

Okanagan Senate

THE FIFTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2016/2017 ACADEMIC YEAR

THURSDAY, 26 JANUARY 2017

3:30 PM to 5:30 pm – ASC 130

1. Senate Membership – Dr Kate Ross

New Member

Mr Myron Campbell, Representative of the Faculty of Creative & Critical Studies, to replace Ms Anne Fleming, resigned.

Nominating Committee

In response to the call for nominations issued last term, one student representative has put his name forward for the Senate Nominating Committee. Therefore, Mr Nene Azu is acclaimed as elected to the Committee until 31 March 2017 and thereafter until replace.

2. Minutes of the Meeting of 24 November 2016 – Dr Deborah Buszard (approval) (docket pages 3-15)

3. Business Arising from the Minutes – Dr Deborah Buszard (information)

4. Remarks from the Deputy Vice-Chancellor and Related Questions - Prof. Deborah Buszard (information)

a. General Remarks

b. Activity Report for September-December 2016 (information) (docket pages 16-18) (TBD)

5. Academic Policy Committee – Dr Miriam Grant

Faculty of Management Academic Policy Revisions on Academic Concession (approval)
(docket pages 19-22)

6. Admissions & Awards Committee – Dr Marianne Legault

a. Visiting Students – Changes in Admission Requirements (approval) (docket pages 23, 25-26)

b. Regulations for Graduate Admission Appeals (approval) (docket pages 23-24, 27-30)

-
- c. Bachelor of Education Admission Requirements and Admission Selection Process (approval) (docket pages 24, 31-40)
 - d. New and Revised Awards (approval) (docket pages 41-49)
- 7. Agenda Committee – Dr Daniel Keyes**
Senate Meeting Dates for 2017-2018 (approval) (docket page 50)
- 8. Curriculum Committee – Dr Peter Arthur**
Curriculum Proposal from the Faculties of Applied Science, Arts & Sciences, and Creative & Critical Studies (approval) (docket pages 51-68)
- 9. Nominating Committee – Dr Daniel Keyes**
 - a. Changes to Committee Membership (approval) (docket page 69)
 - b. Procedures to Policy 18 (information) (docket pages 69-70,)
 - c. Vice-Provost International (information) (docket page 70)
 - d. Triennial Review (information) (docket page 70)
- 10. Report from the Provost**
2016-2017 Report on Enrolment (information) (docket pages 83-119)
- 11. Reports from the Registrar**
 - a. 2017-2020 Elections to the Board of Governors (information) (docket page 120)
 - b. 2017-2018 Academic Year (information) (docket pages 121-122)
- 12. Other Business**

Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



OKANAGAN SENATE

MINUTES OF 24 NOVEMBER 2016

DRAFT

Attendance

Present: Dr D. Buszard (Vice-Chair), Dr K. Ross (Secretary), Dr P. Arthur, Ms P. Babunga, Ms H. Berringer, Dean B. Binsted, Dr R. Campbell, Ms C. Comben, Dr J. Corbett, Dr R. Eggleston, Dr M. Evans, Ms E. Gallaccio, Dean M. Grant, Dr J. Jakobi, Mr D. Kandie, Dr D. Keyes, Dr C. Labun, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Ms K. Lu, Dr Y. Lucet, Dr V. Magnat, Dr C. Mathieson, Dr S. McNeil, Mr S. O'Leary, Ms A. Park, Dr F. Pena, Ms S. Sneg, Dean R. Sugden, Dean W. Tettey, Ms K. Trapara, Ms J. Vinek, Dr D. Walker, Dr P Wylie

Regrets: Dr S. Ono, Ms L. Allan, Mr N. Azu, Dr P. Barker, Dr L. Berg, Dr D. Carter, Mr I. Cull, Ms A. Fleming, Chancellor L. Gordon, Dr J. Johnson, Mr J. Lammers, Mr J. McEwan, Dean M Parlange, Dr. R. Sadiq, Dr J. Stites Mor, Dr E. Taylor, Dr G. Wetterstand,

Clerk: Mr C. Eaton

Call to Order

Professor Deborah Buszard, Vice-Chair of Senate, called the meeting to order at 3:33 pm.

Senate Membership

New Members

The Registrar noted that as a result of the by-election ordered by the Elections Committee of the Council of Senates, the following students were declared acclaimed as elected as student representatives to the Senate until 31 March 2017 and thereafter until replaced:

Mr Nene Azu
Ms Priscilla Babunga
Ms Elisa Gallaccio
Mr Daniel Kandie
Ms Kelly Lu
Ms Amy Park

Minutes of the Previous Meeting

Peter Arthur
Sean Lawrence

}

That the Minutes of the Meeting of 27 October 2016 be adopted as presented.

Approved

Remarks from the Deputy Vice-Chancellor

Professor Buszard noted that earlier in the month, a delegation from UBC visited the Canadian Science Policy Conference, with presentation panel participation by UBC on Education and regional economic and social development, and on clean energy/green technology. Those panels included partners from other institutions in the interior of BC and a variety of government partners.

Secondly, the President's installation was held yesterday. The Principal thanked Senator Legault for reading the citation introducing him. She noted that the text of his address was available and set out Dr Ono's thinking for the University's future, including for the Okanagan campus.

Candidates for Degrees

Daniel Keyes	}	<i>That the candidates for degrees as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective November 2016, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of Senate be empowered to make any necessary adjustments.</i>
Miriam Grant		

Approved

Academic Policy Committee

ACADEMIC ACCOMMODATION REGULATIONS, COLLEGE OF GRADUATE STUDIES

Miriam Grant	}	<i>That Senate approve the addition of the new statement on Academic Accommodation to the College of Graduate Studies' Academic Regulations sections of the Academic Calendar as set out in the attached form.</i>
Shira Sneg		

Approved

Dr Grant explained that the proposed regulation would academically enact Board Policy 73.

Senator O’Leary asked what was the operative change with the proposed policy.

Dean Grant replied that this was just a formal academic approval/recognition for the policy by the Senate, it was not a change in practice.

Admission & Awards Committee

Appendix A: Awards Report

NEW AWARDS

Marianne Legault }
Cynthia Mathieson } *That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

Approved

Professor Buszard noted the wonderful support by and in the names of current, former, and late UBC faculty members, as well as the support of the Finch family.

Nominating Committee

Daniel Keyes }
Gordon Binsted } *That Mr Stephen Foster and Dr Louise Nelson be appointed to the President’s Advisory Committee for the Selection of a Vice-President Research & International.*

Approved

Marianne Legault }
Catherine Comben } *That Ms Rebecca Desjarlais be appointed to the President’s Advisory Committee for the Selection of a University Librarian.*

Approved

Marianne Legault }
Cynthia Mathieson } *That Mr Nene Azu be appointed to the Council Budget Committee until 31 March 2017 and thereafter until replaced;*

That Ms Priscilla Babunga be appointed to the Admission & Awards Committee until 31 March 2017 and thereafter until replaced;

That Ms Elisa Gallaccio be appointed to the Academic Policy Committee until 31 March 2017 and thereafter until replaced;

That Mr Daniel Kandie be appointed to the Agenda Committee until 31 March 2017 and thereafter until replaced;

That Ms Kelly Lu be appointed to the Curriculum Committee until 31 March 2017 and thereafter until replaced;

That Ms Amy Park be appointed to the Learning & Research Committee until 31 March 2017 and thereafter until replaced.

Approved

Marianne Legault }
Peter Arthur }

That Ms Shira Sneg be appointed to the Senate Academic Policy Committee until 31 March 2017 and thereafter until replaced; and that she be removed from the Senate Admission & Awards Committee.

Approved

Reports from the Registrar

BOARD OF GOVERNORS BY-ELECTION

The Registrar announced that Mr Hetien “Terry” Zhang had been declared elected to the Board of Governors of The University of British Columbia; his terms of office is from 21 November 2016 until 31 March 2017 and thereafter until a successor is elected.

OKANAGAN SENATE BY-ELECTION

Dr Ross further informed Senate that as sufficient candidates formally withdrew from this election to not require an election, pursuant to Section 15 of the University Act the following persons were acclaimed as elected to Senate from 21 November 2016 to 31 March 2017 and thereafter until successors are elected:

- Mr Nene Azu
- Ms Priscilla Babunga
- Ms Elisa Gallaccio
- Mr Daniel Kandie
- Ms Kelly Ling Yin Lu
- Ms Amy Sung Young Park

TRIENNIAL ELECTIONS

The Registrar announced that further to the call for nominations for faculty members of the Okanagan campus to fill the sixteen (16) positions for representatives of the Joint Faculties on the Okanagan Senate issued on October 17, 2016 sixteen valid nominations have been received. Therefore pursuant to Section 15 of the University Act the following faculty members with terms beginning on September 1, 2017 and ending August 31, 2020 and thereafter until successors are elected:

- Peter Arthur, Senior Instructor, Faculty of Education
- Diana Carter, Instructor I, Faculty of Creative and Critical Studies
- Jon Corbett, Associate Professor, Faculty of Arts and Sciences
- Jannik Eikenaar, Lecturer, School of Engineering
- Mina Hoorfar, Professor, School of Engineering
- Jahangir Hossain, Associate Professor, School of Engineering
- Jim Johnson, Associate Professor, Faculty of Arts and Sciences
- Robert Lalonde, Associate Professor, Faculty of Arts and Sciences
- Ramon Lawrence, Associate Professor, Faculty of Arts and Sciences
- Sean Lawrence, Associate Professor, Faculty of Creative and Critical Studies
- Marianne Legault, Associate Professor, Faculty of Creative and Critical Studies
- Yves Lucet, Professor, Faculty of Arts and Sciences
- W. Stephen McNeil, Associate Professor, Faculty of Arts and Sciences
- Stephen O'Leary, Associate Professor, School of Engineering
- Francisco Peña, Associate Professor, Faculty of Creative and Critical Studies
- Peter Wylie, Associate Professor, Faculty of Arts and Sciences

Other Business

INTERPRISE

Peter Wylie
Robert Lalonde

}

Whereas: Section 37 of the University Act establishes "The academic governance of the University is vested in the Senate" which has well-established and universally-followed rules of due diligence and process for approval of all academic programming, established under the principles of collegial and shared academic governance;

And Whereas: Senate has not approved nor been consulted in the development of Interprise, an unconventional academic initiative where 3-credit upper-level courses are taught sequentially in 2 weeks each integrated with each other, but with no requirement for students to hold the lower-level prerequisites for the courses, and with students taking an overload of 18 credits in one summer session;

The Motion is proposed: That the Senate direct that Interprise be submitted for due and diligent approval of academic programming through the established channels of collegial and shared academic governance via Senate; and that its proponents undertake the necessary consultations, departmental approvals for inclusion of courses in the initiative, Unit and/or Faculty Curriculum Committee approvals, Senate Curriculum Committee approval, and finally Senate approval, in advance of its first potential offering in May 2017.

