Stober Foundation for an outstanding M.D. student entering the Southern Medical Program. In addition to academic merit, consideration will be given to students who have demonstrated community involvement and volunteerism. Financial need may be considered. Subject to continued academic standing, the award will be renewed for a further three years of study or until the M.D. degree is obtained (whichever is the shorter period). The award is made on the recommendation of the Southern Medical Program. (First award available for the 2020/2021 winter session).

Dr. J. Paul Whelan Award in Urology

Awards totalling \$1,000 have been made available annually through the University of Victoria for M.D. students in the Island Medical Program who are interested in pursuing a career in urology. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the Vancouver Island Health Authority Urology Department. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6771 – TimberWest Forestry Award for Indigenous Students

Rationale for Proposed Changes

TimberWest has merged with Island Timberlands to form Mosaic Forest Management. The name of the award and the description have been updated to reflect this. As discussed with University Counsel, we are able to amend the title of the award without seeking approval from the Board of Governors.

Current Award Description

Awards totalling \$4,000 have been made available through an endowment established by TimberWest, along with matching funds from the Faculty of Forestry, to First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry. Preference is given to graduate students focusing their studies on forest resource management or forest sciences and who have a demonstrated



interest in pursuing a career in the forest industry in British Columbia. If, in any given year, there are no eligible graduate students then the award may be given to an undergraduate student in the Faculty. TimberWest has been operating for 100 years on the BC Coast. Their timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber products. All their lands are third-party certified under the Sustainable Forestry Initiative, and the company is certified to the Progressive Aboriginal Relations program of the Canadian Council for Aboriginal Business. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate awards, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: TimberWest Forestry Mosaic Forest Management Award for Indigenous Students

Proposed Award Description

Awards totalling \$4,000 have been made available through an endowment established by TimberWest, along with matching funds from the Faculty of Forestry, to First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry. Preference is given to graduate students focusing their studies on forest resource management or forest sciences and who have a demonstrated interest in pursuing a career in the forest industry in British Columbia. If, in any given year, there are no eligible graduate students then the award may be given to an undergraduate student in the Faculty. Mosaic Forest Management is the timberlands manager for TimberWest and Island Timberlands, two forestry companies that have been operating for 100 years on the BC Coast. Their Mosaic's timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber products. All their lands are third-party certified under the Sustainable Forestry Initiative, and the company is certified to the Progressive Aboriginal Relations program of the Canadian Council for Aboriginal Business. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate awards, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Annual Awards

6402 – Graduate Student Travel Award in Pharmaceutical Sciences

Rationale for Proposed Changes

As travel is limited during the COVID-19 pandemic, the Faculty of Pharmaceutical Sciences has requested that the description be amended to support professional development activities rather than just travel, to ensure students attending conferences held remotely.

Current Award Description

Travel awards totalling \$2,000 are offered to enable graduate students in the Faculty of Pharmaceutical Sciences to attend conferences or symposia at which they will present a poster or an academic paper. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: Graduate Student Travel Professional Development Award in Pharmaceutical Sciences

Proposed Award Description

Travel Awards totalling \$2,000 are offered to enable have been made available annually for graduate students in the Faculty of Pharmaceutical Sciences participating in professional development activities, including but not limited to, attending a conferences or symposia at which they will be presenting a poster or an academic paper. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.



Appendix B: Curriculum Report

FACULTY OF ARTS

New program

Minor in Informatics

New courses

GEOG 257 (3) People, Places & Landscapes;

HIST 475 (3) Documenting Punjabi Canada;

INFO 100 (3) (De)coding Information and Why it Matters;

INFO 200 (3) Foundations of Informatics;

INFO 300 (3) Information and Data Design;

INFO 303 (3) Search Engines and Society;

SOCI 270 (3) Sociology of Creativity

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New courses

COMM 314 (3) Strategies for Responsible Business;

COMM 463 (3) Public Relations

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Education

New courses

EDST 529 (3) Qualitative Research Interviewing;

EDST 604 (3) Advanced Seminar in Researching Educational Practice & Policy

Medicine

New course

OBST 511 (3) Women's Mental Health across their Lifecycle

Pharmaceutical Sciences

New course

PHAR 522 (1) Basic Theory and Practice of Liquid Chromatography – Mass Spectrometry and NMR in Pharmaceutical Research



Appendix C: Emeritus Report

Name	Emeritus Title
Scoble, Malcolm	Professor Emeritus of Mining & Engineering
Van Zyl, Dirk Jacobus A	Professor Emeritus of Mining & Engineering
Veiga, Marcello	Professor Emeritus of Mining & Engineering
McKellin, William	Assistant Professor Emeritus of Anthropology
Zeigler, Barbara	Professor Emeritus of Art History, Visual Art & Theory
Curat, Herve	Professor Emeritus of French, Hispanic & Italian Studies
Guppy, Neil L	Professor Emeritus of Sociology
Sweet, David	Professor Emeritus of Oral Biological & Medical Sciences
Meyer, Karen	Assoc Professor Emeritus of Curriculum & Pedagogy
Mirenda, Pat	Professor Emeritus of Education and Counseling Psychology, and Special Education
Mager, Dixie	Professor Emeritus of Medical Genetics
Schellenberg, R Robert	Professor Emeritus of Allergy and Immunology
Roberge, Michel	Professor Emeritus of Biochemistry & Molecular Biology
Miller, Diane	Associate Professor Emeritus of Obstetrics & Gynaecology
Sadownick, Leslie	Associate Professor Emeritus of Obstetrics & Gynaecology



Duncan, Clive P	Professor Emeritus of Orthopaedics
McCormack, Robert	Professor Emeritus of Orthopaedics
O'Kusky, John R	Associate Professor Emeritus of Pathology
Fradet, Guy	Associate Professor Emeritus of Surgery
Nasir, Jetha	Clinical Professor Emeritus of Pediatrics
Turner, Laurence	Clinical Professor Emeritus of Surgery
Wu, John	Clinical Professor Emeritus of Pediatrics
Brown, Kenneth	Clinical Professor Emeritus of Orthopaedics
Beauchamp, Richard	Clinical Associate Professor Emeritus of Emergency Medicine
Schubert, Harold	Clinical Professor Emeritus of Orthopedics
James, Peter	Administrative Librarian Emeritus
Wilkins, Sandra Lee	Administrative Librarian Emeritus



20 January 2021

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Faculty of Arts – Undergraduate Class Standing at Graduation

The Senate Academic Policy Committee has reviewed undergraduate Class Standing at Graduation proposals from the Faculty of Arts for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of International Economics, Bachelor of Media Studies, Bachelor of Music, and Bachelor of Social Work. The Faculty is eliminating Class 1, Class 2, and Class P graduation standings for the degree programs noted above, while also creating “with Distinction” and “with High Distinction” standings for the B.A., B.F.A., B.I.E., B.M.S., B.Mus., and B.S.W., and “Honours with High Distinction” standing for the B.I.E. All new standings are eligible to be printed on the degree parchment for applicable students. Additionally, these proposals seek to establish a standard calculation process for Class Standing.

The following is recommended to Senate:

Motion: *“That the Senate approve the Class Standing at Graduation (Bachelor of Arts, Bachelor of Fine Arts, Bachelor of International Economics, Bachelor of Media Studies, Bachelor of Music, Bachelor of Social Work) Calendar entries as presented.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Proposal Brief: Faculty of Arts Undergraduate Class Standing at Graduation

Purpose of Proposed Changes

To eliminate Class 1, Class 2 and Class P graduation standings for undergraduate Arts degree programs

To create new “with Distinction” and “with High Distinction” standings, eligible to be printed on the degree parchment for BA, BFA, BIE, BMS, BMus and BSW students, to recognize GPA-based academic distinction, and to establish a threshold to achieve those standings

To create a new “Honours with High Distinction” standing, eligible to be printed on the degree parchment for BIE students, to recognize GPA-based academic distinction

To establish a standard calculation process for Class Standing

Rationale for Proposed Changes

Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts’ goal to create a supportive student experience. We believe that both “with Distinction” and “with High Distinction” will serve as a point of pride for Arts graduates.

While Class Standing at graduation provides only one method for recognition of the many achievements of our undergraduate student body, specifically in relation to distinction of GPA (rather than distinction or merit in an absolute sense), Arts wishes to retain recognition of high-achieving academic students. Our current terms of recognition, including the highest, Class 1, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.

Calculation criteria for class standing at graduation should be consistent and transparent. While not a happy one, failing a course is a valid academic outcome, and we believe a weighted average should include all graded attempts. We also believe that a weighted average should include all completed upper-level course grades, regardless of whether the course was required to satisfy degree or program requirements. Courses completed towards elective requirements are equally academically rigorous, and equally reflect student academic performance.

Upon consultation with the entire Arts undergraduate student body¹, the proposal received strong support. 79% of respondents indicated support for removing our current Class Standings and replacing them with “Distinction” recognition on the transcript and parchment for those with averages of 85% or higher. In response to questions from students about the 80-84.9% range (currently Class 1, but not included in our original exploratory inquiry), and upon reflection on their achievements, Dean Averill determined that we should expand our range of recognition in this proposal to include all those at 80% or higher. We believe that the amendment makes this proposal even more highly aligned with the feedback we received from Arts undergraduate students, and with our own values as a Faculty.

¹14841 students surveyed, 3051 responses (just over 20% response rate)



UBC Curriculum Proposal Form Change to Course or Program

<p>Category: 2 Faculty: Arts Department: Office of the Dean of Arts Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: December 1, 2020 Contact Person: Nancy Campbell for Gage Averill and Stefania Burk Phone: Email: nancy.campbell@ubc.ca; stefania.burk@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Academic Recognition, Promotion, and Continuation</p> <p>Proposed Calendar Entry:</p> <p>Academic Recognition, Promotion, and Continuation</p> <p>[...]</p> <p>Class Standing at Graduation The designation “with Distinction” will be notated on the degree parchment for any student who has achieved an average between 80% and 84.9%, calculated on all attempted UBC academic courses numbered 300* or higher. The designation “with High Distinction” will be notated on the degree parchment for any student who has achieved an average of at least 85%, calculated on all attempted UBC academic courses numbered 300* or higher.</p> <p>*For students who complete a Major, Honours, or Minor in Music, ensemble and composition courses with 100- or 200-level course numbers will count as 300- or 400-level courses, and hence as part of the upper-level average calculation, when taken in the third or fourth years.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1576</p> <p>Present Calendar Entry:</p> <p>Academic Recognition, Promotion, and Continuation</p> <p>[...]</p> <p>Class Standing at Graduation Graduation Class Standing appears on the transcript, and is awarded based on grades earned for at least 48 upper-level credits. These must include all upper-level credits used to satisfy degree or specialization requirements, and can include the best upper-level electives, as necessary, to reach a total of 48 credits. Using this calculation, students who achieve an average of 80% or higher receive Class 1 standing. Those with an average between 65% and 79.9% receive Class 2 standing, and those with an average of 64.9% or lower receive Class P (Pass) standing.</p> <p>[...]</p> <p>Type of Action: For the Bachelor of Arts program, replace current Class Standing at Graduation standings with two new standings: “with Distinction” and “with High Distinction”. Add note referencing course use in average calculation for</p>



	<p>students specializing in Music.</p> <p>Rationale: Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts' goal to create a supportive student experience. We believe that both proposed standings, "with Distinction" and "with High Distinction", will serve as a point of pride for Arts graduates.</p> <p>Our current terms of recognition, including the highest, Class 1, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.</p> <p>We believe that calculation criteria for class standing at graduation should be consistent and transparent. We wish to make clear that we include all graded attempts of upper-level courses in the calculation of the class standing average. Existing wording supporting the inclusion of MUSC ensemble and composition courses in the average calculation for students specializing in Music can be found here: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,96. By also including this information on the Academic</p>
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	<p>Recognition page, we wish to make this practice clearer and the policy easier to find for students specializing in Music.</p> <p>Once approved, the proposed changes to Class Standing at graduation will apply to all registered BA students; there will be no grandfathering of the old policy. The policy will be implemented immediately and so will be effective for 2020W graduation in May, 2021, and onwards. We have confirmed with the Office of the Senate and Enrolment Services that it is possible to enact this proposal in time to recognize the May, 2021 graduating class.</p> <p>We note that, upon consultation with the entire Arts undergraduate student body (14841 students surveyed, 3051 responses, or just over a 20% response rate), the proposal received strong support, with 79% of respondents in favour.</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Fine Arts Academic Recognition, Promotion, and Continuation</p> <p>Proposed Calendar Entry:</p> <p>Academic Recognition, Promotion, and Continuation</p> <p>[...]</p> <p>Class Standing at Graduation The designation “with Distinction” will be notated on the degree parchment for any student who has achieved an average between 80% and 84.9%, calculated on all attempted UBC academic courses numbered 300* or higher. The designation “with High Distinction” will be notated on the degree parchment for any student who has achieved an average of at least 85%,</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1592</p> <p>Present Calendar Entry:</p> <p>Academic Recognition, Promotion, and Continuation</p> <p>[...]</p> <p>Class Standing at Graduation Graduation Class Standing appears on the transcript, and is awarded based on grades earned for at least 48 upper-level credits. These must include all upper-level credits used to satisfy degree or specialization requirements, and can include the best upper-level electives, as necessary, to reach a total of 48 credits. Using this calculation, students who achieve an average of 80% or higher receive Class 1 standing. Those with</p>



calculated on all attempted UBC academic courses numbered 300* or higher.

*For students who complete a Major, Honours, or Minor in Music, ensemble and composition courses with 100- or 200-level course numbers will count as 300- or 400-level courses, and hence as part of the upper-level average calculation, when taken in the third or fourth years.

[...]

~~an average between 65% and 79.9% receive Class 2 standing, and those with an average of 64.9% or lower receive Class P (Pass) standing.~~

[...]

Type of Action: For the Bachelor of Fine Arts program, replace current Class Standing at Graduation standings with two new standings: “with Distinction” and “with High Distinction”. Add note referencing course use in average calculation for students specializing in Music.

Rationale: Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts’ goal to create a supportive student experience. We believe that both proposed standings, “with Distinction” and “with High Distinction”, will serve as a point of pride for Arts graduates.

Our current terms of recognition, including the highest, Class 1, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.



	<p>We believe that calculation criteria for class standing at graduation should be consistent and transparent. We wish to make clear that we include all graded attempts of upper-level courses in the calculation of the class standing average. Existing wording supporting the inclusion of MUSC ensemble and composition courses in the average calculation for students specializing in Music can be found here: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,96. By also including this information on the Academic Recognition page, we wish to make this practice clearer and the policy easier to find for students specializing in Music.</p> <p>Once approved, the proposed changes to Class Standing at graduation will apply to all registered BFA students; there will be no grandfathering of the old policy. The policy will be implemented immediately and so will be effective for 2020W graduation in May, 2021, and onwards. We have confirmed with the Office of the Senate and Enrolment Services that it is possible to enact this proposal in time to recognize the May, 2021 graduating class.</p> <p>We note that, upon consultation with the entire Arts undergraduate student body (14841 students surveyed, 3051 responses, or just over a 20% response rate), the proposal received strong support, with 79% of respondents in favour.</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Vancouver School of Economics Bachelor of International Economics Academic Regulations</p> <p>Proposed Calendar Entry:</p> <p>Academic Regulations</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,304,932,1508</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p>



Class Standing at Graduation

The designation “with Distinction” will be notated on the degree parchment for any student who has achieved an average between 80% and 84.9%, calculated on all attempted UBC academic courses numbered 300* or higher. The designation “with High Distinction” will be notated on the degree parchment for any student who has achieved an average of at least 85%, calculated on all attempted UBC academic courses numbered 300* or higher. B.I.E. students who achieve a Core average of 90% or higher, calculated on all attempted upper-level Core credits, will also receive “Honours” standing, appearing on the degree parchment as “Honours with High Distinction”.

* For students who complete a Minor in Music, ensemble and composition courses with 100- or 200-level course numbers will count as 300- or 400-level courses, and hence as part of the upper-level average calculation, when taken in the third or fourth years.

[...]

[...]

Class Standing at Graduation

~~Graduation Class Standing appears on the transcript, and is awarded based on grades earned for at least 51 upper-level credits. These must include all upper-level Core credits and upper-level credits used to satisfy degree and specialization requirements, and may include the best upper-level elective credits, as necessary, to reach a minimum of 51 credits. Using this calculation, students who achieve an average of 80% or higher receive Class 1 standing. Those with an average between 65% and 79.9% receive Class 2 standing, and those with an average of 64.9% or lower receive Class P (Pass) standing.~~ B.I.E. students who achieve a Core average of 90% or higher, calculated on all attempted upper-level Core credits, will also receive ~~With Honours standing, appearing on the transcript as Class 1 With Honours.~~

[...]

Type of Action: For the Bachelor of International Economics program, replace current Class Standing at Graduation standings with three new standings: “with Distinction”, “with High Distinction”, and “Honours with High Distinction”. Add note referencing course use in average calculation for students specializing in Music.

Rationale: Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of



Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts' goal to create a supportive student experience. We believe that all three proposed standings, "with Distinction", "with High Distinction", and "Honours with Distinction" will serve as a point of pride for BIE Arts graduates.

Our current terms of recognition, including the highest, Class 1 with Honours, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.

We believe that calculation criteria for class standing at graduation should be consistent and transparent. We wish to make clear that we include all graded attempts of upper-level courses in the calculation of the class standing average. Existing wording supporting the inclusion of MUSC ensemble and composition courses in the average calculation for students specializing in Music can be found here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,96>. By also including this information on the Academic Regulations page, we wish to make this practice clearer and the policy easier to find for students specializing in Music.

Once approved, the proposed changes to Class Standing at graduation will apply to all registered BIE students; there will be no grandfathering of the old policy. The policy will be implemented immediately and so will be effective for 2020W graduation in



	<p>May, 2021, and onwards. We have confirmed with the Office of the Senate and Enrolment Services that it is possible to enact this proposal in time to recognize the May, 2021 graduating class.</p> <p>We note that, upon consultation with the entire Arts undergraduate student body (14841 students surveyed, 3051 responses, or just over a 20% response rate), the proposal received strong support, with 79% of respondents in favour.</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Media Studies Academic Regulations</p> <p>Proposed Calendar Entry:</p> <p>Academic Regulations</p> <p>[...]</p> <p>Class Standing at Graduation The designation “with Distinction” will be notated on the degree parchment for any student who has achieved an average between 80% and 84.9%, calculated on all attempted UBC academic courses numbered 300* or higher. The designation “with High Distinction” will be notated on the degree parchment for any student who has achieved an average of at least 85%, calculated on all attempted UBC academic courses numbered 300* or higher.</p> <p>*For students who complete a Minor in Music, ensemble and composition courses with 100- or 200-level course numbers will count as 300- or 400-level courses, and hence as part of the upper-level average calculation, when taken in the third or fourth years.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,955,1526</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>[...]</p> <p>Class Standing at Graduation Graduation Class Standing appears on the transcript, and is awarded based on grades earned for at least 48 upper-level credits. These must include all upper-level credits used to satisfy degree or specialization requirements, and can include the best upper-level electives, as necessary, to reach a total of 48 credits. Using this calculation, students who achieve an average of 80% or higher receive Class 1 standing. Those with an average between 65% and 79.9% receive Class 2 standing, and those with an average of 64.9% or lower receive Class P (Pass) standing.</p> <p>[...]</p> <p>Type of Action: For the Bachelor of Media Studies program, replace current Class Standing at Graduation standings with two new standings: “with Distinction” and “with High Distinction”. Add note referencing course use in average</p>



	<p>calculation for students specializing in Music.</p> <p>Rationale: Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts' goal to create a supportive student experience. We believe that both proposed standings, "with Distinction" and "with High Distinction", will serve as a point of pride for Arts graduates.</p> <p>Our current terms of recognition, including the highest, Class 1, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.</p> <p>We believe that calculation criteria for class standing at graduation should be consistent and transparent. We wish to make clear that we include all graded attempts of upper-level courses in the calculation of the class standing average. Existing wording supporting the inclusion of MUSC ensemble and composition courses in the average calculation for students specializing in Music can be found here: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,96. By also</p>
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	<p>including this information on the Academic Regulations page, we wish to make this practice clearer and the policy easier to find for students specializing in Music.</p> <p>Once approved, the proposed changes to Class Standing at graduation will apply to all registered BMS students; there will be no grandfathering of the old policy. The policy will be implemented immediately and so will be effective for 2020W graduation in May, 2021, and onwards. We have confirmed with the Office of the Senate and Enrolment Services that it is possible to enact this proposal in time to recognize the May, 2021 graduating class.</p> <p>We note that, upon consultation with the entire Arts undergraduate student body (14841 students surveyed, 3051 responses, or just over a 20% response rate), the proposal received strong support, with 79% of respondents in favour.</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The School of Music Bachelor of Music Degree Requirements</p> <p>Proposed Calendar Entry:</p> <p>Degree Requirements</p> <p>[...]</p> <p>Dean's List</p> <p>[...]</p> <p>Class Standing at Graduation The designation “with Distinction” will be notated on the degree parchment for any student who has achieved an average between 80% and 84.9%, calculated on all attempted UBC academic courses numbered 300* or</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,210,381,364#16846</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p>[...]</p> <p>Dean's List</p> <p>[...]</p> <p>Type of Action: For the Bachelor of Music program, add Class Standing at Graduation section.</p> <p>Rationale: While the Bachelor of Music program currently awards Class 1, Class 2 and Class P standings at graduation, the practice has never been recorded in the Calendar. This proposal addresses that</p>



higher. The designation “with High Distinction” will be notated on the degree parchment for any student who has achieved an average of at least 85%, calculated on all attempted UBC academic courses numbered 300 or higher.

Ensemble and composition courses with 100- or 200-level course numbers will count as 300- or 400-level courses, and hence as part of the upper-level average calculation, when taken in the third or fourth years.

[...]

oversight.

Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts’ goal to create a supportive student experience. We believe that both proposed standings, “with Distinction” and “with High Distinction”, will serve as a point of pride for Arts graduates.

Our current terms of recognition, including the highest, Class 1, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.

We believe that calculation criteria for class standing at graduation should be consistent and transparent. We wish to make clear that we include all graded attempts of upper-level courses in the calculation of the class standing average. Existing wording supporting the inclusion of MUSC ensemble and composition courses in the average calculation for Music students can be found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,96>. By also including this information on the Degree Requirements page, we wish to make this



	<p>practice clearer and the policy easier to find.</p> <p>Once approved, the proposed changes to Class Standing at graduation will apply to all registered BMus students; there will be no grandfathering of the old policy. The policy will be implemented immediately and so will be effective for 2020W graduation in May, 2021, and onwards. We have confirmed with the Office of the Senate and Enrolment Services that it is possible to enact this proposal in time to recognize the May, 2021 graduating class.</p> <p>We note that, upon consultation with the entire Arts undergraduate student body (14841 students surveyed, 3051 responses, or just over a 20% response rate), the proposal received strong support, with 79% of respondents in favour.</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The School of Social Work Bachelor of Social Work Academic Regulations</p> <p>Proposed Calendar Entry:</p> <p>Academic Regulations</p> <p>Advancement</p> <p>[...]</p> <p>Class Standing at Graduation The designation “with Distinction” will be notated on the degree parchment for any student who has achieved an average between 80% and 84.9%, calculated on all attempted UBC academic courses numbered 300 or higher. The designation “with High Distinction” will be notated on the degree parchment for any student who has achieved an average of at least 85%,</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,216,415,442</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>Advancement</p> <p>[...]</p> <p>Type of Action: For the Bachelor of Social Work program, add Class Standing at Graduation section.</p> <p>Rationale: While the Bachelor of Social Work program currently awards Class 1, Class 2 and Class P standings at graduation, the practice has never been recorded in the Calendar. This proposal addresses that oversight.</p>



calculated on all attempted UBC academic courses numbered 300 or higher.

[...]

Arts is the only remaining undergraduate-teaching Faculty to use Class 1, Class 2 and Class P, and to assign a standing to all graduates. The use of Class P does not recognize achievement but only serves to highlight, and potentially embarrass, those students with a class standing average insufficient to earn Class 1 or Class 2 standing. Likewise, the use of Class 2 serves to highlight those with a class standing average insufficient to earn Class 1 standing, without true reward. This is out of alignment with the Faculty of Arts' goal to create a supportive student experience. We believe that both proposed standings, "with Distinction" and "with High Distinction", will serve as a point of pride for Arts graduates.

Our current terms of recognition, including the highest, Class 1, are not eligible to be printed on the degree parchment, which gives the appearance of diminishing student accomplishments at graduation and puts Arts out of step with other undergraduate-teaching Faculties. This proposal creates standings permitted on the parchment, in celebration of our graduating students.

We believe that calculation criteria for class standing at graduation should be consistent and transparent. We wish to make clear that we include all graded attempts of upper-level courses in the calculation of the class standing average.

Once approved, the proposed changes to Class Standing at graduation will apply to all registered BSW students; there will be no grandfathering of the old policy. The policy will be implemented immediately and so will be effective for 2020W graduation in May, 2021, and onwards. We have confirmed with the Office of the Senate and Enrolment Services that it is



	<p>possible to enact this proposal in time to recognize the May, 2021 graduating class.</p> <p>We note that, upon consultation with the entire Arts undergraduate student body (14841 students surveyed, 3051 responses, or just over a 20% response rate), the proposal received strong support, with 79% of respondents in favour.</p>
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To: Vancouver Senate
From: Senate Awards Committee
Re: Awards for Acceptance by the Senate
Date: 20 January 2021

The Senate Awards Committee has reviewed the materials submitted by Development and Alumni Engagement and has enclosed the list of new and revised awards it deems ready for consideration by the Senate for approval:

The Awards Committee recommends that the Senate accept the new awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.

Respectfully submitted by,
Dr. Sally Thorne, Chair, Senate Awards Committee

January 2021

From: Daniel Galpin, Associate Director, Awards Development

To: Senate Committee on Student Awards, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Don A. Slack Award in Forestry

Awards totalling \$4,000 have been made available through an endowment established by Don A. Slack (B.S.F. 1968), along with matching funds from the Faculty of Forestry, for Bachelor of Science in Forestry students majoring in Forest Resources Management who have achieved good academic standing. Financial need may be considered. Ideally, each award will be valued at not less than \$2,000. Don has spent over fifty years in the wood products industry. He began his career in 1969 as a lumber trader at Seaboard Lumber Sales, then traded commodity lumber with two Vancouver lumber wholesaler companies before forming his own company, Daswood Lumber Co Ltd, in 1979. He joined Fraserview Cedar Products (FCP) in 2007, where he worked to expand the company's business to off-shore markets. Don established this award to support the next generation of foresters while they acquire the skills and knowledge they need to steward our forests. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

1017 – Sean Gilbert - Crowe MacKay LLP Memorial Award

Rationale for Proposed Changes

The description has been revised to clarify the candidate pool and to give preference to students who have been historically, persistently and systemically discriminated against. As discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment, which is to support awards for Bachelor of Commerce students in the Accounting Option. The UBC Sauder School of Business and the Equity & Inclusion Office has approved the revised description.

Current Award Description

In honour of Sean Gilbert, BCom 1988, a Chartered Accountant at MacKay LLP for 25 years, a \$3500 award has been endowed by family, friends and colleagues. The award is a tribute to Sean and recognizes his legacy of selflessness, mentorship, and commitment to excellence in professional practice and education. To be considered, candidates must be in either the third or fourth year of study in the accounting option of the Sauder School of Business with plans to pursue the Chartered Professional Accountant designation. Students must exhibit strong academic standing, leadership amongst his or her peers, and proven athletic and/or artistic capabilities. The award is made on the recommendation of the Sauder School of Business.

Proposed Award Description

Awards totalling \$3,500 have been made through an endowment established by family, friends and colleagues in memory of Sean Gilbert (1965-2012), for outstanding Bachelor of Commerce students in the Accounting option. In honour of Sean Gilbert, BCom 1988, a Chartered Accountant at MacKay LLP for 25 years, a \$3500 award has been endowed by family, friends and colleagues. In addition to academic merit, recipients must have demonstrated leadership and have plans to pursue the Chartered Professional Accountant designation. Financial need may be considered. Preference will be given to students that have been historically, persistently and systemically discriminated against. Sean Gilbert (B.Com. 1988) was a Chartered Accountant at MacKay LLP for twenty-five years. This The award was established as is a tribute to Sean and recognizes his legacy of selflessness, mentorship, and commitment to excellence in professional practice and education. To be considered, candidates must be in either the third or fourth year of study in the accounting option of the Sauder School of Business with plans to pursue the Chartered Professional Accountant designation. Students must exhibit strong academic standing, leadership amongst his or her peers, and proven athletic and/or artistic capabilities. These academic awards is are made on the recommendation of the UBC Sauder School of Business.

2505 – Jessie L. McLenaghan Scholarship

Rationale for Proposed Changes

This scholarship was established to support students studying home economics. In the early 2000s, the scholarship was moved to the Faculty of Land and Food Systems after the University stopped awarding degrees in home economics. The scholarship has been revised to move the scholarship from the Faculty of Land and Food Systems to the Faculty of Education, where it can be assigned to students studying to become home economics teachers. As discussed with University Counsel this amendment to the award description aligns with the original purpose of the scholarship.

Current Award Description

A scholarship of \$1300 has been endowed as a tribute to the late Dr. Jessie L. McLenaghan, Provincial Director of Home Economics from 1926 to 1946, in recognition of her leadership in the development of Home Economics in this province. Dr. McLenaghan received an honorary doctoral degree from the University of British Columbia on the twenty-first anniversary of the establishment of the School of Home Economics. The award is made to an outstanding undergraduate student entering third or fourth year of the Human Ecology major of the B.Sc. (Food, Nutrition & Health) program and is given on the recommendation of the Faculty of Land and Food Systems Awards Committee.

Proposed Award Name: Jessie L. McLenaghan Scholarship in Home Economics

Proposed Award Description

Scholarships totalling \$1,300 have been made available through an endowment established in memory of Dr. Jessie L. McLenaghan (1883-1968), for outstanding students in the Faculty of Education who are preparing to become home economics teachers. A scholarship of \$1300 has been endowed as a tribute to the late Dr. Jessie L. McLenaghan, was the Provincial Director of Home Economics in British Columbia from 1926 to 1946, and received an honorary doctoral degree from the University of British Columbia in 1956. This scholarship was established in recognition of Dr. McLenaghan's her leadership in the development of Home Economics in this province British Columbia. The scholarships are made on the recommendation by Faculty in the Department of Curriculum & Pedagogy. Dr. McLenaghan received an honorary doctoral degree from the University of British Columbia on the twenty first anniversary of the establishment of the School of Home Economics. The award is made to an outstanding undergraduate student entering third or fourth year of the Human Ecology major of the B.Sc. (Food, Nutrition & Health) program and is given on the recommendation of the Faculty of Land and Food Systems Awards Committee.

524 – Guenter Felix Sanders Scholarship

Rationale for Proposed Changes

The description has been revised to clarify the candidate pool for the scholarship and the adjudication process for the scholarship. As discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment. Enrolment Services has approved the revised description.

Current Award Description

Scholarships totalling \$2900 have been endowed through a bequest from Guenter Felix Sanders for students at the University of British Columbia Vancouver and the University of British Columbia Okanagan who are affiliated with the Knights Pythias in British Columbia and are, preferably, honouring or majoring in mathematics or applied science. Basis of selection is

academic standing, but financial need may be a factor. Awards are made on the recommendation of the University in consultation with the Grand Lodge, Knights of Pythias, whose approval is necessary and who are empowered to determine from time to time the amounts and conditions of these awards.

Proposed Award Description

Scholarships totalling \$2,900 have been ~~endowed through a bequest~~ made available through an endowment established by an estate gift from Guenter Felix Sanders (1904-1961) for outstanding undergraduate and graduate students at the University of British Columbia Vancouver and the University of British Columbia Okanagan, with preference for students (1) whose parents or themselves are affiliated with the Knights Pythias in British Columbia and/or (2) are, preferably, honouring or majoring in mathematics or are in the Faculty of Applied Science. The scholarships are made on the recommendation of Enrolment Services. ~~Basis of selection is academic standing, but financial need may be a factor. Awards are made on the recommendation of the University in consultation with the Grand Lodge, Knights of Pythias, whose approval is necessary and who are empowered to determine from time to time the amounts and conditions of these awards.~~

1033 – Jack and Mary Stone Award for Women in Business

Rationale for Proposed Changes

As approved at the Board of Governors meeting in December, the Endowment Trust Agreement for the Jack and Mary Stone Award for Women in Business Endowment Fund was amended to honour the Stone Family more broadly. The title of the award has been updated to reflect this amendment.

Current Award Description

A \$2,550 award is offered through an endowment with contributions from The Jack C and Mary C Stone Living Trust and Jack & Mary's daughter Ann to a female student enrolled in the Bachelor of Commerce program at the Sauder School of Business. Preference is given to a candidate specializing in marketing or finance who has demonstrated leadership in the community. The award is made on the recommendation of the Sauder School of Business. This award was created to encourage women in business. The Stone Family believes strongly in the importance of education to enable women to have successful business careers. They have contributed throughout their lives to higher education and encourage the recipient of this award to consider this spirit of giving once they are secure in their careers.

Proposed Award Name: ~~Jack and Mary Stone~~ Family Award for Women in Business

Proposed Award Description

No change.

Annual Awards

6735 – Jagdeep Singh Bakshi Scholarship in Naval Architecture and Marine Engineering

Rationale for Proposed Changes

The Department of Mechanical Engineering was recently given responsibility for administering the Master of Engineering in Naval Architecture & Marine Engineering program. The description has been updated to move the adjudication of the scholarship to the Department of Mechanical Engineering, and to remove the Faculty of Graduate and Postdoctoral Studies from the adjudication process, as the Master of Engineering program is not administered by the Faculty of Graduate and Postdoctoral Studies.

Current Award Description

A \$1,000 scholarship is offered annually by friends and family of Jagdeep Singh Bakshi for students in the Master of Engineering in Naval Architecture & Marine Engineering who demonstrate leadership and academic excellence in their studies. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 scholarship is offered annually by friends and family of Jagdeep Singh Bakshi for students in the Master of Engineering in Naval Architecture & Marine Engineering who demonstrate leadership and academic excellence in their studies. The award is made on the recommendation of the Faculty of Applied Science **Department of Mechanical Engineering** in consultation with the Faculty of Graduate and Postdoctoral Studies.

5884 – The Hon. Grant D. Burnyeat, Q.C. Award in Law

Rationale for Proposed Changes

The donor has increased his yearly giving towards the award. The award description has been revised so that multiple awards may be given out each year.

Current Award Description

Awards up to the amount of domestic tuition, the gift of The Hon. Grant D. Burnyeat, Q.C., Law Class of 1973 are offered annually to assist with the yearly tuition fees of domestic or international students enrolled in any year of the J.D. program who have demonstrated academic merit, who have shown significant leadership skills, and who face financial challenges that

would prevent pursuit or completion of legal education. The awards are made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

Awards ~~up to the amount of domestic tuition, the gift of~~ valued at the cost of tuition are offered annually by The Hon. Grant D. Burnyeat, Q.C., Law Class of 1973, ~~are offered annually to assist with the yearly tuition fees of domestic or international~~ to students enrolled in any the first year of the J.D. program. ~~who~~ Students will have demonstrated academic merit, ~~who~~ have shown significant leadership skills, and ~~who faced~~ financial challenges that would prevent pursuit or completion of their legal education. Mr. Burnyeat has long been committed to UBC and the Faculty of Law. He has served as President of the A.M.S. and the Alumni Association, as a member of the U.B.C. Senate, on a number of fundraising committees, and has contributed to the Rise Women's Legal Centre and the Indigenous Community Legal Clinic. Mr. Burnyeat has been recognized as one of the 75 outstanding alumni of UBC's first 75 years, received a Queen's Golden Jubilee Medal in 2002, the UBC Alumni Achievement Award for Volunteer Leadership in 2009, and the Queen's Diamond Jubilee Medal in 2012. The awards are made on the recommendation of the Peter A. Allard School of Law.

8662 – Canadian Medical Association's 150th Anniversary Bursary in Medicine

Rationale for Proposed Changes

The yearly award value has increased from \$8,500 to \$20,000. The description has been revised to allow the \$20,000 to be split between multiple students.

Current Award Description

An \$8,500 bursary is offered annually to celebrate the Canadian Medical Association's 150th anniversary for an MD student in good academic standing with demonstrated financial need. The recipient must be a Canadian citizen, permanent resident or a person with protected/refugee status. Preference will be given to members of the Canadian Medical Association. The bursary is adjudicated by Enrolment Services.

Proposed Award Description

Bursaries totalling \$20,000 ~~An \$8,500 bursary is~~ are offered annually to celebrate the Canadian Medical Association's 150th anniversary for ~~an~~ MD students in good academic standing with demonstrated financial need. The recipients must be a Canadian citizens, permanent residents or ~~a person with~~ have protected/refugee status. Preference will be given to members of the Canadian Medical Association. The ~~bursary is~~ bursaries are adjudicated by Enrolment Services.

5202 – Fernandez Family Centennial Scholars Major Entrance Award

Rationale for Proposed Changes

The award description has been revised to reflect that the award is now valued at \$5,000 a year, and to bring the criteria into alignment with other centennial awards. A preference for students who identify as Indigenous, Black or as a person of colour or who are youth in care or former youth in care has also been added. The Centennial Scholars Entrance Award Committee and the Equity & Inclusion Office have approved the revised description.

Current Award Description

A \$2,000 renewable entrance award is offered annually by Darran Fernandez to an outstanding domestic student entering university directly from secondary schools in Canada, or transferring directly from other colleges and universities, in Canada or abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. Only one student can hold this award in any given year. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee.

Proposed Award Description

A ~~\$2,000~~ \$5,000 renewable entrance award ~~is offered~~ **has been made available** annually ~~by~~ **through a gift from** Darran Fernandez ~~to~~ **for** an outstanding domestic student entering university directly from secondary schools in Canada, or transferring directly from other colleges and universities, in Canada or abroad. **Preference will be given to students who (1) identify as Indigenous, Black or as a person of colour or (2) who are youth in care or former youth in care.** ~~Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school.~~ Recipients are academically qualified ~~students with an interest in joining and contributing to the UBC Vancouver community but who~~ **and** would not be able to attend UBC without significant financial assistance. **In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement.** Subject to continued ~~scholarship~~ **academic** standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). ~~Candidates must be nominated by a member of their school or community. Only one student can hold this award in any given year.~~ The awards are **is** made on the recommendation of the Centennial Scholars Entrance Award Committee.

6766 – Zymeworks - Michael Smith Laboratories Fellowship in Advanced Protein Therapeutics

Rationale for Proposed Changes

The description has been revised to update the candidate pool. The Michael Smith Laboratories and the Department of Microbiology & Immunology have approved the revised description.

Current Award Description

Two fellowships of \$20,000 each are offered annually by Zymeworks Inc. in collaboration with the Michael Smith Laboratories, to graduate students studying advanced protein therapeutics in the Michael Smith Laboratories. In addition to academic merit, candidates will be evaluated on the basis of experience in the area of advanced protein therapeutics and research excellence. Preference will be given to candidates who have an interest in addressing significant areas of unmet medical need and making a difference in the lives of people around the world. The fellowships are made on the recommendation of the Michael Smith Laboratories Awards Committee in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Name: Zymeworks –~~Michael Smith Laboratories~~ Fellowship in ~~Advanced Protein~~ **Immunotherapeutics**

Proposed Award Description

Two fellowships of \$20,000 each ~~are offered~~ **have been made available** annually **through a gift from** by Zymeworks Inc., in collaboration with the Michael Smith Laboratories **and the Department of Microbiology & Immunology**, ~~to for outstanding~~ graduate students ~~studying advanced protein therapeutics in the Michael Smith Laboratories~~ **researching advanced immunotherapeutics development opportunities**. In addition to academic merit, candidates will be evaluated on the basis of experience in the area of ~~advanced protein therapeutics~~ **immunotherapeutics** and research excellence. Preference will be given to candidates who have an interest in addressing significant areas of unmet medical need and making a difference in the lives of people around the world. The fellowships are made on the recommendation of the Michael Smith Laboratories ~~Awards Committee~~ **and the Department of Microbiology & Immunology**, in consultation with the Faculty of Graduate and Postdoctoral Studies.

ADMINISTRATIVE CHANGES

Below is a list of administrative changes to annual awards requested by donors or adjudicating bodies. Administrative changes are small revisions that do not significantly alter the criteria of the award, such as changes to the award value or the number of awards offered, updates to language in the description to reflect organizational changes at the University, and changes to the donor's title or honorifics.