Dr Wylie noted that shortly after the September meeting of the Okanagan Senate, he saw a new program appear on the UBC Website, along with posters and pamphlet. That program described a 7 course summer offering – an overload - and included a new UBC course that was never approved by the Senate. The 7 courses were also upper level and yet students were not required to have their specified and Senate-approved pre-requisites. He noted that Senate was the academic governance body for the University, its courses, and programs, and that this was a concern for him. Further, there was no consultation with Senate nor with students.

As a result of his concerns, Dr Wylie noted that he contacted the Secretary to Senate and asked to give notice of motion for the October meeting; however, as he was then informed that the Agenda Committee had asked for Interprise to be reviewed by the Senate Curriculum Committee that motion was put off for a month to allow that review to occur.

Dr Wylie noted that since he raised his concerns, the program as described online had been modified several times: the unapproved course was removed, the number of credits was reduced, and several courses were substituted, including an Economics course that he did not believe the Economics department had been consulted regarding.

Dr Wylie noted that he was invited to the meeting of the Curriculum Committee but was unable to attend. He was provided with a summary of the Committee's discussions; the Committee did not take any decision. Dr Wylie noted that this was described as a "pilot" program to the Curriculum Committee and that it would be brought through Senate if successful, and that it was

further described as just a collection of courses and not as a formal program that would require approval. Dr Wylie noted that he did not agree with the notion that this was just a collection of courses rather than as a program given the cohort nature of Interprise and the scheduling. He further noted that assertions that these courses did not have pre-requisites was incorrect. Dr Wylie finally noted that the Curriculum Committee was concerned regarding student mental health and wellbeing given the credit overload, and that it was not fair if UBC students had to meet the official pre-requisites but that visiting students could have them waived. Dr Wylie summarized his position as that academic programming initiatives required Senate oversight and approval. He suggested that there was time for Interprise to go through the usual academic approval system consideration, and that the question before the Senate was if it wished to assert ownership over UBC's academic programming or does the Provost and Dean's office have free reign to do with UBC curriculum as they wished, or is it a shared matter. Dr Wylie opined that it should be the Senate as the supreme academic authority at the University.

Dean Roger Sudgen, as the lead Dean for Interprise, spoke. He noted that Interprise came out of deans' council. Interprise is a full-time, cohort-based experience that blends learning from multiple disciplines, focused on the sorts of challenges faced by internationally connected enterprises throughout the world. It was designed to address a subject area brought up by student recruitment as a subject area that may be compelling for students interested in coming to UBC Okanagan and areas where the campus could develop coming out of Aspire. Dr Sugden noted that on the faculty working group were members from across UBC Okanagan including a number of senators. He advised Senate that the working group recognized from the beginning that this was uncharted territory, but there was no desire to bypass Senate in any way, rather to work within the existing rules to produce a novel way to offer approved academic courses.

Addressing two of Dr Wylie's specific concerns, Dr Sugden noted that originally there was a new course envisioned – a capstone – however, this idea was dropped when they realized that Interprise would work best in the summer months rather than in the Winter Session. In terms of courseloads, when we were expected to have 7 courses with a capstone we realized that the summer would provide us with less time and so the capstone element was removed as a separate course and with the Psychology course now including a capstone element.

In considering the name, Dr Sugden noted that he was originally advised that using 'program' would not be a problem, but we now know that not to be the case. Originally 'program' was meant as a working term and not as in the sense of a pilot program. Our intent was not to take this as a pilot program; our understanding is to have a set of courses being offered in such a way. The pilot element is something we are all learning about. It has always been the case that at sometime in the future we could come forward to Senate to ask for a formal credential but that is not now where we are, not in terms of the ongoing approval of the existing offering, but rather to seek approval for an evolution to a different type of offering.

Dr Sugden advised that the proposed courses from across campus to be used by Interprise were identified by members of the Interprise working group. There was consultation with heads; in the course of those citations there may have been some misunderstandings but no one was ever bypassed, including Economics. With regards to the overload, 15 credits is a norm but to do 18 is allowed as we understand. This initiative is open to Vancouver and three faculties there are

interested. Finally, for pre-requisites, these courses could have the pre-requisites waived by their instructors. No one can take any of these courses however without 3rd year standing.

Senator Campbell said that it was a wonderful interdisciplinary program but noted that students liked having certification. He asked what the rationale was for not having a credential.

Dean Sugden noted that they would have the transcribed credits. To formulate an appropriate credential would take developmental work. The idea of a credential being developed is the logical extension but we are not there yet. Conversations with students have not focused on a desire for a credential.

Dr Mathieson noted that in tandem to this, we have been working on a scaffolding-type policy for non-degree credentials.

Dr Campbell noted that Education has a summer institute and offers certificates that Senate has approved.

Senator Lalonde quoted from Section 37 (1) (f) of the *University Act*, which gave Senate authority over “courses of study, instruction and education in all faculties and departments of the university”.

The Acting Secretary, Mr Eaton, advised that courses of study was the older/formal diction for what is now referred to as programs, and that courses of instruction referred to what is commonly referred to as courses. ‘Course of education’ was not a term he considered defined.

Senator Lalonde suggested that its inclusion was to make the power over academic programming as broad and inclusive as possible.

Senator Evans noted that a summer institute on Indigenous Studies uses an alternate teaching format that is signed off on by the Deans. He asked Senator Wylie if this should require Senate approval.

Senator Wylie replied in the affirmative.

Vice-Chair Buszard added that Interprise is an initiative, not a program. Senate does not have a policy on initiatives.

Senator S Lawrence noted that Senate was not debating the merits of the program but its governance. No group of faculty has the power of Senate. He suggested that the question was whether or not Senate controlled curriculum; do we have a bicameral system of governance and are we a real university.

Dean Binsted opined that as the Senate we could chose to approve curriculum or not.

Senator O’Leary asked how long approval would take.

Mr Eaton replied that at the earliest it could be approved by February.

The Provost asked what “it” was as Interprise offered no credential and was not an academic program.

Senator Comben asked if any students have put their names forward.

With permission of Senate, Dr Paul Davies replied 12, but we are working with other universities to see if any of their students would like to attend, including a university in the Netherlands that is considering sending 35 students.

Senator Sneg said that the program sounds incredible, but from an applicant’s perspective she asked if this was setting students up for success or failure. To do that we need to look at its curriculum and admissions requirements. Further, students’ mental health and wellbeing needed to be part of the discussion and students need to be part of the consultations.

Senator Lucet noted that the Senate Curriculum did not approve it because there was no proposal for it to be a program. He noted that none of the courses had 3rd year standing and thus we were adding a new pre-requisite and this gave him concerns.

Dr McNeil said that what we are doing is taking Senate-approved courses and changing them. Is the plan to teach the course as approved by Senate, in which cases students without the right background will fail, or is it a plan to change the courses to make them into something else. Senate oversight means course approvals, prerequisites and learning outcomes. Interprise changes them. He asked what was then being taught.

Dr Davies clarified that in his first Interprise PSYO 451 lesson, he plans to provide a general psychology background to bring Interprise students to a similar level but that the content of Interprise’s PSYO 451 does not change.

With permission of Senate, Associate Provost Patricia Lasserre replied that summer schedules were often different.

Senator Trappara asked how students would be examined.

Dr Davies replied that the examinations would be at the end of the 40 hour course, of 10 days, 4 hours each, so the exam is at the last day of the lectures

Senator Vinek asked if this motion was passed, what would happen?

Mr Eaton replied that the Senate would have to then decide how to enact its decision: three possible options could be to prohibit admission of students into Visiting, Exchange, or other non-degree classifications, prohibit registration, or to not allow the waiving of any pre-requisites.

Vice-Chair Buszard noted that this may be taken as transgression upon faculty’s academic freedom to waive pre-requisites and teaching.

Senate had set, not the timing of delivery. She asked if the Senate intended to curtail the ability of instructors to organize their approved courses as they judged best.

Motion Failed.

NB: All student representative present asked to be noted as having voted for the motion.

IN CAMERA - Honorary degrees

Adjournment

There being no further business, the meeting was adjourned at 5:00 pm.

Appendix A: Awards Report

New Awards:

Dr. Spiro Yannacopoulos Memorial Award in Engineering Leadership

A \$1,000 award is offered by family and friends of Dr. Spyridon (Spiro) Yannacopoulos, Professor of Engineering in memory of his outstanding professional and personal accomplishments. The award is available to graduate and undergraduate students in the Engineering Program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Dr. Yannacopoulos's leadership contributed to the School of Engineering's success as one of Canada's newest and fastest-growing engineering schools; he worked closely with both campuses to ensure the School's success. Preference is given to a student who has demonstrated excellence in both academics and leadership. The award is made on the recommendation of the School; graduate students for even numbered years and undergraduate students for odd numbered years. (First award available for the 2016 Winter Session)

Sharon McCoubrey Award in Visual Arts Teaching

A \$1,500 award is offered by Associate Professor Emeritus Sharon McCoubrey to a student completing a bachelor's degree in the Faculty of Education at the University of British Columbia, Okanagan campus. Preference is given to a student who also has a fine arts degree in visual arts, and/or has demonstrated leadership and passion for creativity with a commitment to advancing the teaching of visual arts in elementary school. Awards are made on the recommendation of the Faculty. (First award available for the 2016 Winter Session)

Finch Family Entrance Award

A \$10,000 major entrance award (payable at \$5,000 per year) is offered by the Finch family to a first-year student at the University of British Columbia, Okanagan campus. The award will be given to a student who has graduated from a high school in British Columbia and who has demonstrated significant financial need, an exceptional work ethic, as well as academic strength. Subject to maintaining continued scholarship standing, award recipients will have their award renewed for their second year of study. The award is made on the recommendation of the adjudication committee. (First award available for the 2017 Winter Session)

Total Interiors Bursary

A \$1,000 bursary is offered by Total Interiors to a second-year student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. (First award available for the 2016 Winter Session)

Previously approved award with changes in terms or funding source:

Associated Environmental Award in Sciences

A \$1,500 award is offered by Associated Environmental to a third-year student in the Bachelor of Science Program in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan Campus. Preference is given to students majoring in Biology, Earth and

Environmental Sciences, or Freshwater Science, who have an interest in pursuing a career in the consulting field of their chosen discipline. Candidates must demonstrate student leadership, have proven communication skills and a focus on conservation and natural environment management. The award is made on the recommendation of the School.