8662 – Canadian Medical Association's 150th Anniversary Bursary in Medicine

Rationale for Proposed Changes

The yearly award value has increased from \$8,500 to \$20,000. The description has been revised to allow the \$20,000 to be split between multiple students.

Current Award Description

An \$8,500 bursary is offered annually to celebrate the Canadian Medical Association's 150th anniversary for an MD student in good academic standing with demonstrated financial need. The recipient must be a Canadian citizen, permanent resident or a person with protected/refugee status. Preference will be given to members of the Canadian Medical Association. The bursary is adjudicated by Enrolment Services.

Proposed Award Description

Bursaries totalling \$20,000 An \$8,500 bursary is **are** offered annually to celebrate the Canadian Medical Association's 150th anniversary for **an** MD students **s** in good academic standing with demonstrated financial need. The recipients **s** must be a Canadian citizens **s**, permanent residents **s** or **a person with** **have** protected/refugee status. Preference will be given to members of the Canadian Medical Association. The **bursary is** **bursaries are** adjudicated by Enrolment Services.

8720 – Chris Dayton and Dana Dayton (née Bridges) Bursary in Engineering

Rationale for Proposed Changes

The description has been updated to clarify which Dayton family members established the bursary.

Current Award Description

Bursaries totalling \$2,050 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), Leila J. Dayton (née McNiven), Dana Lynne Dayton (née Bridges) and Drew McNiven Dayton for B.A.Sc. Mechanical Engineering students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Proposed Award Description

Bursaries totalling \$2,050 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), ~~Leila J. Dayton (née McNiven)~~, and Dana ~~Lynne~~ Dayton (~~née Bridges~~) and ~~Drew McNiven Dayton~~ for B.A.Sc. Mechanical Engineering students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

8721 – Chris and Jean Dayton and Drew Dayton Bursary in Physical Therapy

Rationale for Proposed Changes

The description has been updated to clarify which Dayton family members established the bursary.

Current Award Description

Bursaries totalling \$1,750 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), Leila J. Dayton (née McNiven), Dana Lynne Dayton (née Bridges) and Drew McNiven Dayton for students enrolled in the Master of Physical Therapy program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Proposed Award Description

Bursaries totalling \$1,750 have been made available through an endowment established by Charles C. Dayton (B.A.Sc. 1950, M.Eng.), ~~Leila J. Dayton (née McNiven), Dana Lynne Dayton (née Bridges)~~ Jean Dayton and Drew McNiven Dayton for students enrolled in the Master of Physical Therapy program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

To: Senate
From: Nominating Committee
Re: President's Advisory Committee for the Extension of Appointment of the Vice-President Academic and Provost – Senate Appointments
Date: 14 January 2021

The Senate Nominating Committee has been advised that the term of Dr Andrew Szeri as Vice-President Academic and Provost is set to end on 30 June 2021. Dr Szeri has indicated that he would like to be considered for an extension, and in accordance with Policy AP6 (Extension of Appointments for Designated Senior Academic Administrators) a Committee is to be formed to advise the Board of Governors and President on this matter. The Senate is to appoint three senators to that Committee, one of who must be a dean and another must be a faculty member. The Senate Nominating Committee has considered possible appointments and is pleased to recommend that Senate resolve as follows:

That Mary MacDougall (Dean, Dentistry), Dr Susan Forwell (Faculty Member, Medicine), and Julia Burnham (Student, Graduate & Postdoctoral Studies/Education) be appointed to the President's Advisory Committee for the Extension of Appointment of the Vice-President Academic and Provost

To: Senate
From: Nominating Committee
Re: Committee Appointments
Date: 14 January 2021

The Senate Nominating Committee has considered recommendations from the student members of Senate to adjust their committee assignments in light of changes to their class schedules and memberships. The Nominating Committee is pleased to recommend as follows:

That Diana Nguyen be appointed to the Senate Teaching and Learning Committee until 31 March 2021 and thereafter until replaced, to replace J. Maximillian Holmes;

That Julia Burnham be appointed to the Senate Research & Scholarship until 31 March 2021 and thereafter until replaced, to replace Tarique Benbow

That Tarique Benbow and Chalaya Moonias be appointed to the Senate Library Committee until 31 March 2021 and thereafter until replaced, to replace Julia Burnham and Alex Gonzalez;

That Morgan Lorenz and Alex Gonzalez be appointed to the Senate Academic Building Needs Committee until 31 March 2021 and thereafter until replaced, to replace Nick Pang and Chalaya Moonias.

To: Senate
From: Nominating Committee
Re: Membership and Terms of Reference for an Ad Hoc Committee to Review Student Appeals Procedures and Structures
Date: 14 January 2021

The Senate Nominating Committee, in response to the resolution approved at the previous Senate meeting, has considered potential members and terms of reference for this ad hoc committee. The Nominating Committee is pleased to recommend as follows:

That Lance Rucker (Professor Emeritus of Dentistry and former senator and Chair of the Senate Committee on Appeals on Academic standing), Natasha Rygnestad-Stahl (JD student and senator, Allard Law), and Christopher Marshall (Professor and Senator, Faculty of Arts) be appointed to the Ad Hoc Committee to Review Student Appeals Procedures and Structures; and

That the Terms of Reference for the Ad Hoc Committee to Review Student Appeals Procedures and Structures be as set out below:

1. *To review the policies and procedures for appeals of academic discipline, academic standing, and admissions with particular attention to:*
 - *the means whereby appeal panel members gain knowledge of principles of administrative justice, procedural fairness and issues of equity as they relate to appeals;*
 - *the composition of the committees (both the absolute and relative numbers of students, faculty, and convocation members), including but not limited to the desire to constitute hearing panels with a diversity of members;*
 - *the procedures followed before, during and after an appeal is considered, and the time allowed for each step;*
 - *the infrastructural support provided to the Senate Office and the appeals committees, including:*
 - *support to appellants throughout the appeal process, from learning about the grounds for appeal and appropriately preparing an appeal through to receiving and understanding the decision;*
 - *the support provided for the wellbeing of both appellants and appeal panel members.*
2. *To submit a report to the Senate Nominating Committee by April 15, 2021 with recommendations with a view to ensuring fairness and transparency of process, specifically:*
 - *recommendations for changes, as appropriate, to the committees' compositions, policies and procedures;*

- *recommendations for changes, as appropriate, to the infrastructural support provided for the appeals processes by the Senior Administration through the Senate Office; and*
- *any recommendations deemed appropriate for matters to be subject to a further, external review.*



Office of the
Ombudsperson for Students

Annual Report 2019



THE UNIVERSITY OF BRITISH COLUMBIA

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Introduction

It is my pleasure to present the 2019 Annual Report of the Office of the Ombudsperson for Students.

2019 marked a few milestones for the Ombuds Office, the most notable being staffing changes at both campuses. Joy Coben, who was the Ombuds Officer for the Vancouver campus since 2010, retired. She was the face of the Ombuds Office for literally thousands of students. She welcomed each of them with kindness and listened openly to their stories to support them in exploring different ways of moving forward. Michael Jud joined the Okanagan Ombuds Office in 2018 and re-introduced the Ombuds resource to the Okanagan campus after a brief closure of the Office. Before moving on to another UBC office, he worked to renew partnerships between the Ombuds Office and various units across campus and provided students with the information and navigational tools they needed to address their concerns.

I have been fortunate to welcome two new members to the Ombuds team – Cindy Leonard at the Okanagan campus and Michelle Quigg at the Vancouver campus. Together they bring their extensive experiences in education and law, respectively, along with their honed skills in advising diverse populations of students with a broad range of issues and challenges. Most importantly, both Michelle and Cindy engage with all students with compassion and a genuine commitment to helping them achieve a fair, equitable and respectful experience at UBC.

2019 also marked the 10th anniversary of the Ombuds Office. President Ono appointed Dr. Paul Harrison to conduct a timely and welcomed review of the Office that resulted in a report with recommendations that will help us to reflect on the past 10 years and plan for the next decade of Ombuds services. We are grateful to Dr. Harrison for the time and care he invested in a thorough and thoughtful process and look forward to working through his recommendations in collaboration with the UBC community.

My thanks to President Ono, Deputy Vice-Chancellor Buszard, the AMS, the GSS and the SUO for their continued support and partnership in advancing our shared goal of improving the UBC student experience. My gratitude also extends to the Ombuds Advisory Committees who have provided me with wise guidance and championed the Ombuds Office through their respective portfolios.

Respectfully submitted,

Shirley R. Nakata
Ombudsperson for Students

What We Do

Fairness is the central and foundational principle that guides our work as Ombuds at UBC. Our mandate is to help individual students navigate challenges and self-advocate for fair processes and outcomes, while we advocate for fairness for all students at the institutional level. Fairness is a legal principle within the broader body of Administrative Law, and at UBC, we are committed to advancing fairness that conforms not only to legal standards, but one that is informed and shaped by the university's values and declared commitments.



It's always hard to have your voice heard on a campus as big as UBC's, but it was nice to know that there are resources, such as the Office of the Ombudsperson for Students, that are available to us."
— student



One such commitment is the Framework for Student Mental Health and Wellbeing¹ which was adopted by the Vancouver Senate in 2017. It outlines three guiding principles to apply in Senate policy and decision-making processes to enhance student wellbeing: Inclusivity, Flexibility and Accessibility. The Office of the Ombudsperson for Students believes that fairness for students at UBC must include these core constructs.

Inclusivity

"Inclusivity is achieved through acknowledgement of, and respect for, the diversity of individuals within our community."²

Fairness at UBC requires awareness and understanding of and respect for the diversity of our students. While generalizations are sometimes necessary for an institution as large as UBC, when it comes to fairness for an individual student, their unique background, life experiences, capacities, and vulnerabilities need to be reasonably considered. Inclusive design of rules and procedures, inclusive decision-making and inclusive resources are essential to achieve fairness.

Flexibility

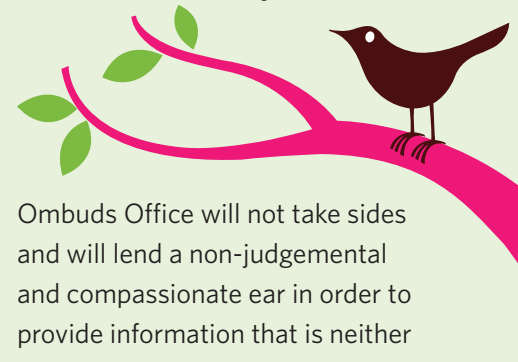
"Flexibility allows for the reasonable exercise of discretion and compassion in response to the unique circumstances of an individual student's case."³

Fairness is a flexible and context-specific construct in law. As such, the particular facts of each case determine the content of fairness based on various factors, including the nature of the issue/decision, the impact such a decision would have on the individual and the specific policy or rule at play. Fairness does not mean sameness. While consistency is also an element of fairness, rigid and blind application of rules often result in unfair and inequitable outcomes. By positioning flexibility and thoughtful consideration of individual circumstances at the forefront of decision-making at UBC, students can navigate their unexpected hardships with less stress, while minimizing the administrative load on the institution.

¹ Framework for Senate Consideration of Student Mental Health and Wellbeing. Adopted by Vancouver Senate May 2017.

² Ibid.

³ Ibid.



Accessibility

"Accessibility is achieved through ensuring that information is equally easy to find for all interested parties."⁴

To ensure meaningful access – to rules, processes, decisions, resources and services – there must be an active and ongoing drive to imagine the user experience from the diverse and varying perspectives and capacities of our students. Accessibility for an international student with an invisible disability will be experienced differently than by a mature domestic graduate student with young children to support. Fairness requires transparency, clarity, consistency and understandability for accessibility to be achieved.

As Ombuds, we will listen and work with students to:

- Identify and explain relevant policies, rules and procedures;
- Help clarify issues, as well as short term and long term goals;
- Explore possible avenues and ways of moving forward;
- Have constructive and respectful communications;
- Direct them to the resources and support they need.

The Ombuds Office is but one resource among many at UBC to help students navigate policies and processes and support them through difficult situations.

However, the unique and defining characteristic of the Ombuds Office is its independence from the university.

To maintain the trust of students who consult with us, it is imperative that we are and are perceived to be independent of the people, policies, processes and decisions of the university. A student must have confidence that they can share information about any university concern with us and that the

Ombuds Office will not take sides and will lend a non-judgemental and compassionate ear in order to provide information that is neither influenced by nor perceived to be protecting the university.

At the same time, we are cognizant of and appreciate the value of partnerships across the institution to enhance the student experience, especially where systemic and structural changes are needed. We participate on policy committees and other working groups where student interests should be advanced and, in such contexts, the Ombuds Office can and will advocate for the student body and their experiences at and of UBC.



⁴ Ibid.

Review of the Office of the Ombudsperson for Students Report by Dr. Paul Harrison, March 2019

The President appointed Dr. Paul Harrison to lead a review of the Ombuds Office and in March 2019, he submitted his Report following a consultation process that included submissions from over 60 individuals or groups and consultations with ombudspersons from other Canadian universities. His report concluded with a summary of 11 issues and recommendations to support the Ombuds Office to more effectively and fully achieve its mandate.

Key issues and recommendations highlighted by Dr. Harrison:

- Establish an Ombuds Advisory Committee for the Okanagan campus to support the re-introduction of the Okanagan Ombuds Office to the community after a 10-month closure;
- The Ombudsperson consider conducting more formal “fairness audits” in collaboration with academic and administrative units to establish examples of processes that could lead to systemic change for other units to consider for adoption;
- The Ombuds Office look for ways to enhance communication tools in collaboration with VP Students Communication Services to raise awareness about the Ombuds resource;
- The Ombudsperson develop close working relationships with Office of University Counsel and Senate to ensure that tribunal processes can benefit from input from the Ombuds Office;
- The President consider how to meet the need for an independent, impartial, confidential and informal resource for staff and faculty; and
- The President find mechanisms to hold senior administrators accountable to recommendations from the Ombuds Office and to integrate the work of the Ombuds Office with the initiatives arising from UBC’s strategic plan, Shaping UBC’s Next Century.

Work began in 2019 and will continue in order to address all of the Report’s recommendations. The Ombuds Office will also continue to seek and build collaborative partnerships across the institution so that the work in effecting these recommendations proceeds in an inclusive manner.



Reflections & Observations



The standard and burden of proof

We are familiar with the term burden of proof, referring to who has the responsibility to establish the truth of the issues to be determined. In almost all cases, such burden falls on the party who is making a claim against someone else. So, in academic misconduct cases, for example, the burden of proof falls on the university to present evidence to prove the allegations against the student. The *standard of proof* refers to how much evidence is required to prove something. The criminal standard of proof as we know is *beyond a reasonable doubt* and in administrative cases it is a *balance of probabilities*. This latter standard is what applies to matters before the university to decide; whether student or UBC as the claimant, it falls on the party alleging the case to bring forward evidence to prove their case on a balance of probabilities. This sounds pretty straightforward. As a legal construct, these standards of proof and burden must guide decision-makers to determine the issues before them. And yet, some students describe experiences where they feel that the burden has shifted to them to disprove their guilt or that they are expected to present enough evidence to eliminate all doubt about their case.

Beyond formal cases that are presented to adjudicative tribunals, students also make requests that require decision-makers — professors, administrators, advisors, etc. — to consider and weigh information that they hope will support a decision in their favour. The request could be for an academic concession, disability accommodation, leave of absence, or for a finding in their favour in a



complaint of harassment. Whatever the context or the relevant policy, students are in a power dynamic where their status as students makes them vulnerable; it is their academic career at stake. Some students will have additional attributes that heighten the power differential between them and the university. This could manifest in a student's racial or gender identity, their economic status, their health and wellbeing, and linguistic competencies, etc.

Sometimes students are considered to be less than truthful and more opportunistic than other populations at the university and this becomes yet another barrier to overcome. This manifests in a very real way for students. Students are sometimes asked to provide documentary evidence for matters that faculty and staff would not be required to provide, such as a doctor's note for a missed class. When faced with allegations of misconduct, students can be treated as though it is their responsibility to persuade the panel that they are not guilty of the allegations or that they are not lying.



I truly appreciate all of the information you sent me, it helped me understand and set up realistic expectations and goals with my graduate studies supervisor.”

— student

“

Thank you kindly for your reply, this is the most help I have received from anyone thus far. Thank you for looking into things and providing me with the appropriate information it is nice to know services such as yours exist.”
– student



In cases of academic misconduct, it is understandable that the university would treat such suspected behaviour seriously and that there should be rigorous review and response. However, some students report experiencing harsh, condescending treatment by the adjudicator before they have had the opportunity to tell their side of the story. Once treated this way, it is almost impossible for the student to have faith that the process will produce a fair outcome. In turn, this leads to protracted processes and appeals with an increased expenditure of human resources in time, energy and wellbeing.

Fairness requires all decision-makers to demonstrate impartiality and that means showing up ready to be persuaded either way and considering students' information with an open mind. Asking questions about a student's character or morals, or making statements or demonstrating body language that reveal disdain does not meet the standard of impartiality required. Decision-making at UBC does not require an assessment of morality; it is an assessment of whether the allegations of actions or omissions have been proven on a balance of probabilities.

How we demonstrate impartiality requires constant vigilance and, in particular, attention to the diversity of our students and the cultural differences that can contribute to different ways of communicating with each other and interacting with policies and processes. For UBC, these constructs are especially important in order to achieve our commitments to support student health and wellbeing and in particular, mental health, that has been described as "... a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity."⁵

"because they necessarily relate to people of diverse backgrounds, from different cultures, races, and continents, their decisions demand sensitivity and understanding by those making them. They require a cognition of diversity, an understanding of others, and an openness to difference."⁶

Supreme Court of Canada, 1999



⁵ Public Health Agency of Canada, 2014.

⁶ Baker v. Canada (Minister of Immigration and Citizenship). Supreme Court of Canada, 1999

“Tell me why”: Fairness requires reasons.

Effectively articulating the reasons for a decision may be one of the hardest parts of adjudication. This applies to all decision-making, from granting an extension to a paper or providing a concession, to determining whether a student is guilty of academic misconduct. Judges receive rigorous training on how to write reasons; it is not intuitive.

Reasons require more than:

- re-stating the evidence and drawing a conclusion;
- citing the applicable policy and declaring that it has been breached;
- emphasizing that the panel “carefully reviewed all the evidence”;

Reasons are essentially the means of explaining the “why” of a decision. After a finding of fact, there should be a “because” and a student should be able to understand:

- why the decision-maker chose to prefer one version of events over another;
- why the decision-maker gave more weight to one factor over another;
- that they were heard and any extenuating or mitigating circumstances were considered;
- why a specific consequence was chosen over another.

The legal test for the sufficiency of reasons is a functional one and given the flexible and context-specific nature of procedural fairness, the detail and form required are dependent on the particular case at hand. So, the extent of the reasons required in a parking appeal will be different than the reasons required in a discipline decision. Practically speaking and in terms of best practice, the cognitive exercise of articulating sufficient reasons is essential for the decision-maker to make a good decision. If you can't explain why, revisit your decision.

And perhaps central to fairness, and the perception of being fairly treated, is the ability to trust that your story was heard by the decision-maker and that you understand how they arrived at the decision they made. When reasons address both of these aspects, there is a much higher likelihood that students who receive an adverse decision will accept it and move on. At the practical level, without sufficient reasons, students may be unable to ascertain whether they have grounds to appeal a decision and an appeal may result solely to discover the reasons that should have been provided in the first place.

Timely delivery of reasons is also essential to feeling fairly treated and feeling respected. Receiving a negative decision and waiting weeks or months in order to understand why contributes to increased angst and is antithetical to the promotion of mental health and wellbeing. The workload and other priorities of those faculty and staff members who take on adjudicative roles must of course be acknowledged and appreciated. However, once such a role is accepted, a core responsibility is to fulfill the role of a decision-maker in a manner that meets the requirements of procedural fairness.

“

This has been my best experience at UBCO thus far. I feel that without the help of the Ombuds Office I would not have survived some very difficult school issues. It was profoundly influential to me as a student.”



Recommendations

The recommendations made in the 2018 Annual Report remain relevant today to the environment in which students navigate policies, processes and decisions. I look forward to working with UBC partners to explore each of them.

To the President, Office of University Legal Counsel and the Registrar:

- As articulated in the 2018 Annual Report, establish a training module for all tribunal members to complete before they participate in their first hearing or appeal. This module should develop awareness and competencies in procedural fairness, cross-cultural difference, and trauma-informed approaches.
- As articulated in the 2018 Annual Report, explore ways of expediting the hearing of Senate appeals and discipline hearings that consider set hearing dates throughout the year and reducing the quorum required.
- As articulated in the 2018 Annual Report, change procedures so that student respondents are given the opportunity to respond to any report before it is presented to the final decision-maker (includes SC 17 reports).
- As articulated in the 2018 Annual Report, ensure that there is at least one student tribunal member on every hearing and appeal panel.
- As articulated in the 2018 Annual Report, ensure that all appealable decisions include information and resources relating to the appeal process and supports available for students.

To the Office of University Legal Counsel, the Registrar:

- Develop guidelines regarding the time frames in which adjudicators are expected to provide reasons for their decision;
- Develop templates that can support and assist adjudicators to provide sufficient reasons appropriate to the decision being made.



Working Across Campus



In 2019, new and continuing initiatives and committee work included:

- Policy SC 18 Retaliation Working Group
- Policy SC 7 Discrimination Working Group
- Inclusion Action Plan Advisory Committee
- Academic Concession Policy Working Group
- Academic Freedom Working Group
- Vice-Presidential Strategic Implementation Committee:
 - Religious, Spiritual and Cultural Observance Working Group
 - Race & Leadership Committee
- Senior Advisor, Racialized Faculty Advisory Committee



I cannot thank you enough for your support and advice throughout this ordeal. I truly don't know that I would have been successful without your help."
— student

Our partnerships across campus included:

- Faculty of Graduate and Post-Doctoral Studies (FGPS), Graduate Student Society and Ombuds Office Working Group
- AMS and GSS Advocates and Ombuds Working Group
- Asian Canadian Community Engagement Initiative
- Conflict Engagement Framework Working Group
- Hot Lunch Steering Committee
- WinterConnections Planning Committee
- CTLT Focus Group – What I Learned in Class Today

We presented workshops to:

- Department of Microbiology & Immunity
- Library Equity & Diversity Committee
- Congress
- College of Graduate Studies
- Academic Leadership Development Program
- Graduate Student Orientation
- VP Students Executive
- Social Work Orientation
- Student Senators Caucus
- AMS Staff
- Graduate Student Advisory Council
- UBCSUO Orientation
- Academic Advising and Involvement Centre

Professional association memberships, meetings and conferences include:

- Association of Canadian College & University Ombudspersons (ACCUO)
 - ACCUO Western Regional Meeting
- BC Ombudsperson Symposium
- Forum of Canadian Ombudsman (FCO)
 - Osgoode Hall/FCO Essential for Ombuds Certification Program (Co-Director)
- California Caucus of College & University Ombuds
- Continuing Legal Education - Administrative Law

Our gratitude to the 2019 Ombuds Advisory Committees:

Vancouver:

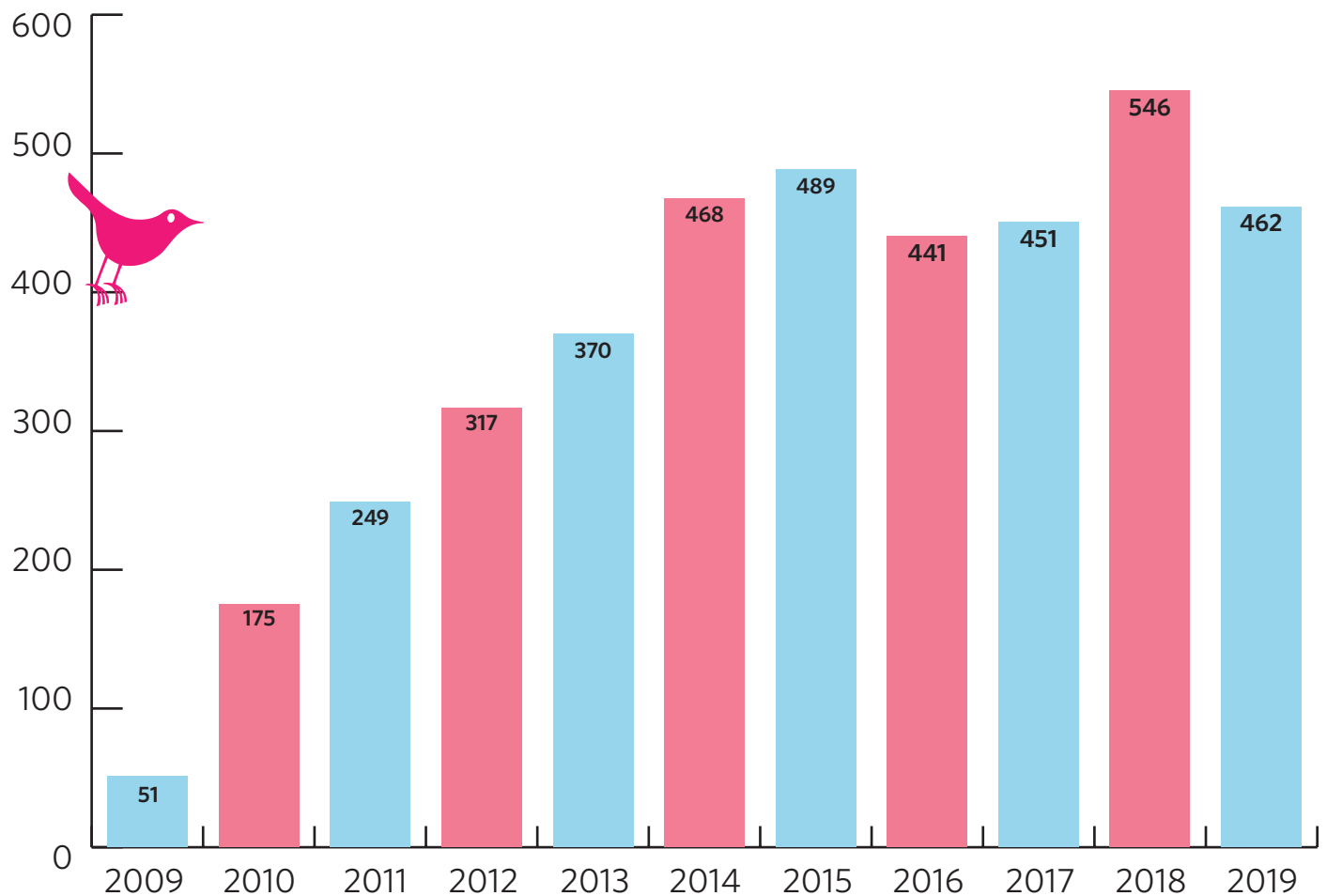
Julia Burnham, AMS
 Rehana Bacchus, FGPS
 Tariq Benbow, GSS
 Amandeep Breen, VP Students
 Stefania Burk, Faculty of Arts
 Roshni Narain, Equity & Inclusion Office
 Nevena Rebic, AMS

Okanagan:

Holly Denby, UBCSUO
 Sheila Epp, School of Nursing
 Jenica Frisque, Equity and Inclusion Office
 Sarah Lawrason, Graduate Student Advisory Council
 Adrienne Vedan, AVP Students
 Roger Wilson, AVP Students

2019 Statistical Information

Caseload Per Year



Visitors

Vancouver Campus	315
Okanagan Campus	147
Total	462



Vancouver Campus Statistics



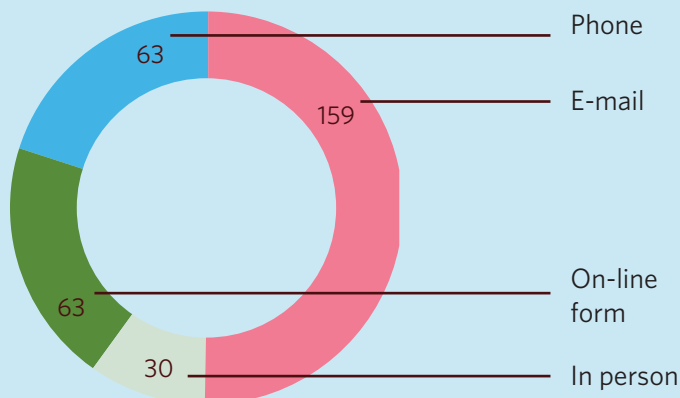
Types of Visitors

Undergraduate Students	146
Graduate Students	105
Post-baccalaureate, Certificate & Diploma	27
Other Visitors	37
Total	315

Note:

Other may include prospective and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd party and anonymous visitors.

Initial Method of Contact



Level of Study

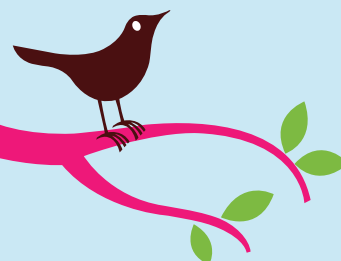
Undergraduate 1 st year	26
Undergraduate 2 nd year	26
Undergraduate 3 rd year	42
Undergraduate 4 th & 5 th year	52
Post-baccalaureate, Certificate & Diploma	27
Master's	72
PhD	33
Other Visitors	37
Total	315

Note:

Other may include prospective and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd party and anonymous visitors.

Faculty or School

Arts	72
Commerce	20
Dentistry	7
School of Economics	1
Education	19
Engineering	54
Forestry	4
Interdisciplinary Graduate Studies Program	2
School of Kinesiology	2
Law	5
Land & Food Systems	15
Medicine	23
School of Community and Regional Planning	0
School of Nursing	1
Pharmaceutical Sciences	6
School of Journalism	0
Science	44
School of Social Work	1
School of Population and Public Health	2
Vantage College	3
Unknown/Other	34
Total	315

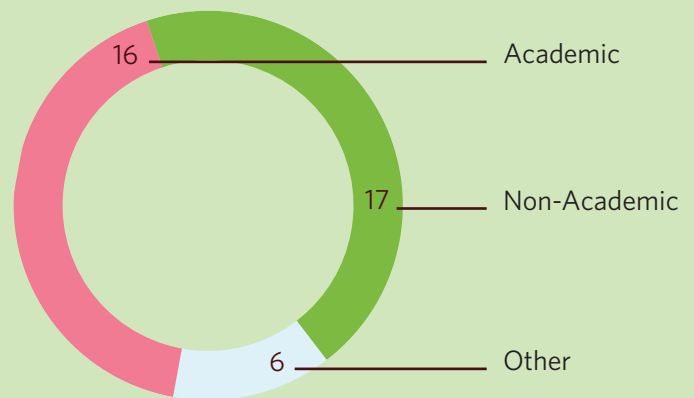


Nature of Concern - Summary

Academic	179
Interpersonal Conflict	79
Misconduct	38
Financial	30
Employment	12
Residence	8
Senate Appeals	12
Total	358

Note:
Some visitors have more than one concern.

Misconduct Concerns



Note:
Other includes misconduct under other UBC policies.

Interpersonal Conflict Concerns

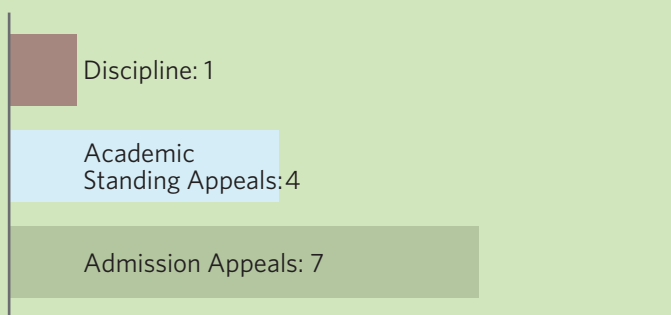
Advisor	1
Head of Unit	4
Instructor	18
Student	25
Supervisor	20
Teaching Assistant	0
Other	11
Total	79



Academic Concerns

Academic Standing	33
Admission	17
Advising	14
Course or Program	86
English Language Proficiency	0
Faculty or School	10
Probation / Withdrawals	3
Practicum or Field Work	10
Other Academic Concerns	6
Total	179

Senate Appeals

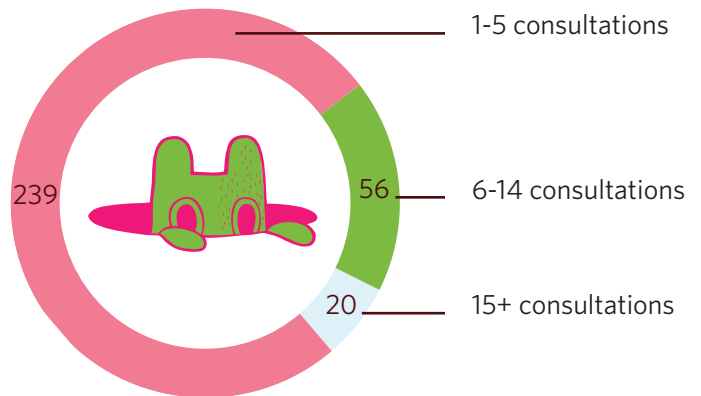


Action Taken

Advice & Information	218
Intervention	20
Referral Only	12
Advice, Information & Referral	22
Other	43
Total	315

Note: No action or no further contact.

Consultations Per Visitor



Note: Consultations are in-person visits, by email and by phone

Age

60+	3
55-59	3
50-54	4
45-49	7
40-44	18
35-39	18
30-34	37
25-29	79
20-24	102
15-19	6
Other Visitors (staff, faculty, parent, anonymous)	38
Total	315

Status and Level of Study

Canadian	Graduate	42
Canadian	Post-baccalaureate Certificate & Diploma	15
Canadian	Undergraduate	104
Permanent Resident	Graduate	13
Permanent Resident	Post-baccalaureate Certificate & Diploma	2
Permanent Resident	Undergraduate	14
Study Permit	Graduate	29
Study Permit	Post-baccalaureate Certificate & Diploma	3
Study Permit	Undergraduate Students	32
Other Visitors		61
Total		315

Okanagan Campus Statistics

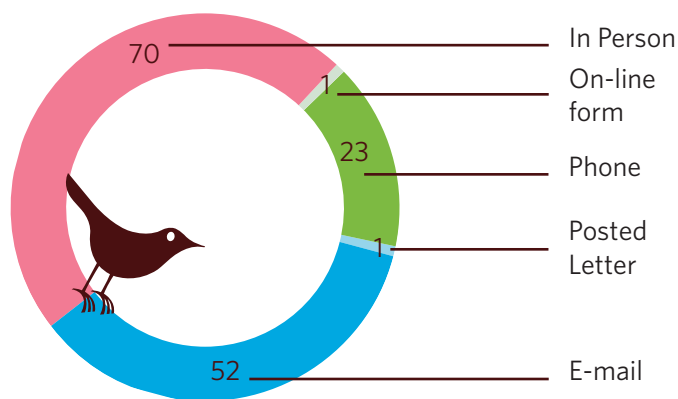
Types of Visitors

Undergraduate Students	120
Graduate Students	16
Post-baccalaureate, Certificate & Diploma Students	1
Other Visitors	10
Total	147

Note:

Other may include prospective, certificate diploma and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd person and anonymous visitors.

Initial Method of Contact



Faculty or School

Arts and Science	60
School of Education	2
Creative and Critical Studies	10
Interdisciplinary Graduate Studies	1
Management	20
School of Nursing	4
School of Engineering	24
School of Health and Exercise Sciences	1
School of Social Work	3
Southern Medical Program, Faculty of Medicine	1
Other or Unknown	21
Total	147

Age

60+	1
55-59	1
50-54	1
45-49	2
40-44	1
35-39	3
30-34	13
25-29	29
20-24	73
15-19	5
Unknown	18
Total	147



Nature of Concern - Summary

Academic	75
Senate Appeals	1
Interpersonal Conflict	27
Misconduct	7
Residence	2
Financial	13
Employment	1
Parking	1
Out of Jurisdiction (off-campus housing, YLW)	7
Other	13
Total	147

Action Taken

Advice and Information	117
Intervention	5
Referral Only	20
Other	5
Total	147

Note:

Other: No action or no further contact.



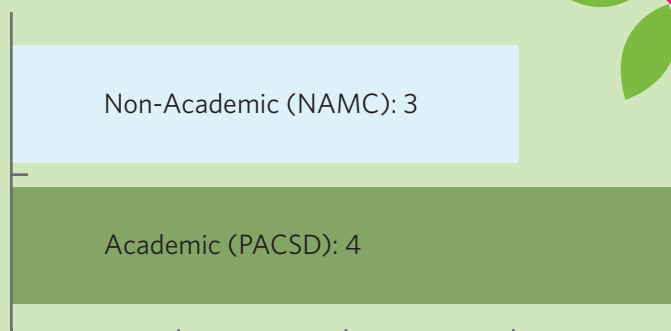
Academic Concerns

Academic Standing	10
Admission	0
Advising	5
Course or Program	44
Faculty or School	5
Practicum	4
Other	7
Total	75

Financial Concerns

Financial Aid/Loans	5
Scholarships/Awards	4
Tuition Fees	3
Other	1
Total	13

Misconduct Concerns



Interpersonal Conflict Concerns

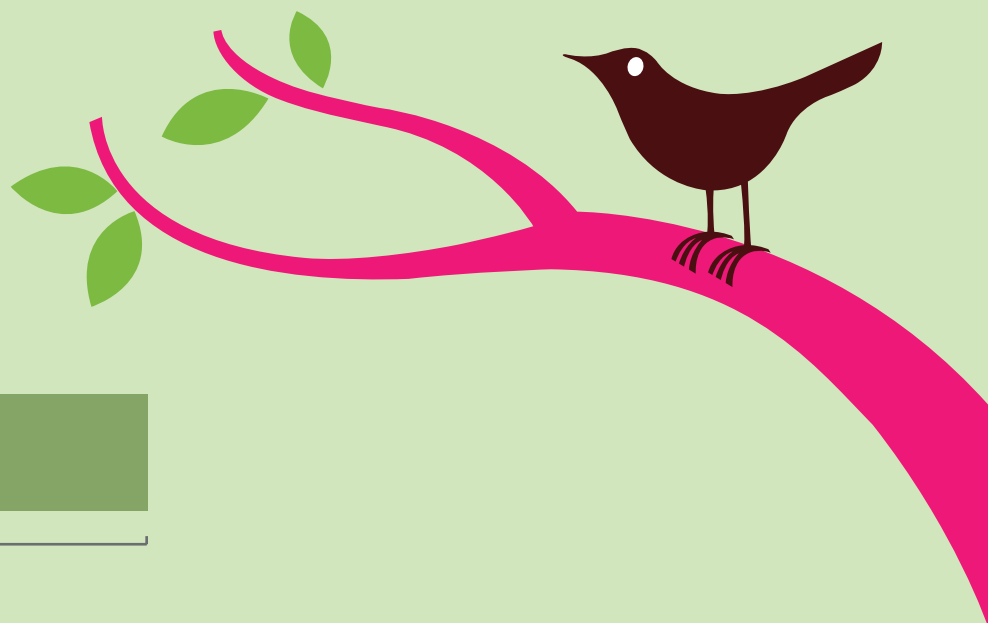
Advisor	1
Instructor	7
Student	5
Supervisor	7
Other	7
Total	27

Note:

Other may include preceptors, roommates, or off-campus businesses.



Before the term ends, I just wanted to thank you for all the help you gave me this term, it honestly saved my semester and I feel as if I am starting to head down the right track again."
— student



Status and Level of Study

Canadian	Graduate	10
Canadian	Post-baccalaureate Certificate & Diploma	1
Canadian	Undergraduate	73
Permanent Resident	Graduate	0
Permanent Resident	Post-baccalaureate Certificate & Diploma	0
Permanent Resident	Undergraduate	4
Study Permit	Graduate	6
Study Permit	Post-baccalaureate Certificate & Diploma	0
Study Permit	Undergraduate Students	43
Faculty & Staff		8
Other Visitors		2
Total		147

Note:

Other may include prospective and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd party and anonymous visitors.

“

There are no words that can describe how grateful I am that we have come across you. You were like a shining light illuminating the last steps of the dark path I was passing through. Thanks for all this.”

– student





Office of the Ombudsperson for Students

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3272 University Way
Kelowna, BC Canada V1V 1V7
Tel: 250.807.9818
Email: ombuds.office.ok@ubc.ca

Web: ombudsoffice.ubc.ca





a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

The University of British Columbia
Equity and Inclusion Office
Vancouver Campus
2306 - 1874 East Mall
Vancouver, BC Canada V6T 1Z1

Phone: (604) 822 5454
Email: sara-jane.finlay@ubc.ca

17th January 2021

To: UBC Senates (Vancouver & Okanagan)

From: Sara-Jane Finlay

RE: Endorsement of the Inclusion Action Plan

The Inclusion Action Plan

The Inclusion Action Plan (IAP) was presented to the Vancouver Senate in May 2019 and to both the Vancouver and Okanagan Senates in October 2019, shortly after it was endorsed by the UBC Executive. The committees of the Vancouver Senate have also had the opportunity to engage with the Goals and Actions of the IAP through the work of the Senate Ad-hoc Committee on Academic Diversity and Inclusion (SACADI).

Beginning in January 2020, the Associate Vice-President, Equity & Inclusion (AVPEI) consulted with the majority of Deans and Vice Presidents at UBCO and UBCV for their input and ideas on implementation. In May, the Vice-President, Human Resources, Vice-President, Students, the Provost and Vice-President, Academic UBCV and the UBCO Deputy Vice Chancellor identified a number of priority actions for implementation in Years 1 and 2. In June 2020, President Ono reaffirmed the commitment to the implementation of the Inclusion Action Plan as part of his anti-racism commitments. Subsequently, in September 2020, following a presentation on implementation, the IAP was endorsed by the Board of Governors.

At the divisional level, each Vice-President and Dean has been invited to appoint two Inclusion Action Leads to plan for and support implementation of inclusive actions within the division or Faculty. The Inclusion Action Leads are supported by a Community of Practice.

Further information on the Inclusion Action Plan, including the Plan itself and resources to support its implementation, can be found at www.equity.ubc.ca/iap.

The Equity & Inclusion Office understands that the Senate Agenda Committee has recommended that Senate consider formal endorsement of the IAP at this meeting.



Building Inclusive UBC: An Inclusion Action Plan

Building Inclusive UBC

In 2018, the University of British Columbia developed a new strategic plan, *Shaping UBC's Next Century: Strategic Plan 2018-2028*. During the planning process, the UBC community converged on three themes: inclusion, collaboration, and innovation. These three themes are cross cutting, spanning the core areas of People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement.

Two students sitting on the Pride staircase at UBC Okanagan.

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Our Commitment

Our Commitment to Inclusion

Welcome to the Inclusion Action Plan, which operationalizes the theme of inclusion, and supports the themes of innovation and collaboration in *Shaping UBC’s Next Century: 2018–2028 Strategic Plan*. This plan presents an opportunity for UBC to continue to develop its potential as a groundbreaking 21st century institution, including its leadership in creating global influence through its equitable, diverse, and inclusive campuses.

The emerging research is unequivocal: diversity enhances innovation, and inclusive spaces are required to ensure that diverse teams are able to collaborate effectively. As the world becomes more connected, and UBC focuses on contributing to global citizenship and finding solutions to complex issues, this plan supports our continuing progress.

The Inclusion Action Plan also supports our commitments to reconciliation, and recognition of our locations on the traditional, ancestral, and unceded territories of Indigenous peoples. This history and relationship with these lands frames our efforts to understand decolonization in the context of all our inclusion efforts.

Equity, diversity, and inclusion are the conditions for attracting and retaining the best and brightest students, staff, and faculty from around the world, and understanding how we best create the environments in which we work, learn, and live. Inclusion is a commitment for us all, and I look forward to following our progress and learning closely as we work together to achieve the goals in this plan.

—
Santa J. Ono
President and Vice-Chancellor

Working Together to Move Ideas into Action

UBC is committed to inclusion—that commitment is clearly set out in this Inclusion Action Plan, with actions to help us continue to work toward inclusion for students, staff, and faculty on UBC’s campuses. Equity, diversity, and inclusion efforts have been underway at UBC for years, and the data shows we are making steady progress —however, our community members are telling us they want to see more change. This Inclusion Action Plan represents an opportunity to create greater impact through clarifying and aligning our efforts together, and building greater shared responsibility across the institution for honouring our collective commitment to inclusion.

Inclusion is key to supporting positive engagement among our students, staff, and faculty—increasing engagement in work and learning that affect UBC’s quality of scholarship and influence in greater society. We recognize that this work can be difficult, and that leadership needs to come from the ground up, the middle out, and the top down to ensure that we are supporting each other in our learning and creating impact across the institution. We also recognize that the commitment we’re making together requires critically examining progress and lessons learned to ensure that resources we’re investing are based on the best available evidence and contributing to a more inclusive space to work, learn, and live. We look forward to working and learning with you through the next seven years of implementing this plan.

—
Deborah Buszard
Deputy Vice-Chancellor and Principal, UBC Okanagan
Ainsley Carry
Vice-President, Students
Barbara Meens-Thistle
Vice-President, Human Resources
Andrew Szeri
Provost and Vice-President, Academic, UBC Vancouver

Enhancing Efforts

Equity, diversity, and inclusion (EDI) are key to achieving the best learning, working, and living environments for everyone who is part of UBC. With this Inclusion Action Plan, UBC can chart a clear course to enable all those who have made and are making efforts toward greater equity, diversity, and inclusion to see where there are opportunities to collaborate, learn from each other, and support greater impact. The groundwork is there in many places across this institution and with this plan we hope to enhance progress on this important work.

Our location on the traditional, ancestral, and unceded territories of the Musqueam, Squamish, Tsleil-Waututh and Syilx Okanagan Nations provides us with guidance and growing relationships to ensure that this Inclusion Action Plan supports the implementation of the Indigenous Strategic Plan across UBC. In addition, the Inclusion Action Plan recognizes that it is also developing in the context of UBC’s Sustainability Strategy, Wellbeing Strategy, and Focus on People 2025 Framework. While these are related in important ways, their different perspectives provide opportunities for UBC to make progress in a number of areas that are supportive of the UBC experience and UBC’s impact in the world. With the alignment to the strategic plan; the sponsorship of UBC’s leadership; and the tools, processes, and EDI education and research support from the Equity & Inclusion Office, UBC will continue to increase inclusiveness, with all the institutional and individual benefits that that will bring.

—
Sara-Jane Finlay
Associate Vice-President, Equity & Inclusion

The strategic plan defines inclusion as “a commitment to access, success, and representation of historically underserved, marginalized, or excluded populations”. To operationalize the inclusion theme of the strategic plan, UBC has developed an Inclusion Action Plan (IAP).

The purpose of the IAP is to:

- Report on the results of an extensive consultation process to develop goals and actions on building a more inclusive institution;
- Develop a guiding framework that identifies inclusion goals for UBC and collaborative institutional actions needed to advance inclusion at UBC over the next seven to ten years;
- Build on and connect existing equity, diversity, and inclusion efforts across UBC’s campuses under a single high-level framework;
- Develop a ‘menu’ of actions to ensure academic departments and operational units across UBC can incorporate inclusive actions into their unit-level planning.



—
UBC community members at the Forestry Science Centre.

The IAP is grounded in UBC’s location on the traditional, ancestral and unceded territory of the Musqueam and Syilx Okanagan Nations. In exploring inclusion, this plan recognizes Indigenous people and Indigenous concerns as both within and beyond a conversation on inclusion at UBC. For this reason, throughout the plan, some actions express direct linkages between the work of this plan and UBC’s Indigenous Strategic Plan.

The IAP presents an opportunity to support UBC’s commitment to Indigenous engagement, including with the Musqueam and Syilx Okanagan Nations, and with the Indigenous peoples of Canada more broadly. It respects that the institution’s efforts in this area, including delineation of strategic actions to advance this work, are reflected in the Indigenous Strategic Plan.

Introduction

UBC has made great efforts, and good progress, to increase equity, diversity, and inclusion over the last 20 years; however, academic structures, systems, and processes were designed for a different time and population.

In the late 20th century, the university's doors began to open to new groups of students, faculty, and staff, while the systems and structures have not fully adapted to ensure equitable outcomes in education and careers.

Why Do We Need a Commitment to Inclusion?

We have heard from our community—UBC's student and workplace experience surveys show clear trends of less positive scores for students, staff, and faculty from most equity-seeking groups. UBC's workforce representation is, in many occupational groups, not proportional to the available workforce for those occupations. Bullying, harassment, sexual misconduct, and discrimination issues continue. The progress is there, but it is expected that with the focus provided by this plan, UBC will be better able to build collaborative efforts across its departments and units to create inclusive campuses for all our students, staff, and faculty. UBC, as a world-leading university with influence on society, merits the excellence of a community of diverse and engaged faculty, staff, and students to tackle the challenges of the 21st century.

What the Inclusion Action Plan Achieves

The IAP represents the ideas, suggestions, and expertise of faculty, staff, students, and alumni from across our campuses. It proposes a high-level framework for supporting collective action toward advancing inclusion at UBC over the next seven years. The actions included in this plan reflect promising practices and suggestions gathered through extensive consultations, and are considered to be those actions most relevant to UBC's current context. The actions cover a wide range of areas and in committing to making progress on specific actions, the plan proposes that divisions will pick and choose the ones that are most relevant to them, to their local context, and in areas where there is the potential for change to be tracked and measured. No one individual, unit, or department is expected to complete all of these actions. Building an inclusive campus requires individual and collective responsibility to develop innovative responses.

The timeline of seven years, with an institutional evaluation at midpoint, recognizes and is expected to accommodate the iterative nature of implementation for some of these actions, while still noting annual progress toward the goals. It also recognizes that the groundwork for accomplishing these actions has been happening in different spaces across UBC for years. The IAP presents an opportunity to highlight, coordinate, and amplify many of these efforts that have been, and are currently, underway throughout the institution, e.g., the work in the Integrated Renewal Project to ensure WorkDay and its functions support this IAP, etc. It provides a roadmap for innovating and learning together about how to continue to develop inclusion across UBC.

At UBC, inclusion is a commitment to creating a welcoming community where those who are historically, persistently, or systemically marginalized are treated equitably, feel respected, and belong.

Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

Inclusion at UBC

1.0 Goal: Recruitment, Retention, and Success

—
UBC researcher working in a laboratory.

UBC will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systemically marginalized communities.

Actions

A. Recruit for EDI Skills and Competencies

LEADS: Provosts; Senates; VP, Human Resources

Continue to enhance active recruitment for equity, diversity, and inclusion (EDI) skills and competencies, and increase the capability and capacity to collaborate in a diverse environment through all searches and in career progression for leadership, staff, and faculty.

B. Equitable Recruitment and Admissions

LEADS: Provosts; VP, Human Resources; VP, Students

Revise, renew, and replace recruitment and hiring/admissions processes to actively take into account equity issues in the assessment of merit, through job postings, criteria development, and selection of students, staff, faculty, and leadership at UBC.

C. Access through Affordability

LEADS: Provosts; VP, Human Resources; VP, Students

Reduce financial barriers to studying and working at UBC, particularly for Indigenous and other marginalized students, and support affordability strategies for transit, housing, and childcare for faculty, staff, and students.

D. Inclusive Spaces and Initiatives

LEADS: Provosts; VP, Human Resources; VP, Students

Support mentorship, peer support, and affinity/resource groups that enhance spaces and initiatives toward inclusion. Promote extra-curricular programming, professional development opportunities and events that help build inclusive cultures.

E. EDI in Scholarship

LEADS: Provosts; Senates; VP, Human Resources

Expand and enhance opportunities for scholarship rooted in differences in worldviews that advances equity, diversity, and inclusion.

F. EDI in Promotion

LEADS: Provosts; VP, Human Resources

Create and embed best practice guidelines for the recognition and valuing of EDI-related work, in collaboration with Provosts, Deans, and collective bargaining units, in scholarship, teaching, educational leadership, and service for faculty.

G. Enhance Performance Review Processes and Discussions

LEADS: VP, Human Resources; Provosts

Update performance review processes, discussion guides, and merit pay policies for staff and emerging leaders in collaboration with Provosts, Deans, and collective bargaining units, to include criteria for recognizing participation in initiatives and other contributions to advance equity, diversity, and inclusion.

H. Implement Recommendations of Systems Reviews

LEADS: VP, Human Resources; VP, Students; Provosts

Implement the recommendations of the 2019 Employment Systems Review that assesses disparities in experiences for faculty and staff, and conduct a similar review to examine any disparities in experiences for students, including student staff, teaching assistants, and post-docs.

2.0 Goal: Systems Change

—
*UBC faculty and staff working in front of the
Indian Residential School History and Dialogue Centre.*

UBC will be intentional and proactive in changing systems, structures, policies, practices, and processes to advance equity, diversity, and inclusion.

Actions

A. EDI Decision-Making Principles

LEADS: All VPs, Board of Governors, Senates

Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity, and inclusion principles.

B. Indigenous Strategic Plan

LEADS: President; Provosts; VP, Human Resources; VP, External Relations

Support understanding and implementation of the Indigenous Strategic Plan across all units.

C. Inclusion Action Planning

LEADS: University Executive, Senates

Ensure plans that incorporate inclusion actions are developed by and communicated throughout each Executive Portfolio and each Faculty.

D. Leadership and Succession Planning

LEADS: Provosts, All VPs

Develop and implement criteria for advancing into mid-level and senior leadership that requires that all leaders demonstrate commitment to principles of equity, diversity, and inclusion and reflect the diversity of the UBC community.

E. Degree Requirements

LEADS: Senates, Provosts

Incorporate equity, diversity, and inclusion skills and competencies into degree requirements.

F. Job Descriptions and Performance Reviews

LEADS: VP, Human Resources; Provosts

Incorporate equity, diversity, and inclusion skills and competencies into job descriptions and provide training in how to assess these skills and competencies through performance reviews for staff and evaluations for faculty.

G. Workplace Accommodations for Disability

LEADS: VP, Human Resources; VP, Finance & Operations

Develop and enact an institutional level accommodation policy for faculty and staff with disabilities that is supported by a central accommodation fund.

H. Inclusive Infrastructure

LEADS: Provosts; VP, Human Resources; VP, Students

Develop infrastructures for supporting and accommodating faculty, staff, and students with respect to religious, spiritual, and cultural observances, and flexible work, housing, and childcare arrangements.

I. Accessibility

LEADS: VP, Finance & Operations; VP, External Relations

Enhance the accessibility of physical and virtual spaces on UBC campuses for students, staff, and faculty.

J. IAP Planning, Implementation & Reporting

LEADS: Provosts; All VPs

Provide resources for department, Faculty, and administrative unit level planning, implementation, and reporting on the IAP.

K. Equity Leads

LEADS: Provosts; All VPs

Appoint a faculty or staff member within each department or unit who is responsible for coordinating the implementation of commitments made in the Executive or Faculty level plans at the local level, supported by an Equity Leads Network facilitated by the Equity & Inclusion Office.

3.0 Goal: Capacity Building

UBC will enhance institutional and individual capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased.

UBC Okanagan students having a discussion.

3.0 Goal:
Capacity Building

Actions



—
UBC instructor teaching at Orchard Commons.

A. EDI Education and Training Programs

LEADS: Provosts; VP, Human Resources; VP, Students; VP, Research & Innovation

Resource, develop, implement, and evaluate comprehensive education and training programs on equity, diversity, and inclusion for students, faculty, and staff. Embed this education and training in recruitment processes, onboarding, assessment and performance reviews, and professional development for staff and faculty; and in curricular and co-curricular contexts for students.

B. Dialogue and Engagement

LEADS: Provosts; VP, Human Resources; VP, Students; VP, External Relations

Facilitate and provide opportunities for dialogue and conversation around sensitive topics at UBC and beyond. Build conflict engagement skills and practices among all members of UBC’s community to equip people for working across differences.

C. EDI Leadership Training

LEADS: Provosts; VP, Human Resources

Develop EDI curriculum and deliver/leverage training specifically for leadership at all levels to deepen understanding and encourage modelling of inclusive behavior, with a focus on applied skills and performance management in diverse workplaces.

D. EDI Curriculum and Program Requirements

LEADS: Provosts; Senates

Embed equity and inclusion education into curriculum and program requirements for all students that incorporates intercultural understanding, empathy and mutual respect (see [Truth and Reconciliation Commission of Canada’s Calls to Action](#) (iii) and [UBC’s Indigenous Strategic Plan](#)).

4.0 Goal: Learning, Research, and Engagement

—
UBC instructors and students at the Audain Art Centre.

UBC will foster environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing.

Actions

—
UBC student
working at the
Audain Art
Centre.

Vancouver Senate

Docket Page 87 of 180



A. EDI Awards, Funding, and Incentives

LEADS: Provosts; VP, Research & Innovation

Establish awards, funding, and incentives that recognize outstanding equity, diversity, and inclusion initiatives and contributions in learning, research, and engagement, including community-engaged research and community-led initiatives.

B. Inclusive Teaching and Learning

LEADS: Provosts; Senates

Encourage and support instructors and teaching assistants to implement inclusive course design, teaching practice, and assessments.

C. Funding Applications and Award Nominations

LEADS: VP, Research & Innovation; Provosts

Embed equity, diversity, and inclusion principles in the review processes for all funding programs and award nominations including VP Research & Innovation-administered internal funding competitions, internal research awards, institutional nominations for external awards and honours, and funding programs that require adjudication and peer-review. Equitably support researchers to develop funding proposals and award nominations.

D. Research Funding

LEADS: Provosts, VP, Research & Innovation

Advance the principles and intended outcomes of the equity, diversity, and inclusion initiatives of the Canada Research Chairs Program and the Dimensions Charter, as well as other existing and future government funding programs.

E. Equitable Community Relationships

LEADS: VP, External Relations; VP, Finance & Operations; VP, Research & Innovation; Provosts

Proactively build and strengthen UBC’s relationships and improve institutional systems to appropriately recognize and compensate community members’ engagement, and work more effectively with communities and organizations representing those who have been marginalized.

F. Student Learning

LEADS: Senates; VP, Students; Provosts

Review and improve mechanisms to ensure that student perspectives on the inclusiveness of their learning experiences are integrated into the improvement of teaching.

G. Indigenous Strategic Plan Alignment

LEADS: All VPs; Indigenous Engagement Committee; Provosts

Work in alignment with the Indigenous Strategic Plan to support learning, research, and engagement at UBC that reflect the Truth and Reconciliation Commission of Canada’s Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice, and are consistent with the United Nations Declaration on the Rights of Indigenous Peoples.

5.0 Goal: Accountability

UBC will hold itself accountable to its commitment to inclusion through clear and timely processes, thorough evaluation, and transparent reporting to the UBC communities on its progress on this action plan.

—
Staff members from UBC Financial Operations.

Actions



—
Staff working at the UBC Farm.

A. Mechanisms for Annual Reporting

**LEADS: VP, Human Resources;
Provosts; VP, Students**

Establish mechanisms for annual reporting on inclusive actions, including plans for future progress.

B. WorkDay Institutional Data

LEADS: VP, Human Resources; VP, Finance & Operations; VP, Students

Ensure Workday collects institutional data with appropriate privacy safeguards to enable regular systematic analyses of access, engagement, promotion, success, attrition, etc., for students, staff, and faculty.

C. Enhanced Reporting Mechanisms

LEADS: VP, Human Resources; Board of Governors

Review and enhance streamlined mechanisms and related policies to better support people who experience harassment, discrimination, retaliation, and bullying to report incidents and policy breaches, and ensure annual reporting on aggregated incidents.

D. External Contractors

LEAD: VP, Finance & Operations

Create EDI criteria to engage all external contractors to work toward supporting an inclusive environment at UBC, and as a condition for being added to the preferred list of vendors or contractors for UBC.

E. External Reviews

LEADS: Provosts; Deans

Create terms of reference for the self-study document and directions to reviewers for external department and/or program reviews that includes:

- an examination of the diversity of people within the department and concrete efforts to address any under-representation;
- an analysis of the integration of historically marginalized forms of knowledge into the curriculum;
- a demonstration within the department of the fulfillment of the Truth and Reconciliation Commission of Canada’s Call to Action, particularly Call 63 (iii).

F. Annual Reporting on this Plan

LEAD: Equity & Inclusion Office

Report annually to the campus communities on the progress of this plan, including actions planned and undertaken in each division, progress made, and updated information on changes in the metrics for each goal.

Appendices

Inside the Earth Sciences Building at UBC Vancouver.



—
UBC community members working
in the Ridington Reading Room.

2SLGBTQIA+

Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual (or sometimes Ally). The placement of Two Spirit (2S) first is to recognize that Indigenous people are the first peoples of this land and their understanding of gender and sexuality precedes colonization. The ‘+’ is for all the new and growing ways we become aware of sexual orientations and gender diversity.

Diversity

Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socioeconomic situations.

Equity

Recognizing that everyone is not starting from the same place or history, deliberate measures to remove barriers to opportunities may need to be taken to ensure fair processes and outcomes.

Equity refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for diversity.

It considers power, access, opportunities, treatment, impacts, and outcomes, in three main areas:

- Representational equity: the proportional participation at all levels of an institution;
- Resource equity: the distribution of resources in order to close equity gaps; and
- Equity-mindedness: the demonstration of an awareness of, and willingness to, address equity issues.

EIO

Equity & Inclusion Office: equity.ubc.ca

EDI

Equity, Diversity, and Inclusion

Historically, persistently, or systemically marginalized

This language was intentionally and carefully chosen during the development of this plan to recognize that:

- UBC and other institutions throughout Canada were created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, racialized people, and 2SLGBTQIA+ people.
- This history entrains a legacy of day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time;
- Our systems, in the form of policies, practices, culture, behaviours, and beliefs continue to maintain these barriers in the ways that they continue to create the institution. It is often not an individual intentional, systematic, effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions).

IAP

Inclusion Action Plan

Inclusion

Inclusion is an active, intentional, and continuous process to bring marginalized individuals and/or groups into processes, activities, and decision-making to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

Intersectionality

The interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group.

The term was coined by lawyer, civil rights advocate, and critical race theory scholar Kimberlé Crenshaw to describe the “various ways in which race and gender intersect in shaping structural and political aspects of violence against women of color” (1994).

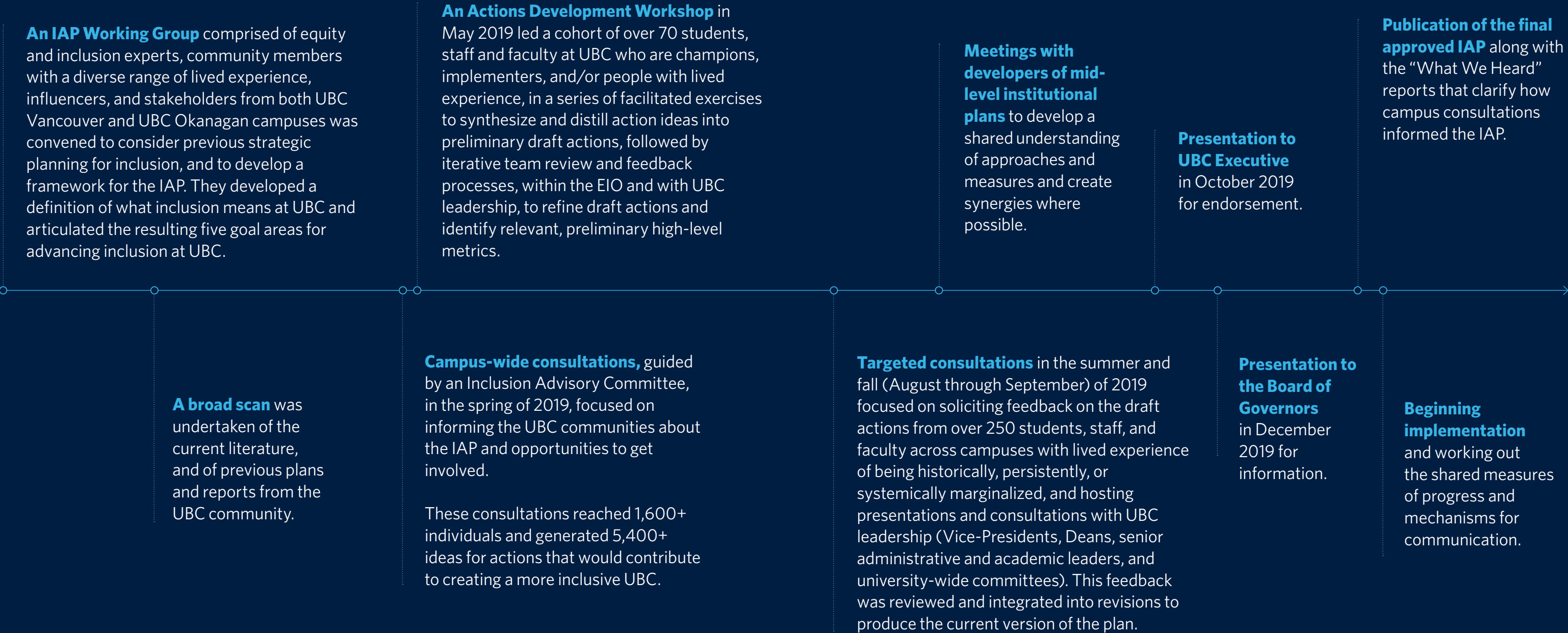
Intersectional identities create overlapping and interdependent systems of marginalization, discrimination or disadvantage.

LEADS

UBC leaders who are accountable for ensuring progress on the actions.

Inclusion Action Plan Development Process

The Inclusion Action Plan development process has been underway since the fall of 2018. In summary, the content of the IAP was informed by the following:





THE UNIVERSITY
OF BRITISH COLUMBIA



University of British Columbia

Annual Enrolment Report 2020/21



Dr. Ananya Mukherjee-Reed
Provost and Vice-President Academic, UBC Okanagan

Dr. Andrew Szeri
Provost and Vice-President Academic, UBC Vancouver

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PREFACE

COVID-19 PANDEMIC IMPACT

We welcomed new and returning students to UBC under decidedly different circumstances this year. The global COVID-19 pandemic in 2020 impacted all facets of university life and operations. Student recruitment, campus operations, teaching modes, research, and the delivery of support services all saw significant transformation as our community responded to the pandemic. This was also a very challenging year for prospective and continuing students and their families, domestically and around the world.

While the challenges will continue for some time, the university recognizes the extraordinary resilience and commitment of its students, faculty, and staff in meeting the challenges, and we are grateful to students for their continuing pursuit of their educational goals. The profound resolve of our community is reflected in remarkable and amazing outcomes for this year.

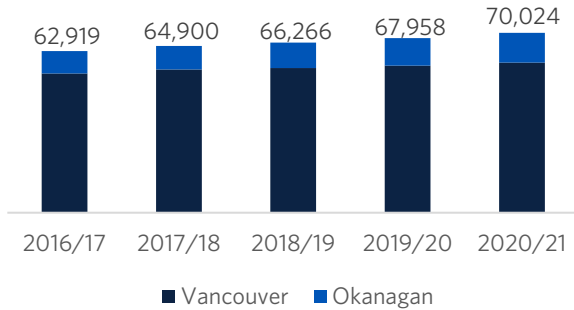
DATA INITIATIVES

UBC is actively involved in improving our demographic data to more fully support the diversity within our student body. In the spring of 2021, when our new student admission portal, Education Planner British Columbia (EPBC) is introduced, non-binary gender identification options for undergraduate applicants will become available.

Furthermore, UBC is exploring the potential to collect additional demographic data from students to help better describe the student population, especially those who have been historically underrepresented on UBC campuses. The goal is to provide the information needed to plan for and enhance student support and services. The Equity and Inclusion Office, Planning and Institutional Research, and Enrolment Services are working together to identify relevant data and appropriate methods for collection. Such data will support the evaluation of the student experience and the value of existing and planned supports.

EXECUTIVE SUMMARY

Total UBC Enrolment (Headcount)

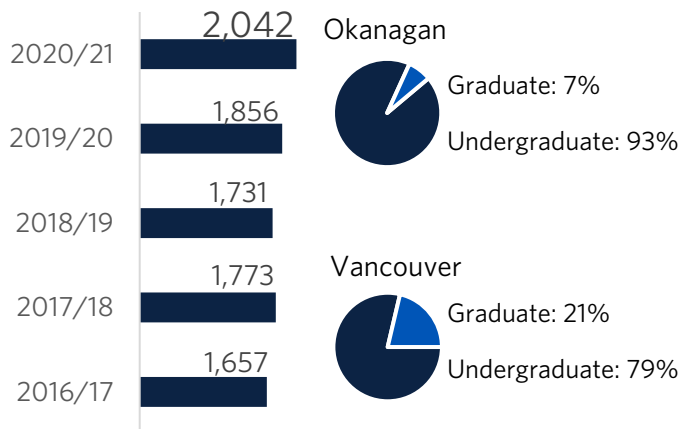


First Year Undergraduate Retention Rate **94%**

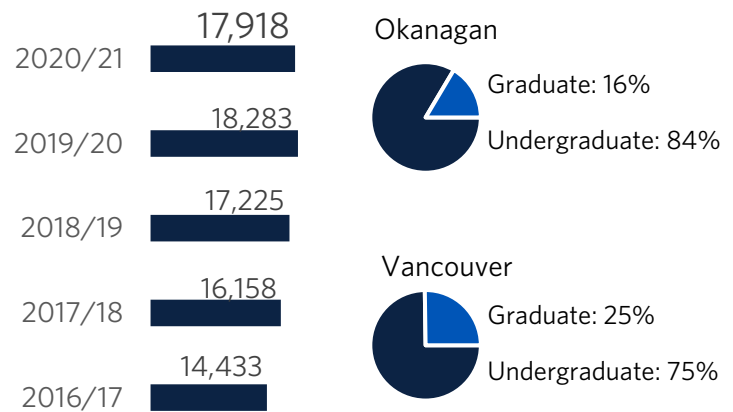
- Domestic Students: 94.2%
- Indigenous Students: 87.2%
- International Students: 93.7%

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

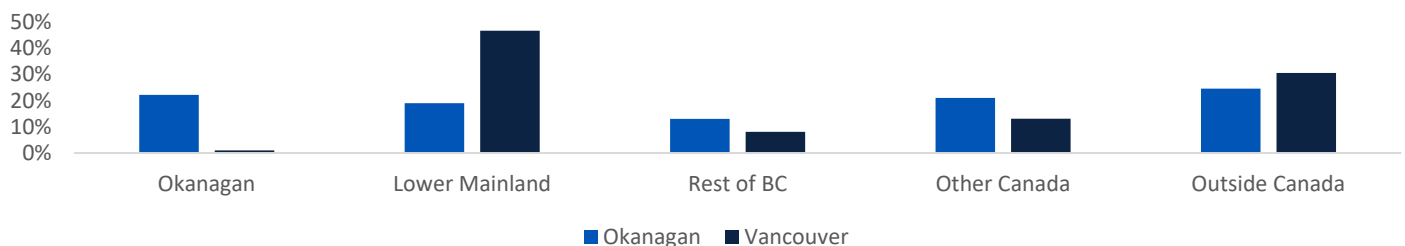
Indigenous Students



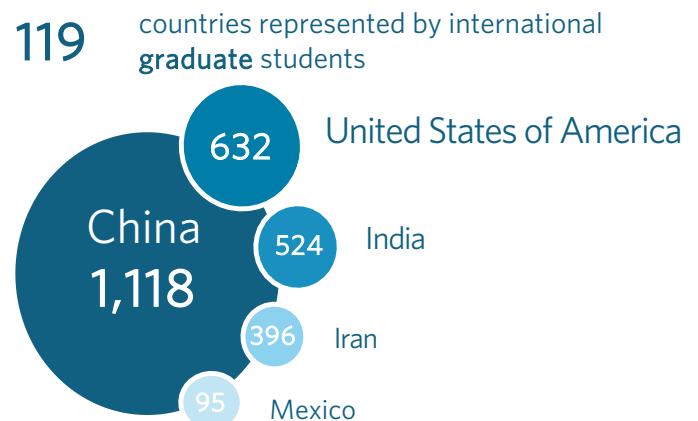
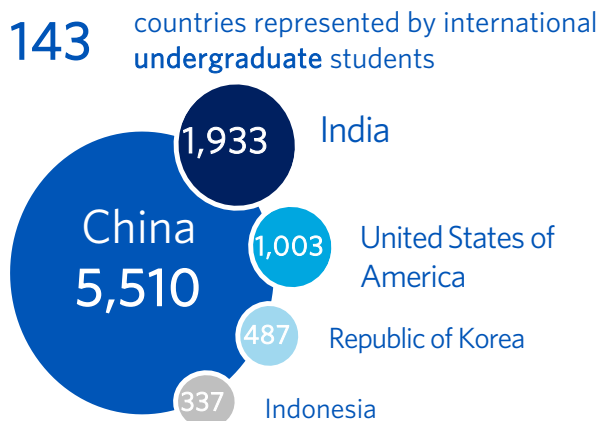
International Students



Direct-Entry Baccalaureate Students' Origins



UBC International Students' Countries or Territories of Citizenship



INTRODUCTION

The UBC Annual Enrolment Report (2020/21) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

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

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

The BC Ministry of Advanced Education and Skills 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 2020/21 fiscal year (April 1, 2020 to March 31, 2021), UBC was government-funded for a total of 42,995 FTEs, 208 more than the previous year; 7,059 FTEs were allocated to the Okanagan campus and 35,936 FTEs were allocated to the Vancouver campus. Overall, 36,985 FTEs were funded undergraduate domestic student spaces and 6,010 were funded graduate student spaces. An additional 164 FTEs for the 20/21 year were directed to the Occupational Therapy program, Physical Therapy — North program, Bachelor of Science in Computer Science, Bachelor of Applied Science in Biomedical Engineering, and Bachelor of Applied Science in Manufacturing Engineering on the Vancouver Campus. On the Okanagan campus, the additional 44 FTE were directed to the Bachelor of Science in Computer Science and the Bachelor of Applied Science in Manufacturing Engineering.

For the purposes of this report new students include only those who were new at the start of the winter session.

¹ We use the term "Indigenous" to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

COVID-19 PANDEMIC IMPACT: The pandemic has impacted all facets of university life and operations. Student recruiting, campus operations, teaching modes, research and delivery of support services all saw significant transformation as our community responded to the pandemic. This was also a very challenging year for prospective and continuing students and their families, domestically and around the world.

While the challenges will continue for some time, the university recognizes the extraordinary diligence and commitment of its students, faculty, and staff in responding to the situation, and we are grateful to students and their families for their continuing pursuit of excellent post-secondary education.

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

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

In September 2021, UBC will use a new application system for undergraduate admissions, EducationPlannerBC. The new system, which is a province-wide service, integrates planning, application and data movement services. By using centralized planning resources, students can search for information about various programs, institutions and communities across B.C. When students decide to apply to one or more programs, they can complete their application through the system without having to re-enter the same information each time. In addition, the service further expands electronic transcript exchanges to include more K-12 and post-secondary institutions and provincial hubs. Although the inauguration date follows UBC's traditional application deadline, this "soft-launch" will permit the collection of a small volume of applications to further test and optimize the platform to meet UBC's and students' needs. This approach will reduce risks and produce a better applicant experience when fully launched for the 2021/2022 application cycle.

Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2015/16 through 2020/21. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number of students who registered in their preferred or first choice of program or campus (Ch1) and the lower number represents the number of students registered

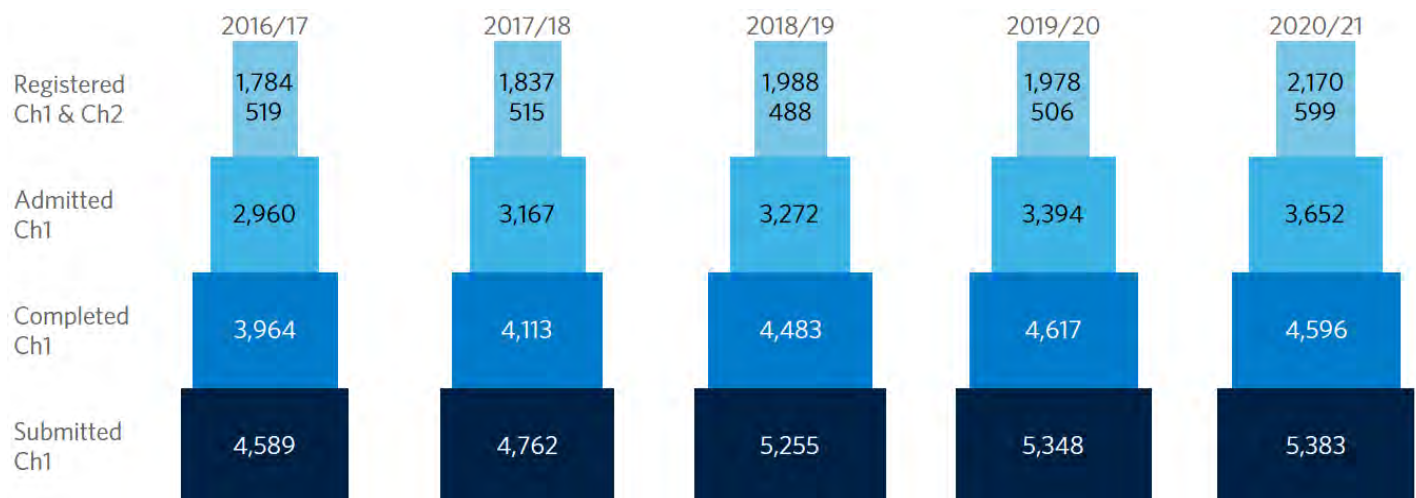
in their second choice, an alternative program on either campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the number of submitted and completed applications, the number of admitted students and subsequent number of registrations for 2016/17 through 2020/21. A submitted application identifies a complete formal request to enter a UBC program of study accompanied by payment of an application fee. A complete application identifies that all documentation and information required to initiate the evaluation of the application was received. The term admitted identifies that an application was reviewed and UBC extended an offer to enrol to the applicant. Lastly, “registered” identifies that the student accepted the offer of admission, selected courses and started attending classes. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applicants do not progress to the next stage.

In 2020/21, the total applicant pool (with completed applications) for the Okanagan campus was consistent with the number received in 2019/20. The size of the domestic undergraduate applicant pool was consistent with that of 2019/20 (see Figure 1), and the international undergraduate applicant pool grew by 1% (see Figure 2).

For the Vancouver campus, the total applicant pool (with completed applications) increased by 6% over 2019/20. The domestic applicant pool increased by 8%, over 2019/20 (see Figure 3), and the international applicant pool increased by 3% (see Figure 4).

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



Note: “Ch1” denotes first choice program, and “Ch2” denotes a second choice or alternative program choice.