Rationale: To allow students in the Freshwater Science program to be considered for this award.



Memorandum

Date 18 January 2017

To UBC Okanagan Senate

From Deborah Buszard, Deputy Vice-Chancellor & Principal

Subject Deputy Vice-Chancellor & Principal's Activity Report

The following Deputy Vice-Chancellor & Principal's activity report summarizes the externally focused meetings and events that Professor Deborah Buszard attended from September 1st to December 31st, 2016.

Record of Deputy Vice Chancellor & Principal's Activities
Period of: September 1st to December 31st, 2016

Government

02-Sep-16	Dylan Jones, Deputy Minister, Western Economic Diversification (WED)
02-Sep-16	Ron Cannan, MP, Kelowna-Lake Country
09-Sep-16	Mitch Davies, ADM, Strategic Policy Sector; Doug Kinsey, Exec Director, Strategic Policy; and Gerry Salembier, ADM, WED
12-Sep-16	Kari O'Rourke and Rafael Villarreal, City of Kelowna, Community Engagement Consultants
15-Sep-16	Colin Basran, Mayor, City of Kelowna
21-Sep-16	Select Standing Committee on Finance and Gov't Services Budget Consultation, BC Legislative Committee
26-Sep-16	Brian Readon, CAO, Regional District of Central Okanagan (RDCO)
24-Oct-16	Stephen Fuhr, MP, Kelowna-Lake Country
24-Oct-16	John Knubley, Deputy Minister, Innovation, Science and Economic Development
24-Oct-16	Hon. Navdeep Bains, Minister, Innovation, Science and Economic Development
25-Oct-16	James Meddings, ADM, Policy & Strategic Direction, WED; and Andrew Fraser, Manager, Policy, Planning & External Relations, WD
01-Nov-16	Canadian Forces Liaison Council BC Board Meeting (Lyll Knott, QC, Corporate Lawyer, Clark Wilson LLP, Major General Paul Bury, Chief Reserves and Cadets)
08-Nov-16	National Research Council Canada (Iain Stewart, President, Mik Kilfoil, Program Leader for Factory of the Future initiative, Dr. Ali Yousefpour, Team Leader for Composites Manufacturing)
15-Nov-16	Kari O'Rourke and Rafael Villarreal, City of Kelowna, Community Engagement Consultants
28-Nov-16	Norm Letnick, MLA, Kelowna-Lake Country
15-Dec-16	Nigel Whittaker, Regional Liaison Officer Pacific Region, Canadian Forces Liaison Council, Department of National Defence, Gov't of Canada
16-Nov-16	Malcolm Metcalfe, CTO and Founder, Enbala Power Networks
17-Nov-16	Renee Wasyluk, CEO, Troika Developments
18-Nov-16	Jim Hamilton, President, Okanagan College
24-Nov-16	Joy Playford, CEO & Forum Chair, MacKay Forums
25-Nov-16	Brad Bennett, President, McIntosh Properties
11-Dec-16	Daisy Lam Ho and Keith Ho, Hong Kong
11-Dec-16	Mr. Lawrence Chan and Ms. Mimi Kam, Hong Kong
12-Dec-16	Mr. William Wong, Hong Kong
12-Dec-16	Mr. Joseph S.K. Yu, Hong Kong
19-Dec-16	Lyll Knott, QC, Corporate Lawyer, Clark Wilson LLP

Travel

20-Sep-16	Vancouver - Cascadia Innovation Corridor Conference
28-30-Sep-16	Banff - Global Business Forum
24-25 Oct-16	Ottawa - Meetings with Gov't (Research and Innovation)

01-Nov-16	BC Business Summit 2016 - Vancouver
08-10 Nov-16	Canadian Science Policy Conference (CPSC) 2016 - Ottawa
11-14-Dec-16	Hong Kong - Donor meetings

Speeches / Events

02-Sep-16	Staff Awards of Excellence & Town Hall
09-Sep-16	Innovation Agenda Roundtable
07-Sep-16	United Way Breakfast Kick-off
09-Sep-16	Southern Interior Development Initiative Trust 10th Anniversary Celebration
27-Sep-16	Royal Visit
27-Oct-16	alumni UBC Kelowna In Conversation with Professor Ono
28-Oct-16	Kelowna Chamber of Commerce (Professor Ono speech)
28-Oct-16	ECAC Summer Supper and conversation with Projessor Ono
31-Oct-16	THRIVE Kick-off event
02-Nov-16	Royal Visit Thank You Pitstop
17-Nov-16	Kelowna Chamber of Commerce Connex Event
17-Nov-16	Alumni UBC Okanagan Diaglogues
29-Nov-16	Genome BC Annual Networking Event, Vancouver
02-Dec-16	Public Announcement of the new TLC site at UBC Okanagan
03-Dec-16	International Day of Persons with Disabilities Film Festival, UBCO
03-Dec-16	Chuck Fipke Holiday Party
05-Dec-16	Cocktails and Conversations Vancouver
08-Dec-16	Nobel Night & DVC Holiday Open House

Student Events / Meetings

06-Sep-16	Create 2016 - New Student Orientation
08-Sep-16	Tamar Dubuc, Ph.D. student, University of Ottawa
19-Sep-16	Internationsl Student Awards Ceremony & Dinner
23-Sep-16	UBCSUO Executives
12-Oct-16	Macgregor Tubbett, Member of the Prime Minister's Youth Council, UBCO student
17-Oct-16	World Student Environmental Summit (WSEN) in UK Students Presentation
19-Oct-16	UBCSUO President

Media Interviews

12-Sep-16	Kelowna Capital News - Royal Visit
12-Sep-16	Global TV - Royal Visit
26-Sep-16	People Magazine - Royal Visit
27-Sep-16	CTV News - Royal Visit
07-Oct-16	Ubysey Interview - Student Elections
02-Nov-16	Phoenix News - UBCO Research Funding
09-Nov-16	Video interview with CPSC videographer
02-Dec-16	Various Media Outlets: Castanet, Kelowna Capital News - UBCO TLC Announcement



13 January 2017

To: Okanagan Senate

From: Academic Policy Committee

Re: Faculty of Management Academic Concession policy revisions

In order to better align with the campus' Academic Concession policy, the Faculty of Management has proposed replacing the specific language it had set out in the Calendar in this regard with a link to the campus-wide policy. This is, in the opinion of the Committee, the best way to avoid duplication and possible misalignment in the future.

Motion: *“That Senate approve the revisions to the Faculty of Management’s language in the Academic Calendar concerning academic concession as set out in the the attached two-column form.”*

Respectfully submitted,

Dr. Miriam Grant, Chair
Senate Academic Policy Committee



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: Faculty/School Approval Date: YYYYMMDD Effective Session: 2017W	Date: 2016.08.04 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: [delete other choices] Other:	
Rationale: The Provost Office has requested that the Faculty of Management modify our Calendar entry RE: Academic Concession to correspond with the University's Academic Concession wording so as to minimize confusion for students.	
Proposed Academic Calendar Entry: [12733] Academic Concession Please refer to the university policy on <u>Academic Concession</u> < http://www.calendar.ubc.ca/Okanagan/index.cfm?tree=3,48,0,0>	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.) [12733] Academic Concession [12734] Students whose attendance or academic performance is severely affected by medical, emotional, or other problems should apply for special consideration from the instructor or the office of their Dean or Director as soon as possible. [12735] Students are advised to contact the instructor if they are unable to complete tests or other graded work because of short term illness or other



reasons, and arrange to make up for missed work according to written guidelines given to them at the start of the course (see [Grading Practices](#)). Students also have the right to request academic concession from their Dean or Director.

[12736] Students absent from final examinations held in the official examination period must request academic concession from the office of their Dean or Director. Absence from final examinations held in the official examination periods in any term must be reported as soon as possible after the missed examination.

[12737] Students requesting academic concession will be required to complete an application form and provide supporting documentation as requested. In some cases it will be necessary for the student to attend an interview. Academic concessions are granted only by the office of their Dean or Director and are a privilege, not a right. Among academic concessions that may be granted are: permission to drop or withdraw from a course after the normal deadlines are passed (see also [Change of Registration](#)); the granting of [Deferred Standing](#) or [Aegrotat Standing](#); and withdrawal from the University.

[12738] Deferred standing may be granted when a student has a valid reason for not completing course requirements as scheduled. See [Deferred Standing](#) for further definition.

[12740] Students with deferred standing credits should reduce the maximum load in the session immediately following (Summer or Winter) by the equivalent number of credits. For example, if a



~~student has 3 credits deferred from the Winter Session until August, that student should not enrol in more than 9 credits in the following Summer Session, although the permitted maximum is 12. Should a student require an extension of a deferred standing, he or she may be blocked or deregistered from the equivalent number of credits during the extension period.~~

~~[12739] Aegrotat (AEG) Standing allows a student credit for a course, although the student has not completed course requirements due to medical, emotional, or other difficulties. This standing is awarded only if the course instructor and the Dean (or designate) agree that the student has demonstrated the ability to deal with the course material satisfactorily. When AEG standing is awarded, a letter grade is assigned; this will be converted to the minimum percentage for that category for the calculation of averages.~~



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

26 January 2017

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Admissions Proposals

- a) Visiting Students – Changes in Admission Requirements (approval)
- b) Graduate Admission Appeals (approval)
- c) Bachelor of Education Admission Requirements and Admission Selection Process Calendar Entry (approval)

The Committee has reviewed and recommends to Senate for approval the following admission requirement and Calendar entry proposals:

a) Visiting Students – Changes in Admission Requirements (approval)(circulated)

Currently students who are looking to enrol at UBC Okanagan as ‘Visiting Students’ are asked to support their application for admission with a letter of permission from their home institution. Students are required to be ‘in good academic standing’ at their home institution but this requirement cannot be confirmed as applicants are not asked to submit an academic transcript. The proposed change would require Visiting Students to submit an official transcript as well as a letter of permission with their application for admission. These application requirements would match those of the Vancouver campus.

***Motion:** That Senate approve changes to admission requirements for Visiting Students effective for admission to the 2017 Summer Session and thereafter.*

b) Graduate Admission Appeals (approval)(circulated)

There is currently no formal appeal process for graduate-level admission appeals. The circulated proposal will clarify for applicants what process will be followed for admission appeals.

The proposed processes align with the appeal process for admission or readmission to undergraduate programs, as well as the Vancouver graduate-level appeal process (approved by the Vancouver Senate on May 18, 2016).

***Motion:** That Senate approve the proposed Calendar entry on Graduate Appeals effective upon Senate approval.*

c) Bachelor of Education Admission Requirements and Admission Selection Process Calendar Entry (approval)

The renewed Bachelor of Education program will begin with the 2017 intake. While preparing for the renewed program, the Faculty of Education is updating their admission requirements for the 2018 intake. Instead of the Broad-based Admission (BBA) process, applicants will be required to provide a one-page essay, outlining their experience of a minimum of 75 hours of work with children and/or youth. This requirement provides more insight into an applicant's interests to ensure alignment and fitness for teacher education.

Additionally, an adjustment in math course requirements is made based on the requirements from the regulation body, the Teacher Regulation Board.

***Motion:** That Senate approve the revised admission requirements and the Admission Selection Process Calendar entry for the Bachelor of Education for entry into 2018W and thereafter.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: N/A Dept./Unit: Enrolment Services Approval Date: November 1, 2016 Effective Session: 2017S. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p>Date: November 1, 2016 Contact Person: Ms. Michelle Davis Phone: 250.807.8835 Email: michelle.davis@ubc.ca</p>
<p>Type of Action: Revise application requirements for visiting students.</p>	
<p>Rationale: Currently students who are looking to enrol at UBC Okanagan as visiting students are asked to support their application for admission with a letter of permission from their home institution. We also require that students be in good academic standing at their home institution, but we cannot confirm this requirement as we do not ask applicants to submit an academic transcript. The proposed change would require visiting students to submit an official transcript as well as a letter of permission with their application for admission. These application requirements would match those of the Vancouver campus.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Classification of Students</p> <p><i>Classification of Students</i></p> <p style="text-align: center;">[174]</p> <p>1. Access Studies.</p> <p style="text-align: center;">[...]</p> <p>7. Visitor. A student enrolled in studies at the UBC Okanagan campus for transfer back to their current home post-secondary institution which is recognized by</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,32,0,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Classification of Students</p> <p><i>Classification of Students</i></p> <p style="text-align: center;">[174]</p> <p>1. Access Studies.</p> <p style="text-align: center;">[...]</p> <p>7. Visitor. A student enrolled in studies at the UBC Okanagan campus for transfer back to their current home post-secondary institution which is recognized by</p>



<p>UBC. Students must be in good standing at their home institution and must submit <u>an official transcript and</u> a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses. For applicable fees, see Fees.</p>	<p>UBC. Students must be in good standing at their home institution and must submit a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses. For applicable fees, see Fees.</p>
<p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Alternative Study Options Visiting Students</p> <p><i>Visiting Students</i></p> <p>[15125] Visiting Students are students who are enrolled in studies at the UBC Okanagan campus for transfer back to their current home post-secondary institution which is recognized by UBC.</p> <p>[15148] To be eligible, students must be in good standing at their home university and must submit <u>an official transcript and</u> a Letter of Permission with their application.</p> <p>[16172] See Classification of Students for more information.</p> <p>[...]</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=19,337,0,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Alternative Study Options Visiting Students</p> <p><i>Visiting Students</i></p> <p>[15125] Visiting Students are students who are enrolled in studies at the UBC Okanagan campus for transfer back to their current home post-secondary institution which is recognized by UBC.</p> <p>[15148] To be eligible, students must be in good standing at their home university and must submit a Letter of Permission with their application.</p> <p>[16172] See Classification of Students for more information.</p> <p>[...]</p>



Admission Proposal Form Okanagan campus

<p>Faculty/School: College of Graduate Studies Faculty/School Approval Date: 2016/02/17 Effective Session: 2016W (effective upon Senate approval).</p>	<p>Date: 2016/03/02 Contact Person: Dr. Grant Phone: 250.807.8249 Email: miriam.grant@ubc.ca</p>
<p>Type of Action: Addition to Admission section in the Graduate Studies Section of the Academic Calendar</p>	
<p>Rationale: Senate requested the establishment of a specific admission appeal process for graduate applicants to the Okanagan campus. Whenever possible, the language used is similar to Vancouver's appeal process, so that graduate applicants are treated equally across UBC.</p> <p>The proposed entry acknowledges that many qualified applicants cannot be admitted for a number of reasons including, but not limited to, supervisor availability, funding, and competitiveness. The appeal process below takes into consideration the factors involved in graduate admission decisions and only allows applicants to appeal an admission decision if they think they have been unjustly denied admission based on a processing error or if there were mitigating circumstances that may not have been considered at the time of application review.</p> <p>Since programs are primarily responsible for admission decisions, the applicant must first consult with the program regarding an unfavourable admission decision. A discussion with the program will normally help to clarify why specifically an applicant was rejected. Once a discussion has taken place with the program, the applicant could, if s/he is not satisfied with the response from the program, choose to escalate the appeal to the Dean of the College of Graduate Studies.</p> <p>In the case of appeals on revoked admission offers, the authority to revoke offers resides with the College of Graduate Studies, so these appeals are best reviewed by the Dean of the College of Graduate Studies rather than the program. Although revoking admission offers happens infrequently, it is important to establish an appeal process as applicants may have already started their programs, made housing arrangements, etc.</p>	



Proposed Academic Calendar Entry:

Graduate Appeals on Admission or Readmission Decisions

Note that many fully-qualified applicants cannot be offered admission for various reasons such as unavailability of supervision, lack of funding, limited capacity, rigorous competition, etc.

Applicants who believe they have been unjustly denied admission or readmission to a program due to an error in process, or who believe that they deserve special consideration due to mitigating circumstances, should discuss the matter with the graduate program to which they applied immediately upon receipt of their final admission or readmission decision.

If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the College of Graduate Studies at <link to gradadmissions.ok@ubc.ca> for review by the Dean of the College or designate. This written appeal must be received by the College of Graduate Studies within 14 calendar days of the date of issue on the notification of an admission or readmission decision.

Appeals on admission or readmission decisions will be considered on applications for the current year only.

If the appeal is denied by the Dean of the College of Graduate Studies, the applicant may submit a written appeal to the Senate Admission and Awards Committee for review at <link to

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,998,0>

Present Academic Calendar Entry:

N/A



Okanagan.senate@ubc.ca, and the Dean of the College of Graduate Studies will send a written explanation of his/her reason for denying the appeal.

The decision of the Committee will be communicated in writing to the appellant and the Dean of the College of Graduate Studies. The Committee's decision is final.

Appeals on Revoked Admission Offers

Graduate offers of admission may contain conditions that applicants are required to fulfill before they are able to register for their programs. Offers may be revoked if these conditions are not met by the applicant.

Applicants who have provided untrue, incomplete, fraudulent or plagiarized information within their application may at the sole discretion of UBC have their admission offer revoked.

Applicants who believe that their offer of admission has been unjustly revoked by the College of Graduate Studies due to an error in the process or who believe that they deserve special consideration due to mitigating circumstances may submit a written appeal to the College of Graduate Studies at gradadmissions.ok@ubc.ca for review by the Dean of the College or designate. This written appeal must be received by the College of Graduate Studies within 14 calendar days of the date of the revocation decision email notifying that the offer of admission has been revoked.

If the appeal is denied by the Dean of the College of Graduate Studies, the applicant may submit a written appeal



to the Senate Admissions and Awards Committee at <link to Okanagan.senate@ubc.ca>.

Appeals to the Senate Admissions and Awards Committee on admission decisions will be considered on applications for the current year only.

The appeal will be sent to the Senate Admissions and Awards Committee for review, and the Dean of the College of Graduate Studies will send a written explanation of his/her reasons for denying the appeal.

The Committee may allow an appeal where it decides that the College of Graduate Studies may have overlooked or misinterpreted information provided by the applicant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the College's published procedures.

The decision of the Committee will be communicated in writing to the appellant and to the Dean of the College of Graduate Studies. The Committee's decision is final.



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Education Dept./Unit: Education Faculty/School Approval Date: October 19, 2016 Effective Session: 2018W: To be included in the 2017W Academic Calendar upon approval for the purpose of advising prospective students.</p>	<p>Date: October 12, 2016 Contact Person: Dr. Wendy Klassen Phone: 250.807.8106 Email: wendy.klassen@ubc.ca</p>
<p>Type of Action: Revise Admissions requirements – Faculty / College level</p>	
<p>Rationale: Our admissions requirements have been updated to include programmatic descriptors (e.g. ‘pathway’ options, ‘community field experience’, personalized learning), to acknowledge current pre-requisite course options for math, and to reflect the change in admission requirements beginning in 2018. The revised admission requirements will include GPA and, instead of the BBA, students will be required to complete supplemental elements which include a summary of experience working with children and/or youth (minimum of 75 hours), a one-page essay outlining their reasons for wanting to become a teacher and two references.</p>	
<p>Proposed Academic Calendar Entry: Bachelor of Education Admission Requirements</p> <p>[17484]</p> <p>[17272]</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1074,1357</p> <p>Present Academic Calendar Entry: Bachelor of Education Admission Requirements for Students Entering the Program in 2017/18 or Later</p> <p>[17484] NOTE: This renewed Bachelor of Education program is planned to be offered in 2017.</p> <p>[17272] NOTE: For admission to the renewed Bachelor of Education program in September 2017 only, the Faculty of Education will consider applicants who satisfy the admission criteria of the Elementary Teacher Education Program (ETEP) or the Secondary Teacher Education Program (STEP).</p>



[17273] The B.Ed. degree is a generalist program where teacher candidates learn through exposure to a variety of pedagogies and through extended practicum and **other** field experiences. Students can apply to one or both **pathways** of the program: Teaching Children and Teaching Adolescents. Once enrolled, teacher candidates will be able to **personalize** their studies through elective courses during the Summer Institute and through their selection of **a community** field experience.

[17274] Admission Requirements: Teaching Children

[17275] To be eligible for admission to the Bachelor of Education program, students must have completed a four-year (minimum 120-credit) bachelor's degree or equivalent at an accredited post-secondary institution.

In addition, applicants must have a minimum of 75 hours of practical experience (volunteer or paid) working with young people, preferably at the age range they are proposing to teach.

[17276] The following admission criteria must also be met:

[17277]

- Admission average: a minimum average of 65% in the last 30 credits of transferable post-secondary coursework passed, failed, and/or repeated;
- English requirement: 6 credits of English literature and composition with a minimum average of 65%. A minimum of 3 of the 6 English credits must be English literature. The 6 credits of English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing,

[17273] The B.Ed. degree is a generalist program where teacher candidates learn through exposure to a variety of pedagogies and through extended practicum and field experiences. Students can apply to one or both **streams** of the program: Teaching Children and Teaching Adolescents. Once enrolled, teacher candidates will be able to **specialize** their studies through elective courses during the Summer Institute and through their selection of **an alternate** field experience.