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

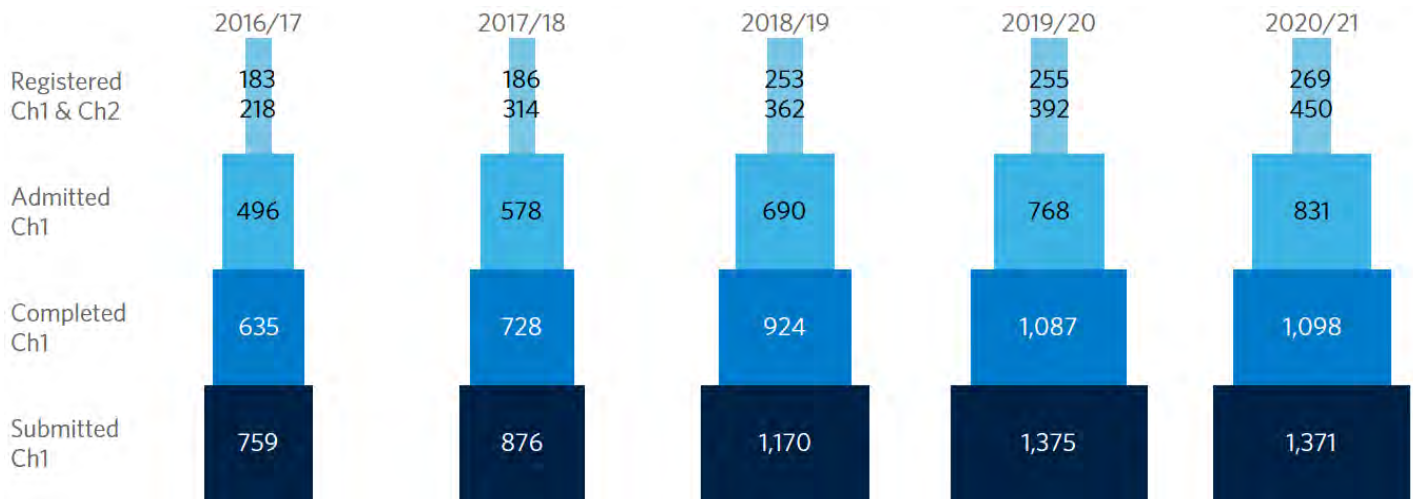


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

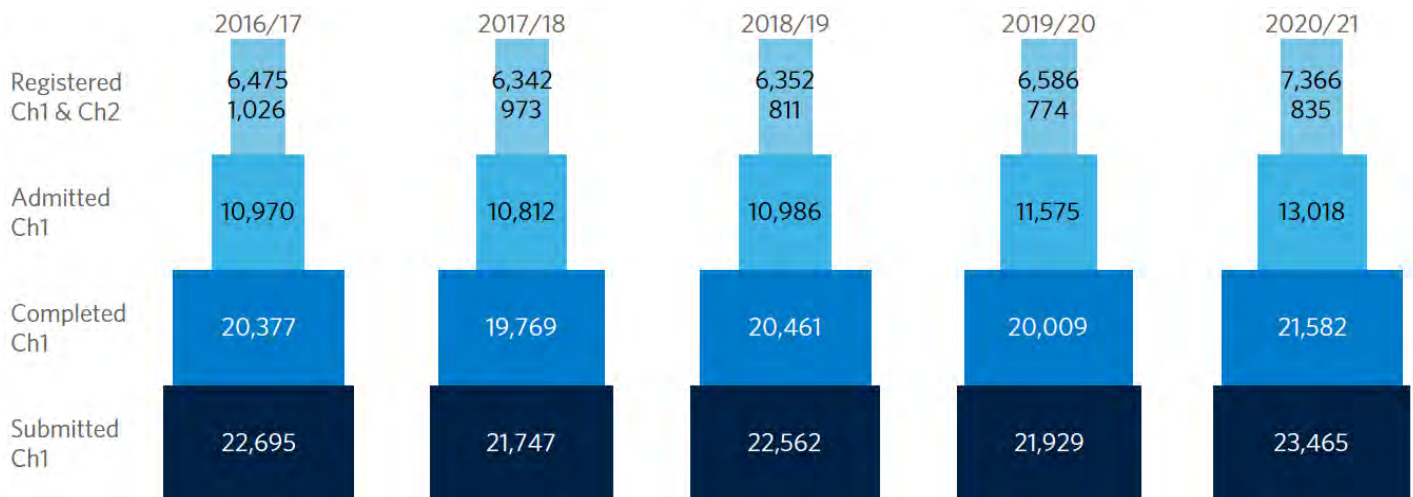


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission from universities across Canada and around the world; consequently, they do not always accept UBC's offer of admission.

Based on our past experience, we anticipate the proportion of applicants that would typically accept an offer of admission and register; consequently, 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 sufficiently competitive). The yield rate is the ratio of registered students to the number offered admission to their preferred choice of program. The admit rate is influenced by the number of applicants, the number of seats available for each applicant pool (domestic and international) and the likelihood that the student, once offered admission, will register (these likelihoods vary for domestic and international students).

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

Campus	Citizenship		2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Domestic	Admit Rate	75%	77%	73%	74%	79%
		Yield Rate	60%	58%	61%	58%	59%
	International	Admit Rate	78%	79%	75%	71%	76%
		Yield Rate	37%	32%	37%	33%	32%
	Okanagan Total	Admit Rate	75%	77%	73%	73%	79%
		Yield Rate	57%	54%	57%	54%	54%
Vancouver	Domestic	Admit Rate	54%	55%	54%	58%	60%
		Yield Rate	59%	59%	58%	57%	57%
	International	Admit Rate	53%	51%	43%	44%	52%
		Yield Rate	37%	37%	37%	35%	32%
	Vancouver Total	Admit Rate	54%	53%	49%	52%	57%
		Yield Rate	51%	50%	50%	49%	47%

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

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

UBC's ability to achieve its enrolment objectives is the result of strategic recruitment activities, supportive advising, and robust orientation programming for newly admitted students. For 2020/21, 48% of the direct-entry students admitted to their preferred program ultimately accepted their offer of admission. Of those who accepted an offer of admission to a program, 15% did not register and attend classes in September. Last year, 51% of these students accepted their offer of admission and 13% of those did not ultimately register and attend classes.

After letters with offers of admission are provided to successful applicants, a targeted and timed communication campaign keeps these applicants engaged with the university through to the deadline by which they must accept their offer.

COVID-19 PANDEMIC IMPACT: Many recruiting events had to shift to on-line formats with little lead time. A significant example is the events normally held in the spring on each campus when applicants are invited to start the orientation process. On the Okanagan campus *Destination UBC* would welcome over 500 students for a weekend of orientation events. The Vancouver campus would host *UBC Welcomes You*, providing academic support in planning for first year. In 2020, the recruiting offices had to quickly pivot to on-line opportunities for applicants. Numerous other orientation experiences including *Jump Start*, *Imagine day*, and *Create day* also became on-line events.

In support of virtual recruiting, most faculties and schools added intensive communication campaigns to connect with their admitted students to ensure they were retained through the summer and well prepared for online learning.

In summer, nearly one third of the incoming class at UBC participated in a newly offered *Academic Essentials* program to help them start their university journey on the right foot; over 7,000 students registered in this pilot year. Involving faculty, staff, and students from across both campuses, *Academic Essentials* courses were free, self-directed and on-line, and were designed to help new first year UBC students develop learning skills and understand what they could expect to encounter in university level studies. In a matter of months, a team of more than 20 faculty, staff and 25 students from across both campuses came together to conceptualize the program and develop the courses and deliver them. Recognizing that the need to help students build confidence in their academic readiness will exist beyond the pandemic, the *Academic Essentials* program will continue to be offered in future years.

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

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, the numbers of admitted students and subsequent registrations for 2016/17 through 2020/21. The years 2016/17 through 2019/20 contain intake data as of March 1st, whereas the 2020/21 intake was in progress, at the time of writing, and contains preliminary data as of November 1, 2020. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the numbers of applications shown here underestimate the total interest in graduate studies at UBC.

COVID-19 PANDEMIC IMPACT: The pandemic impacted graduate programs differently than undergraduate programs due to the characteristics of the student body and the nature of the programs. Many research graduate students rely on physical access to specific research facilities, travel to field sites, or human face-to-face interactions in their research. This was problematic for those who were either unable to enter the country or were unable to carry out their research regardless of their location. Students in programs with substantial required coursework may have begun their programs focused primarily on that element, but many doctoral programs do not have substantial in class requirements. In either case, prolonged interruption of in-person interaction and travel were significant hindrances for program completion and therefore recruitment.

Since the pandemic delayed program completion for many current research students, available funds through scholarships and research assistantships diminished for new students. While institutions in Canada did not take the steps of some of their American counterparts with the elimination of entire intakes, it is likely that programs exercised caution in their admission for September 2020 (the majority of offers are made in February and March each year) and will continue to be conservative in their admissions in the near future until the full implications of the pandemic for research, research grants and financial needs of students are addressed.

Short, course-based master's programs were particularly impacted by uncertainties around post-graduation work permits as applicants weighed the costs of programs and the risk of travelling or leaving a location or job during the pandemic. The impact on incoming international student registration is shown in Figure 8, with a 21% reduction relative to 2019/20. Most of this reduction was due to students admitted to course-based master's programs choosing to not enrol, including entire cohorts in some programs where start-dates were deferred.

For Figures 5 through 8, the 'Submitted' value refers to the number of students who submitted one or more applications, rather than a count of applications submitted. In 2020/21, the number of graduate student applicants for the Okanagan campus was consistent with the number received in 2019/20. The domestic applicant pool decreased by 4% over 2019/20 (see Figure 5), and the international applicant pool grew by 2% (see Figure 6).

For the Vancouver campus, the number of graduate student applicants increased by 10% over 2019/20. The domestic applicant pool increased by 14%, over 2019/20 (see Figure 7), and the international applicant pool grew by 8% (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

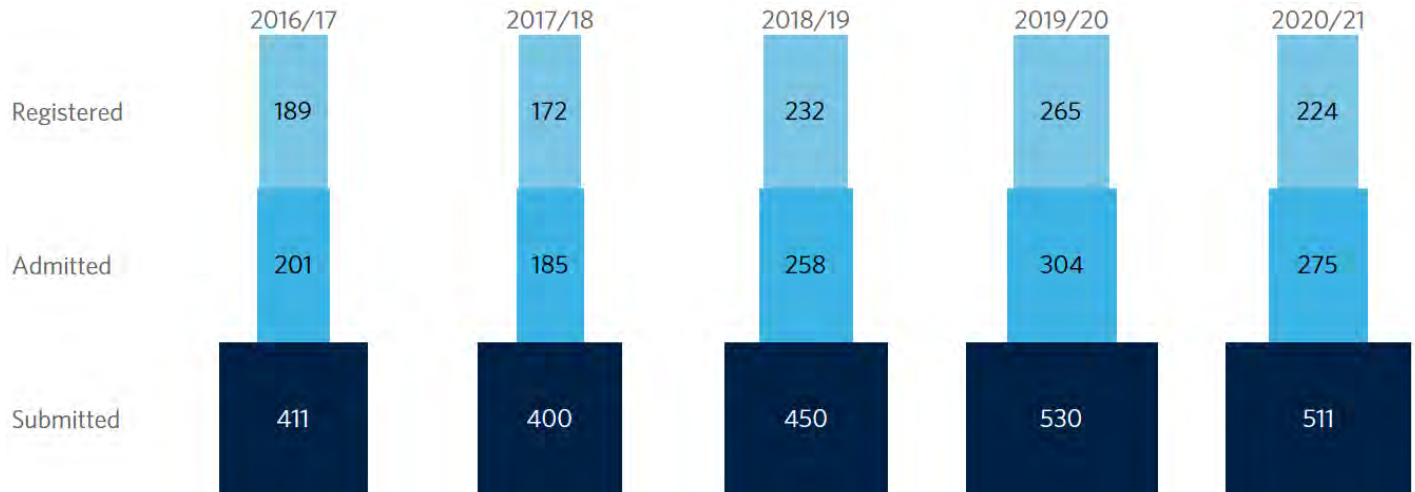


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

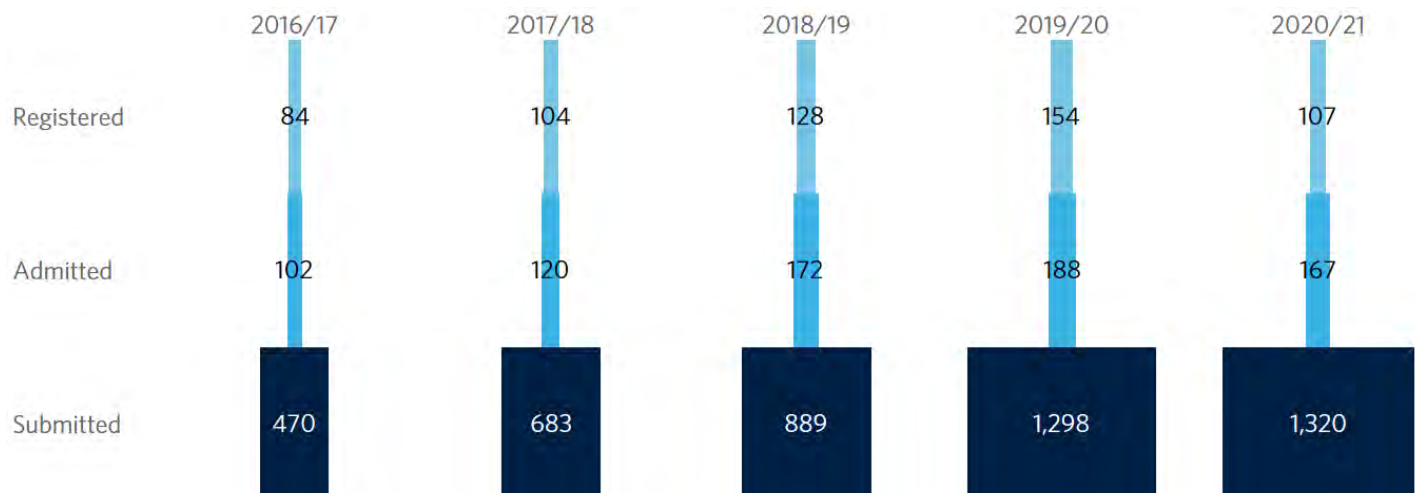


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

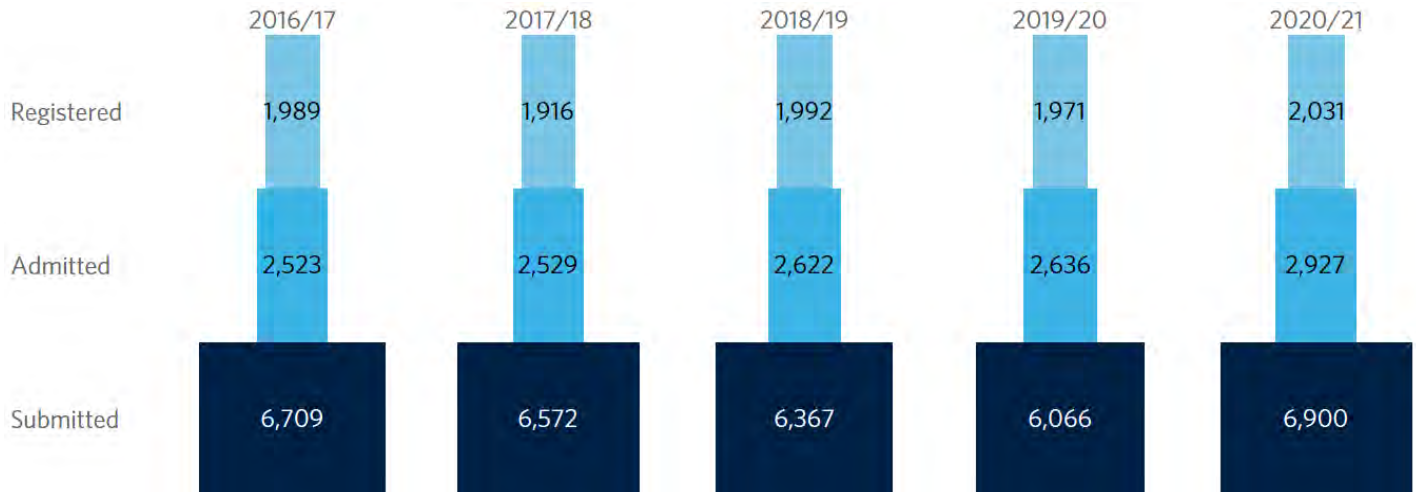


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

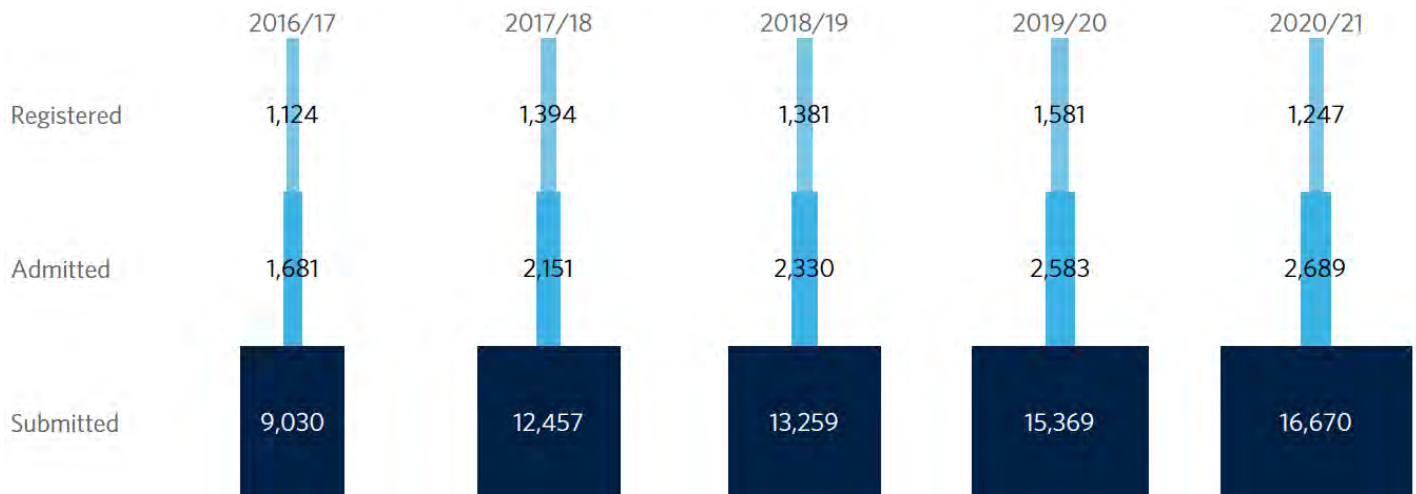


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Domestic	Admit Rate	49%	46%	57%	57%	54%
		Yield Rate	94%	93%	90%	87%	81%
	International	Admit Rate	22%	18%	19%	14%	13%
		Yield Rate	82%	87%	74%	82%	64%
	Okanagan Total	Admit Rate	34%	28%	32%	27%	24%
		Yield Rate	90%	90%	84%	85%	75%
Vancouver	Domestic	Admit Rate	38%	38%	41%	43%	42%
		Yield Rate	79%	76%	76%	75%	69%
	International	Admit Rate	19%	17%	18%	17%	16%
		Yield Rate	67%	65%	59%	61%	46%
	Vancouver Total	Admit Rate	27%	25%	25%	24%	24%
		Yield Rate	74%	71%	68%	68%	58%

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

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

GRADUATE STUDENT RECRUITMENT

For UBC Vancouver, graduate student recruitment efforts occur at all levels of the university community, from individual faculty members, to graduate programs, deans' offices, and the Faculty of Graduate and Postdoctoral Studies (G+PS). Much of this work involves collaboration between units, and efforts are supported by G+PS with a variety of initiatives to strengthen recruitment. Significant effort has gone into coordinating this ecosystem to be best positioned to support incoming students during the pandemic, advocate for graduate student needs, and secure relief financial support to ensure that funding commitments could be met. The President's Academic Excellence Initiative PhD Award was successfully launched and measures were taken to ensure payments were made for awards and research assistantships to graduate students residing outside of Canada.

COVID-19 PANDEMIC IMPACT: Particular emphasis was placed on yield and support events for admitted students. Onboarding and communication campaigns were entirely rewritten to address the questions at hand and numerous additional mailings with current information were provided. A townhall for incoming students was hosted, surveys were conducted to help with needs-assessment and planning and an online community web site was enhanced with more extensive profiles to encourage more connections between students. Twenty pre-arrival events were held, with an attendance of 1,124 students who were able to engage in a variety of topics. A month-long virtual orientation ensured engagement and support of more than 3,000 incoming students.

G+PS created two new positions to support recruitment efforts: a Marketing & Recruitment Manager who is working on centralized outreach initiatives as well as support for graduate program initiatives and an Indigenous specialist who will be working on, among other initiatives, targeted outreach to prospective Indigenous students.

Looking ahead, all signs indicate increased interest in graduate education: prospective student webinars are seeing record attendance numbers (21 events with 10,000+ attendees), the prospective student newsletter has grown to 15,000 subscribers in its first year, currently adding more than 1,500 subscribers a month, and web traffic is up, with a year-to-date 7.6% increase in users (1.85 million) and 17% increase in pageviews (10.3 million) compared to the previous year.

On the Okanagan campus, each faculty manages the marketing and recruitment for their specific graduate programs. This includes prospective student webpages for each graduate program, the creation of student and supervisor profiles, and conventional marketing activities for graduate student recruitment, including attendance at select recruitment fairs, and digital marketing campaigns. Working with University Relations, faculties have undertaken digital marketing campaigns (including Google advertising and social media advertising) to promote priority programs in their faculty.

The Okanagan campus also has a subcommittee on marketing and recruitment for graduate programs. Last year, the group analyzed how program marketing is managed across the campus. This year, the committee is working to develop a best practice document on marketing and recruitment for graduate studies to support faculties with marketing existing and new programs.

Additionally, at the Okanagan, University Relations and the College of Graduate Studies are working on a digital marketing campaign to promote graduate studies more broadly using both Google advertising and social media advertising. The goal of this campaign is to raise awareness about graduate studies on the campus. This campaign will be used as a trial to assess the effectiveness of campaigns that are not program specific.

WHAT IS THE ACADEMIC POTENTIAL OF NEW UNDERGRADUATE STUDENTS?

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

For direct-entry undergraduate applicants, all Grade 11 and Grade 12 academic courses are considered in the admission decision along with a review of courses and grades that are particularly relevant to the program to which a student has applied. This review of academic course grades also considers the extent to which a student may have challenged their self as evidenced by the volume of academic courses completed or rigour of the courses completed. The mean entering grade range, for all academic courses a student completed in the senior years of secondary school, was 82-84% for students attending the Okanagan campus; on the Vancouver campus, it was 89-91%.

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

In 2020/21 over 81,000 personal profile reviews were scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessors are not in agreement, the file is reviewed by a third (and possibly fourth) reader until a consistent assessment is achieved. All in all, it is estimated that about 15% of admitted applicants would not have been admitted with a grades-only admission model (this rate varies by program and campus).

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

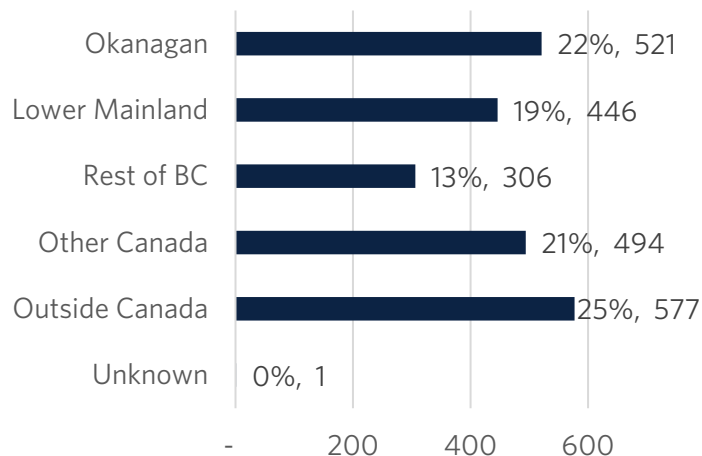
Figure 9 displays, for each campus, where 2020/21's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools outside of Canada (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2020/21, 76% of the new-to-UBC undergraduate students (N = 2,345) 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 Surrey and Vernon school districts.

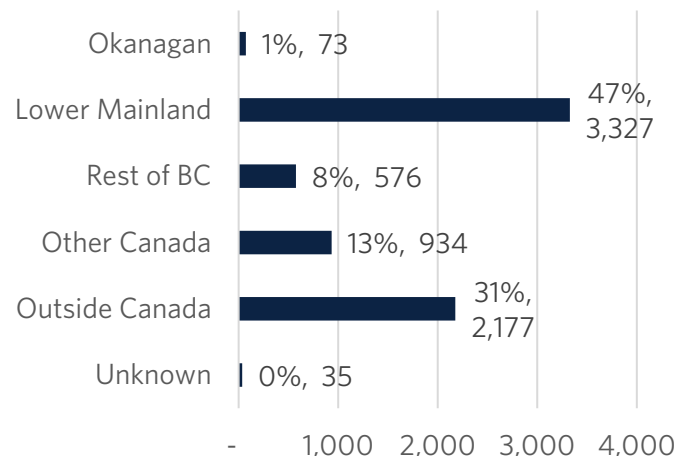
In 2020/21, 7,565 new direct-entry students, who comprised 75% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 47% (N = 3,327) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 649) including the Okanagan, and 31% had studied outside of Canada (N = 2,177).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2020/21, BY CAMPUS

Okanagan Campus (N = 2,354)



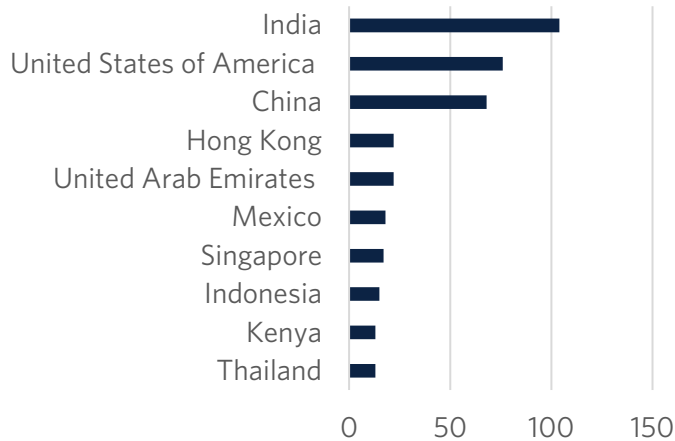
Vancouver Campus (N = 7,565)



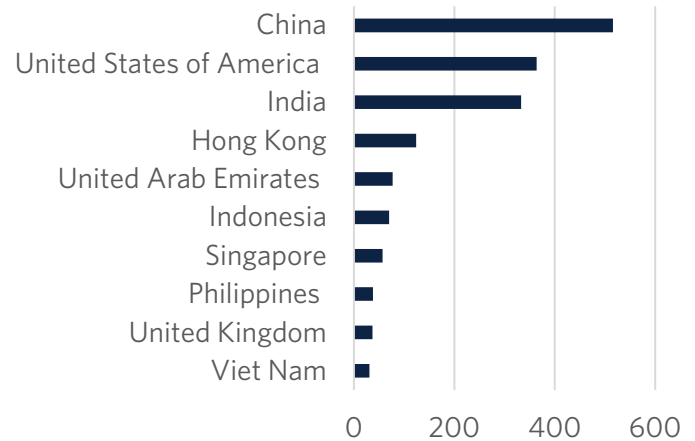
UBC actively recruits students in approximately 81 countries and 22 states within the U.S.A., and has relationships with many secondary schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from 113 countries. The most common countries 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, 2020/21, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

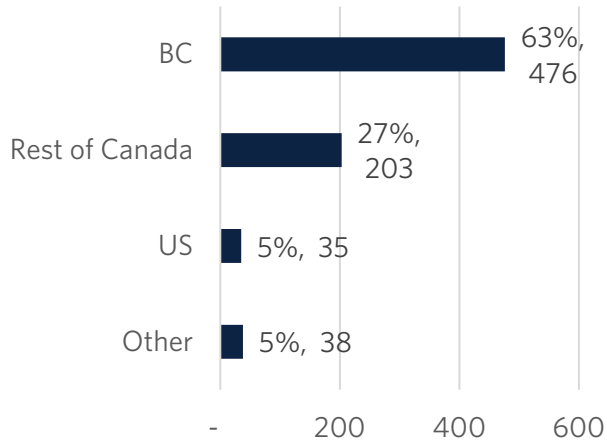
Students with previous experience at another post-secondary institution entered UBC via many pathways. Some had graduated from high school, studied at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution attended by new transfer students to each of UBC's campuses in 2020/21.

In 2020/21, 752 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 476 students (or 63% of all the post-secondary transfer students) previously attended a post-secondary institution in BC.

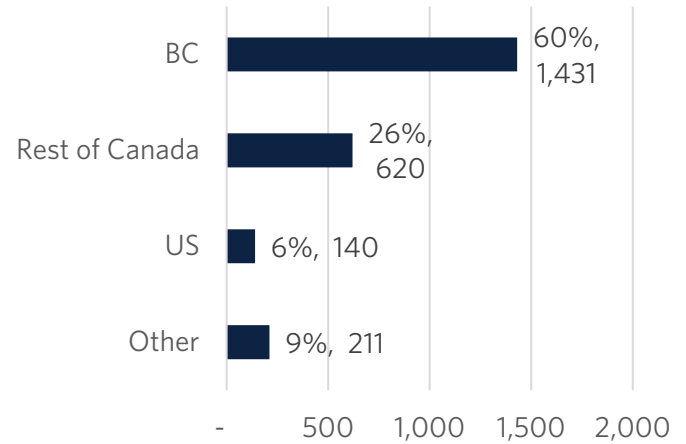
In 2020/21, UBC Vancouver registered 2,402 post-secondary transfer students, who comprised 25% of all the new-to-UBC students on the Vancouver campus. The majority of these students (60%) transferred from a post-secondary institution in BC.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2020/21, BY CAMPUS

Okanagan Campus (N = 769)



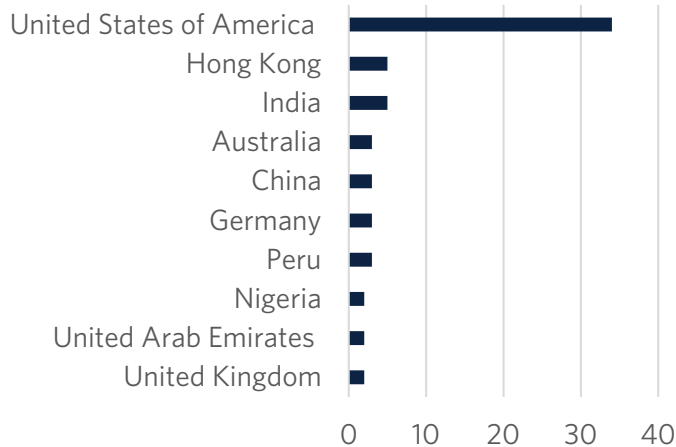
Vancouver Campus (N = 2,436)



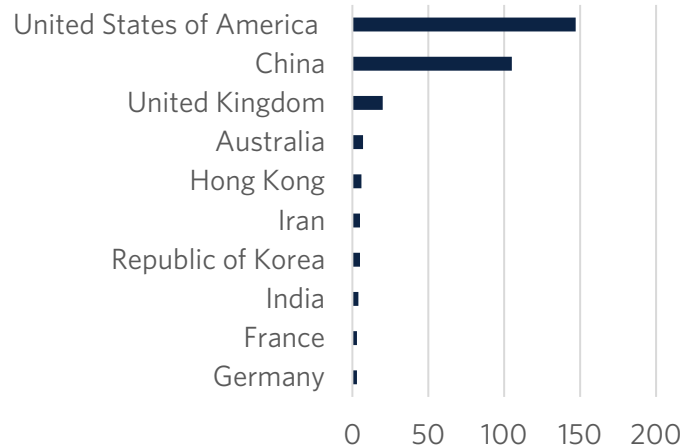
The 2020/21 new transfer students attended post-secondary institutions in over 35 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2020/21

Okanagan Campus



Vancouver Campus



WHERE DID INDIGENOUS STUDENTS AT UBC PREVIOUSLY STUDY?

Most Indigenous students at UBC are direct-entry students from secondary schools, although the proportion who first register at UBC as transfer students is much higher than the overall proportion of domestic transfers. Table 3 shows the Indigenous student headcount, by campus, by student level, and by the type of institution previously attended. Most Indigenous students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A small proportion of enrolled Indigenous students studied at institutions from Central or Eastern Canada. Figure 13 identifies the previous institution provinces for Okanagan students (N = 679) and Figure 14 for Vancouver students (N = 1,163).

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

Campus	Student Level	Institution Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Secondary School	269	341	337	370	426
		Technical Institute	13	13	9	11	9
		College	104	106	104	116	144
		University	43	39	35	50	54
		Unknown	37	34	44	56	28
		Undergraduate Total	466	533	529	603	661
	Graduate	Secondary School	6	4	5	7	8
		Technical Institute	2	2	2		1
		College	7	10	10	17	18
		University	15	16	12	17	20
		Unknown	8	5	5	5	4
		Graduate Total	38	37	34	46	51
		Okanagan Total	504	570	563	649	712
Vancouver	Undergraduate	Secondary School	443	461	478	518	585
		Technical Institute	9	7	11	9	11
		College	196	184	185	189	185
		University	180	176	125	129	129
		Unknown	73	109	117	107	111
		Undergraduate Total	901	937	916	952	1,021
	Graduate	Secondary School	20	25	24	24	26
		Technical Institute	13	9	7	9	11
		College	52	57	51	58	77
		University	128	130	118	119	143
		Unknown	10	13	14	11	19
		Graduate Total	223	234	214	221	276
		Vancouver Total	1,124	1,171	1,130	1,173	1,297
Grand Total			1,628	1,741	1,693	1,822	2,009

FIGURE 13: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2020/21, OKANAGAN CAMPUS
(IF IN CANADA)

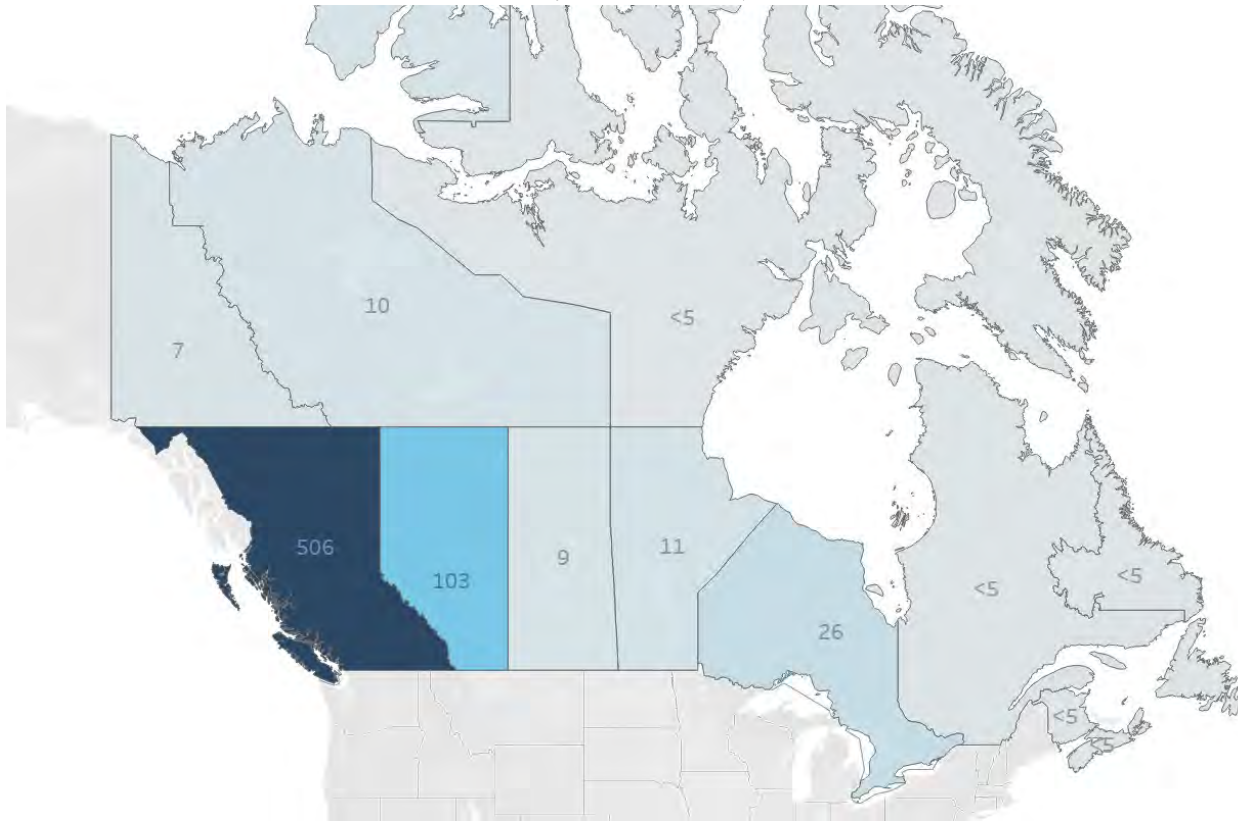
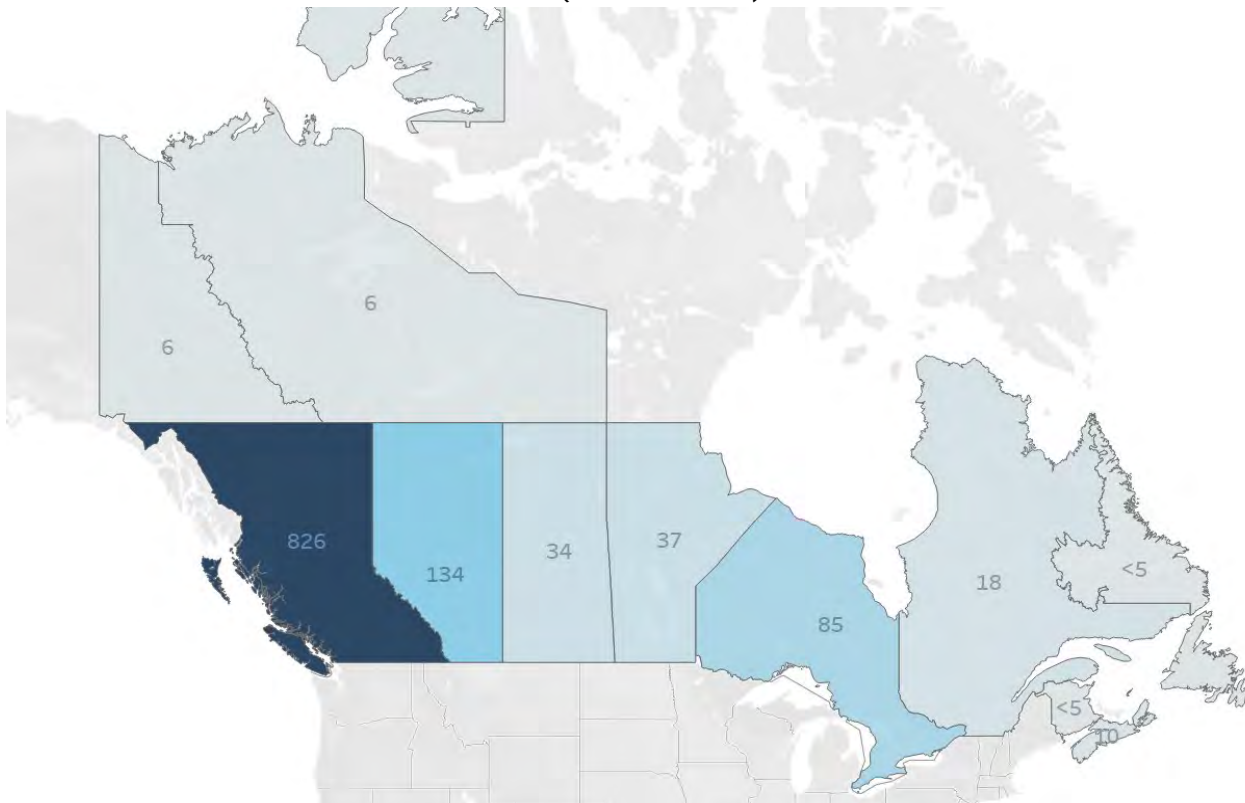


FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2020/21, VANCOUVER CAMPUS
(IF IN CANADA)



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

Figures 15 (N = 2,214) and 16 (N = 6,891) are maps of where UBC's 2020/21 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student permit, issued by the Government of Canada, before registering at UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 15: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2020/21, OKANAGAN CAMPUS (IF IN CANADA)