[17274] Admission Requirements: Teaching Children

[17275] To be eligible for admission to the Bachelor of Education program, students must have completed a four-year (minimum 120-credit) bachelor's degree or equivalent at an accredited post-secondary institution.

[17276] The following admission criteria must also be met:

[17277]

- Admission average: a minimum average of 65% in the last 30 credits of transferable post-secondary coursework passed, failed, and/or repeated;
- English requirement: 6 credits of English literature and composition with a minimum average of 65%. A minimum of 3 of the 6 English credits must be English literature. The 6 credits of English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing,



<p>technical or business writing, or communication are not acceptable;</p> <ul style="list-style-type: none"> • Canadian Studies: 3 credits that have significant Canadian content. Note: the Teacher Regulation Branch defines Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only in exemplar supporting concepts of another academic discipline"; • Lab science: 3 credits in a laboratory science. Note: lab science courses are normally selected from the following: <ul style="list-style-type: none"> ○ Astronomy ○ Biology ○ Chemistry ○ Earth and Environmental Science ○ Physical Geography ○ Physics <p>A 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week.</p> <p>[17295]</p> <ul style="list-style-type: none"> • Mathematics: 3 credits of Mathematics. Note: Statistics courses are not acceptable. • 15 credits of 300- and/or 400-level coursework in one or a combination of the following subjects taught in BC public schools: <ul style="list-style-type: none"> ○ Anthropology ○ Biology ○ Chemistry ○ Computer Science ○ Dance ○ Economics ○ English ○ Environmental Science ○ French ○ Geography ○ Health Studies ○ History ○ Human Kinetics ○ Indigenous Studies ○ Mathematics ○ Music ○ Physics ○ Political Science 	<p>technical or business writing, or communication are not acceptable;</p> <ul style="list-style-type: none"> • Canadian Studies: 3 credits that have significant Canadian content. Note: the Teacher Regulation Branch defines Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only in exemplar supporting concepts of another academic discipline"; • Lab science: 3 credits in a laboratory science. Note: lab science courses are normally selected from the following: <ul style="list-style-type: none"> ○ Astronomy ○ Biology ○ Chemistry ○ Earth and Environmental Science ○ Physical Geography ○ Physics <p>A 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week.</p> <p>[17295]</p> <ul style="list-style-type: none"> • Mathematics: 3 credits of Mathematics. Note: business math, finance math, or statistics courses are not acceptable. • 15 credits of 300- and/or 400-level coursework in one or a combination of the following subjects taught in BC public schools: <ul style="list-style-type: none"> ○ Anthropology ○ Biology ○ Chemistry ○ Computer Science ○ Dance ○ Economics ○ English ○ Environmental Science ○ French ○ Geography ○ Health Studies ○ History ○ Human Kinetics ○ Indigenous Studies ○ Mathematics ○ Music ○ Physics
--	---



- Sociology
- Theatre
- Visual Art

[17278] Students wishing to have coursework considered in a discipline not listed should consult with an Education Academic Advisor.

[17279] All required coursework must be completed by April 30, prior to commencement in the program.

[17280] Admission to the Faculty of Education is competitive and the Bachelor of Education has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission.

[17281]

[17282] Admission Requirements: Teaching Adolescents

[17283] To be eligible for admission to the Bachelor of Education program, students must have completed a four-year (minimum 120-credit) bachelor's degree or equivalent at an accredited post-secondary institution.

In addition, applicants must have a minimum of 75 hours of practical experience (volunteer or paid) working with young people, preferably at the age range they are proposing to teach.

[17284] The following admission criteria must also be met:

[17285]

- Political Science
- Sociology
- Theatre
- Visual Art

[17278] Students wishing to have coursework considered in a discipline not listed should consult with an Education Academic Advisor.

[17279] All required coursework must be completed by April 30, prior to commencement in the program.

[17280] Admission to the Faculty of Education is competitive and the Bachelor of Education has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission.

~~[17281] The Faculty of Education uses Broad-based Admission to select candidates for admission. Applicants are evaluated on a range of criteria indicative of their preparedness for study in the Bachelor of Education program.~~

[17282] Admission Requirements: Teaching Adolescents

[17283] To be eligible for admission to the Bachelor of Education program, students must have completed a four-year (minimum 120-credit) bachelor's degree or equivalent at an accredited post-secondary institution.

[17284] The following admission criteria must also be met:

[17285]



- Admission average: a minimum average of 65% in the last 30 credits of transferable post-secondary coursework passed, failed, and/or repeated;
- English requirement: 6 credits of English literature and composition with a minimum average of 65%. A minimum of 3 of the 6 English credits must be English literature. The 6 credits of English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;
- Canadian Studies: 3 credits that have significant Canadian content. Note: the Teacher Regulation Branch defines Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only in exemplar supporting concepts of another academic discipline";
- Lab science: 3 credits in a laboratory science. Note: lab science courses are normally selected from the following:
 - Astronomy
 - Biology
 - Chemistry
 - Earth and Environmental Science
 - Physical Geography
 - Physics

A 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week.

[17296]

- Mathematics: 3 credits of Mathematics. Note: **S**tatistics courses are not acceptable.
- 24 credits of academic coursework in any one of the following teachable subjects taught in BC public schools. Note: **Preference will be given to applicants with academic coursework in two teachable subjects. Teachable subjects are:**
 - Biology

- Admission average: a minimum average of 65% in the last 30 credits of transferable post-secondary coursework passed, failed, and/or repeated;
- English requirement: 6 credits of English literature and composition with a minimum average of 65%. A minimum of 3 of the 6 English credits must be English literature. The 6 credits of English literature and composition may be satisfied with coursework at the 100, 200, 300, and/or 400 level. Courses in creative writing, technical or business writing, or communication are not acceptable;
- Canadian Studies: 3 credits that have significant Canadian content. Note: the Teacher Regulation Branch defines Canadian content requirements as the following: "The focus of a Canadian studies course must be on understanding the Canadian experience. The Canadian content must be central to the conceptual thesis of the course rather than existing only in exemplar supporting concepts of another academic discipline";
- Lab science: 3 credits in a laboratory science. Note: lab science courses are normally selected from the following:
 - Astronomy
 - Biology
 - Chemistry
 - Earth and Environmental Science
 - Physical Geography
 - Physics

A 3-credit lab science is typically scheduled for three hours of lecture and two or three hours of labs per week.

[17296]

- Mathematics: 3 credits of Mathematics. Note: ~~business math, finance math, or~~ statistics courses are not acceptable.
- 24 credits of academic coursework in any one of the following teachable subjects taught in BC public schools:
 - Biology
 - Chemistry
 - English
 - Environmental Science



- Chemistry
- English
- Environmental Science
- French¹
- General Science²
- Geography
- History
- Mathematics
- Music³
- Physical Education
- Physics
- Social Studies⁴
- Theatre³
- Visual Art³

[17286] Students wishing to have coursework considered in a discipline not listed should consult with an Education Academic Advisor.

[17287] ¹If the teachable subject is French, students must also successfully complete **an** oral and written French **language competency assessment** to the level specified for French as a second language. Please see the French **language competency assessment** [[insert hyperlink](#)] for more information.

[17288] ²If the teachable subject is General Science, the 24 credits of academic coursework can be a combination of Biology, Chemistry, and/or Physics courses. Other science courses may be included in the 24 credits upon approval.

[17289] ³If the teachable subject is Music, Theatre, or Visual Art at least 6 of the required 24 credits must be studies in theory (i.e., non-studio).

[17290] ⁴If the teachable subject is Social Studies (Anthropology, Economics, Geography, History, Political Science, or Sociology) the 24 required credits must include the following:

- French¹
- General Science²
- Geography
- History
- Mathematics
- Music³
- Physical Education
- Physics
- Social Studies⁴
- Theatre³
- Visual Art³

[17286] Students wishing to have coursework considered in a discipline not listed should consult with an Education Academic Advisor.

[17287] ¹If the teachable subject is French, students must also successfully complete ~~the~~ oral and written French **Language Competency Test** to the level specified for French as a second language. Please see the French **Language Competency Test** [[insert hyperlink](#)] for more information.

[17288] ²If the teachable subject is General Science, the 24 credits of academic coursework can be a combination of Biology, Chemistry, and/or Physics courses. Other science courses may be included in the 24 credits upon approval.

[17289] ³If the teachable subject is Music, Theatre, or Visual Art at least 6 of the required 24 credits must be studies in theory (i.e., non-studio).

[17290] ⁴If the teachable subject is Social Studies (Anthropology, Economics, Geography, History, Political Science, or Sociology) the 24 required credits must include the following:

- 3 credits of Canadian Studies (already required for the Teaching Adolescents stream),



- 3 credits of Canadian Studies (already required for the Teaching Adolescents stream),

- 3 credits of Geography,

- 3 credits of History, and

- 15 credits of academic coursework in one or a combination of the following disciplines:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Sociology

Coursework relating to the disciplines above in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered provided an examination of the course syllabi reveals such a relationship.

[17291]

[17292] All required coursework must be completed by April 30, prior to commencement in the program.

[17293] Admission to the Faculty of Education is competitive and the Bachelor of Education program has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission. Applicants' teachable subject(s) will be considered when determining admissibility.

[17294]

- 3 credits of Geography,

- 3 credits of History, and

- 15 credits of academic coursework in one or a combination of the following disciplines:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Sociology

Coursework relating to the disciplines above in the areas of Canadian Studies, Cultural Studies, Asian Studies, Gender and Women's Studies, Indigenous Studies, Religious Studies (of a non-doctrinal nature), Classical Studies, Urban Studies, or Environmental Sciences may be considered provided an examination of the course syllabi reveals such a relationship.

[17291] To enhance employment opportunities, it is strongly recommended that applicants to the Teaching Adolescents stream have academic preparation in two teachable subjects.

[17292] All required coursework must be completed by April 30, prior to commencement in the program.

[17293] Admission to the Faculty of Education is competitive and the Bachelor of Education program has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission. Applicants' teachable subject(s) will **also** be considered when determining admissibility.

[17294] The Faculty of Education uses Broad-Based Admission to select candidates for



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

	<p>admission. Applicants are evaluated on a range of criteria indicative of their preparedness for study in the Bachelor of Education program.</p>
--	---



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Education Dept./Unit: Education Faculty/School Approval Date: October 19, 2016 Effective Session: 2018W: To be included in the 2017W Academic Calendar upon approval for the purpose of advising prospective students.</p>	<p>Date: October 12, 2016 Contact Person: Dr. Wendy Klassen Phone: 250.807.8106 Email: wendy.klassen@ubc.ca</p>
<p>Type of Action: New Admissions requirements – Faculty / College level</p>	
<p>Rationale: After a substantial review of admissions requirements in other Faculties of Education and from our own past experience, we felt that there were better ways to assess fitness for a teacher education program than merely limiting it to GPA and general questions regarding life experiences. These supplemental admission requirements are intended to highlight a prospective applicant’s soft skills (e.g. oral/written communication skills, interpersonal skills, problem-solving skills) which are essential pre-requisites for effective teaching. Please refer to Admissions Selection Process/bullet 2 for more details.</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>Bachelor of Education Admission Selection Process</u></p> <p><u>Applicants to the Bachelor of Education program are evaluated on academic and other relevant criteria. If the number of qualified applicants exceeds the number of available places in either pathway in the program, not every qualified applicant will be admitted.</u></p> <p>1. <u>Academic Requirements</u> <u>All applicants must have completed academic admission requirements prescribed by the Faculty of Education, including a four-year (minimum 120 credit) bachelor’s degree or equivalent at an accredited post-secondary institution. For details, applicants must review academic requirements for the pathway options (please see</u></p>	<p>Draft Academic Calendar URL:</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>



appropriate section under 'Admission Requirements').
Language test scores may also be part of academic requirements for some applicants or for some specific options.

2. Additional Requirements

All applicants must submit:

- a) A summary of experience working with school age children and/or youth. A minimum of 75 hours of practical experience (volunteer or paid) working with young people is required;
- b) A one-page essay indicating what they have learned from their experience with school age children and/or youth that will help them in their teaching career; and
- c) Two confidential reference reports

The evaluation of the information provided on the above materials is an integral part of the Faculty's selection process. Applicant experience with children/youth and their personal character and qualities as reflected in the reference reports are essential selection criteria. Qualities appropriate to the profession of teaching that referees are asked to judge include: motivation for teaching; enthusiasm; leadership potential; dependability; initiative; flexibility and adaptability (including the ability to deal with change and/or stressful situations); oral and written communication skills; ability to interact appropriately with children and/or youth and with adults; ability to identify problems and pose possible solutions; and ability to access feedback and respond to suggestions.

Normally an applicant without experience with school-aged children and/or youth will not be admitted to the program.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

26 January 2017

To: Okanagan Senate

From: Admissions and Awards Committee

Re: New and Revised Awards (approval)

- a) New award: Corbishley Family Go Global Seminar Award
- b) New award: Daniel Lovegrove Memorial Award in Psychology
- c) New award: UBC Okanagan Aboriginal Entrance Award
- d) New award: Maax Bath Inc Scholarship
- e) New award: Paul Jubinville Memorial Bursary in Engineering
- f) New award: Dr. Kent Chappell and Mr. Vern J. Nielsen Bursary in Management
- g) Revised award: Helen Pitt Bursary in Visual Arts at UBC Okanagan
- h) New award: International Undergraduate Students Short-Term Bursary Fund
- i) New award: International Undergraduate Students Long-Term Bursary Fund
- j) New award: UBC Vantage College Excellence Bursary - tuition
- k) New award: UBC Vantage College Excellence Bursary – living costs
- l) Revised award: Outstanding International Student Award (Okanagan)
- m) Revised award: International Major Entrance Scholarship (Okanagan)

The Admissions and Awards Committee is pleased to recommend the following to Senate:

***Motion:** That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

a) Proposed Award Title: Corbishley Family Go Global Seminar Award

Awards totalling \$4,000 are offered by the Corbishley family to students accepted into the Global Seminars program, at the University of British Columbia, Okanagan campus. The awards will be conferred on students who have demonstrated financial need.

Background:
An annual gift of \$4,000 from Doug and Diane Corbishley to UBC's Okanagan campus will create the Corbishley Family Go Global Seminar Award. The award is intended to encourage and enhance real-world learning experiences that promote cultural awareness and cultural sensitivity. It will be conferred on undergraduate students who have been accepted

into the Global Seminars program at the University of British Columbia, Okanagan campus, and who have demonstrated financial need.

Global Seminars:

Global Seminars are summer educational programs for UBC students led by UBC faculty members in international locations. Fifteen to twenty students join the faculty member abroad for three to six weeks of hands-on experiential learning which is related directly to the particular location.

Adjudication:

Students must submit an application to be considered for the award. Award funding will be advanced upon selection of the successful recipients. Considering all Global Seminars occur in the summer, applications will be adjudicated and finalized by February. Students will be asked to report back on their experience and this information will be shared with the donor. Minimum award value is \$1,000.

b) Proposed Award Title: Daniel Lovegrove Memorial Award in Psychology

A \$1,500 award is offered by the family and friends of Daniel Lovegrove to a fourth-year student who is pursuing a major in psychology in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of psychology and who graduated from a high school in British Columbia or Alberta. The award is made on the recommendation of the School. Daniel began his BA in psychology at UBC Okanagan in the fall of 2008. Sadly, he died on August 13, 2011, in a hiking accident while trying to save his friend, and just weeks before beginning his fourth and final year. He is remembered for his unconditional love for his family and friends, his all-encompassing hugs, and his sincere belief in equality for all. He lived life with a passion and believed in himself and others. His enthusiasm for learning was an inspiration to students and teachers alike. This award was created to honour his memory, and to help others learn and grow. (First award available for the 2016 Winter session)

c) Proposed Award Title: UBC Okanagan Aboriginal Entrance Award

Two entrance awards of \$20,000 each (payable at \$5,000 per year) are offered to two first-year Aboriginal students at the University of British Columbia, Okanagan campus. The awards will be given to students who have demonstrated significant financial need, an exceptional work ethic, as well as academic strength. Subject to the recipient continuing to maintain his or her academic standing, the award will be renewable for the second, third, and fourth years of study. The awards are made on the recommendation of the adjudication committee. (First awards available for the 2017 Winter Session)

d) Proposed Award Title: Maax Bath Inc Scholarship in Mechanical Engineering

A \$1,000 scholarship is offered by Maax Bath Inc to a third- or fourth-year student in the Mechanical Engineering Program in the School of Engineering in the Faculty of

Applied Science at the University of British Columbia, Okanagan campus. (First award available in the 2017 Winter session)

e) Proposed Award Title: Paul Jubinville Memorial Bursary in Engineering

A \$2,000 bursary is offered by the family and friends of Paul Jubinville to a fourth-year electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. (First award available for the 2016 Winter session)

f) Proposed New Award Title: Dr. Kent Chappell and Mr. Vern J. Nielsen Bursary in Management

A \$2,000 bursary has been endowed in honour of Dr. Kent Chappell and Mr. Vern J. Nielsen for third- or fourth-year student in the Faculty of Management at the University of British Columbia, Okanagan campus. Preference is given to a student who has graduated from a high school in the province of British Columbia and who demonstrates an assessed financial need. (First award available for the 2016 Winter Session)

g) Revised Award: Helen Pitt Bursary in Visual Arts at UBC Okanagan

Existing description (2005): Helen Pitt Bursary in ~~Fine~~ **Visual** Arts at UBC Okanagan

Bursaries ~~totaling~~ **totalling** up to \$5000 are offered **annually** by the ~~late~~ Helen Pitt ~~Fund for Fine Arts~~, through the Vancouver Foundation, to undergraduate students entering the ~~second~~, third or fourth years of the Visual Arts Program within the Faculty of Creative and Critical Studies at **UBC Okanagan whose work focuses on painting, sculpture, printmaking, drawing or photography.** ~~The University of British Columbia Okanagan, from Vernon, B.C. and the~~ **Preference is given to students from Vernon, B.C. and the surrounding district.** ~~Students already in receipt of a renewable Secondary Scholarship from the Helen Pitt Fund for Fine Arts are not eligible.~~ **Students may only receive one award from the Helen Pitt funds.**

Amended Description:

Proposed Award Title: Helen Pitt Bursary in Visual Arts at UBC Okanagan

Bursaries totalling up to \$5,000 are offered annually by the late Helen Pitt, through the Vancouver Foundation to undergraduate students entering the third or fourth years of the Visual Arts Program within the Faculty of Creative and Critical Studies at UBC Okanagan whose work focuses on painting, sculpture, printmaking, drawing or

photography. Preference is given to students from Vernon, B.C. and the surrounding district. Students may only receive one award from the Helen Pitt funds.

Rationale for Revision: Donor wishes to focus on later year students

h) New Award: International Undergraduate Students Short-Term Bursary

A limited number of bursaries are offered to continuing international undergraduate students who demonstrate significant and unanticipated, but short-term financial need. The value of each bursary will depend on the applicant's financial circumstances. Financial need assessments and the determination of a student's eligibility for the short-term bursary are undertaken by Enrolment Services in consultation with the International Student Initiative. (First Award Available in the 2016 Winter Session)

i) New Award: International Undergraduate Students Long-Term Bursary

A limited number of bursaries ranging in value up to the full cost of the student's academic program and living costs are offered to continuing international undergraduate students who demonstrate a significant, unanticipated change in their financial circumstances, rendering them unable to continue their studies at UBC. In order to be eligible for bursary consideration, students must be in good academic standing. Given the limited number of long-term bursaries available, preference in the selection of recipients will be given to students who also demonstrate engagement within the UBC community. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit, is showing academic progress as determined by their Faculty and continues to demonstrate financial need. Bursary recipients will have their situations reviewed annually. Financial need assessments and the determination of a student's eligibility for the long-term bursary are undertaken by Enrolment Services in consultation with the student's Faculty and the International Student Initiative. (First Award Available in the 2016 Winter Session)

Rationale for awards h) and i)

The International Student Initiative (ISI) requests the following bursaries:

International Undergraduate Students Short-Term Bursary

International Undergraduate Students Long-Term Bursary

These new bursaries provide continuing financial support to international students who have had a significant and unexpected change in their financial circumstances since the start of their studies at UBC. These bursaries acknowledge that global economic, political as well as personal factors may change significantly during an international student's sojourn at UBC and might have a deleterious effect on the student's ability to support themselves through their studies. The bursaries are designed to address significantly burdensome, previously unpredictable financial need.

The short-term bursaries are designed for students who may encounter short-term need related to meeting their living costs. These bursaries are not typically intended to cover tuition or student fees and are not intended to cover longer-term need.

The long-term bursaries are specifically designed for students who show both merit and significant financial need. The financial need in this case has also come about unexpectedly and is of the nature that would make it impossible for them to continue their studies at UBC. In this case, merit will be interpreted to mean students who are progressing satisfactorily towards their degrees and have taken opportunity to involve themselves in positive ways in the UBC community.