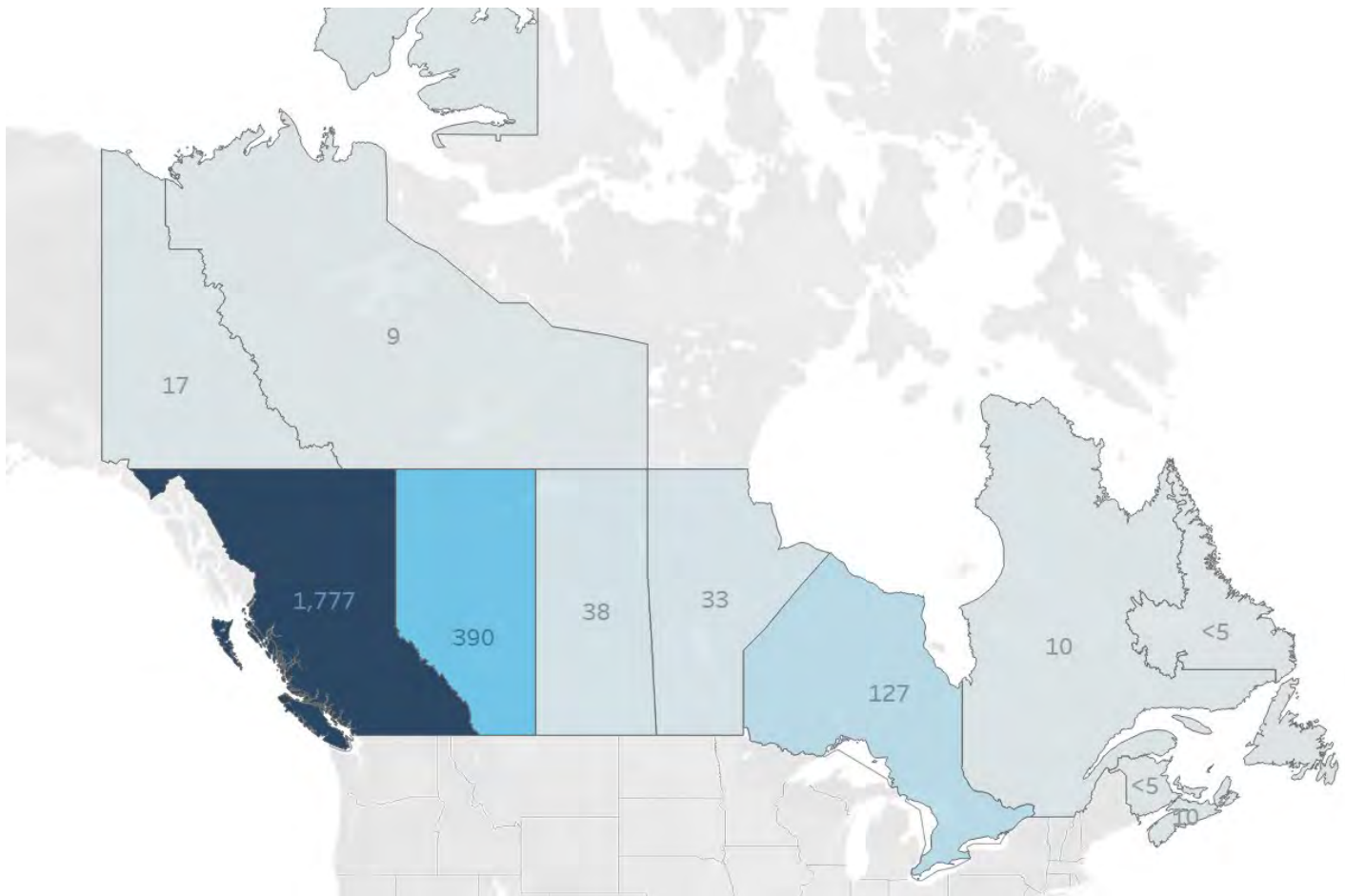
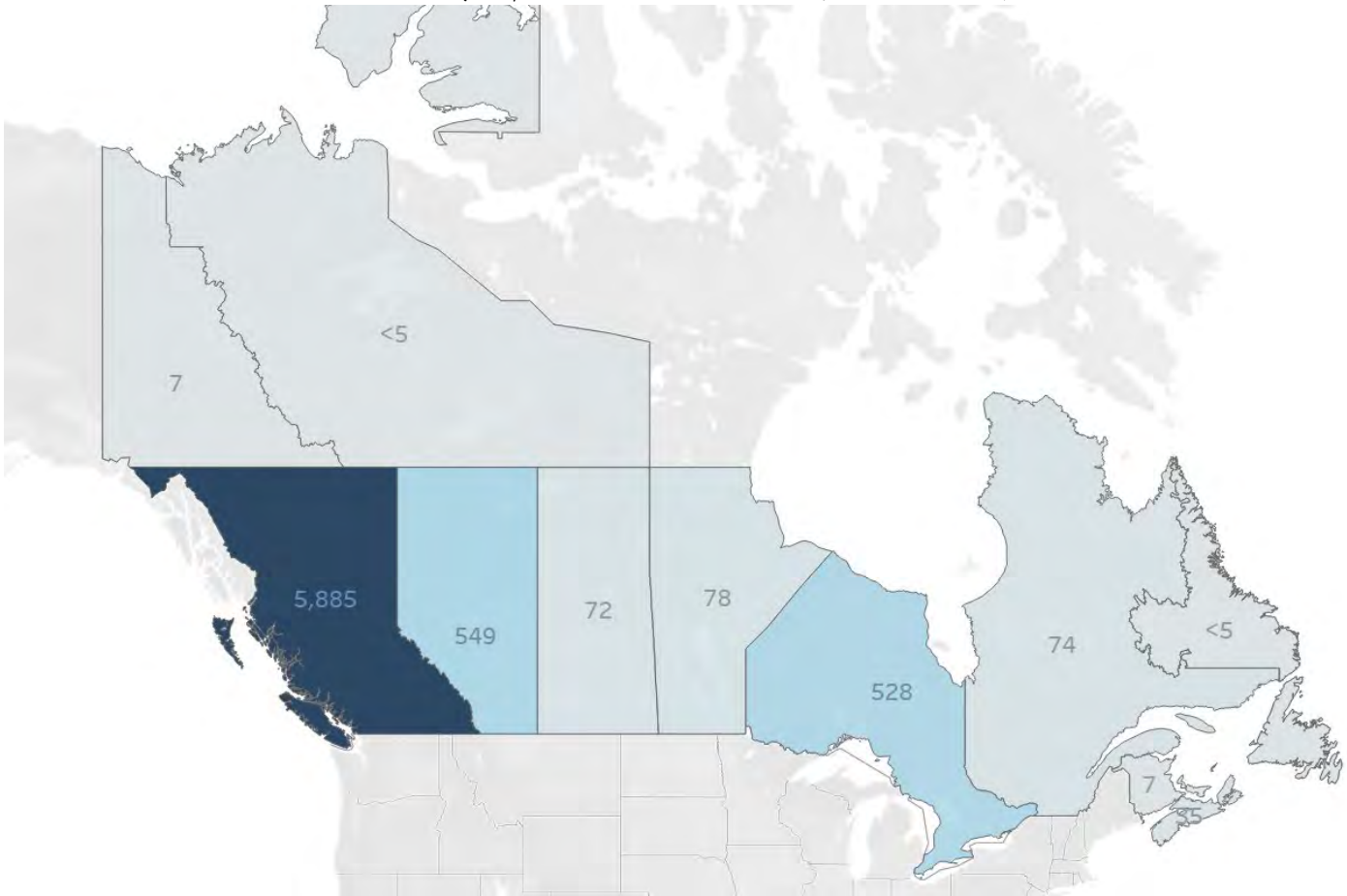


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS (IF IN CANADA)



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

In 2020/21, new-to-UBC international undergraduate students came from many countries or territories (see Figure 17, N = 671 and Figure 18, N = 2,674). Following Canada; China, India, and the US predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2020/21, OKANAGAN CAMPUS

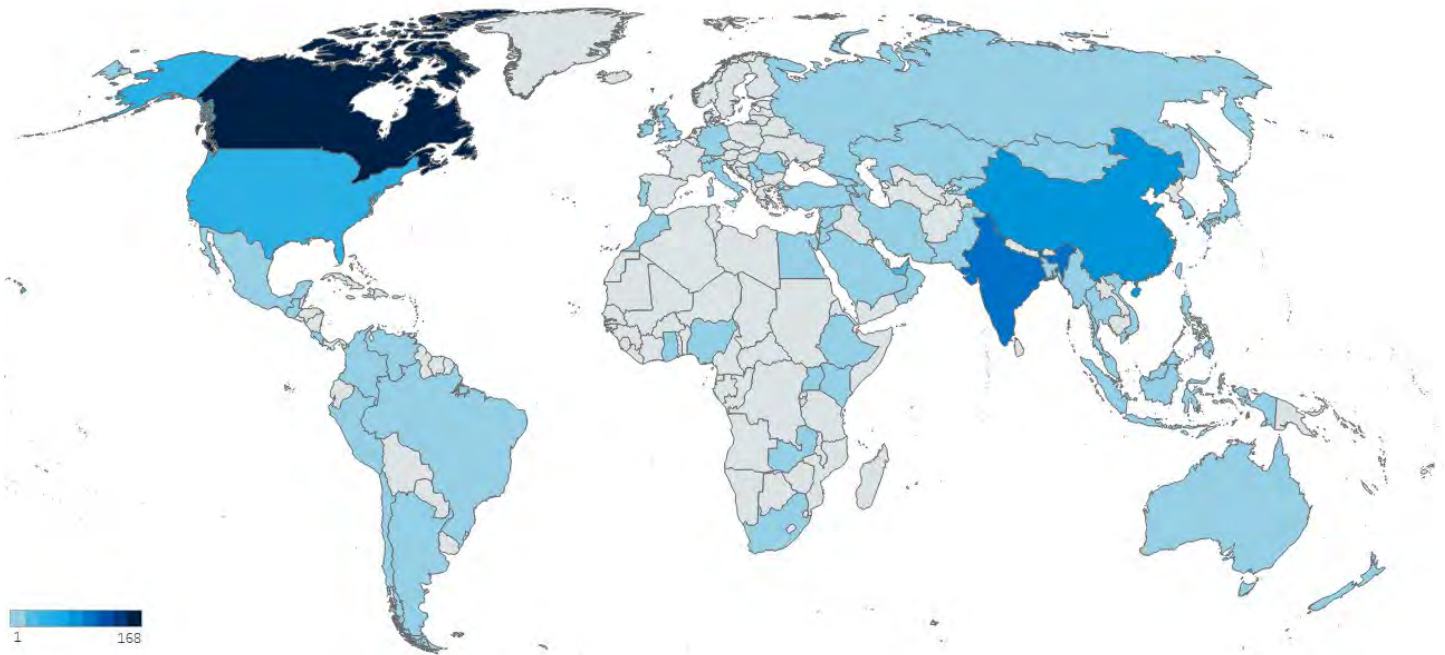
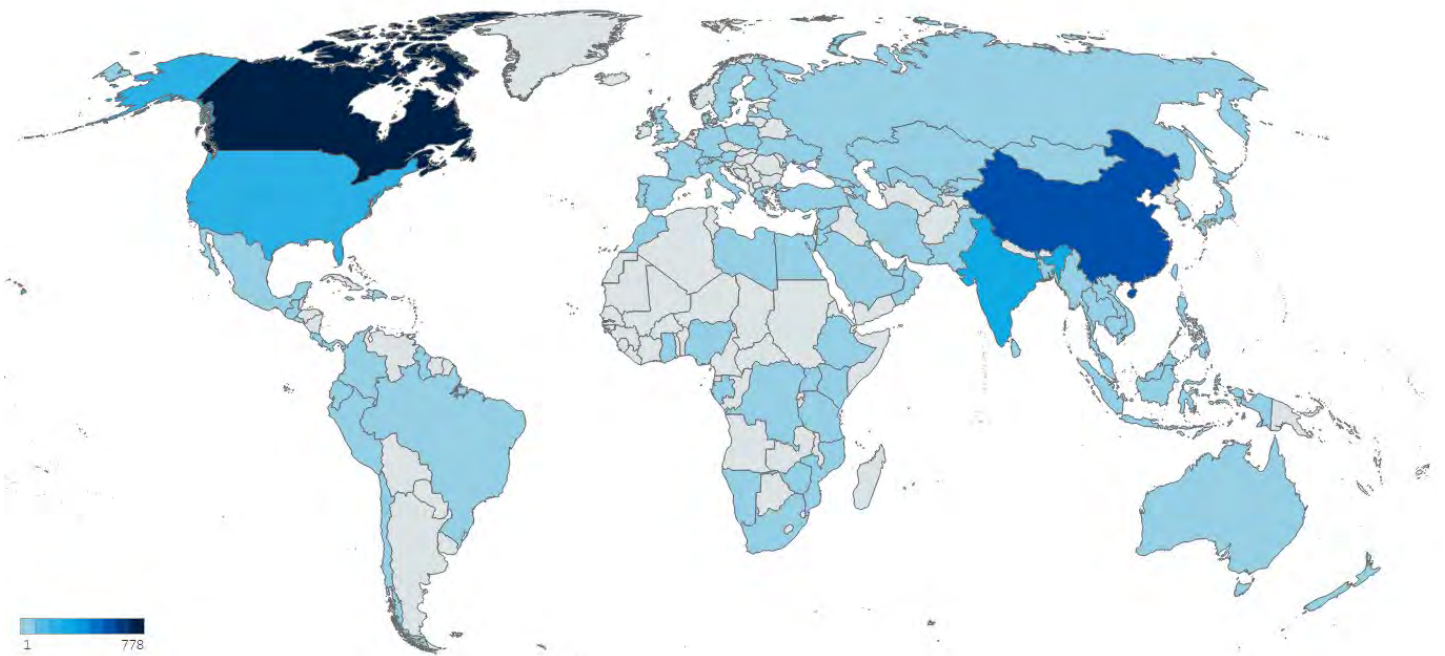


FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS



WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 19 (N = 229) and 20 (N = 1,528) are maps of where UBC's 2020/21 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC or Ontario.

FIGURE 19: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2020/21, OKANAGAN CAMPUS

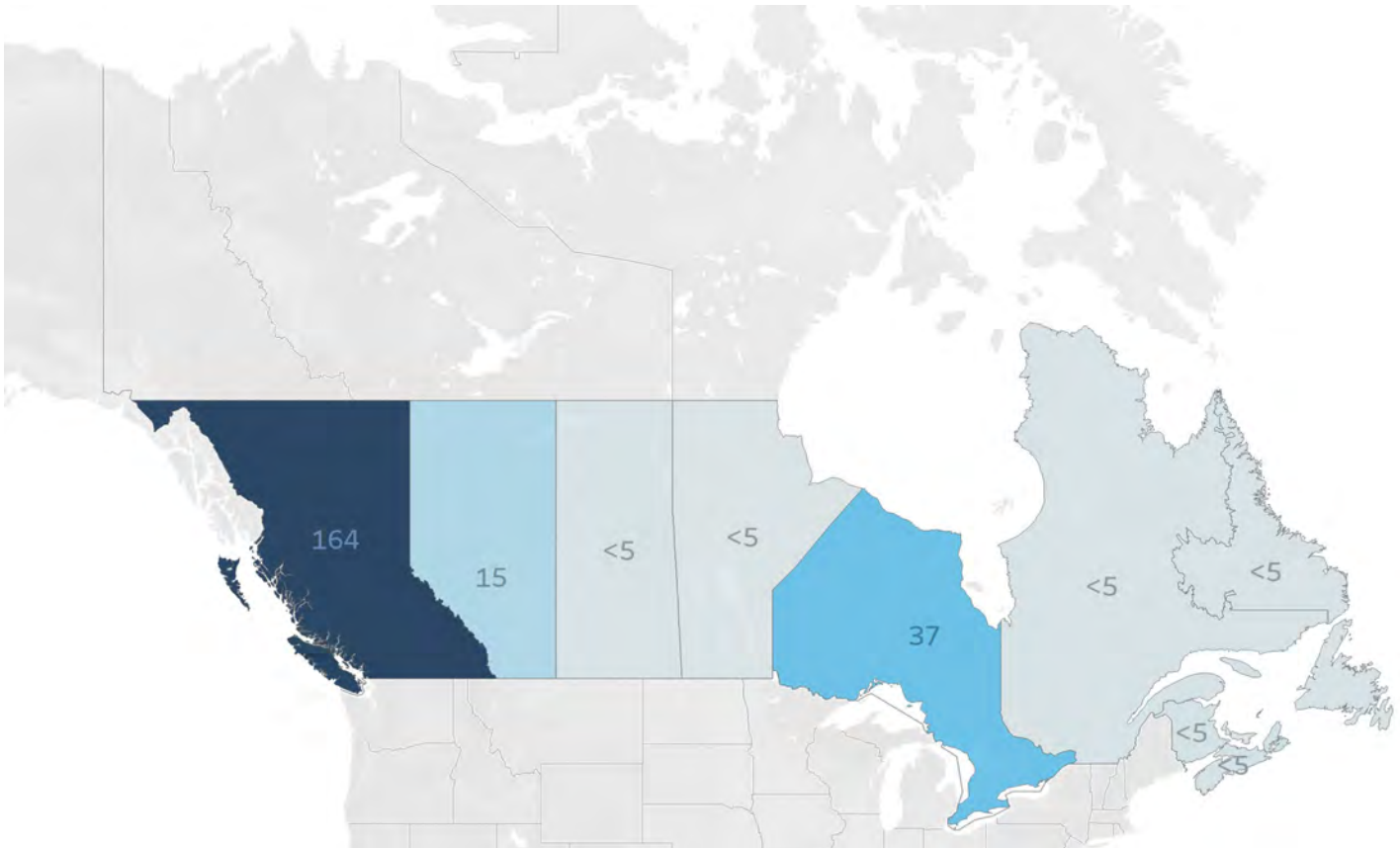
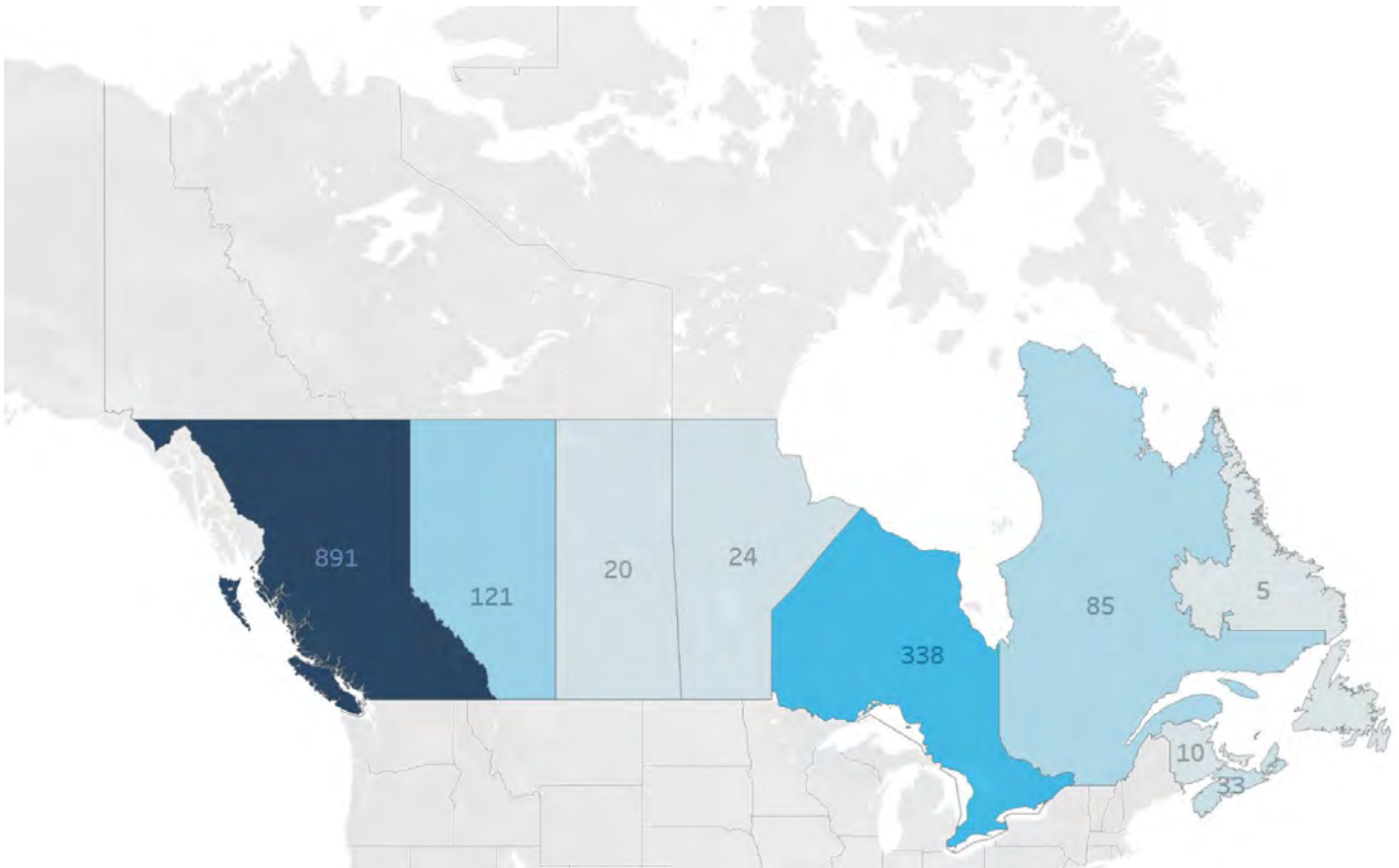


FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS



The 2020/21 new-to-UBC international graduate students came from many countries or territories (see Figure 21, N = 354 and Figure 22, N = 2,436). For Okanagan students, following Canada, the United States and Iran dominated. On the Vancouver campus, most students studied at an institution in the US, China, or India prior to entering their graduate program at UBC.

FIGURE 21: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2020/21, OKANAGAN CAMPUS

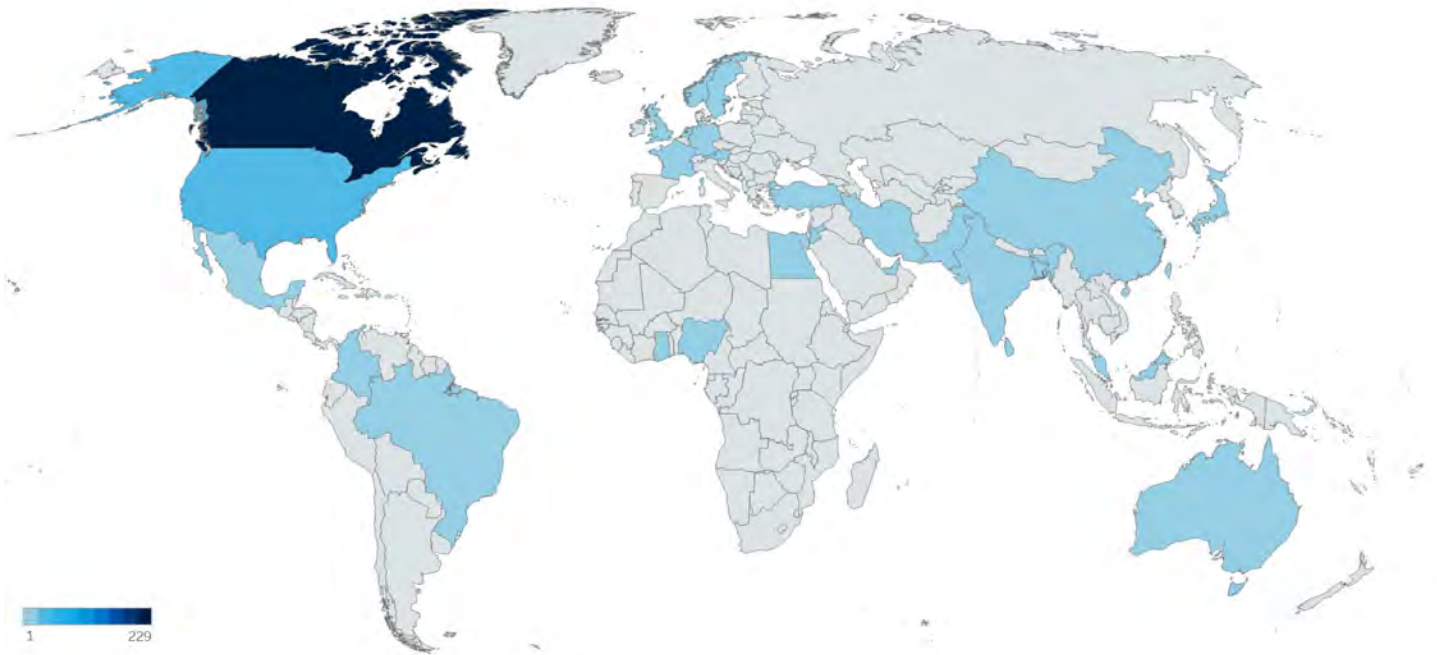
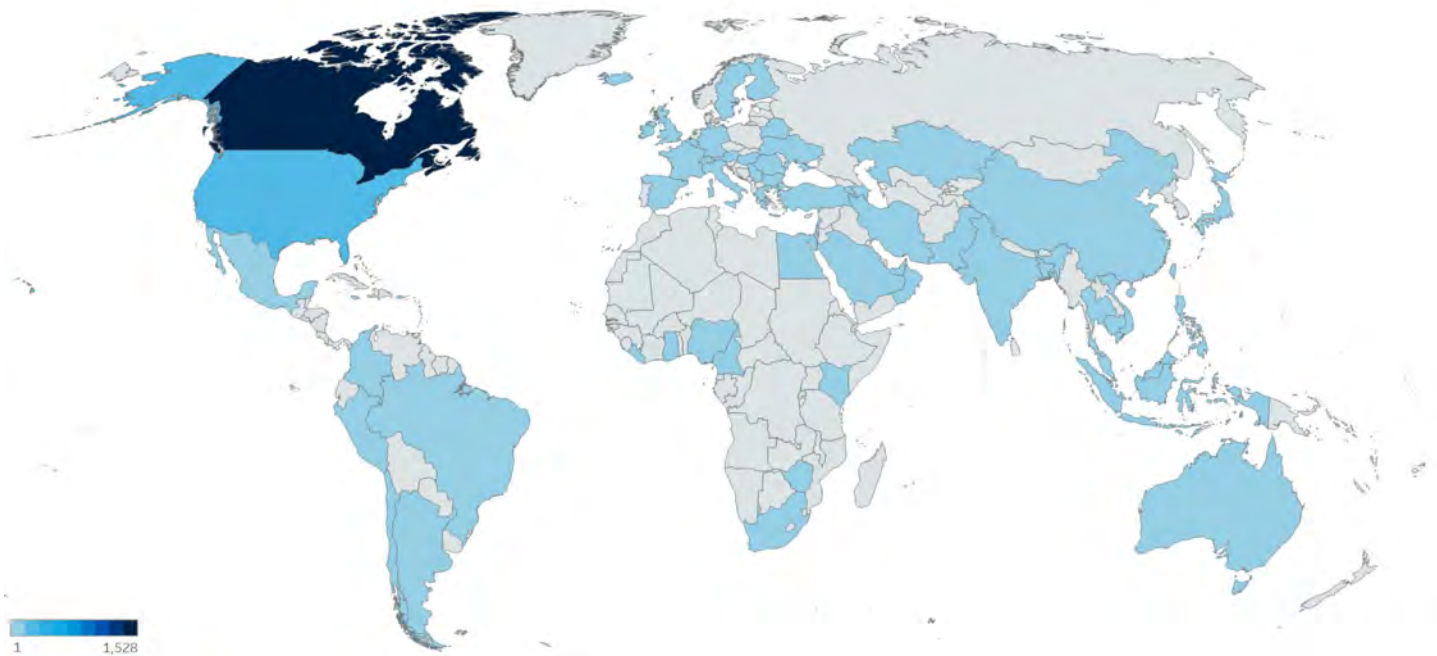


FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

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

Figure 23 illustrates the historical and 2020/21 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

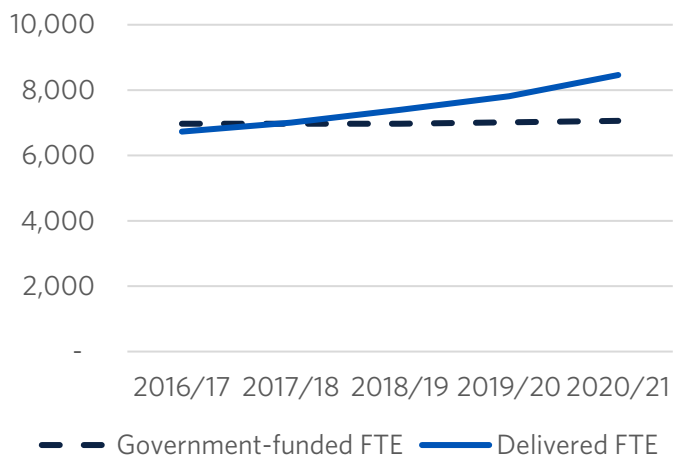
UBC Okanagan was funded for 7,059 domestic undergraduate and graduate student FTEs for 2020/21 and delivered over the FTE target. As of November 1, 2020, the actual FTE total enrolment was estimated to be 8,462, an increase of 651 FTEs over the previous year, representing a utilization rate of 120% (about 118% estimated for the official reporting date of March 1, 2021, accounting for attrition from the fall to winter terms).

UBC Vancouver was funded for 35,936 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 41,452 FTEs (115%).

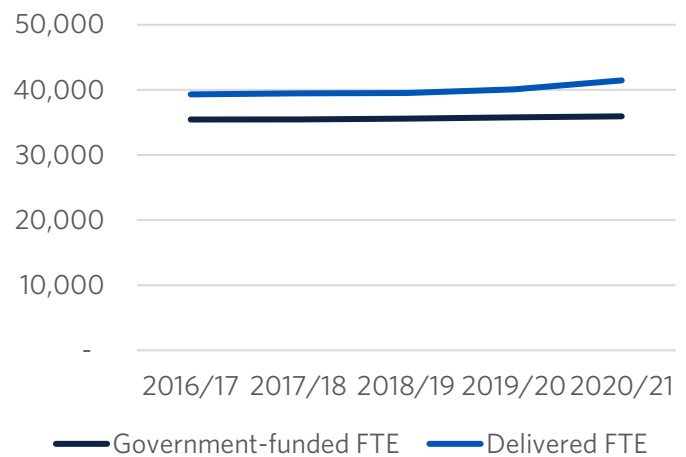
Combining both campuses, government-funded domestic FTEs for 2020/21 were 42,995 and actual enrolment was 49,913 FTEs, which results in a 116% utilization rate. There were 40,441 undergraduate domestic student FTEs enrolled representing a utilization rate of 109%, and 9,472 graduate student FTEs enrolled representing a utilization rate of 158%.

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

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL IN 2020/21?

In 2020/21, 68,498 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 3% over the previous year. The number of undergraduate students was 56,781 and graduate students was 11,717 (see Table 4). Eighty-three percent of UBC students were enrolled on the Vancouver campus in 2020/21, with the remaining 17% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report total enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 11,562 undergraduate and graduate students enrolled in 2020/21, an 8% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since being established in 2005/06, headcount enrolment has increased by 229% (N = 3,511). Undergraduate student enrolment increased by 8% over the previous year and graduate student enrolment increased by 4%. Further, 2020/21 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,103). Approximately 29% of all Okanagan students enrolled in 2020/21 were new-to-UBC students (N = 3,325).²

The Vancouver campus 2020/21 total enrolment grew to 58,462, an increase of 2% over the previous year, with nearly all of the growth concentrated in undergraduate baccalaureate degree enrolment.

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

Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate	24	30	11	19	18
		Baccalaureate Degree	7,492	7,896	8,565	9,160	10,074
		Post-Baccalaureate Degree	133	119	186	237	235
		Non-Degree	250	219	228	227	132
		Undergraduate Total	7,899	8,264	8,990	9,643	10,459
	Graduate	Master's Degree	523	559	626	702	711
		Doctoral Degree	265	297	319	363	392
		Graduate Total	788	856	945	1,065	1,103
		Okanagan Total	8,687	9,120	9,935	10,708	11,562
Vancouver	Undergraduate	Diploma & Certificate	2,359	2,460	2,403	2,362	2,439
		Baccalaureate Degree	35,507	36,670	37,238	37,859	39,462
		Post-Baccalaureate Degree	2,674	2,781	2,836	2,864	2,868
		Non-Degree	2,510	2,467	2,405	2,431	1,553
		Undergraduate Total	43,050	44,378	44,882	45,516	46,322
	Residents	Residents Total	1,437	1,461	1,468	1,448	1,526
	Graduate	Diploma & Certificate	75				
		Master's Degree	6,162	6,395	6,432	6,687	6,977
		Doctoral Degree	3,507	3,546	3,549	3,599	3,637
		Non-Degree	1				
		Graduate Total	9,745	9,941	9,981	10,286	10,614
		Vancouver Total	54,232	55,780	56,331	57,250	58,462
Grand Total			62,919	64,900	66,266	67,958	70,024

Note: The Residents category includes residents in the Faculties of Dentistry, Medicine, and Pharmaceutical Sciences.

Not all residents have student status, but all are counted towards FTE targets.

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

HOW MANY DOMESTIC STUDENTS DID UBC ENROL IN 2020/21?

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 8% in 2020/21 (N = 7,844 in 2019/20), while domestic graduate student enrolment increased by 4% (N = 679 in 2019/20). Domestic new-to-UBC undergraduate student enrolment in 2020/21 (N = 2,444) increased by 10% when compared with the previous year (N = 2,231 in 2019/20) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2020/21 (N = 41,432) increased compared to 2019/20 (N = 39,704). Domestic new-to-UBC undergraduate student enrolment increased between 2019/20 (N = 7,614) and 2020/21 (N = 8,050) by 6%.

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

Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate	24	30	11	19	18
		Baccalaureate Degree	6,552	6,777	7,119	7,440	8,066
		Post-Baccalaureate Degree	133	119	186	237	235
		Non-Degree	188	139	170	148	122
		Undergraduate Total	6,897	7,065	7,486	7,844	8,441
	Graduate	Master's Degree	381	421	456	498	503
		Doctoral Degree	158	161	173	181	204
		Graduate Total	539	582	629	679	707
		Okanagan Total	7,436	7,647	8,115	8,523	9,148
Vancouver	Undergraduate	Diploma & Certificate	2,203	2,290	2,237	2,169	2,166
		Baccalaureate Degree	26,944	26,909	26,838	27,091	28,333
		Post-Baccalaureate Degree	2,647	2,748	2,808	2,840	2,841
		Non-Degree	1,197	1,222	1,181	1,201	1,380
		Undergraduate Total	32,991	33,169	33,064	33,301	34,720
	Residents	Residents Total	1,429	1,452	1,468	1,448	1,526
	Graduate	Diploma & Certificate	70	-	-		
		Master's Degree	4,495	4,473	4,406	4,421	4,778
		Doctoral Degree	2,064	2,001	1,988	1,982	1,934
		Non-Degree	1	-	-		
		Graduate Total	6,630	6,474	6,394	6,403	6,712
		Vancouver Total	41,050	41,095	40,926	41,152	42,958
Grand Total			48,486	48,742	49,041	49,675	52,106

HOW MANY INDIGENOUS STUDENTS DID UBC ENROL IN 2020/21?

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

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

In 2020/21, 6.2% of students enrolled on the Okanagan campus identified as Indigenous (N = 712), constituting 7.8% of all domestic students. About 2.3% of all students (undergraduate and graduate) on the Vancouver campus identified as Indigenous, constituting 3.1% of all domestic students.

In 2020/21, 232 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 25 new Indigenous students started a graduate program; 24 in master's programs and 1 in a doctoral program. On the Okanagan campus in 2020/21, 152 Indigenous students enrolled in a baccalaureate program. An additional 6 Indigenous students started a graduate program, a decrease compared to 2019/20 (N = 19); one student entered doctoral studies and 5 started a master's program.

UBC places great importance on partnering with Indigenous communities and promoting access to postsecondary education for Indigenous students. To better support retention and to support students' success, specialized personnel have been added to undergraduate admissions and recruitment teams. With the guidance of an Indigenous Strategic Plan endorsed by the Board of Governors these roles will advance services in support of Indigenous students.

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

Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate		1	1		1
		Baccalaureate Degree	421	473	463	524	600
		Post-Baccalaureate Degree	8	5	8	16	19
		Non-Degree	37	54	57	63	41
		Undergraduate Total	466	533	529	603	661
	Graduate	Master's Degree	26	28	26	37	39
		Doctoral Degree	12	9	8	9	12
		Graduate Total	38	37	34	46	51
		Okanagan Total	504	570	563	649	712
Vancouver	Undergraduate	Diploma & Certificate	21	24	30	29	33
		Baccalaureate Degree	654	665	635	687	739
		Post-Baccalaureate Degree	191	204	206	208	224
		Non-Degree	35	44	45	28	25
		Undergraduate Total	901	937	916	952	1,021
	Residents	Residents Total	29	32	38	34	33
	Graduate	Diploma & Certificate					
		Master's Degree	158	165	142	142	202
		Doctoral Degree	65	69	72	79	74
		Non-Degree					
		Graduate Total	223	234	214	221	276
		Vancouver Total	1,153	1,203	1,168	1,207	1,330
Grand Total			1,657	1,773	1,731	1,856	2,042

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL IN 2020/21?

International students are those who require a study permit issued by the Government of Canada, to attend UBC.³ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2016/17 through 2020/21, 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 (11 on the Okanagan campus and 152 on the Vancouver campus).

In 2020/21, 2,414 international students were enrolled on the Okanagan campus, representing an 10% increase over the previous year (N = 2,185), which is the largest international student population to date. International students represented 21% of the total student population. In 2020/21, 773 international undergraduate and graduate students were new to the Okanagan campus; new-to-UBC international undergraduate enrolment increased by 4% (N = 675) over the previous year (N = 649) (not shown in the Table). International students made up 19% of all undergraduate

³ Permits are issued by Immigration, Refugees and Citizenship Canada.

students and 36% of all graduate students. Since 2010/11, the compound annual growth rate (CAGR) of new-to-UBC undergraduate international students on the Okanagan campus has been 12%.

In 2020/21, 15,504 international students were enrolled on the Vancouver campus, which represents a 4% decrease over the previous year. The proportion of international students was greater at the graduate level, where they comprised 37% of all graduate students. International students comprised 25% of all undergraduate students.

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

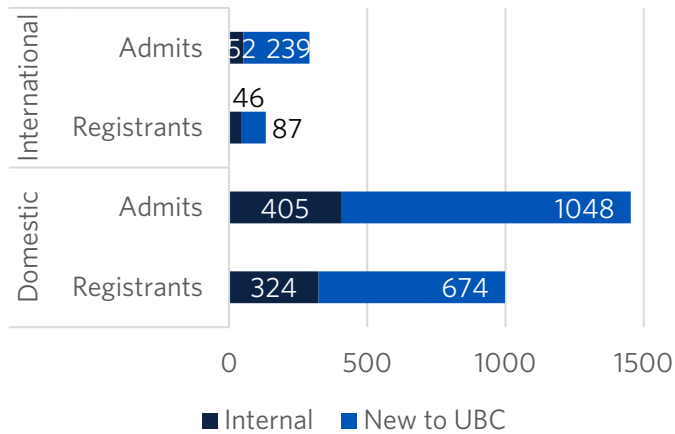
Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	940	1,119	1,446	1,720	2,008
		Post-Baccalaureate Degree					
		Non-Degree	62	80	58	79	10
		Undergraduate Total	1,002	1,199	1,504	1,799	2,018
	Graduate	Master's Degree	142	138	170	204	208
		Doctoral Degree	107	136	146	182	188
		Graduate Total	249	274	316	386	396
		Okanagan Total	1,251	1,473	1,820	2,185	2,414
Vancouver	Undergraduate	Diploma & Certificate	156	170	166	193	273
		Baccalaureate Degree	8,563	9,761	10,400	10,768	11,129
		Post-Baccalaureate Degree	27	33	28	24	27
		Non-Degree	1,313	1,245	1,224	1,230	173
		Undergraduate Total	10,059	11,209	11,818	12,215	11,602
	Residents	Residents Total	8	9			
	Graduate	Diploma & Certificate	5				
		Master's Degree	1,667	1,922	2,026	2,266	2,199
		Doctoral Degree	1,443	1,545	1,561	1,617	1,703
		Non-Degree					
		Graduate Total	3,115	3,467	3,587	3,883	3,902
		Vancouver Total	13,182	14,685	15,405	16,098	15,504
Grand Total			14,433	16,158	17,225	18,283	17,918

HOW MANY TRANSFER STUDENTS DID UBC ENROL IN 2020/21?

Transfer students enter a UBC degree program either after completing courses in a different UBC program, or after obtaining relevant post-secondary course credits from another recognized university or college. Figure 24 identifies that 2,250 new to UBC transfer students enrolled in Vancouver and 761 enrolled in an Okanagan program. In addition, 1,409 students transferred internally between UBC programs in Vancouver and 370 in the Okanagan. The Vancouver campus enrolled 586 international new to UBC transfer students and 87 enrolled in the Okanagan.

FIGURE 24: HEADCOUNT OF TRANSFER STUDENT ADMITS AND REGISTRATIONS, BY CAMPUS, 2020/21

Okanagan Campus



Vancouver Campus

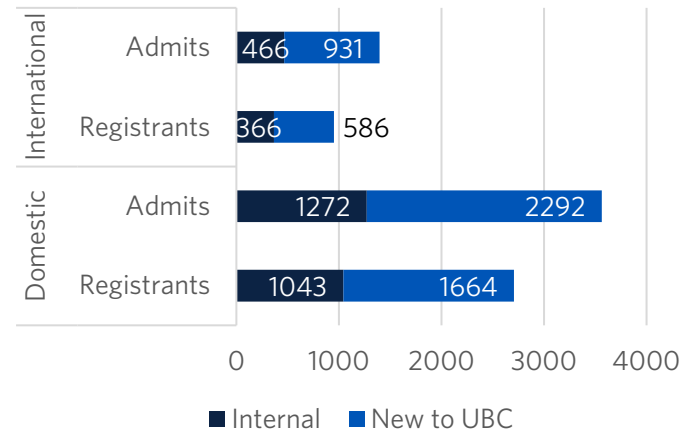
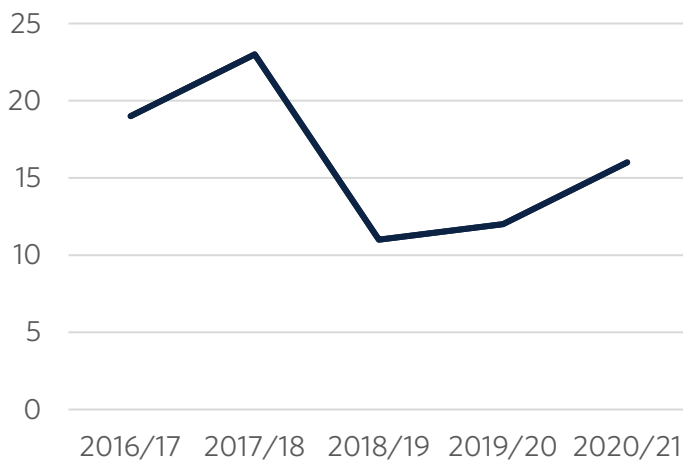


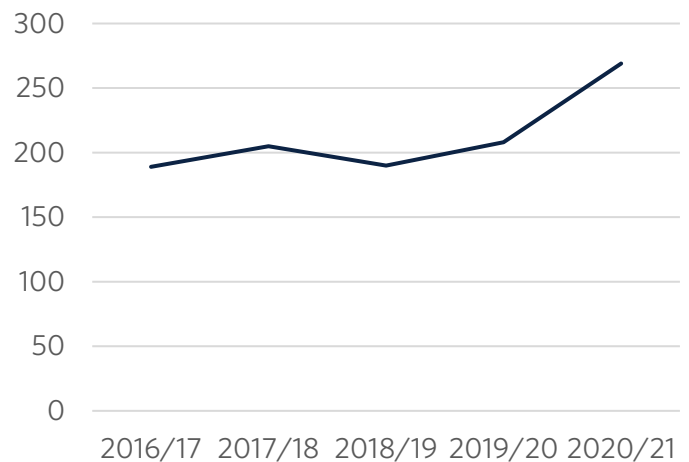
Figure 25 focuses on UBC students who transferred between programs on different campuses. In 2020/21 this included a total of 285 undergraduate students. Sixteen students transferred to the Okanagan campus from a Vancouver program, and 269 students transferred to Vancouver from the Okanagan campus.

FIGURE 25: HEADCOUNT OF TRANSFERS BETWEEN UBC CAMPUSES, BY YEAR

Vancouver to Okanagan



Okanagan to Vancouver



HOW MANY STUDENTS WERE ENROLLED IN VANTAGE COLLEGE?

UBC's Vantage College was established in 2013 to offer a transformational first-year education experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America and Europe. The college's program, Vantage One, offers an enriched first-year undergraduate experience for international students who, after successfully completing one year of coursework combined with intensive academic English preparation, transition into the second year of their chosen degree program. In 2020/21, students transitioned into: Arts (Vancouver campus), Engineering (the Vancouver and Okanagan campuses), and Science (Vancouver campus). The headcounts for 2020/21 Vantage College students are: 49 students in the Applied Science stream, 172 in Arts, and 109 in the Science stream.

HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

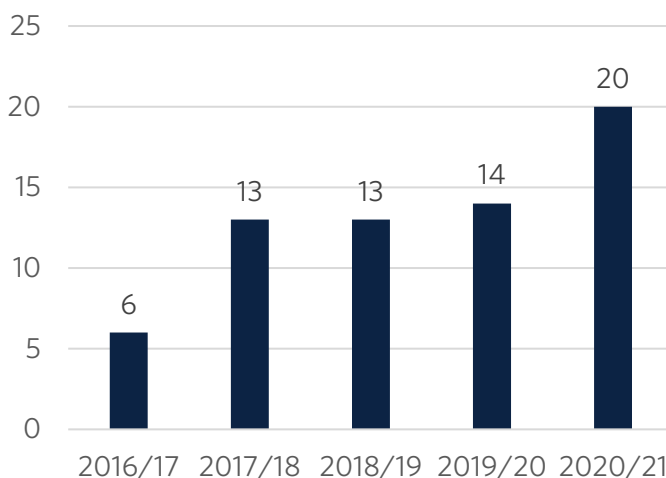
In 2013/14, UBC was one of a handful of BC post-secondary institutions that started to prioritize access for students with lived experience in government care. UBC has committed to reach out and build relationships with these prospective and current students by providing "wrap-around" support, helping students navigate the application and admission process, as well as the services and resources available to them at UBC and in the broader community.

Undergraduate, Unclassified and second degree students with lived experience in care are eligible for a tuition waiver at UBC. An age limit for tuition waiver eligibility was lifted in 2019/20 and in 2020/21 an additional three students became eligible for the waiver, as a result.

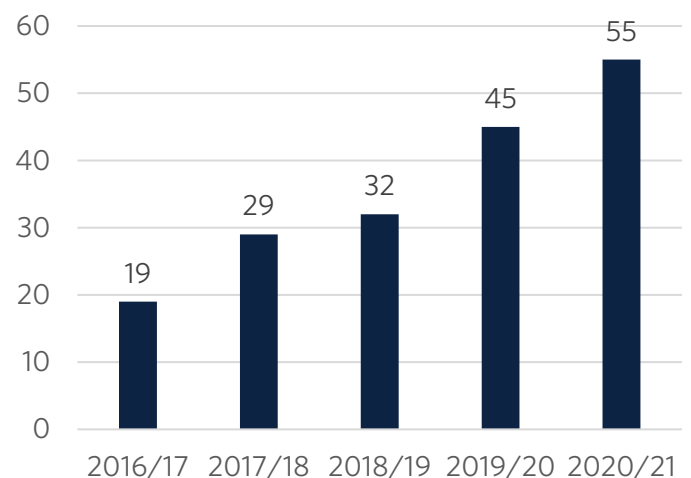
Over the past few years, the number of registered students at UBC who were "post-care" has more than doubled. There are currently 75 former youth in care studying at UBC on either a Provincial tuition waiver or a UBC waiver of tuition, a 27% increase over 2019/20. Since the inception of the program in 2013, 25 former youth in care students have graduated from UBC with undergraduate degrees. Figure 26 shows that in 2020/21 this initiative is providing support to 75 students who were formerly in government care.

FIGURE 26: FUNDED STUDENTS WITH LIVED EXPERIENCE IN CARE, BY CAMPUS

Okanagan Campus



Vancouver Campus



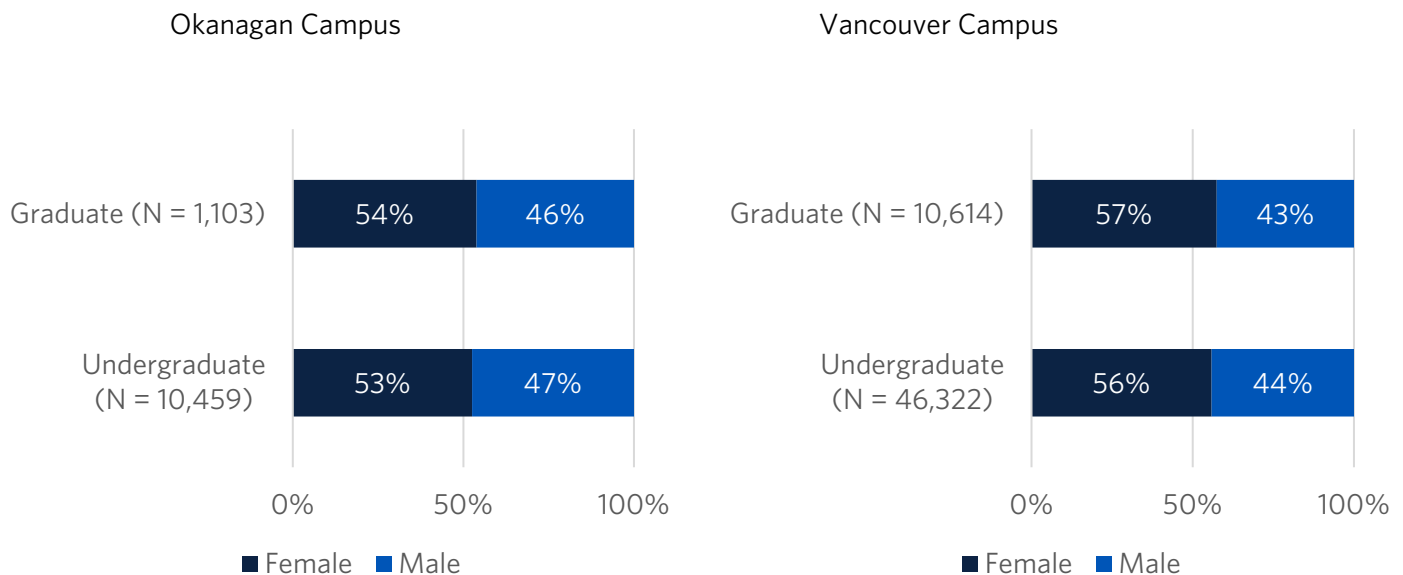
HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

World University Service of Canada (WUSC) is a non-profit organization established to provide educational opportunities for youth around the world. The Student Refugee Program combines resettlement with opportunities for higher education; the program supports over 130 refugee students each year through partnerships with about 80 Canadian universities. A key to WUSC's success is its unique youth-to-youth sponsorship model that is designed to empower Canadian students to play a role in the sponsorship of refugee students. UBC's local committees raise funds and awareness for the program and play an important role in providing social and academic support for the 7 WUSC new-to-UBC students enrolled in 2020/21. Due to the COVID-19 pandemic, this year's group of newly admitted WUSC students did not commence at UBC in Term 1, but will be starting their studies in Term 2. In all, there are 39 WUSC students enrolled at UBC. Together, UBC's student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students' tuition, book fees, and partial housing and living expenses.

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

The gender distribution of students enrolled at UBC in 2020/21 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 27).⁴ There is one student on the Okanagan campus and three students on the Vancouver campus with no declared gender for 2020/21.

FIGURE 27: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2020/21



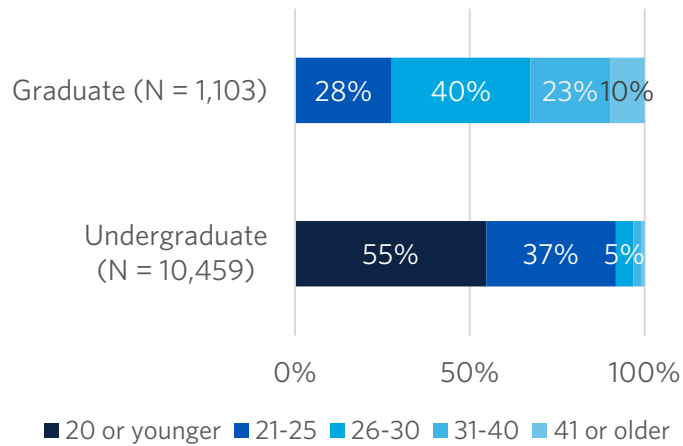
The majority of undergraduate students, in 2020/21, were 25 years of age or younger (92% of Okanagan students and 86% of Vancouver students) (see Figure 28). On the Okanagan campus, the undergraduate students' average age, in

⁴ 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.

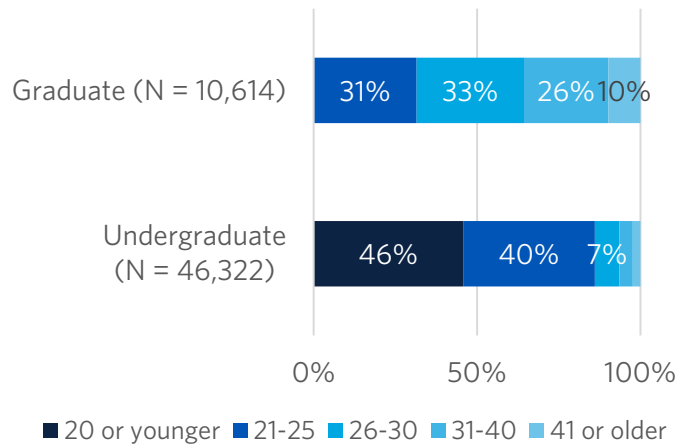
2020/21, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (40%), followed by the 21-25-year age group (28%); the average age was 30 years. On the Vancouver campus, the undergraduate students' average age was 22 years. The largest proportion of graduate students (33%) was in the 26-30-year age group followed by the 21-25-year age group (31%); the graduate students' average age was 30 years.

FIGURE 28: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2020/21

Okanagan Campus



Vancouver Campus



WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

In 2020/21, UBC's international students, at both campuses combined, were citizens of over 150 countries/territories. Tables 8 and 9 show the top countries or territories of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 29 (N = 2,414) and 30 (N = 15,494) provide maps of the countries or territories of citizenship for each campus. About one third (37%) of UBC's international students held Chinese citizenship in 2020/21 (N = 6,628). Following China, the most common countries of citizenship were India, the United States of America, the Republic of Korea, and Iran.

A total of 150 countries were represented by 15,504 international students on the Vancouver campus in 2020/21 as seen in Figure 30 (N = 15,494 with 10 Unknown). Thirty-nine percent of these international students held Chinese citizenship (N = 5,996). Since 2011/12, the number of international students with Indian citizenship has increased by 604%.

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

Student Level	Citizenship	2016/17	2017/18	2018/19	2019/20	2020/21	Change from 2016/17
Undergraduate	China	313	368	471	536	574	83%
	India	57	90	174	255	358	528%
	United States of America	68	76	80	83	101	49%
	Republic of Korea	40	42	32	43	48	20%
	Hong Kong	35	32	42	46	48	37%
	Indonesia	12	15	26	37	47	292%
	Brazil	12	18	25	33	43	258%
	Mexico	18	28	29	30	42	133%
	Japan	27	33	36	41	42	56%
	Taiwan	26	28	40	39	41	58%
	Other	394 (79)	473 (83)	549 (83)	656 (94)	674 (96)	71%
	Total Undergraduate	1,002	1,203	1,504	1,799	2,018	101%
Graduate	Iran	50	50	56	81	98	96%
	India	34	44	71	78	65	91%
	China	39	47	53	62	58	49%
	Bangladesh	25	19	18	30	28	12%
	United States of America	16	18	19	23	24	50%
	Pakistan	10	11	11	11	12	20%
	Other	74 (35)	85 (37)	87 (43)	101 (48)	111 (45)	50%
	Total Graduate	248	274	315	386	396	60%
Grand Total		1,250	1,477	1,819	2,185	2,414	93%

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

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

Student Level	Citizenship	2016/17	2017/18	2018/19	2019/20	2020/21	Change from 2016/17
Undergraduate	China	3,823	4,406	4,856	4,997	4,936	29%
	India	513	726	941	1,211	1,575	207%
	United States of America	972	1,081	1,045	981	902	-7%
	Republic of Korea	412	435	435	446	439	7%
	Indonesia	208	215	234	265	290	39%
	Hong Kong	269	290	288	271	266	-1%
	Japan	310	326	306	294	192	-38%
	Taiwan	136	150	153	167	180	32%
	Turkey	96	141	174	177	174	81%
	Malaysia	177	188	187	188	151	-14%
	Other	3,143 (135)	3,251 (137)	3,199 (130)	3,218 (134)	2,497 (130)	-21%
	Undergraduate Total	10,059	11,209	11,818	12,215	11,602	15%
Graduate	China	753	817	859	959	1,060	41%
	United States of America	538	581	596	637	608	14%
	India	272	343	405	494	459	69%
	Iran	186	210	220	261	298	61%
	Mexico	82	101	92	92	89	9%
	Brazil	67	86	100	87	89	33%
	United Kingdom	82	106	94	90	86	5%
	Nigeria	32	49	66	71	72	125%
	Republic of Korea	51	62	61	62	67	33%
	Germany	79	84	82	73	64	-19%
	Other	973 (100)	1,028 (105)	1,012 (114)	1,057 (110)	1,010 (108)	8%
	Graduate Total	3,115	3,467	3,587	3,883	3,902	26%
Grand Total		13,174	14,676	15,405	16,098	15,504	18%

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

FIGURE 29: INTERNATIONAL STUDENTS' CITIZENSHIP, 2020/21, OKANAGAN CAMPUS

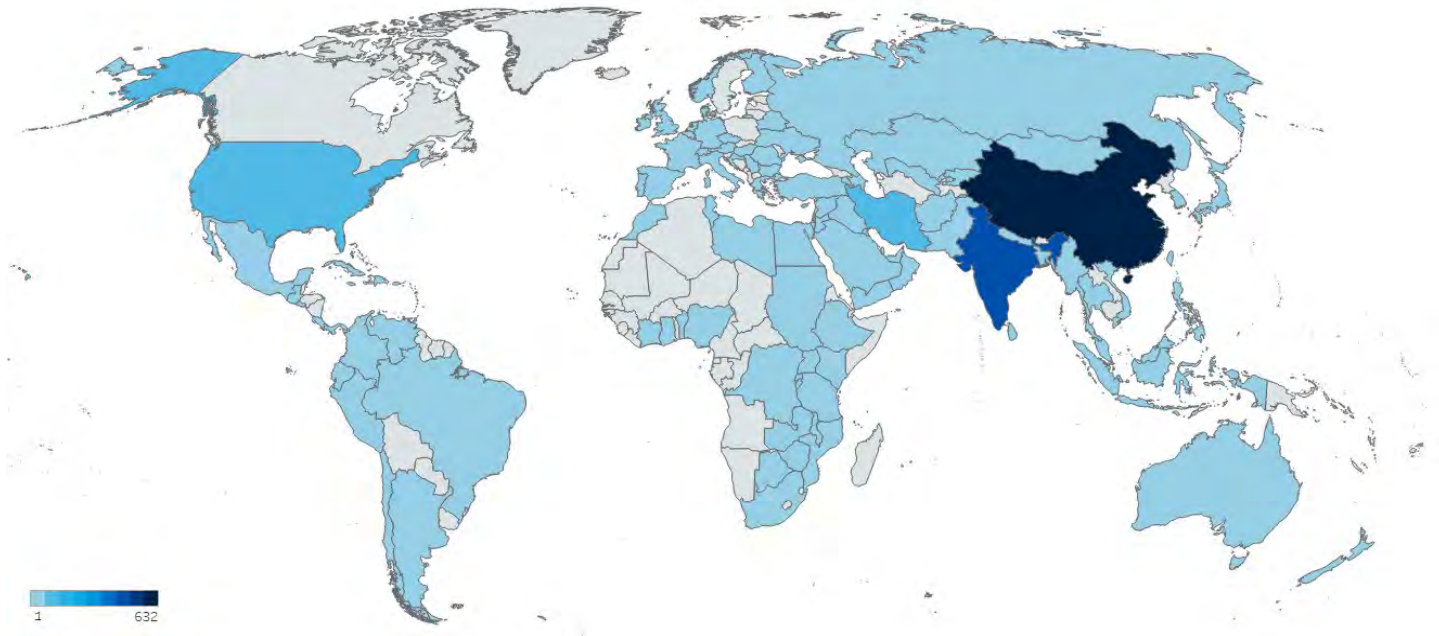
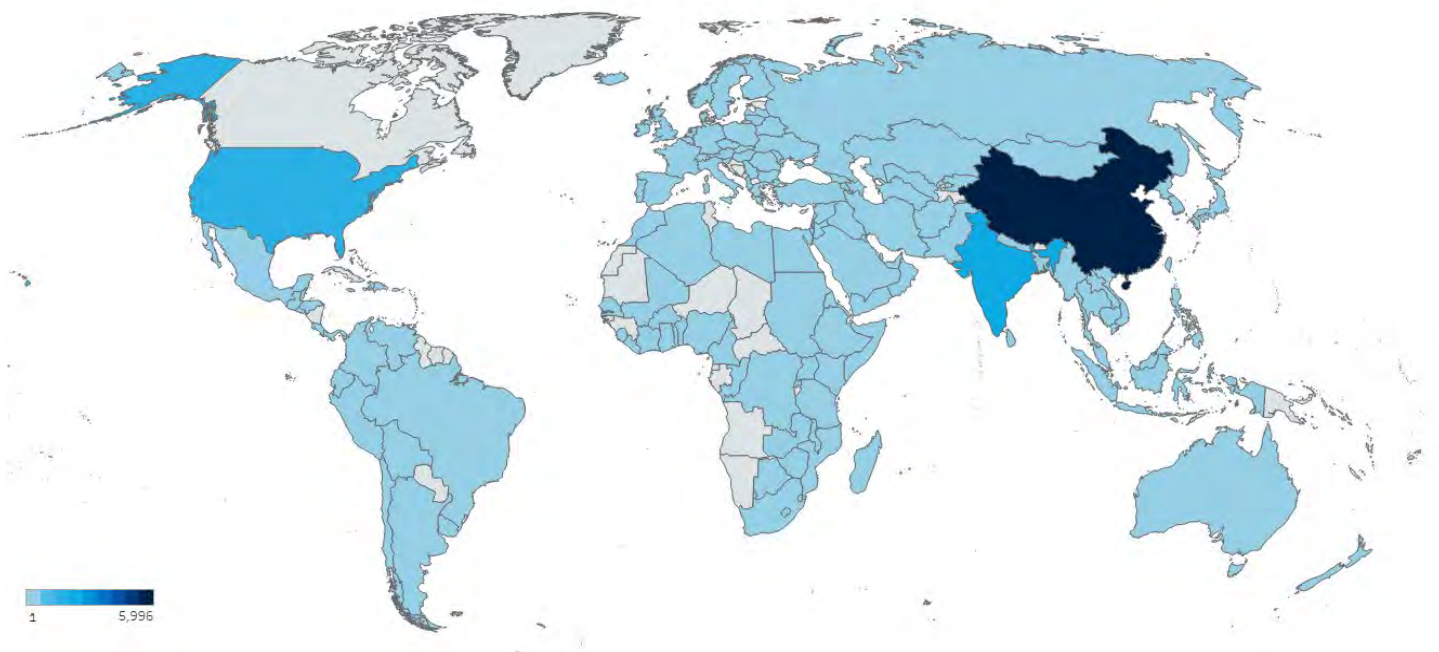


FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2020/21, VANCOUVER CAMPUS



INDICATORS OF STUDENT SUCCESS

HOW MANY CREDENTIALS DID UBC AWARD?

Vancouver undergraduate students may graduate in either the spring (May/June) or fall (November). On the Okanagan campus, ceremonies are held only in the spring. Credentials are reported by calendar year. Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,788 credentials were awarded to Okanagan campus graduates in 2019. Since 2005, over 19,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 13% growth in the number of credentials awarded annually between 2015 and 2019. More than 12,500 credentials were awarded to students on the Vancouver campus in 2019.

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

Campus	Program Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,285	1,328	1,255	1,286	1,233
		Post-Baccalaureate Degree	119	117	89	45	86
		<i>International</i>					
		Baccalaureate Degree	93	116	132	110	161
		Undergraduate Total	1,497	1,561	1,476	1,441	1,480
	Graduate	<i>Domestic</i>					
		Master's Degree	113	143	113	158	185
		Doctoral Degree	27	17	28	17	30
		<i>International</i>					
		Master's Degree	32	37	49	56	78
		Doctoral Degree	12	14	14	10	15
		Graduate Total	184	211	204	241	308
		Okanagan Total	1,681	1,772	1,680	1,682	1,788
Vancouver	Undergraduate	<i>Domestic</i>					
		Diploma & Certificate	516	513	518	506	556
		Baccalaureate Degree	5,494	5,413	5,560	5,505	5,580
		Post-Baccalaureate Degree	1,067	1,038	1,102	1,140	1,200
		<i>International</i>					
		Diploma & Certificate	73	56	72	73	52
		Baccalaureate Degree	960	1,098	1,329	1,711	2,052
		Post-Baccalaureate Degree	12	7	13	18	15
		Undergraduate Total	8,122	8,125	8,594	8,953	9,455
	Graduate	<i>Domestic</i>					
		Master's Degree	1,779	1,643	1,725	1,778	1,797
		Doctoral Degree	402	376	361	345	305
		<i>International</i>					
		Master's Degree	683	715	692	836	907
		Doctoral Degree	170	181	185	184	189
		Graduate Total	3,034	2,915	2,963	3,143	3,198
		Vancouver Total	11,156	11,040	11,557	12,096	12,653
Grand Total			12,837	12,812	13,237	13,778	14,441

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 offered at the Centre for Digital Media, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology, and Emily Carr University of Art + Design.

The number of Indigenous students conferred a UBC degree has increased by 39% between 2015 and 2019 (see Table 11). Indigenous students at the Okanagan campus received about 5% of all the undergraduate and graduate credentials awarded in 2019. At the Vancouver campus, Indigenous students received about 2% of all the credentials awarded in 2019, and the overall number increased by 39% between 2015 and 2019.

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

Campus	Program Level	2015		2016		2017		2018		2019	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	66	4%	68	4%	68	5%	97	7%	88	6%
	Graduate	5	3%	12	6%	7	3%	5	2%	10	3%
	Okanagan Total	71	4%	80	5%	75	4%	102	6%	98	5%
Vancouver	Undergraduate	145	2%	162	2%	168	2%	168	2%	189	2%
	Graduate	40	1%	51	2%	24	1%	56	2%	68	2%
	Vancouver Total	185	2%	213	2%	192	2%	224	2%	257	2%
Grand Total		256	2%	293	2%	267	2%	326	2%	355	2%

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

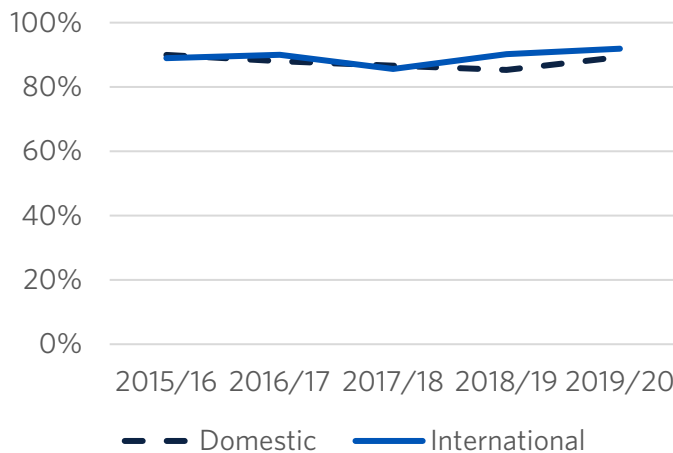
Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second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

Overall, 90% of the 2019/20 cohort of UBC Okanagan first-year undergraduate students were retained into 2020/21; 89% of the domestic cohort and 92% of the international cohort were retained. For UBC Vancouver, 95% of the 2019/20 cohort of first-year undergraduate students were retained into 2020/21.

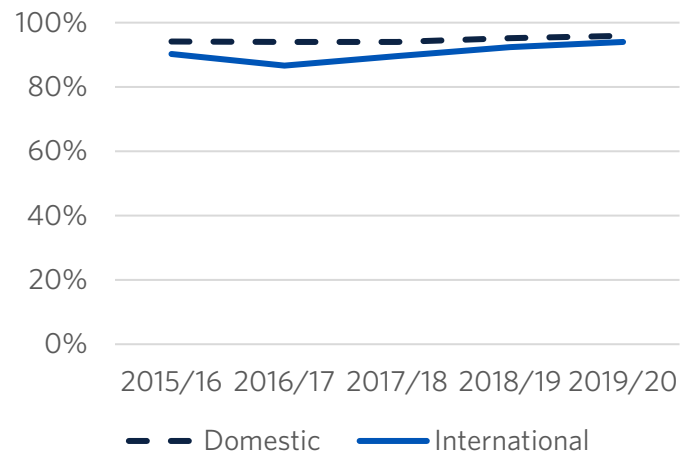
Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 31). With the most recent cohort, 96% of domestic students and 94% of international first-year students were retained from 2019/20 into 2020/21.

FIGURE 31: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

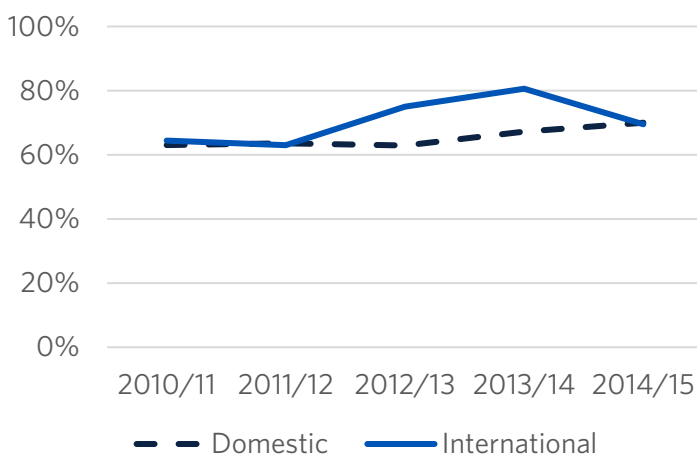


With respect to the cohort of undergraduate students who began their degree programs in 2014/15, 70% of UBC Okanagan students and 81% of UBC Vancouver students completed their programs within six years.

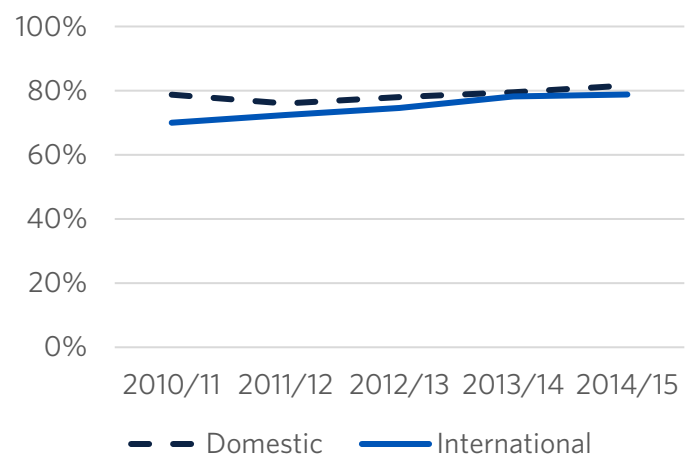
Overall, six-year completion rates have remained consistent over time, with very slight but steady increases over the last three years. Figure 32 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 32: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



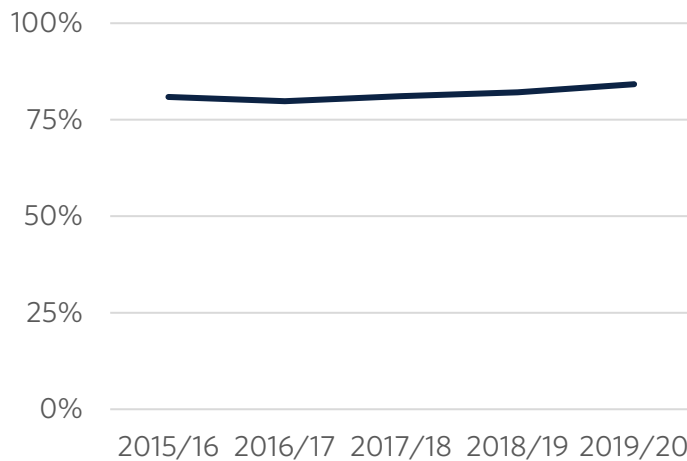
WHAT ARE UBC'S INDIGENOUS UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Indigenous undergraduate students' retention and completion rates are also reported according to the Consortium for Student Retention Data Exchange standard definition (i.e., they began as first-time, full-time, first-year students). These retention rates are indicators of persistence from a student's first year into the subsequent year, irrespective of whether the student switched programs, campuses, or opted for part-time study.

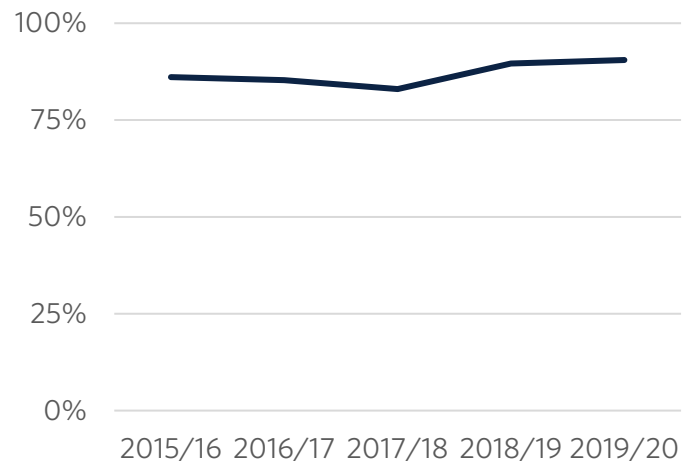
Overall, 84% of the 2019/20 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2020/21, and for UBC Vancouver, 91% were retained.

FIGURE 33: RETENTION RATES OF INDIGENOUS STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus

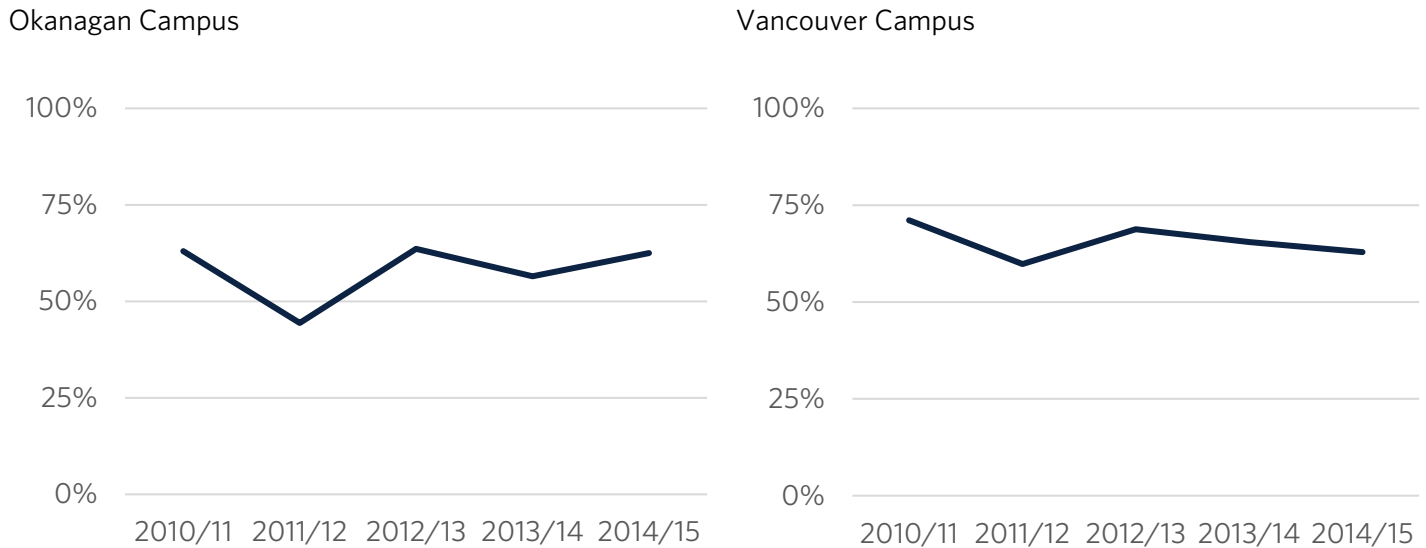


Vancouver Campus



With respect to the cohort of full-time Indigenous undergraduate students who began the first-year of their degree programs in 2014/15, 63% of UBC Okanagan students and 63% of UBC Vancouver students completed their programs within six years.

FIGURE 34: SIX-YEAR COMPLETION RATES OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY 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 35 and 36 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 479; Vancouver, N = 7,864) who began their programs between 2010/11 and 2013/14, and the number of years between the start of their programs and degree completion. Okanagan course-based master's students had a graduation rate of 92% (N = 101) within 6 years and took an average of 2.2 years to complete their studies. Thesis optional students had a graduation rate of 92% (N = 146) and took an average of 2.1 years to complete their programs while 86% (N = 232) of students in programs requiring a thesis graduated in an average of 2.5 years.

On the Vancouver campus, 93% (N = 3,975) of course based master's students graduated within 6 years and took an average of 2 years to complete their programs. Ninety-two percent (N = 1,650) of thesis optional students graduated within 6 years and took an average of 2 years to complete, and 89% (N = 2,212) of students in thesis required programs graduated in an average of 2.6 years.

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

FIGURE 35: MASTER'S STUDENTS' YEARS TO COMPLETION, 2010/11-2013/14 COHORTS,
OKANAGAN CAMPUS

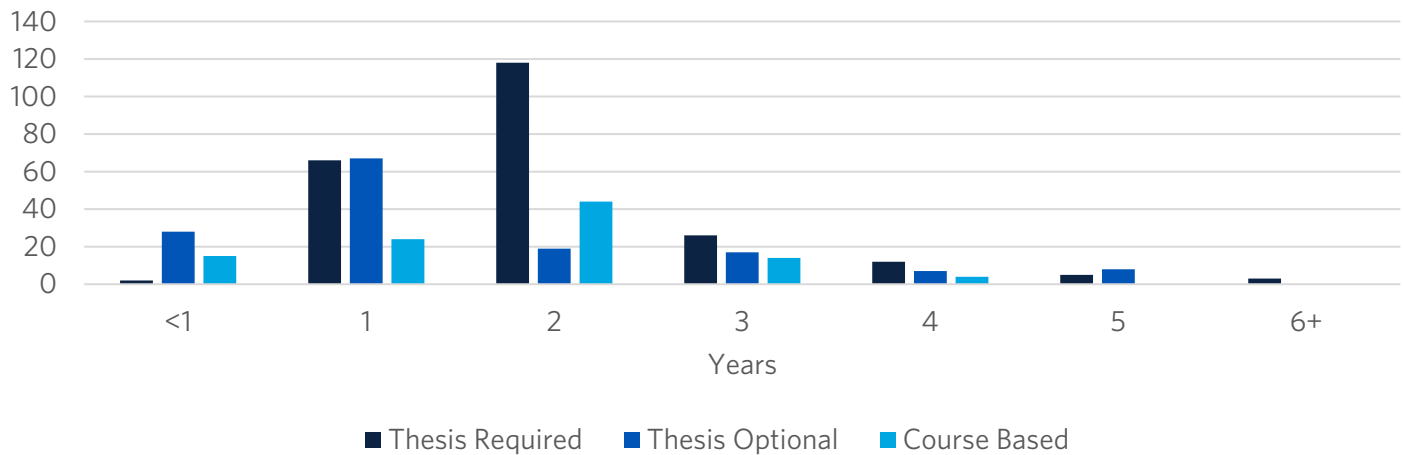
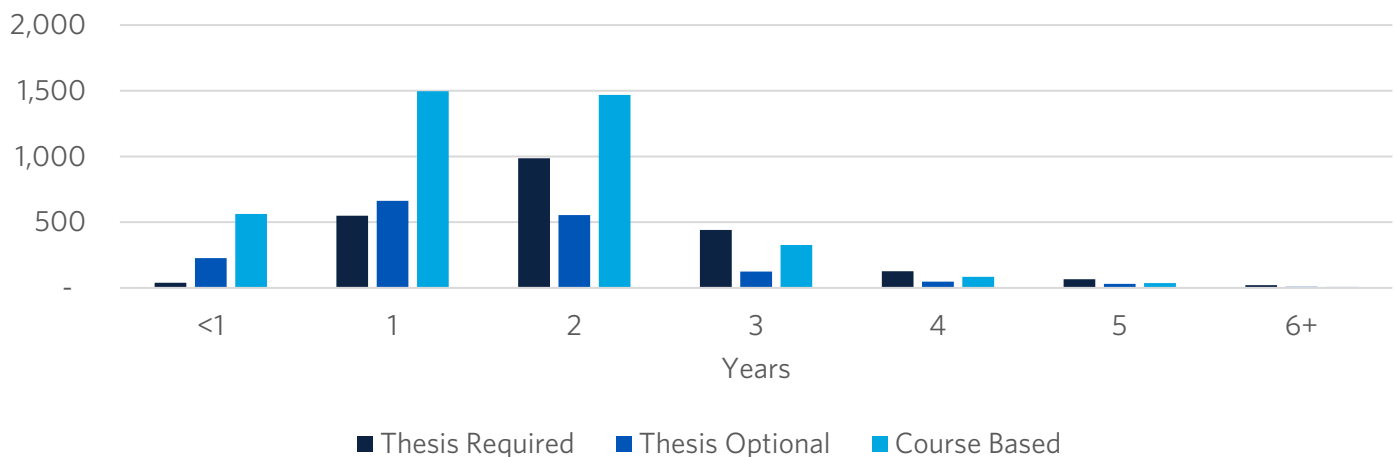


FIGURE 36: MASTER'S STUDENTS' YEARS TO COMPLETION, 2010/11-2013/14 COHORTS,
VANCOUVER CAMPUS



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

On the Okanagan campus, 28 of the 38 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2007/08 and 2010/11). The 28 students who have completed are shown in Figure 37. The 10 students who did not complete their degrees withdrew from their program after an average of 1.9 years of study. Okanagan doctoral students took an average of 4.6 years to complete their studies and are shown in Figure 37.