Funding – International Student Initiative Student Financial Assistance monies
These bursaries are funded by International Student Financial Assistance funds which are derived from an allocation of international undergraduate tuition fees. The International Student Financial Assistance funds are managed by the International Student Initiative and support the International Scholars program as well as a number of other international undergraduate awards and scholarships in addition to these two new bursaries for continuing international undergraduate students as described above. Funding is limited and therefore the number of bursaries will be limited within the envelope of funding available and needed to cover all of the various forms of international undergraduate student financial assistance.

j) New Award: UBC Vantage College Excellence Bursary - tuition

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

k) New Award: UBC Vantage College Excellence Bursary – living costs

Bursaries ranging in value up to the full cost of the student's living costs are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion,

whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

Rationale for awards j) and k)

The International Student Initiative (ISI) requests the following bursaries:

UBC Vantage College Excellence Bursary – tuition

UBC Vantage College Excellence Bursary – living costs

The bursaries provide continuing financial support to a student who was a recipient of the UBC Vantage College Excellence Award in the previous academic year. While the student does not meet the academic criteria for a continuing award according to regulations governing university awards as approved by the Okanagan Senate, they remain 'In Good Standing' for their Faculty and/or program, continue to demonstrate financial need and meet the other non-academic criteria for the UBC Vantage College Excellence Award.

For the 2016 Winter Session there are no Vantage College Excellence Award recipients transitioning into degree programs at the UBC Okanagan campus. At the Vancouver campus there are 2 new and 4 continuing Vantage College Excellence Award recipients.

The UBC Vantage College Excellence Award is a hybrid award, meaning it is given on the basis of both significant financial need and merit. The language in the current University regulations identifies a set of standards for academic awards as well as one for financial-need based awards. There are no regulations specifically governing hybrid awards; however, these particularly hybrid award students have historically been held to the academic award standards.

A recipient of the UBC Vantage College Excellence Award would not be able to continue their undergraduate studies at the University as they would be unable to afford their international undergraduate tuition and fees, and living costs, without the benefit of a bursary. The calculation of living costs is based on the [UBC online cost calculator](#) and includes books and school supplies, cost of accommodation in a standard single room, meals, personal expenses and a contribution towards a return flight. The bursaries provide flexibility and also take into account the non-academic criteria of the original UBC Vantage College Excellence Award. Academic results are not the only determining factor for the award.

APPENDIX

UBC Vantage College Excellence Award (Approved by Okanagan Senate, April 28, 2016)

Awards ranging in value up to the full cost of the student's academic program and living cost are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College Vantage One Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or

to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is made on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative.

Additional Information (as per the Senate Student Awards Committee, Vancouver, April 1, 2014):

Funding for the awards:

- The first year of the award will be funded by the UBC Vantage College Student Financial Assistance funds derived from a percentage of the student tuition fees paid by UBC Vantage College students.
- The upper year funding for the award will be funded by the ISI Student Financial Assistance funds derived from a percentage of ISI tuition fees.
- UBC Vantage College and the ISI will collaborate annually to determine an appropriate budget based on both funds which in turn will determine how many new UBC Vantage College Excellence Awards can be offered each year.

Renewal:

Students coming in under the UBC Vantage College Excellence Award will be academically outstanding, but likely from economically disadvantaged backgrounds. These international students have no financial safety net in Canada should they fall out of award standing, as they are not eligible for student financial loans or UBC bursaries. The UBC Vantage College Excellence Award students are in this regard in a similar situation as the UBC International Leader of Tomorrow Award winners and Donald Wehrung International Student Award winners. In 2004 the ISI Steering Committee recommended that UBC put in place a financial safety net for international student recipients of these large need- and merit-based awards. This safety net will be extended to recipients of the UBC Vantage College Excellence Award recipients.

Should students in this award program not meet academic continuation requirements, and if it is deemed by their Faculty that they should continue because they show academic promise, they will fall into bursary status and receive the financial component of their award for one year but lose the award designation. They may re-earn the title of the award if their academic progress is sufficient in the following year. A UBC Vantage College Excellence Bursary is in development and will come forward to Senate at a future meeting to enable this measure.

1) **Revised award: Outstanding International Student Award (Okanagan)**

Current Existing Description award #24637:

Outstanding International Student Award (Okanagan)

~~Several entrance merit~~ **Merit-based entrance** awards **ranging in value up to the full cost of tuition and fees** are offered to **outstanding** international ~~undergraduate~~ students

entering undergraduate programs at UBC Okanagan the University of British Columbia's Okanagan campus. The awards ~~is are~~ not renewable and ~~is are~~ not dependent upon final grades. ~~Awards will be offered through~~ The awards are made on the recommendation of the International Student Initiative office. (First award available for the 2012/13 Winter Session)

Amended description:

Merit-based entrance awards ranging in value up to the full cost of tuition and fees are offered to outstanding international students entering undergraduate programs at the University of British Columbia's Okanagan campus. The awards are not renewable and are not dependent upon final grades. The awards are made on the recommendation of the International Student Initiative office.

How amended: The dollar limit on the award has been replaced by a limit of up to the full cost of tuition and fees to allow for greater flexibility in award amounts and continued scaling as international student tuition increases.

m) Revised award: International Major Entrance Scholarship (Okanagan)

Current Existing Description award #21440:

International Major Entrance Scholarship (Okanagan)

Renewable scholarships totalling ~~\$40,000, payable at up to \$10,000 per year~~ up to the full cost of tuition and fees over four years, are available to outstanding international students entering undergraduate programs at the University of British Columbia's Okanagan campus. ~~Preference will be given to~~ international students ~~selected for these scholarships who~~ demonstrate exceptional academic achievement, intellectual promise, as well as strong extracurricular and community involvement. The scholarships are renewable for up to three years or until the first undergraduate degree is completed (whichever is the shorter period), provided the student continues to meet scholarship standing and maintains his/her status as an international student in Canada. The scholarships are made on the recommendation of the International Student Initiative Office. (First award available for the 2012/13 Winter Session)

Amended description:

Renewable scholarships totalling up to the full cost of tuition and fees over four years, are available to outstanding international students entering undergraduate programs at the University of British Columbia's Okanagan campus. Preference will be given to international students who demonstrate exceptional academic achievement, intellectual promise, as well as strong extracurricular and community involvement. The scholarships are renewable for up to three years or until the first undergraduate degree is completed (whichever is the shorter period), provided the student continues to meet scholarship standing and maintains his/her status as an international student in Canada. The scholarships are made on the recommendation of the International Student Initiative Office.

How amended: The dollar limit on the award has been replaced by a limit of up to the full cost of tuition and fees to allow for greater flexibility in award amounts and continued scaling as international student tuition increases.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

26 January 2017

To: Senate
From: Agenda Committee
Subject: Senate Meeting Schedule 2017-2018

Rule 15 (a) of *the Rules and Procedures of Senate* provides:

15. Regular Meetings

a. The Senate shall schedule nine regular meetings each academic year, normally on either the third, fourth, or fifth Thursday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.

The Senate Agenda Committee would therefore recommend:

That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2017-2018 be established as follows: 28 September 2017, 26 October 2017, 23 November 2017, 14 December 2017, 25 January 2018, 22 February 2018, 29 March 2018, 26 April 2018, 17 May 2018.

In all instances except November, December and May, the Senate meeting would fall on the last Thursday of the month. In December and May it would be earlier, to avoid conflicts with the closure of the University in December and Vancouver graduation in May. In November it would be the fourth Thursday of the month; the fifth and last Thursday would only be two weeks before the December Senate date.

Respectively submitted,

Daniel Keyes
Chair, Agenda Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

12 January, 2017

To: Okanagan Senate
From: Curriculum Committee
Re: Curriculum Proposal (approval)

The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval the new course brought forward from the Faculty of Creative and Critical Studies, the new program brought forward by the Faculty of Applied Science and the revised program requirements, new courses and revised course brought forward by the Faculty of Arts and Sciences.*

- a. From the Faculty of Creative and Critical Studies
 - i. SPAN 360 (3) Literature and Power in the Hispanic World (new course)
- b. From the Faculty of Applied Science
 - i. Minor in Management (new program)
- c. From the Faculty of Arts and Sciences
 - i. PSYO 524 (1) Clinical Supervision (new course)
 - ii. PSYO 525 (1) Internship Preparation (new course)
 - iii. PSYO 526 (3) Program Evaluation (new course)
 - iv. PSYO 530 (1-12) Clinical Psychology Practicum (Masters) (revised course)
 - v. PSYO 630 (1-12) Clinical Psychology Practicum (Doctoral) (new course)
 - vi. PSYO 730 (6) Clinical Psychology Internship (new course)

vii. Clinical Psychology Masters Program Requirements (revised program)

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 2016/09/16 Effective Session: 2017S	Date: 2015/11/05 Contact Person: Dr. Francisco Peña Fernandez Phone: 250.807.8044 Email: francisco.pena@ubc.ca
Type of Action: New Course	
Rationale: This new SPAN course stems from a review of all literature courses offered in the Spanish program. Our goal is to promote a more interdisciplinary, transcultural and trans-historical approach to the study of literature for our students.	
Proposed Academic Calendar Entry: <u>SPAN 360 (3) Literature and Power in the Hispanic World</u> <u>Survey and analysis of reactionary Hispanic literature. [3-0-0]</u> <u>Co-requisite: SPAN 301</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Applied Science Dept./Unit: School of Engineering Faculty/School Approval Date: Feb 10, 2016 Effective Session: 2017W	Date: Feb 3, 2016 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Program	
<p>Rationale: In February 2015, a student-driven survey was conducted to gauge interest for a Minor in Management for engineering students. The results were overwhelming with 91% of students surveyed expressing an interest.</p> <p>The Minor in Management is a program of study designed to expose and train engineering students to learn:</p> <ul style="list-style-type: none"> • management theories and their application in the engineering profession • management practices and their application in the engineering profession • leadership, negotiation, project management and administrative skills • decision making under uncertainty • identification of technological challenges and opportunities for economic growth through the development of novel engineering solutions and products <p>The Minor in Management is a leadership-focused program that intends to emphasize both practice and theory. An engineering degree with a Minor in Management will give students a competitive edge, qualify them for a wider spectrum of employment opportunities and equip them to make significant contributions as soon as they enter the workplace.</p> <p>The proposed program will offer an interdisciplinary theme which will enrich student educational experiences as mandated in the UBC strategic plan.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>Minor in Management</u></p> <p><u>Students desiring a stronger foundation in management and/or entrepreneurship are encouraged to consider the Minor in Management. Upon successful completion of this minor program, the notation "Minor in Management" will be placed on the student's transcript.</u></p> <p><u>Enrolment in the program is limited. Applications for admission must be made to the Engineering Advising Office by May 31.</u></p> <p><u>For an application to be considered, the student must be eligible for at least third-year standing in the School of Engineering with a cumulative average of at least 75% in the previous two years. Meeting the stated minimum requirements does not guarantee admission into the minor. Admission will be based on GPA in conjunction with a statement of intent to be submitted at the time of application.</u></p> <p><u>The minor consists of 21 credits:</u></p> <ul style="list-style-type: none"> • <u>3 credits: MGMT 100</u> • <u>18 credits: 400-level MGMT Courses (Prerequisite Courses may be required but will not count towards the 18 credits)</u> • <u>Up to one MGMT course MAY be counted towards the B.A.Sc. technical elective requirement upon approval from the program coordinator.</u> 	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/p roof/edit/index.cfm?tree=18,317,989,0</p> <p>Present Academic Calendar Entry: N/A</p>
---	---



Entry into and continuation in the Minor requires that the student remains In Good Standing.