For the Vancouver campus, 1,905 students began their studies between 2007/08 and 2010/11, and 1,565 completed their doctoral degrees within nine years. The 1,565 students who completed their programs are shown in Figure 38. There were 340 students who did not complete their degrees and withdrew from their programs on average after 2.4 years of study. The students who completed their degree within 9 years took an average of 5.7 years to complete their studies.

FIGURE 37: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2007/08-2010/11 COHORTS,
OKANAGAN CAMPUS

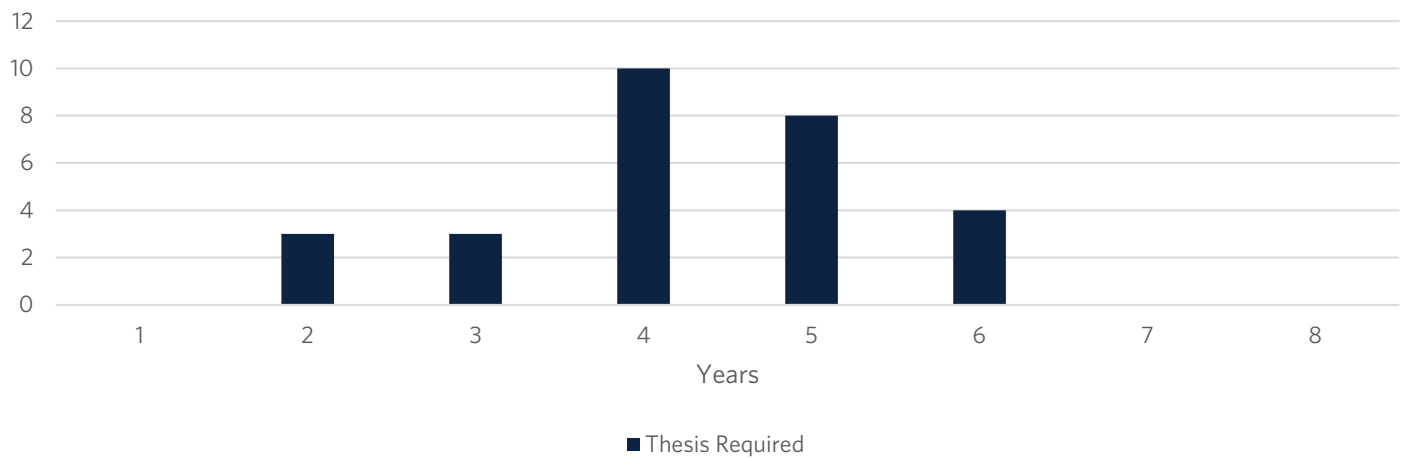
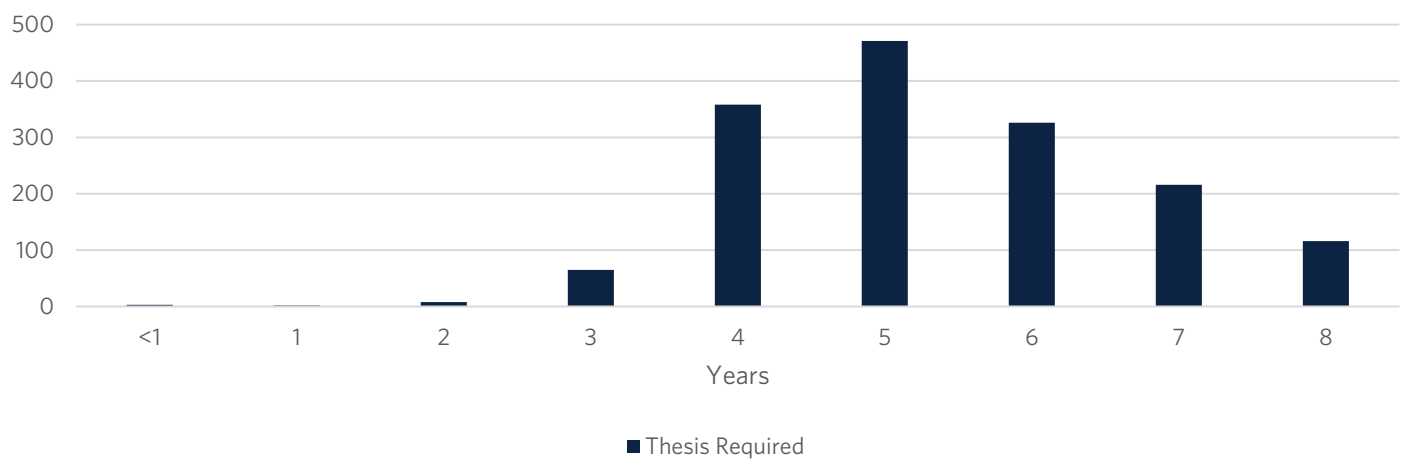


FIGURE 38: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2007/08-2010/11 COHORTS,
VANCOUVER CAMPUS



APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

TABLE 12: OKANAGAN STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,151	241	1,392	1,195	304	1,499	1,367	336	1,703
	Master of Applied Science	49	63	112	50	72	122	56	91	147
	Master of Arts					1	1		1	1
	Master of Engineering	2	39	41	4	39	43	5	28	33
	Doctor of Philosophy	41	100	141	50	123	173	52	126	178
Applied Science Total		1,243	443	1,686	1,299	539	1,838	1,480	582	2,062
Arts and Sciences	Bachelor of Science	2,106	429	2,535	2,180	488	2,668			
	Master of Arts	41	1	42	44	5	49			
	Master of Data Science	13	15	28	16	19	35			
	Master of Science	73	38	111	77	47	124			
	Doctor of Philosophy	74	38	112	76	48	124			
Arts and Sciences Total		2,307	521	2,828	2,393	607	3,000			
Arts and Social Sciences	Master of Arts							36	6	42
	Doctor of Philosophy							47	14	61
Arts and Social Sciences Total								83	20	103
Creative and Critical Studies	Bachelor of Fine Arts	102	13	115	105	16	121	109	20	129
	Master of Arts	12	1	13	16	4	20	21	3	24
	Master of Fine Arts	18	4	22	18	6	24	23	4	27
	Doctor of Philosophy	8	3	11	10	7	17	11	8	19
Creative and Critical Studies Total		140	21	161	149	33	182	164	35	199
Education	Bachelor of Education	186	-	186	236		236	235		235
	Bachelor of Education, Elementary	-	-	-	1		1			
	Certificate Programs	4	-	4	4		4	1		1
	Diploma Programs	7	-	7	15		15	17		17
	Master of Arts	12	1	13	10	3	13	7	2	9
	Master of Education	52	2	54	55	1	56	54	2	56
	Doctor of Philosophy	10		10	8		8	10		10
Education Total		271	3	274	329	4	333	324	4	328
Health and Social Development	Bachelor of Human Kinetics	794	18	812	805	16	821	859	15	874
	Bachelor of Science in Nursing	565		565	573		573	597		597
	Master of Arts			-	1		1	6		6
	Master of Science	21	1	22	21	2	23	15	4	19
	Master of Science in Nursing	46		46	55	1	56	44	1	45
	Master of Social Work	96	5	101	124	4	128	124	2	126
	Doctor of Philosophy	36	4	40	34	3	37	45	6	51
Health and Social Development Total		1,558	28	1,586	1,613	26	1,639	1,690	28	1,718
Management	Bachelor of Management	641	294	935	636	326	962	629	376	1,005
	Master of Arts			-	1		1	1		1
	Master of Management	21		21	6		6	4		4
	Doctor of Philosophy	4	1	5	3	1	4	3	1	4
Management Total		666	295	961	646	327	973	637	377	1,014

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Science	Master of Arts							2		2
	Master of Data Science							18	14	32
	Master of Science							87	50	137
	Doctor of Philosophy							36	33	69
Science Total								143	97	240
Arts and Sciences/Creative and Critical Studies/Science	Bachelor of Arts							2,154	649	2,803
Arts and Sciences/Creative and Critical Studies/Science Total								2,154	649	2,803
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,736	442	2,178	1,928	565	2,493			
	Bachelor of Media Studies	24	9	33	18	5	23			
Arts and Sciences/Creative and Critical Studies Total		1,760	451	2,211	1,946	570	2,516			
Arts and Social Sciences/Science	Bachelor of Science							2,326	607	2,933
Arts and Social Sciences/Science Total								2,326	607	2,933
Creative and Critical Studies/Science	Bachelor of Media Studies							25	5	30
Creative and Critical Studies/Science Total								25	5	30
Non-Degree	Access Studies	73	-	73	86		86	50		50
	Exchange	-	49	49		74	74		2	2
	Unclassified	84	2	86	56	1	57	70	6	76
	Visiting	13	7	20	6	4	10	2	2	4
Non-Degree Total		170	58	228	148	79	227	122	10	132
Grand Total		8,115	1,820	9,935	8,523	2,185	10,708	9,148	2,414	11,562

VANCOUVER CAMPUS

TABLE 13: VANCOUVER STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,424	1,329	4,753	3,509	1,423	4,932	3,688	1,487	5,175
	Bachelor of Design in Arch Landscape-Arch Urbanism							57	14	71
	Bachelor of Environmental Design	47	14	61	47	13	60	21	8	29
	Bachelor of Science in Nursing	229	4	233	229	2	231	236		236
	Graduate Cert in Global Mine Waste Management							6	5	11
	Master of Advanced Studies in Architecture		-	-	2	7	9	1	5	6
	Master of Advanced Studies Landscape Architecture	-	3	3		1	1	1	1	2
	Master of Applied Science	156	233	389	168	231	399	160	255	415
	Master of Architecture	142	28	170	144	29	173	159	20	179
	Master of Architecture / Master of Landscape Arch.	11	-	11	14	1	15	13		13
	Master of Arts (Planning)	2	1	3	2	1	3	2	2	4
	Master of Community and Regional Planning	71	11	82	70	16	86	66	14	80
	Master of Engineering	96	225	321	102	270	372	132	259	391
	Master of Engineering Leadership	41	63	104	37	92	129	37	97	134
	Master of Health Leadership and Policy	20	1	21	34	7	41	37	6	43
	Master of Landscape Architecture	45	11	56	52	18	70	54	17	71
	Master of Nursing	45	-	45	61		61	60		60
	Master of Science	-	2	2		3	3	1	6	7
	Master of Science (Planning)	1	-	1						
	Master of Science in Nursing	95	3	98	94	4	98	96	4	100
	Master of Urban Design	5	12	17	2	13	15	2	3	5
	Doctor of Philosophy - Biomedical Engineering				21	17	38	29	26	55
	Doctor of Philosophy - Chemical & Biol Engineering	21	49	70	21	45	66	22	45	67
	Doctor of Philosophy - Civil Engineering	34	38	72	28	40	68	27	50	77
	Doctor of Philosophy - Community & Regional Planning	12	12	24	16	8	24	12	8	20
	Doctor of Philosophy - Electrical & Computer Eng	69	106	175	70	104	174	71	100	171
	Doctor of Philosophy - Materials Engineering	13	47	60	13	47	60	12	40	52
	Doctor of Philosophy - Mechanical Engineering	23	50	73	19	53	72	24	62	86
	Doctor of Philosophy - Mining	18	13	31	18	20	38	12	27	39
	Doctor of Philosophy - Nursing	31	3	34	26	6	32	31	10	41
	Doctor of Philosophy - Total	232	340	572	234	357	591	240	368	608
Applied Science Total		4,662	2,280	6,947	4,801	2,488	7,289	5,069	2,571	7,640

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	8,932	3,938	12,870	8,893	4,177	13,070	9,271	4,248	13,519
	Bachelor of Fine Arts	262	115	377	261	104	365	269	99	368
	Bachelor of International Economics	179	192	371	180	194	374	190	206	396
	Bachelor of Media Studies	97	60	157	99	65	164	97	69	166
	Bachelor of Music	224	37	261	216	29	245	229	29	258
	Bachelor of Social Work	106	2	108	102	2	104	108	2	110
	Cert Dechinta Community & Land-Based Research	9	-	9				9		9
	Diploma in Art History	16	1	17	20	1	21	19	2	21
	Diploma in Collaborative Piano Studies	-	-	-		1	1		1	1
	Diploma in Film Production	1	-	1					1	1
	Diploma in Linguistics	11	1	12	9	1	10	11	1	12
	Diploma in Music Performance Studies	4	1	5	7	4	11	6	2	8
	M.A. (Asia Pacific) and M.A. (Planning)	1	4	5						
	Master of Archival Studies	15	13	28	15	10	25	12	6	18
	Master of Archival Studies & Library Info Studies	41	28	69	47	33	80	51	33	84
	Master of Arts	222	180	402	219	160	379	243	169	412
	Master of Data Science				8	19	27	13	22	35
	Master of Fine Arts	175	40	215	170	35	205	157	32	189
	Master of Journalism	52	23	75	38	30	68	39	31	70
	Master of Library and Information Studies	100	44	144	83	50	133	91	48	139
	Master of Music	40	18	58	36	20	56	34	16	50
	Master of Public Policy and Global Affairs	42	34	76	51	28	79	60	19	79
	Master of Science	8	8	16	8	10	18	9	11	20
	Master of Social Work	41	1	42	40	1	41	39	1	40
	Doctor of Musical Arts	15	13	28	14	19	33	17	21	38
	Doctor of Philosophy	388	317	705	382	331	713	363	347	710
Arts Total		10,981	5,070	16,046	10,898	5,324	16,222	11,337	5,416	16,753
Commerce and Business Administration	Bachelor of Business in Real Estate	13	-	13	16		16	14		14
	Bachelor of Commerce	2,420	1,459	3,879	2,403	1,446	3,849	2,455	1,452	3,907
	Certificate in Residential Valuation	171	1	172	149	1	150	113	3	116
	Diploma in Accounting	393	134	527	348	155	503	369	215	584
	Diploma in Urban Land Economics	718	7	725	678	5	683	699	10	709
	International Master of Business Administration	6	66	72	8	74	82	7	70	77
	Juris Doctor/Master of Business Administration	5	-	5	3		3	4		4
	Master of Business Administration	130	109	239	95	121	216	48	81	129
	Master of Business Analytics	11	40	51	10	38	48	30	49	79
	Master of Management	59	39	98	73	50	123	84	56	140
	Master of Science in Business Administration	2	12	14	2	14	16	3	14	17
	Post Grad Cert in Real Property Valuation	256	5	261	276	5	281	228	6	234
	Professional Master of Business Administration	38	-	38	79		79	108	2	110
	Doctor of Philosophy	23	36	59	26	37	63	26	38	64
Commerce and Business Administration Total		4,245	1,908	6,153	4,166	1,946	6,112	4,188	1,996	6,184

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Dentistry	Dental Residency	6	-	6	6		6	7		7
	Bachelor of Dental Science (Dental Hygiene)	144	2	146	144	1	145	151	1	152
	Master of Science	7	-	7	6	2	8	11	1	12
	MSc in Craniofacial Science/Dip in Prosthodontics	5	4	9	5	3	8	6	3	9
	MSc in Craniofacial Science/Dip. in Pediatric Dent	9	2	11	10	1	11	7		7
	MSc in Craniofacial Science/Dip. in Periodontics	6	1	7	7	1	8	7		7
	MSc in Craniofacial Science/Diploma in Endodontics	9	3	12	8	3	11	9	1	10
	MSc in Craniofacial Science/Diploma in Orthodontic	6	6	12	7	4	11	10		10
	PhD in Craniofacial Science/Dip in Prosthodontics	2	-	2	2		2	1	1	2
	PhD in Craniofacial Science/Diploma in Orthodontic	3	-	3	3		3	2	2	4
	Doctor of Dental Medicine	219	-	219	226	1	227	225	4	229
	Doctor of Philosophy	5	11	16	3	12	15	4	11	15
Dentistry Total		421	29	450	427	28	455	440	24	464
Education	Bachelor of Education	845	17	862	850	10	860	858	10	868
	Bachelor of Human Kinetics	-	-	-	1		1	1		1
	Bachelor of Kinesiology	1,149	108	1,257	1,159	119	1,278	1,213	139	1,352
	Cert in Educational Administration and Leadership	1	-	1				1		1
	Cert. in Infant Development & Supported Childcare				1		1	12		12
	Cert. in Teaching English as a Second Language				1	1	2	21	1	22
	Cert. in Technology-Based Learning for Schools	9	-	9	19		19	18	1	19
	Cert.in Technology-Based Distributed Learning	16	1	17	21	3	24	34	1	35
	Certificate in Early Years Education							10	1	11
	Certificate in Health and Wellness							1		1
	Certificate in Teacher Librarianship				2		2	20		20
	Undergraduate Cert in Adult Learning & Education							5		5
	Undergraduate Certificate in Textiles Studies							1		1
	Diploma in Education	580	12	592	596	12	608	503	16	519
	Graduate Certificate in Adult Learning & Education	3	-	3	4		4	6		6
	Graduate Certificate in Higher Education				2		2			
	Graduate Certificate in Orientation and Mobility	6	-	6	3		3			
	High Performance Coaching and Technical Leadership	12	-	12	15		15	19		19
	Master of Arts	151	32	183	139	39	178	142	34	176
	Master of Education	658	97	755	576	115	691	660	103	763
	Master of Educational Technology	213	14	227	222	16	238	258	8	266
	Master of High Performance Coaching&Tec Leadership	23	2	25	22	2	24	25	2	27
	Master of Kinesiology	21	3	24	20	3	23	24	2	26
	Master of Museum Education	32	2	34	16	1	17	33	2	35
	Master of Science	20	3	23	25	9	34	30	9	39
	Doctor of Education	49	1	50	45	1	46	43	2	45
	Doctor of Philosophy	250	94	344	244	98	342	222	102	324
Education Total		4,038	386	4,424	3,983	429	4,412	4,160	433	4,593
Forestry	Bachelor of Science in Forest Bioeconomy Sci Tech							26	12	38
	Bachelor of Science in Forest Sciences	60	86	146	51	66	117	48	56	104
	Bachelor of Science in Forestry	180	108	288	158	115	273	142	113	255
	Bachelor of Science in Wood Products Processing	81	103	184	70	95	165	59	83	142
	Bachelor of Science Natural Resources Conservation	221	126	347	222	126	348	235	142	377
	Bachelor of Urban Forestry	104	78	182	110	101	211	131	114	245
	Master of Applied Science	2	5	7	5	7	12	3	7	10
	Master of Forestry	5	9	14	8	15	23	4	11	15
	Master of Geomatics for Environmental Management	12	15	27	13	16	29	12	16	28
	Master of International Forestry	3	12	15	4	16	20	3	7	10
	Master of Science	60	43	103	57	57	114	58	51	109
	Master of Sustainable Forest Management	18	4	22	16	7	23	17	3	20
	Doctor of Philosophy	63	61	124	56	60	116	61	71	132
Forestry Total		809	650	1,459	770	681	1,451	799	686	1,485

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Graduate and Postdoctoral Studies	Master of Arts	3	1	4	6	1	7	6	2	8
	Master of Science	1	2	3	2	3	5	2	1	3
	Doctor of Philosophy	68	12	80	71	10	81	61	12	73
Graduate and Postdoctoral Studies Total		72	15	87	79	14	93	69	15	84
Land and Food Systems	Bachelor of Science in Agroecology							1		1
	Bachelor of Science in Applied Biology	369	104	473	378	137	515	413	126	539
	Bachelor of Science in Food and Resource Economics				2	2	4	4	6	10
	Bachelor of Science in Food Nutrition and Health	738	351	1,089	735	340	1,075	756	344	1,100
	Bachelor of Science in Global Resource Systems	84	36	120	91	33	124	97	35	132
	Graduate Certificate in Aquaculture							2		2
	Master of Food and Resource Economics	6	31	37	8	35	43	12	26	38
	Master of Food Science	1	32	33	3	33	36	4	36	40
	Master of Land and Water Systems	9	9	18	7	14	21	7	15	22
	Master of Science	35	22	57	41	26	67	35	27	62
	Doctor of Philosophy	25	34	59	32	34	66	29	27	56
Land and Food Systems Total		1,267	619	1,886	1,297	654	1,951	1,360	642	2,002
Law	Juris Doctor	573	11	584	588	13	601	583	13	596
	Master of Laws	10	7	17	5	9	14	9	11	20
	Master of Laws (Common Law)	28	4	32	28	9	37	24	8	32
	Master of Laws in Taxation	11	6	17	13	4	17	13	2	15
	Doctor of Philosophy	25	9	34	26	8	34	33	6	39
Law Total		647	37	684	660	43	703	662	40	702
Medicine	Medical Residency	1,416	-	1,416	1,399		1,399	1,477		1,477
	Bachelor of Medical Laboratory Science	36	1	37	45	1	46	43	1	44
	Bachelor of Midwifery	78	-	78	80		80	80		80
	GradCert in Genomic Counselling & Variant Interp							27	5	32
	GradCert Orthopaedic Manipulative Physical Therapy	8	-	8						
	GradCert Orthopaedic Musculoskeletal Phys Therapy							9		9
	Graduate Certificate in Global Surgical Care	8	3	11	4	1	5	8	1	9
	Graduate Certificate in Rehabilitation Sciences	14	-	14	13	3	16	9	1	10
	Master of Global Surgical Care	10	-	10	17		17	23	2	25
	Master of Health Administration	70	4	74	67	3	70	82	1	83
	Master of Health Science	28	5	33	28	4	32	28	4	32
	Master of Occupational Therapy	98	14	112	99	11	110	153	7	160
	Master of Physical Therapy	236	-	236	237	1	238	256	1	257
	Master of Physical Therapy/Doctor of Philosophy	2	-	2	3		3	4		4
	Master of Public Health	53	8	61	48	13	61	60	12	72
	Master of Public Health/Master of Science Nursing	12	-	12	12		12	9		9
	Master of Rehabilitation Science	55	2	57	50	2	52	50	2	52
	Master of Science	439	96	535	448	105	553	444	102	546
	Doctor of Medicine	1,142	-	1,142	1,147		1,147	1,146		1,146
	Doctor of Medicine/Doctor of Philosophy	29	-	29	29		29	29		29
	Doctor of Philosophy	375	141	516	377	151	528	358	178	536
Medicine Total		4,109	274	4,383	4,103	295	4,398	4,295	317	4,612
Pharmaceutical Sciences	Pharmacy Residency	46	-	46	43		43	42		42
	Bachelor of Pharmaceutical Science							35	4	39
	Bachelor of Science in Pharmacy	8	-	8	2		2	2		2
	Master of Science	10	8	18	12	11	23	12	10	22
	Doctor of Pharmacy	877	-	877	895		895	904		904
	Doctor of Philosophy	16	16	32	18	18	36	18	19	37
Pharmaceutical Sciences Total		957	24	981	970	29	999	1,013	33	1,046

Faculty	Program	2018 Winter			2019 Winter			2020 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Science	Bachelor of Computer Science	258	30	288	260	38	298	311	49	360
	Bachelor of Science	6,517	1,620	8,137	6,732	1,700	8,432	7,045	1,961	9,006
	Diploma in Meteorology	1	-	1	1		1			
	Master of Applied Science	6	1	7	5	2	7	2	4	6
	Master of Arts	4	7	11	4	5	9	6	7	13
	Master of Data Science	42	32	74	56	39	95	49	51	100
	Master of Science	261	226	487	292	233	525	320	259	579
	Doctor of Philosophy	447	476	923	446	481	927	452	498	950
Science Total		7,536	2,392	9,928	7,796	2,498	10,294	8,185	2,829	11,014
Vantage College	Vantage One Bachelor of Applied Science	-	70	70	1	68	69		49	49
	Vantage One Bachelor of Arts	1	248	249		235	235	1	171	172
	Vantage One Bachelor of Management	-	24	24						
	Vantage One Bachelor of Science	-	155	155		136	136		109	109
Vantage College Total		1	497	498	1	439	440	1	329	330
Non-Degree	Access Studies	188	26	214	159	21	180	108	9	117
	Exchange	7	1,003	1,010	20	998	1,018	1	85	86
	Unclassified	847	41	888	884	38	922	1,161	47	1,208
	Visiting	139	154	293	138	173	311	110	32	142
Non-Degree Total		1,181	1,224	2,405	1,201	1,230	2,431	1,380	173	1,553
Grand Total		40,926	15,405	56,331	41,152	16,098	57,250	42,958	15,504	58,462

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	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate	8	14	11	7	9
		Baccalaureate Degree	6,777	7,149	7,810	8,369	9,081
		Post-Baccalaureate Degree	180	130	186	237	236
		Non-Degree	93	103	97	102	45
		Undergraduate Total	7,058	7,396	8,104	8,716	9,370
	Graduate	Master's Degree	402	453	484	556	583
		Doctoral Degree	247	273	295	326	363
		Graduate Total	648	726	779	881	946
		Okanagan Total	7,706	8,122	8,883	9,597	10,317
Vancouver	Undergraduate	Diploma & Certificate	773	769	787	698	820
		Baccalaureate Degree	33,077	34,191	35,279	35,829	37,328
		Post-Baccalaureate Degree	3,204	3,403	3,451	3,504	3,545
		Non-Degree	1,091	1,097	1,043	962	490
		Undergraduate Total	38,145	39,461	40,560	40,992	42,183
	Residents	Residents Total	1,437	1,461	1,468	1,469	1,548
	Graduate	Diploma & Certificate	19	-	-	-	
		Master's Degree	4,759	4,757	4,797	4,826	5,163
		Doctoral Degree	3,323	3,352	3,337	3,285	3,363
		Non-Degree		-	-	-	
		Graduate Total	8,101	8,108	8,134	8,111	8,526
		Vancouver Total	47,684	49,030	50,162	50,572	52,257
Grand Total			55,390	57,152	59,045	60,170	62,574

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

Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate	8	14	11	7	9
		Baccalaureate Degree	5,940	6,153	6,486	6,787	7,227
		Post-Baccalaureate Degree	180	130	186	237	236
		Non-Degree	63	61	68	57	41
		Undergraduate Total	6,190	6,358	6,751	7,089	7,513
	Graduate	Master's Degree	293	341	348	395	413
		Doctoral Degree	145	151	157	161	191
		Graduate Total	438	493	505	557	604
		Okanagan Total	6,628	6,851	7,257	7,645	8,117
Vancouver	Undergraduate	Diploma & Certificate	713	696	709	618	699
		Baccalaureate Degree	25,271	25,124	25,340	25,541	26,689
		Post-Baccalaureate Degree	3,169	3,358	3,412	3,475	3,515
		Non-Degree	410	436	415	360	441
		Undergraduate Total	29,563	29,614	29,876	29,995	31,345
	Residents	Residents Total	1,429	1,452	1,468	1,469	1,548
	Graduate	Diploma & Certificate	18				
		Master's Degree	3,428	3,298	3,240	3,182	3,493
		Doctoral Degree	1,953	1,874	1,866	1,791	1,789
		Non-Degree					
		Graduate Total	5,399	5,172	5,106	4,973	5,282
		Vancouver Total	36,391	36,239	36,450	36,437	38,174
Grand Total			43,020	43,089	43,707	44,082	46,292

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

Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate		1			
		Baccalaureate Degree	328	383	413	467	507
		Post-Baccalaureate Degree	12	5	8	16	18
		Non-Degree	18	29	31	31	21
		Undergraduate Total	358	419	453	515	546
	Graduate	Master's Degree	19	26	22	29	31
		Doctoral Degree	9	7	7	8	11
		Graduate Total	28	33	29	38	43
		Okanagan Total	386	452	481	552	589
Vancouver	Undergraduate	Diploma & Certificate	5	7	9	13	13
		Baccalaureate Degree	537	612	568	607	666
		Post-Baccalaureate Degree	178	190	186	194	221
		Non-Degree	10	12	13	11	8
		Undergraduate Total	730	819	776	825	907
	Residents	Residents Total	27	32	38	35	35
	Graduate	Diploma & Certificate	1				
		Master's Degree	101	119	108	107	148
		Doctoral Degree	64	70	71	70	70
		Non-Degree					-
		Graduate Total	165	187	179	177	218
		Vancouver Total	922	1,040	993	1,037	1,160
Grand Total			1,308	1,492	1,475	1,589	1,749

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

Campus	Student Level	Program Type	2016/17	2017/18	2018/19	2019/20	2020/21
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	837	996	1,324	1,582	1,854
		Post-Baccalaureate Degree					
		Non-Degree	30	42	29	45	3
		Undergraduate Total	867	1,038	1,353	1,627	1,857
	Graduate	Master's Degree	108	112	135	160	170
		Doctoral Degree	102	122	138	164	172
		Graduate Total	210	235	274	325	342
		Okanagan Total	1,078	1,272	1,626	1,952	2,200
Vancouver	Undergraduate	Diploma & Certificate	60	73	78	80	121
		Baccalaureate Degree	7,807	9,066	9,939	10,288	10,639
		Post-Baccalaureate Degree	35	45	39	29	30
		Non-Degree	681	662	628	601	49
		Undergraduate Total	8,582	9,846	10,684	10,997	10,839
	Residents	Residents Total	8	9			-
	Graduate	Diploma & Certificate	1				
		Master's Degree	1,332	1,458	1,557	1,644	1,670
		Doctoral Degree	1,370	1,477	1,471	1,495	1,575
		Non-Degree					
		Graduate Total	2,703	2,936	3,028	3,138	3,244
		Vancouver Total	11,293	12,791	13,712	14,136	14,083
Grand Total			12,370	14,063	15,338	16,088	16,282

APPENDIX C: DEGREES CONFERRED TABLES

Tables 18, 19, 20, AND 21 report the degrees conferred for the past five calendar years.

TABLE 18: OVERALL NUMBER OF DEGREES CONFERRED, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	Baccalaureate Degree	1,378	1,444	1,386	1,394	1,394
		Post-Baccalaureate Degree	119	117	89	45	86
		Undergraduate Total	1,497	1,561	1,475	1,439	1,480
	Graduate	Master's Degree	145	180	162	213	263
		Doctoral Degree	39	31	42	27	45
		Graduate Total	184	211	204	240	308
		Okanagan Total	1,681	1,772	1,679	1,679	1,788
Vancouver	Undergraduate	Diploma & Certificate	572	555	571	572	608
		Baccalaureate Degree	6,452	6,511	6,889	7,215	7,632
		Post-Baccalaureate Degree	1,081	1,048	1,123	1,159	1,215
	Graduate	Undergraduate Total	8,105	8,114	8,583	8,946	9,455
		Master's Degree	2,439	2,318	2,437	2,630	2,704
		Doctoral Degree	571	552	538	531	494
		Graduate Total	3,010	2,870	2,975	3,161	3,198
Grand Total			12,796	12,756	13,237	13,786	14,441

TABLE 19: DEGREES CONFERRED TO DOMESTIC STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	Baccalaureate Degree	1,285	1,331	1,257	1,285	1,233
		Post-Baccalaureate Degree	119	117	89	45	86
		Undergraduate Total	1,404	1,448	1,346	1,330	1,319
	Graduate	Master's Degree	119	148	118	162	185
		Doctoral Degree	27	17	28	17	30
		Graduate Total	146	165	146	179	215
		Okanagan Total	1,550	1,613	1,492	1,509	1,534
Vancouver	Undergraduate	Diploma & Certificate	504	503	509	507	556
		Baccalaureate Degree	5,525	5,442	5,584	5,515	5,580
		Post-Baccalaureate Degree	1,072	1,041	1,111	1,141	1,200
	Graduate	Undergraduate Total	7,101	6,986	7,204	7,163	7,336
		Master's Degree	1,814	1,635	1,768	1,813	1,797
		Doctoral Degree	401	372	354	348	305
		Graduate Total	2,215	2,007	2,122	2,161	2,102
Grand Total			10,866	10,606	10,818	10,833	10,972

TABLE 20: DEGREES CONFERRED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	Baccalaureate Degree	61	65	65	99	83
		Post-Baccalaureate Degree	9	9	6	2	5
		Undergraduate Total	70	74	71	101	88
	Graduate	Master's Degree	6	12	7	10	9
		Doctoral Degree			6	1	1
		Graduate Total	6	12	13	11	10
		Okanagan Total	76	86	84	112	98
Vancouver	Undergraduate	Diploma & Certificate	8	6	5	4	14
		Baccalaureate Degree	113	114	126	132	123
		Post-Baccalaureate Degree	40	59	57	54	52
		Undergraduate Total	161	179	188	190	189
	Graduate	Master's Degree	43	60	51	74	58
		Doctoral Degree	11	18	4	8	10
		Graduate Total	54	78	55	82	68
		Vancouver Total	215	257	243	272	257
Grand Total			291	343	327	384	355

TABLE 21: DEGREES CONFERRED TO INTERNATIONAL STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	Baccalaureate Degree	93	112	128	109	161
		Post-Baccalaureate Degree					
		Undergraduate Total	93	112	128	109	161
	Graduate	Master's Degree	26	32	44	50	77
		Doctoral Degree	12	14	14	10	15
		Graduate Total	38	46	58	60	92
		Okanagan Total	131	158	186	169	253
Vancouver	Undergraduate	Diploma & Certificate	66	52	62	65	52
		Baccalaureate Degree	925	1,062	1,303	1,698	2,052
		Post-Baccalaureate Degree	9	7	12	18	15
		Undergraduate Total	1,000	1,121	1,377	1,781	2,119
	Graduate	Master's Degree	625	681	668	815	905
		Doctoral Degree	170	180	184	183	189
		Graduate Total	795	861	852	998	1,094
		Vancouver Total	1,795	1,982	2,229	2,779	3,213
Grand Total			1,926	2,140	2,415	2,948	3,466

APPENDIX D: GLOSSARY

Admitted	The stage when applicants with completed applications for admission receive an offer of admission.
Admit Rate	The ratio of admitted students to applicants with completed files.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than one year of study.
Cohort	A set of people who have been grouped because they have a shared characteristic(s).
Consortium for Student Retention Data Exchange	A consortium of two-year and four-year institutions that shares, with its members, data, internationally-accepted definitions, and knowledge.
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.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than one year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
First Choice	Pertaining to an applicant's preferred program.
Fiscal Year	The twelve-month period from April 1st through March 31st.

Full-time Equivalent
(FTE)

The workload of a student converted to a proportion of a full-time course load. It is the ratio of a given course load to a stated full-time course load (what is normally expected of a student enrolled in a program).

Graduate Program

A program that leads to a master's or doctoral credential.

Graduate Student

A student in a graduate program.

Headcount

A count of persons.

Indigenous

Students from Canada who have reported themselves as Indigenous, at some time while in the BC Kindergarten to Grade 12 system, or while at UBC.

International

Pertaining to persons who are not citizens, refugees, or permanent residents of Canada and who must be in possession of a government-issued study permit.

Master's Degree

The credential awarded upon completion of a Master's program.

Master's Program

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

Matriculate

To enrol or register (or be enrolled or registered).

New to UBC

Pertaining to students who were never registered in a prior session at UBC.

Part-Time

For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only one course per term if it is not a thesis course.

Post-Baccalaureate Program

An undergraduate program ordinarily requiring a baccalaureate degree, or a substantial amount of baccalaureate-level course work, as a pre-requisite.

Program Type

A grouping of programs into commonly-used reporting categories.

Registered

Referring to a student that has confirmed registration in scheduled courses. For new students, this signifies the transition from applicant to student.

Resident

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

Student Level

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

Submitted

The stage when applicants have presented an application for admission. At this stage, there may be outstanding documents to submit.

Thesis-based	A graduate-level program that requires students to complete a thesis.
Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory; students may fulfill the requirements of the program through course work.
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.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.



Report to UBC Vancouver Senate External Reviews of Academic Units, 2019-20

Submission Date: 15 December 2020

Submitted by: Office of the Provost & VP Academic, UBC Vancouver

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Progress Reports on External Reviews (2016-17):

The following units or programs undertook External Reviews in 2016-17. They are now at the approximate mid-point between reviews and have submitted update reports to the Provost & Vice-President Academic Office discussing status of implementing the review recommendations.

- Department of Mechanical Engineering, Faculty of Applied Science
- School of Community and Regional Planning, Faculty of Applied Science
- Department of Art History, Visual Art and Theory, Faculty of Arts
- Arts Co-op Program, Faculty of Arts
- Department of Psychology, Faculty of Arts
- Centre for Teaching, Learning and Technology
- Sauder School of Business
- Institute for Resources, Environment and Sustainability, Faculty of Science

Allard School of Law

Summary of External Review: November 2019

Key Findings of the Review Committee:

- *The current leadership has been exemplary and the reviewers heard enthusiastic support for the Dean from all groups with whom they met. This leadership has contributed substantially to creating the conditions that will enable the Faculty to take the next step along its reputational trajectory.*
- *The review committee noted the significant numbers of new faculty members who had joined the law school over the past five years, and stressed the support, encouragement and steering that would be needed for bold research aspirations. The committee posed a series of questions for the Faculty to consider in furtherance of such aspirations, touching on the appropriate benchmarks for scholarly productivity, the place of the Faculty's centres in enhancing and supporting research, the use of metrics to track impact, research dissemination, and the support and resources that would be required for the success of an ambitious research plan.*
- *The review committee noted the high entering grades of JD students, as well as the high career placement rate on graduation. The curriculum is well-designed and appropriate. Areas which the law school needed to focus further on to ensure sustainability and ongoing strength included: funding and staffing of the clinical and experiential learning program; increasing the complement of Indigenous faculty members; and addressing developing trends in legal practice within its curriculum.*
- *Graduate programs, which have grown over the past five years, are working well, and students express that they feel well supported. Staffing in the Career Services Office has remained static in spite of the growth of enrolment in the graduate professional programs in particular.*
- *The review committee was struck by the collegiality, enthusiasm, pride, and high morale in the Faculty; recent hires felt welcomed and enabled to participate fully in the community, including through assigned mentors for pre-tenure faculty. Service workloads had been reduced while still maintaining a sense of collegial self-governance.*
- *The student body is diverse, with over one-half of students identifying as racialized or Indigenous. The review committee heard that some groups do feel isolated. On the faculty side, the committee encouraged a review of "the data on professorial diversity [in the Faculty] and to have open, frank discussions about gaps and needs."*
- *An Indigenous strategic plan could assist in advancing the inclusion of Indigenous members of the community and in thinking ambitiously about the leadership role that the Faculty could continue to play within UBC and among Canadian law schools in the next five years.*
- *The Faculty's budget constraints, driven to a significant degree by the province's tuition framework, were flagged as a concern by some stakeholders. While acknowledging that these challenges are real, the committee heard a firm commitment from the senior administrators it interviewed to easing the structural budget pressures confronting the Faculty. The university's support recently has been in the area of faculty hiring, but other areas within the operating budget also need support, including student financial aid, and sustainable support for experiential learning. Having a strategically focused financial leadership team in the Faculty will be invaluable in the coming years.*

Key Recommendations of the Review Committee:

1. Recommendation: *Focus substantial energy on elevating the research productivity, profile, and reputation of the Faculty, with the aim of international recognition.*
2. Recommendation: *Ensure a sustainable model for the experiential-learning requirement.*
3. Recommendation: *Recruit additional Indigenous faculty members.*
4. Recommendation: *Ensure that the Faculty stays attentive to changes in and support the development of a thoughtful and robust legal profession.*
5. Recommendation: *Design and implement a strategic plan for Indigenous engagement.*

School's Preliminary Response (Apr. 2020):

The law school has begun the process of discussing the content of the Report and its recommendations in greater detail, including three separate meetings convened during February and March 2020, to which all faculty and staff were invited. These have begun to cover the Report's discussions and recommendations around research; teaching and learning; and Indigenous engagement. In addition, it is our intention to focus our next faculty retreat (when conditions permit us to hold such an event) on specific ideas that have emerged about how to address these recommendations.

While addressing some of the recommendations in the Report will require more discussion within the law school community, as well as considerable time, effort, and resources, we are pleased to report that we have already begun to move ahead on two of the Report's recommendations:

- *Recommendation 3: Recruit additional Indigenous faculty members.* The law school has successfully recruited an additional Indigenous faculty member, on the recommendation of the law school's Appointments Committee during the 2019-20 hiring cycle.
- *Recommendation 5: Design and implement a strategic plan for Indigenous engagement.* The law school has begun to discuss how to go about building an Indigenous strategic plan and has set aside some funding for this project during the 2020/21 academic year.

In addition, to address the need to better support JD and graduate student career development, a permanent staff FTE has been added to the Career Services Office (CSO), and, to enhance services for graduate students in particular, the CSO and Graduate Program staff have been developing a more coordinated approach to career services for the graduate program.

School of Architecture and Landscape Architecture
Faculty of Applied Science

Summary of External Review: November 2019

Key Findings of the Review Committee:

- *The vision of the School of Architecture and Landscape Architecture (SALA) aligns with many of the core values, ambitions and strategic directions articulated in the UBC Strategic Plan 2018-2028. SALA is perfectly placed to transpose the Vision, Purpose and Values of UBC into action.*
- *SALA has the potential to participate in the considered movement towards diversity, inclusion, interdisciplinary research and the realization of international stature.*
- *SALA is recognized as the number one School of Architecture in Canada by the QS World University Rankings in 2019; and its Landscape Architecture program is recognized as among the top programs in Canada.*
- *The scholarly and professional activities of SALA faculty incorporate critical themes and emerging areas of research inquiry, are directly aligned with the UBC Vision, and will shape the future of the discipline and the profession.*
- *State-of-the-art facilities are absolutely necessary for SALA to successfully fulfill UBC's over-arching vision and their specific goals and objectives.*

Key Recommendations of the Review Committee and School's Responses:

1. Recommendation: *A building project that will allow for the consolidation and co-location of SALA is essential. In the interim, remodeling of the Frederic Lasserre Building and renewal of existing facilities are needed.*

Response: A proposed Applied One building project, in which SALA is a part, will consolidate SALA programs in state-of-the-art academic, administrative, research, and fabrication facilities and infrastructure, some shared with other units in the Faculty of Applied Science (APSC). In the interim, SALA has defined steps to upgrade current facilities and better integrate activities across programs. These interim steps were included in this Program Review.

2. Recommendation: *Establishment of three positions in SALA - Associate Director Academic, Associate Director, Research and Director of Development.*

Response: SALA agrees that there is a need to offset some of the expectations and responsibilities of the SALA Director. We further agree that an associate director, focusing on academic program administration, is warranted. However, SALA does not agree that two additional faculty associate directors are appropriate as we seek to reduce faculty administrative responsibilities to better support academic and research responsibilities. We believe that additional support to the Director can be provided through a modified committee and administrative (staff) structure.

3. Recommendation: *Restructuring of the administrative staff is needed to provide better support and clarity of roles.*

Response: SALA is committed to undertaking a review of committee, administrative and staff structure to achieve greater clarity, focus and efficiency across academic and research functions.

The goal is an organizational structure in which administrative and oversight responsibilities are more efficiently consolidated and equitably distributed across programs, faculty and staff positions.

4. Recommendation: *The remit of the SALA's External Advisory Council should be expanded in scope placing greater emphasis on relationships with external professional communities and fundraising, facilitated by a Director of Development.*

Response: SALA acknowledges the importance of more and better development activity in the School, as well as the added value of an advisory group more directly engaged in fundraising and relationship building with external communities. However, constituting, managing and resourcing such a group will require staff and resources unavailable at this time. We are also mindful of potential duplication and misalignment with APSC's Office of Development and Alumni Engagement.

5. Recommendation: *A PhD program within SALA should be expedited to enable faculty to have access to advanced graduate students who are able to contribute to expanding research and scholarship.*

Response: SALA agrees with this recommendation and will actively pursue a PhD program as soon as possible.

6. Recommendation: *Greater research support is needed for faculty including space, leadership, infrastructure, administrative and staff support.*

Response: SALA acknowledges this challenge and is working to address this issue within current space and resource limitations. Some interim facilities initiatives cited in item 1, expansion of SALA shop and fabrication facilities, for example, will meet some of these needs.

7. Recommendation: *SALA is encouraged to weave issues and themes of reconciliation into academic programs through recruitment of Indigenous faculty, staff and students, outreach to urban Indigenous communities and partnership projects.*

Response: SALA has been actively working to expand Indigenous content in curricula as well as Indigenous perspectives and voices among students and faculty. Some recent initiatives have expanded recruitment of Indigenous adjunct faculty, course and design studio topics, scholarship support to incoming Indigenous students, and teaching and research initiatives with Indigenous community partners.

8. Recommendation: *Alternative academic appointment models to Adjunct and Sessional appointments should be explored to ensure continuity and control over curriculum and pedagogy.*

Response: SALA acknowledges and welcomes the opportunity to rethink the types of academic appointments in the School as we head into a year of planning for faculty renewal and expansion. We are particularly encouraged by recent modifications to the terms and conditions of Lecturer appointments that can effectively address this recommendation.

9. Recommendation: *Better mentoring and increased clarity of standing and progress toward promotion and tenure for early career faculty.*

Response: SALA acknowledges that Appointment, Reappointment, Promotion and Tenure-related criteria, evaluations and mentoring systems warrant clearer written definition and greater transparency. This need will be considered in parallel with planning for faculty renewal in the School.

Equity & Inclusion Office

Summary of External Review: October 2019

Key Findings of the Review Committee:

- *Partners were very complimentary and appreciative of the knowledge base and skill set the EIO team has brought to advancing institutional and unit-level EDI goals, indicating satisfaction with the range and quality of programs and services offered through the EIO.*
- *There are opportunities for improved communication and cross-training to develop awareness, knowledge and skills across portfolios.*
- *Some expressed a need for enhanced clarity of roles and coordination of responsibilities. A strong theme surfaced relating to the importance of finding synergies across the network and optimizing the use of human and financial resources. Indeed the EIO is currently undertaking an internal organizational alignment process to optimize various roles and responsibilities to enhance responsiveness to emerging campus community and organizational EDI related priorities.*
- *To strengthen EDI leadership and service delivery at the UBC Okanagan, a greater number and differentiation of roles and responsibilities may be needed, beyond the currently planned infusion of two additional positions. The review team questioned the effectiveness of the arrangement that none of the staff at the Okanagan campus report directly to the AVPEI, reporting instead to a different EIO Director on the Vancouver campus. The review team commented on the differences between the Vancouver and Okanagan campuses in terms of unique needs and, and had several suggestions to strengthen the communication between the two campus teams.*
- *The group noted the advantages and disadvantages of the reporting structure that has the AVPEI reporting to four different executives. This does help to embed E&I into all aspects of the university, but it may be disruptive for the AVP to navigate the fairly regular leadership changes. While there is currently not a strong call for the position to be changed to a VP designation, the university may wish to revisit this in the future.*
- *The Inclusion Action Plan is the mid-level strategic plan being led by the Equity & Inclusion Office to guide UBC's efforts under one framework such that both administrative and academic units can ultimately make a collective impact. Because the EIO has expertise, training and leadership in this area, it is well positioned to operationalize the plan and ensure it is realized. There are questions about who will lead this for both campuses.*

Key Recommendations of the Review Committee:

- *Continue to build team cohesion and capacity through intentional team visioning and in-house team learning activities that will reinforce a sense of shared commitment to common goals among the increasingly diverse team.*
- *Consider additional refinement of the organizational structure to further reduce, where possible, the number of direct reports to the AVP Equity & Inclusion.*
- *It is recommended that the AVPEI report to both Provosts to streamline the work, provide greater consistency of executive leadership and build greater accountability in the organization, while ensuring that both campuses will continue to be the focus of the work.*
- *A shared funding model should be considered for the embedded program in order to deepen and sustain the integration of EDI within unit strategic goals and priorities.*

- *The network of central and decentralized EDI partners should establish a forum or mechanism to achieve clarity on their respective roles and responsibilities, and to identify synergies to optimize human and material resources in the face of time and funding pressures.*
- *A communication plan should be developed and implemented for the Inclusion Action Plan's rollout for both campuses, which clearly articulates the executive leads on the plan, their implementation timelines, and the EIO's role in plan development, consultation and accountability.*

Unit's Response:

The Associate Vice-President Equity & Inclusion convened and facilitated a session with the staff of the EIO to gather their responses to the recommendations, including suggested steps to address them.

Examples include:

- The staff indicated strong agreement with the recommendation to continue building team cohesion that will reinforce a sense of shared commitment to common goals and support continuous improvement among the increasingly diverse team, although it was noted that this was a place where the EIO was already making progress. There was a desire for more collaborative processes in decision making and more opportunities to socialize. In particular, having all of the staff in one location would significantly increase the opportunities for team building and collaboration. The EIO is scheduled to move into the Brock Tower but that is several years away and the current situation, with two locations at opposite ends of campus, severely hampers the work.
- There was broad support for the recommendation to refine the organizational structure to further reduce the number of direct reports to the AVP Equity & inclusion. Many staff saw it as a logical outcome of the ongoing alignment process. Some thought the timing should wait until after the reappointment process of the AVP concludes. Some suggestions for possible models were provided. Importantly there were suggestions for communicating the reorganization to staff in a transparent way.
- Staff had a mixed response to the recommendation that the AVPEI report to both Provosts, with some preferring the simplicity of having only one report on both campuses; others not sure it made sense to report to both Provosts because it reduces the EIO's connection to other portfolios. The AVP tends to agree with the latter and feels the current arrangement has worked well and ensures influence in each of the portfolios. There is potential in moving the report at Okanagan from the DVC to the Provost.
- The recommendation regarding the shared funding model for the embedded program is specific to the model used by the Student Diversity Initiative which recommends that the EIO adopt a model that provides a "dedicated consultant" to key partners. The redesigned model will provide the flexibility needed for more collaborative teams and different expertise which will also support the delivery of institution-wide commitments.
- In regard to the recommendation that a communication plan be developed and implemented for the IAP's roll-out, the staff pointed out that there need to be three communications plans created – one for the EIO itself so that it can fully support the process, a second for the launch of the plan, and finally, one for the accountability process. It was noted that there is a need for increased capacity in communications to support this work. A communications plan is in development that begins with a launch event in April 2020 following in-depth discussions of the implementation plan with each of the Deans and the leadership of the Executive portfolios.

Faculty of Medicine

Summary of External Review: November 2019

Key Findings of the Review Committee:

- *The faculty is an impressive enterprise with clear evidence that there is immense pride across the community for its outstanding work. The leadership of the Dean is broadly recognized and valued.*
- *The Postgraduate Medical Education Program residents spoke about the excellence of the program and the vast array of clinical settings. They would appreciate more opportunities to teach Undergraduate Medical Education Program students.*
- *The distributed education programs appear to be well run by the Regional Assistant Deans. The success of the province wide distributed program is among the best examples worldwide.*
- *There are some areas of concern regarding graduate student education, including health and wellbeing of students. The Associate Dean Graduate Studies has worked with students to develop a funding proposal to obtain wellness support resources.*
- *The learning environment is the focus of a great deal of attention across the Faculty. The Dean has established a “Dean’s Task Force on Respectful Environments”; the Task Force is developing an overarching roadmap with emphasis being placed on prevention. The Faculty now has a dedicated Professionalism Office [Office of Professionalism and Respectful Environments].*
- *The Faculty has a long tradition of research excellence. There has been a reduction in the number of full-time research faculty over the past ten years. In response the Provost has flowed an additional \$8 million for 36 new hires to the Faculty, of which all positions have already been allocated and 11 filled.*
- *The faculty has an extensive governance structure to oversee numerous professional schools and programs, the array of sites/locations, and relationships with regional governing bodies and other institutions. Confusion about roles and responsibilities sometimes hinders efficiency.*
- *The Faculty had significant past financial issues which have improved under the current Dean. He has implemented a number of changes and has decentralized the funding to departments, however some historical deficits remain.*
- *Despite efforts to hire early career faculty to address gender imbalance, considerable gender disparity remains. In recognition the Faculty has recently created a new position of Assistant Dean for Equity, Diversity and Inclusion who will develop a strategy to address EDI for all learners, faculty and staff.*

Key Recommendations of the Review Committee:

- *Resources are needed for graduate students, within the Faculty and across the university, to improve wellness and focus on mental health. Off-campus grad students require more specific attention to ensure their experience is equivalent to that on campus.*
- *Continue to advance distributed education in health professions in addition to Medicine.*
- *For the PGME program, faculty development is needed in the distributed sites with respect to Competency Based Medical Education.*
- *For learner mistreatment, key performance indicators need to be established, monitored and reviewed on a regular basis.*
- *The Faculty requires a minimum of 100 additional new positions, with a balance between early and mid-career faculty members, and should work along with the Provost Office to develop a plan to determine how many grant-tenured faculty should be converted to full-time tenure-track faculty positions based on merit and performance.*

- *The university should address the lack of clarity of distribution of indirect costs and overheads to various units and centres which support Faculty of Medicine researchers. A robust and transparent research space planning and allocation process is required.*
- *The complexity and apparent bureaucracy of the Dean's office needs to be simplified. Greater visibility of the Dean is needed, with better communication across the Faculty.*
- *A specific strategy needs to be developed for EDI which may include mentorship, leadership development and succession planning for academic administrative roles. EDI data, measurement and metrics are essential and require regular monitoring.*
- *Better communicate the faculty's effectiveness and the success of its education programs, including distributed medical education, in providing health care for people and communities in BC. The Faculty needs to provide more evidence of its impact on health outcomes in BC.*

Faculty's Response:

- The Faculty is establishing a new Graduate Wellness Office to be implemented over the next academic year, has recently appointed a new Associate Dean Graduate and Postdoctoral Education, and is confirming priority areas for enhancement of the graduate student learning experience.
- The Faculty is actively advancing distributed health professions education programs. The Master of Physical Therapy and Master of Occupational Therapy programs are currently being distributed to Northern BC, and planning is underway to launch them in the Fraser Region.
- The CBME team has developed and will continue to develop educational programming for faculty members located in the distributed sites and on the main campuses.
- The new Office of Professionalism will use existing metrics, new metrics and tracking processes to continue to develop a robust data set.
- The Faculty is pursuing all available opportunities to increase the faculty complement and continues to engage with UBC's central and other funding sources to secure additional faculty hires. The Faculty believes the additional 100 hires is achievable.
- The Faculty will work with University-central finance to develop a plan to achieve the needed clarity of distribution of indirect costs of research, and overheads to various units and centres which support faculty researchers. The plan is expected to be finalized and implemented over the next academic year. The Dean has recently approved new space planning and allocation policies and the Faculty is engaging in new transparent space planning processes.
- The Faculty is actively developing new opportunities and a strategy for the Dean and Faculty leadership to engage with faculty, staff and learners across the province. This includes the Vision and Values sessions, which are taking place around the province in early 2020.
- The Faculty is continually developing and assessing opportunities to reduce complexity and streamline processes. As part of this work, the Faculty will be evaluating the new governance structure (implemented in 2017) over the next academic year, and will review intranet and website structures to ensure simplified navigation and Dean's Office units.
- Work is already underway by the recently appointed Assistant Dean EDI whose first priority is to develop and implement a comprehensive EDI multi-year strategy. Significant work has been done by UBC to provide metrics that enable monitoring of progress in this area. The faculty is engaging in additional work to ensure new EDI initiatives are having the intended impact across the Faculty.
- The Faculty is actively tracking a series of important metrics to demonstrate its impact on health outcomes in BC.

**Human Early Learning Partnership
Faculty of Medicine**

Summary of External Review: July 2020

Key Findings of the Review Committee:

*HELP is a unique centre with the potential to be **THE** leading research site for work on the developmental origins of the social determinants of health. It possesses a world class developmental monitoring system that allows it to track the development of nearly all children in the province from infancy through adolescence. HELP's knowledge transfer (knowledge to action) is exemplary and forms the basis that allows its data monitoring system to flourish. Our findings suggest that HELP continues to be a "Gem" in the UBC landscape, is producing high quality research, is highly regarded by community partners and funders and has a continuing longstanding respectful relationship with BC's Indigenous communities. It is a Centre very much worth supporting.*

There were 18 recommendations in the report. Within these were several recurring themes:

- *The importance of the Faculty of Medicine (FoM) and the School of Population and Public Health (SPPH) maintaining and supporting HELP as a critically important Centre. This would include support to increase HELP's faculty hires, increased communications, and administrative support, along with infrastructure support for HELP's large data holdings.*
- *The critical value of HELP's knowledge to action work. The review team recommended that the knowledge to action (K2A) work is not seen as separate from the basic science work.*
- *The importance of celebrating, raising the profile and seeking additional supports and partnership for HELP's long-standing work with its internal Aboriginal Steering Committee and Indigenous communities more broadly.*
- *The need to restructure HELP's leadership and staffing structure to consolidate and support both the research development and knowledge to action pillars of work.*
- *The value of HELP in strengthening its relationships in diverse sectors across the UBC campus.*
- *The intent to renew HELP's focus on interdisciplinary research through partnerships with other researchers, both within and outside UBC, and to grow cross-disciplinary training opportunities.*
- *The need to diversify HELP's reliance on government funding for its core operations.*

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

The recommendations align well with HELP's strategic goals and as such will inform its priority actions. In the coming year, as priority areas and actions around governance, research, and monitoring system activities crystallize, together with the structures and resources to deliver on these priorities, the Review Team report will provide valuable input and actionable guidance. Additionally, HELP is embarking on a search for a new Director and the recommendations in respect to Centre leadership will be strong considerations in this process.

HELP will be focusing its response over the remainder of 2020 and into 2021 on three critical recommendations from the report.

Recommendation # 1: *Maintain and support HELP as a critically important Centre within the FoM and SPPH. Critical to this is to increase HELP's faculty with new hires.*

Response: Working with the SPPH, HELP leadership will explore the addition and resourcing of at least two new tenure track faculty positions in 2021. Due to the interdisciplinary nature of HELP's research, explorations will include cross-appointments with other faculties.

Recommendation # 2: *Support HELP's knowledge to action (K2A) work as essential to the health of its remarkable data monitoring system and as a model of university-community partnerships that can make a public university invaluable to the community. It is vital that the K2A work is not seen as separate from the basic science work. A substantial step in forwarding this would be to establish equal value for K2A work as is given for research and teaching in merit review.*

Response: HELP is known among multiple stakeholder groups for its K2A work that focuses on mapping and tracking child development outcomes in relation to social context at a population level for British Columbia (BC). Having done this work for 20 years in partnership with three BC government ministries and all school districts and communities across BC, HELP's population-level database on child development outcomes has become a benchmark for the health and early education sectors alike. HELP will work with SPPH in developing a model of merit for faculty members that values such K2A work equivalent to research and teaching.

Recommendation #5: *Restructure the Leadership of HELP to include not only a Director, but two Associate Directors – one to oversee the knowledge to action and data monitoring system and the other should serve as the Associate Director in charge of research development.*

Response: HELP will be exploring the feasibility of a leadership model that appoints current faculty members in the two proposed positions, with the appropriate staff support and management structures. A 'Lead - Research Development' will focus on HELP's strategic research development and enhancing research capacity drawing from HELP's unique population-based child development monitoring system and data linkages. A 'Lead - Knowledge to Action & External Relations' will focus on strategic partnerships with stakeholder groups in, for example, government, the health and education sector, and community organizations, including the network of partnerships that have emerged out of HELP's 17-year history of working with an Aboriginal Steering Committee.

Overall, the review process recognized the considerable assets of the Human Early Learning Partnership and recommended significant growth of the Centre over the next five years. HELP's inter-disciplinary approach; its unique data holdings; and its strong record of producing research that makes a difference for children in communities across Canada and internationally, position the Centre to become a global leader in research on early human development and its subsequent impact on lifelong health and well-being.

Providence Health Care Research Institute**Faculty of Medicine**

Summary of External Review: March 2020

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

- Recommendations 1-5 focused on the role of a centralized system of administrative functions rather than each Centre and large research group having their own independent HR, Finance, Communications, research support and IT. For HR, *"With respect to hiring through PHC HR, it is further recommended that PHCRI manage this centrally, rather than having each Centre do so independently"*; for Finance, *"Explore opportunities to optimize finance efficiencies with new approaches such as web-based accounting packages"*; for communications, *"Encourage coordination of the communications activities of the PHCRI with the activities of each of the Centres and in addition with public relations in the hospital. Improved branding of the PHCRI might facilitate these relations"*; for research support, *"Explore opportunities for centralized support for researchers' activities such as internal grant review, awards identification and selection, oversight of student training programs, faculty development"*; for IT, *"Develop a working group to explore opportunities for a shared system across the PHCRI"*.

Response: We agree with all and have commenced implementing the recommendations. For HR, Finance, communications and IT, we are carefully examining the most effective approach to centralizing key administrative functions and simulations are ongoing. We are working with PHC HR department to determine the most expeditious process for HR functions to occur. PHCRI, along with the UBC community, is transitioning to Workday, a web-based accounting package which will streamline finance operations. A number of communications initiatives have been implemented including social media – predominantly. We have also initiated a *Research @providence* series of interviews and research highlights which will include story boards and associated material to be displayed within PHC departments. For Research support, after consultation with Research Centre Directors and independent research group leaders, we feel that a hybrid approach will work most effectively. For IT, a working group consisting of Research Centre IT leads, VP Research and newly appointed Director of Operations has been struck. We have initiated an institute-wide review of IT services and are developing an Asset register with the goal of increasing collaboration, decreasing duplication of services, and enhancing our ability to support high capacity computational projects.

- Recommendations 6 and 7 focused on new appointments for specific roles - Commercialization and Entrepreneurship and Director of Institute operations.

Response: We have already completed a strategic framework for the implementation of PHIR+E (Providence Health Innovation, Research and Engagement) and several strategy workshops have been held. A business plan has been developed over summer 2020. Position descriptions for a commercialization and innovation leads will be posted in November. With respect to the Director of Operations, we conducted an external search in September and appointed a person to the role in early October.

- Recommendations 8, 9 and 14 focused on governance of the Institute, particularly Terms of Reference for the executive committee and a new strategic plan which includes the development of partnerships with local, provincial, national and international stakeholders.

Response: Terms of reference (ToR) for the Executive have been updated and approved by the PHCRI Executive committee and Senior Leadership Team (SLT) at PHC. Moreover, we have also developed ToR for a Scientific Advisory Board, also approved by the Executive Committee and SLT. A strategic plan for 2021-2026 is being developed in consultation with the PHC Office of Strategy and Results. Consultation and engagement with stakeholder groups has commenced with the aim of producing the plan by February 2021. The five year time-frame brings us into line with the PHC strategic plan and will be submitted to the PHC Senior Leadership for approval, prior to final ratification by the PHC Board.

- Recommendation 10: In addition to the major issue of restructuring the functions of PHCRI, recommendation 10 focused on the other main issue: the optimal governance relationship between the PHC and PHCRI: *As a review panel, we favour the model of having the PHCRI report directly to the hospital via the CEO and its Board, with a Board sub-committee of Innovation, Research and Academic Committee to facilitate this reporting structure.*

In this model, the existence of a separate legal entity for PHCRI with its own Board of Trustees is redundant. One advantage of the existence of the PHCRI as a separate legal entity is that it allows the research operation to have independence from the hospital in areas such as Human Resources, Finance, procurement, IT etc. In the proposed new structure, it will be important to establish a mechanism allowing for autonomy of PHCRI in some operational areas which it considers to be important.

Response: We agree and are seeking legal advice on the best mechanism to accomplish this. Our preliminary legal advice is that PHCRI could report to the Innovation, Research and Academic committee of the PHC board, but remain a separate legal entity. We are in the process of discharging the existing board of trustees.

- Recommendations 11 and 12 focused on external awareness of PHCRI, such as *“a significant effort to increase the branding of the umbrella organization - PHCRI”* and *“Dr. Knight take a personal role in a number of key aspects of advancing the Institute’s mission”*.

Response: We now have a visible social media profile via twitter (@PHC Research) and the PHCRI website is being revamped. We have also engaged with a consulting firm to develop our brand and communication/marketing strategy moving forward. Dr. Knight has already developed video-messaging to the Institute staff through the COVID-19 shutdown and a “welcome to PHCRI” video is being planned. The first (virtual) town hall meeting, which included the launch of the development of the strategic plan occurred on Oct 19th.

- Recommendation 13: *A review of how the Centre for Health Evaluations and Outcomes Science (CHEOS) interacts with clinical departments in the hospital and how this collaborative relationship might be enhanced should be undertaken.*

Response: CHEOS is fully committed to strengthening partnerships with health authority-related agencies and community health providers on an ongoing basis, and welcomes all opportunities to do so. The Centre has taken action and is in the process of appointing an Associate Centre Director who focuses on Community, Clinical and Systems engagement – a dedicated role to expand/improve in these areas. A suitable UBC Faculty member has been identified who is already well-integrated and collaborating across a number of these areas.

Department of Surgery**Faculty of Medicine**

Summary of External Review: January 2020

Key Strengths Identified by the Review Committee:

- *Dr. Gary Redekop, Department Head, is well liked and found to be a person of high integrity.*
- *There is a strong culture of educational excellence.*
- *The administrative staff appear to be loyal, engaged, very competent, and respected.*
- *Clinical care delivered in all divisions was outstanding.*
- *A highly relevant Masters of Global Surgical Care has recently been established.*

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

- Recommendation: *Conduct a process to create a new Strategic Plan, involving the entire Department.*

Response: A new Strategic Plan is a key priority in the next phase in the life of the Department. With over 500 members and distribution across the province, there are obvious challenges with respect to the location and format of a "retreat".

- Recommendation: *Set the vision, mission and priorities for research including a research advisory committee and a research retreat, and appoint an associate head for research. A research strategy should be developed in conjunction with the Vice Chair Research and the Research Institutes.*

Response: The formation of this committee will logically follow the development of a new Strategic Plan and the appointment of an Associate Head of Research. The research strategy will take into consideration existing strengths, as well as opportunities for collaboration with other Departments and Schools, such as the School of Biomedical Engineering and the School of Population and Public Health. The MSc in Surgery is likely to be considered as part of a collaborative graduate degree program between clinical departments and SPPH.

- Recommendation: *Improve governance structure and communications.*

Response: Departmental governance will be an important component of the next Strategic Plan.

- Recommendation: *Serious consideration to be given by the Faculty of Medicine and the University to remodel the existing GFT financial structure and the tenure model for the Faculty of Medicine.*

Response: The Department has taken initial steps toward developing an alternative framework for academic clinician faculty appointment and compensation models. Working with an external consultant, we have met with key stakeholders and undertaken an environmental scan of relevant peer institutions to identify best practices, and a model has been proposed.

The Department strongly endorses creation of Academic Funding Plan (AFP) and is well suited to be a “pilot project” for an AFP compensation model.

- Recommendation: *Encourage the Dean of the Faculty of Medicine to commit funding for salary support for clinical faculty.*

Response: There are many existing faculty who have the training, capability, and desire to advance clinical and translational research in alignment with the academic mission of the Department of Surgery and the Faculty of Medicine. This will require academic funding that can be used to protect time for non-clinical work, and to demonstrate tangible support for this activity.

- Recommendation: *The new Master of Global Surgical Care (MGSC) should be monitored carefully to ensure tuition structure is reasonable for the students it wishes to attract.*

Response: The MGSC tuition structure is challenging. There are active discussions with UBC to explore options to make this program affordable to the target audience. Concurrent on-line sessions have been instituted to some degree in certain courses. However, given the global distribution of students, it is particularly challenging with learners in different time zones and who also have other clinical and professional responsibilities.

- Recommendation: *The Department must identify a faculty member at each distributed educational site/location that can serve as the point person for questions and concerns about the learning environment by learners at that educational site and leaders within the Faculty of Medicine.*

Response: Each of the major distributed teaching sites has a Discipline Specific Site Lead (DSSL) who works with the Regional Associate Dean to provide support for surgical undergraduate education and postgraduate education, including any concerns about curriculum, responsibilities, and learning environment. The Department will look into why this was identified as an issue.

- Recommendation: *Increase philanthropic opportunities.*

Response: We look forward to working with the Faculty of Medicine Development Office to build on this track record of success, and to establish new philanthropic channels.

- Recommendation: *Create a plan to provide all staff and faculty with education on Equity, Diversity and Inclusion and Indigenous Cultural Training.*

Response: The Department is committed to ensuring a culture of respect for equity, diversity, and inclusion in all aspects of organizational structure and operations, and in daily behavior.

There are several existing opportunities for Indigenous Cultural Training that are available to members of the Department. The Department will work on promoting these, leading discussions in these areas, and taking action where change may be needed.

Department of Urologic Sciences**Faculty of Medicine**

Summary of External Review: March 2020

Key Findings of the Review Committee:

- *The Department has an international reputation for excellence. The clinical and research faculty, led by Martin Gleave, are considered leaders in their areas of expertise, excellent clinicians, and outstanding teachers. When asked to name the top Urologic departments in North America, this is always one of the top on any list.*
- *This Department's research portfolio is one of the best in the world. The prostate cancer research is not only prolific, but it yields multiple patents and function as an incubator for biotech talent. The annual number of publications, the extensive grant funding, and the sheer volume of research faculty is unique to this program and sets it apart as a true jewel in the crown of the UBC medical center.*
- *All areas of urology, including less common subspecialty programs such as gender affirming surgery, are represented in the Department. The Department is recognized as a quaternary center of excellence for complex urologic care in nearly all subdisciplines of urology.*
- *The program recently underwent a successful Royal College review and the residents are clearly very proud of their program. The clinical training is high volume and geared to graduating clinically excellent urologists who will serve the people of British Columbia.*
- *Faculty morale is high in clinical and research arenas. Faculty expressed their pride in and identification with the department, even more so than with the University. They demonstrated a sense of identity and joint commitment to excellence in patient care and discovery. The faculty survey was very positive and had only one or two low scores.*
- *This Department has nearly unparalleled philanthropic support and is a role model in this regard. Dr. Gleave has used this to fund one of the most robust and cutting-edge research programs in the world and is actively planning to continue this expansion.*
- *Departmental leadership is strong. Martin Gleave was described by all senior university leaders as one of the top five, if not top three, most successful chairs in the university. He is trusted and is viewed as a partner by medical center and university leadership.*

Key Recommendations of the Review Committee:

1. *Develop a formal departmental Strategic Plan for the next 3-5 years. The process should involve all faculty and staff, including clinical faculty if possible, and other stakeholders. Strategic planning should include a review of the organizational structure, including job descriptions. Attention to transparency and communication will be a continuing requirement.*
2. *Reassess communications strategy.*
3. *Evaluate current and future Faculty of Medicine (FOM) support for the Department. Consider holding a 'town hall' meeting (or similar process) of senior FOM and DUS faculty and staff to clarify the current level of University support compared to that of other departments, centres and institutes.*
4. *Reconsider developing a resident training stream for trainees interested in clinician scientist/educator/administrator careers.*
5. *Increase resident academic productivity.*
6. *Re-evaluate participation in the established Fellowship match programs.*
7. *Consider enhancing the urological CME contributions of the Department to include an annual event for urologists and/or family physicians in BC and beyond.*
8. *Consider shift of Secondary vs Tertiary Clinical Care - Some secondary care that is now provided by*

DUS faculty might be better provided in the community with appropriate realignment of residency training and service provision.

9. *Clarify and simplify graduate student supervision regulations. Researchers in this category are struggling to be able to mentor graduate students and are required to find a non-partner member to serve as proctor every time they attempt to mentor a student.*
10. *Further address issues in graduate education arising from geographic distance to the main campus.*
11. *Strengthen the DUS infrastructure - Departmental infrastructure to support clinical scientists and research staff is thin compared to that of the reviewers' home departments, and this appears to be limiting productivity (both clinical and academic).*

Department's Response:

1. Strategic Plan has already been drafted along the lines of an Institute vision. Management structure is appropriately sized for a relatively small department. Efforts to be nimble and transparent with democracy are in place including recruitment and program growth.
2. The DUS is complex with multiple educational and research components. The organizational structure will continue to be reviewed as we move along the lines of an institute vision.
3. The DUS does focus on its website with regular press releases, along with weekly rounds, weekly seminars and weekly hospital meetings, further supported by monthly M&M rounds, journal clubs and monthly Departmental Head and Centre Directors meetings with the FoM. In addition, the VPC coordinates meetings and there are several AGM's for the Centre and the Department. We will continue to make best efforts to publish a newsletter bi-annually.
4. The need for sustainable funding is clear. The scientists within the DUS are highly competitive in terms of funding and output with significant growth that has not been proportionately matched by the faculty for administrative/HR/education support. The DUS endorses the recommendation of this review to compare FoM departmental support through proportional lens of annual budget vs input/output of the DUS. The town hall meeting is a good idea, a framework for this needs to be in writing with a commitment from additional support.
5. We have established individual streams for certain residents with a real potential and interest in academic careers and support them through protected time in specific research projects.
6. The residency program is not ideally "taking advantage" of the research engine. In the DUS, this reflects a very busy clinical residency program and the selection of residents who want high volume training. We are exploring alleviation of clinical workload by hiring of hospitalists, LPN, other clinical hands to reduce the burden.
7. We will continue to consider SUO modelling over the coming years.
8. There are already plenty of opportunities in different formats for CPD and this is not seen as a departmental priority.
9. We do screen and direct routine non-program referrals to a generalist partner in our group and are already programmatically subspecialized in most or if not all areas of urology.
10. We support processes that help clarify and simplify supervision requirements of graduate students at the VPC and elsewhere in the DUS.
11. We will continue to support the ongoing social gatherings into the future guided by oversight from COVID-19 needs at the present time.
12. Though the DUS has managed, through philanthropic and grant funding, to support funding for the staff needed to cover necessary services such as HR, IT and operations of the unit, this does pose a looming threat to the sustainability of the DUS and represents an opportunity for UBC FOM to provide increased direct support for new faculty and support staff in the DUS. This would represent a small investment on the part of the FOM for a tremendous return in the DUS.

Peter Wall Institute for Advanced Studies

Summary of External Review: January 2020

Please note: The Response to the Report on the External Review of the Peter Wall Institute for Advanced Studies is currently being reviewed by the Research and Scholarship Committee of Senate and therefore a discussion of the Report and Response is expected to occur at a future Senate meeting.

Key Findings of the Review Committee:

- *The generous gift to the University from Peter Wall puts the PWIAS in an enviable position of being well-resourced.*
- *Through its scholars' programs, the Institute has a strong base of engaged faculty. The PWIAS scholars' programs have had constructive effects on UBC culture.*
- *Recent events have created an opportunity to clarify the mission of the Institute and to situate it as the significant player it should and can be in the UBC ecosystem and internationally. At issue, we believe, is not academic freedom per se but the equally important question of the appropriate level of autonomy of PWIAS leadership relative to the Board of Trustees when it comes to decision-making about programs that best fit the academic mission of the Institute and the University.*
- *Since the signing of the Deed of Trust in 1991, there have been updates to the University Act, the laws regarding charitable gifts in Canada, and the evolution of governance best practices. We recommend that the university and donor begin discussions to modernize the DOT or that the DOT be supplemented with a second Governance Document.*
- *The role of the Director needs to be clarified and made clear in our recommended Governance Document.*
- *It will be crucial to increase the PWIAS' capacity for interdisciplinarity and its international stature. The PWIAS could amplify the interdisciplinarity it already fosters by reaching out to a wider range of disciplines. It could make an even more significant contribution to academic scholarship at local and global levels.*

Key Recommendations of the Review Committee and Responses from Institute and Board of Trustees:

- Recommendation: *Clarify the unique mission of the Institute.*

Response: We are committed to honouring Peter Wall's original intention that his donation be used to "generate new ideas and initiatives that wouldn't happen otherwise" and "to create a university-based institute for advanced research which doesn't exist anywhere else" (UBC President David Strangway, UBC News, December 12, 1996). This original vision aligns well with what the UBC academic community values about the Institute as well as with the external review recommendations to find and support the unique place of the Institute within UBC and internationally. The Board of Trustees has developed a framework to guide its work and deliberations as follows: "The PWIAS provides the opportunity and means for leading scholars to pursue significant, interdisciplinary, high impact, and innovative work that advances the boundaries of knowledge for UBC, British Columbia, Canada, and the world."

- Recommendation: *We recommend that the University and the Board of Trustees work together to establish a Governance Document that spells out clear roles and responsibilities of all members of the BoT and that is consistent with modern governance best practice.*

Response: We are committed to implementing a new Governance Framework for the Institute, scheduled to be completed by early 2021.

- Recommendation: *For the PWIAS to gain high profile and reputation for excellence, it needs to broaden its international reach and communication activities. The reviewers recommend that the Institute devise a stakeholder and communications strategy as part of the development of the new strategic plan.*

Response: A stakeholder and communications strategy will be a key part of the Strategic Plan developed by the next Institute Director. To ensure the Institute has the capacity to engage in the most effective and wide-reaching communication strategy, we are considering introducing a new position of a PWIAS Associate Director for communications. We are committed to implementing these changes in an open, transparent, and consultative manner.

- Recommendation: *We recommend that the PWIAS significantly revise its programs in order to meet its mission and enhance its impact and reputation within UBC and internationally.*

Response: To achieve its goal of becoming a world-class Institute for Advanced Studies, the PWIAS will, for example, endeavour to expand its Wall Scholar program to (1) achieve stronger participation across a broad range of disciplines; (2) recruit scholars beyond UBC; and (3) create Wall Scholar cohorts similar in size to those other Institutes of advanced studies. In October 2020, the PWIAS Board of Trustees approved the expansion of the Wall Scholar program for the 2021-2022 academic year to recruit non-UBC as well as UBC scholars from a diverse range of disciplines and to increase the number of Wall Scholars.

- Recommendation: *We recommend that a job description be developed for the Director that outlines key responsibilities and provides any prospective director with the opportunity to articulate her/his vision.*

Response: A job description for the next Institute Director in line with the reviewers' recommendations is currently in development and will be in place by December 2020. The launch of the search for the next Director is planned as soon as possible in 2021.

- Recommendation: *The reviewers recommend that current budgetary constraints be reconsidered and that the Board of Trustees gives the Director the benefit of the doubt in overseeing additional expenditures.*

Response: We agree that it is crucial for the Institute to put in place clearer processes ensuring long term planning and budgeting for the Institute. These processes will be incorporated into the Governance Framework to be completed in early 2021. We will ensure that future Institute Directors will have an even greater opportunity than before to enable the Institute to reach its goals.



20 January 2021

To: Vancouver Senate

From: Kate Ross, Associate Vice-President Enrolment Services & Registrar

Re: 2021/22 Academic Year

Key dates for the 2021/22 **Winter Session** are as follows:

Winter Session Term 1

Term 1 begins	Tuesday, September 7, 2021
Mid-term break	November 10 – 12, 2021
Last day of Term 1 classes	Tuesday, December 7, 2021
First day of exams for Term 1	Saturday, December 11, 2021
Last day of exams for Term 1	Wednesday, December 22, 2021
Number of Teaching Days	61

Winter Session Term 2

Term 2 begins	Monday, January 10, 2022
Mid-term break	February 21 – February 25, 2022
Last day of Term 2 classes	Friday, April 8, 2022
First day of exams for Term 2	Tuesday, April 12, 2022
Last day of exams for Term 2	Wednesday, April 27, 2022
Number of Teaching Days	60

Key dates for the 2022 **Summer Session** are as follows:

Summer Session Term 1

Term 1 begins	Monday, May 16, 2022
Last day of Term 1 classes	Wednesday, June 22, 2022
First day of exams for Term 1	Sunday, June 26, 2022
Last day of exams for Term 1	Thursday, June 30, 2022
Number of Teaching Days	27

**Summer Session Term 2**

Term 2 begins	Monday, July 4, 2022
Last day of Term 2 classes	Thursday, August 11, 2022
First day of exams for Term 2	Monday, August 15, 2022
Last day of exams for Term 2	Friday, August 19, 2022
Number of Teaching Days	28

Please note that graduate and professional programs may have their own term dates as set out in the Academic Calendar.

Draft term and examination dates for academic years up to and including 2023/2024 may be viewed on the Senate website: <https://senate.ubc.ca/vancouver/termdates>.