Students might encounter difficulty fitting the courses for the Minor into their program timetable; careful planning is essential, and completion of the Minor program will likely require an additional Term beyond that required to complete the B.A.Sc. degree alone.

The School of Engineering will work with the Faculty of Management to provide a list of available courses for guidance each year to be posted on the School of Engineering's website.

Note: Space in many courses is limited. Admission to the minor does not guarantee access to courses agreed upon for the minor.

Minor in Management
School of Engineering
University of British Columbia

Overview

The School of Engineering (SOE) was established in 2005. As of Nov. 17, 2015, it has 47 faculty members and offers 3 BAsC programs, i.e. civil engineering, electrical engineering and mechanical engineering. In 2015W, the faculty offered courses to more than 1000 full-time equivalent students.

The Minor in “Management” has been under discussion among engineering students and faculty for the past four years. Feedback from the engineering industry and alumni clearly show that there is growing need for engineers to have strong skills in leadership, communication, management and entrepreneurship, in addition to a solid technical background.

In February 2015, a student-driven survey was conducted to gauge potential interest in an Engineering Management minor among UG engineering students. 110 students participated in the survey which comprised two questions. Results of the survey are as follows:

1. Would you support a Business/Commerce Minor within the Engineering Program?

Results: **110 Students said YES**

2. If a Business/Commerce Minor is offered would you consider taking it?

Results: **100 Students said YES; 10 Students said NO**

Based on the survey results, we expect strong enrollment in the proposed Minor in Management.

Credentials

The Minor in Management will expose engineering students to state-of-the-art concepts and theories in management and how they can be applied to in various engineering disciplines. Students will complete a minimum of 21 credits in management related academic courses. Upon successful completion of this program, the wording “Minor in Management” will be added to the student’s transcript.

Location

The program will be offered at the University of British Columbia at Okanagan Campus. The School of Engineering, in collaboration with the Faculty of Management, will offer, administer, and deliver this program.

Expected Start Date

The program will be offered each year starting in the 2017W academic year.

Program Completion Time

Students will be required to complete a minimum of MGMT 100 plus 18 credits of fourth year Management courses and are expected to spend additional one or two semesters to fulfill program requirements.

Rationale

The Minor in Management is a program of study designed to expose and train engineering students to learn:

- management theories and their application in the engineering profession
- management practices and their application in the engineering profession
- leadership, negotiation, project management and administrative skills
- decision making under uncertainty
- identification of technological challenges and opportunities for economic growth through the development of novel engineering solutions and products

The **Management Minor** is a leadership-focused program that intends to emphasize both practice and theory. An engineering degree with an Engineering Management Minor will give students a competitive edge, qualify them for a wider spectrum of employment opportunities and equip them to make significant contributions as soon as they enter the workplace.

The proposed program will offer an interdisciplinary theme which will enrich student educational experiences as mandated in the UBC strategic plan.

Program Requirements – Proposal

A minor in Management requires a minimum of 21 credits in management related academic courses. Students are required to take MGMT 100 (can be taken concurrently with 400 level courses) and 6 other 4th year MGMT courses (3 credits each) from the Faculty of Management. The proposed program is interdisciplinary, and SOE intends to actively work with the Faculty of Management on this initiative.

A maximum of 20 students will be accepted into the minor program on a competitive basis following an application process designed by the School of Engineering. The program will be open only to engineering students with 3rd and 4th year standings.

Title	Course Number	Comments
Leadership in Complex Environments	MGMT 410	Instructor retired, uncertain in offering this year
Human Resources Management	MGMT 411	
Negotiations	MGMT 412	Popular course
Special Topics in Management - MGMT SV OP SPLY	MGMT 4190	This is offered in place of MGMT420
Supply Chain Management	MGMT 420	
Outsourcing, Offshoring, and Globalization	MGMT 421	
E-Commerce	MGMT 423	
Special Topics in Information Technology Management - ENTRPRNL TECH	MGMT 429C	
Risk Management	MGMT 435	
Brands, Culture, and Marketing	MGMT 440	Marketing flavor
Marketing Strategy	MGMT 441	Marketing flavor
Consumer Behaviour	MGMT 442	Marketing flavor. Useful if creating devices
New Product and Service Development	MGMT 443	3 Engineering students registered, closest course to engineering management.
Entrepreneurship and the Smaller Firm	MGMT 450	
Law and Business	MGMT 480	
International Business	MGMT 482	If intend to become international engineer. There is sustainability focus

Comments:

- Based on conversations with Dr. Barbara Marcolin, all 4th year courses will be open to Engineering Management students.
- Engineering students will have mixed engineering and management courses in their 3rd, 4th and 5th years of study.
- SOE and FOM will work together to determine course offerings each academic year.

Program Learning Outcomes

After completing the minor in Management, students will be able to

- apply knowledge of management to solve engineering problems;
- design and conduct experiments related to operations, marketing, management and finance, as well as to analyze and interpret data;
- understand the importance of negotiation and will know how to develop and have an ability to function in teams;
- understand professional ethical responsibility;
- communicate effectively individually and in teams;
- use the techniques, skills, and modern tools necessary for engineering practice

Contact

Dr. Yang Cao

Associate Director for Undergraduate Studies

School of Engineering (Okanagan Campus)

University of British Columbia

EME4235, 3333 University Way, V1V 1V7

Email: yang.cao@ubc.ca

Tel: (250)807-9643

Similar programs in other Canadian Universities

1. University of Waterloo offers Bachelor of Applied Science (BASc) Management Engineering (<https://uwaterloo.ca/management-sciences/programs/bachelor-applied-science-basc-management-engineering>)
2. University of Toronto offers Engineering Business Minor program. Students in the Engineering Business Minor must successfully complete of a minimum of six (6) 1-semester courses.
(http://www.undergrad.engineering.utoronto.ca/Programs/Minors_Certificates/Engineering_Minors_Certificates/minors/engineering_business.htm)
3. University of McGill offers Minor Construction Engineering and Management program (<https://www.mcgill.ca/study/2012-2013/faculties/engineering/undergraduate/programs/bachelor-engineering-beng-minor-construction-engineerin>)
4. McMaster University offers five year Engineering and Management program that integrates the technical education of the engineer with a business education for management. (<http://www.eng.mcmaster.ca/engandmgt/>)
5. Carlton University offers Minor in Business for Engineers. (<http://sprott.carleton.ca/our-programs/minor-programs/minor-in-business-for-engineers/>)



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Arts & Sciences/Barber School Dept./Unit: Psychology/Unit4 Faculty/School Approval Date: 20160926 Effective Session: 2017S	Date: 2016.07.04 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Add 3 new courses: PSYO 524, 525, 526	
Rationale: <p>In order to comply with the expectation of the accrediting body (Canadian Psychological Association, CPA), we are creating a new course (PSYO 524) on supervision for our Clinical Psychology students. Practicing Psychologists are often placed in supervisory roles and this course is intended to provide the necessary knowledge and skills to properly perform this function.</p> <p>The second new course (PSYO 525) is intended to assist the students in their application for internship; this is a highly competitive process. The course will provide the students with a clear understanding of the process and how to maximize their chances of being selected at their preferred sites.</p> <p>The third course (PSYO 526) is also designed to meet CPA expectations for clinical students. There is an existing senior undergraduate course, but since CPA frowns on cross-listing undergraduate and graduate courses, we are proposing a separate graduate course.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>PSYO 524 (1) Clinical Supervision</u> <u>Restricted to the Graduate</u> <u>Clinical Psychology Program. [0-</u> <u>0-1]</u></p> <p><u>PSYO 525 (1) Internship Preparation</u> <u>Restricted to the Graduate</u> <u>Clinical Psychology Program. [0-</u> <u>0-1]</u></p> <p><u>PSYO 526 (3) Program Evaluation</u> <u>Practical course guiding students</u> <u>in the application of research</u> <u>methods to planning and carrying</u> <u>out program evaluations. [0-0-3]</u></p>	<p>Draft Academic Calendar URL: n/a</p> <p>Present Academic Calendar Entry: n/a</p>
---	---



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Arts & Sciences/Barber School Dept./Unit: Psychology/Unit4 Faculty/School Approval Date: 20160926 Effective Session: 2017W	Date: 2016.06.08 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Divide practical training into three levels Revision to existing course sequence	
Rationale: This proposal would divide the concept of practical training into three levels, each associated with a level of skill acquisition. The existing practicum and internship courses would be modified to reflect this progression. PSYO 530 Clinical Psychology Practicum would continue and now be associated with the Master's program; a new Clinical Psychology Practicum would be created and associated with the Doctoral program. The existing internship [PSYO 559 (6) Clinical Psychological Internship] would be renumbered to signify that this course is done at the end of the program, acting as a capstone.	
Proposed Academic Calendar Entry: PSYO 530 (1-12) c Clinical Psychology Practicum (Masters) Focus on clinical skills. Students work under the supervision of a clinical faculty member. Training contracts are established at the start of the term. Pass/Fail. Restricted to the Graduate Clinical Psychology Program. <u>PSYO 630 (1-12) c Clinical Psychology Practicum (Doctoral)</u> <u>Focus on clinical skills. Students work under the supervision of a clinical faculty member. Training contracts are established at the start of the term. Pass/Fail. Restricted to the Graduate Clinical Psychology Program.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=PSYO Present Academic Calendar Entry: PSYO 530 (1-12) c Clinical Psychology Practicum Focus on clinical skills. Students work under the supervision of a clinical faculty member. Training contracts are established at the start of the term. Pass/Fail. Restricted to the Graduate Clinical Psychology Program.



<p>PSYO <u>730</u> (6) Clinical Psychological Internship <u>Pass/Fail</u></p>	<p>PSYO 559 (6) Clinical Psychological Internship</p>
---	---



Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Arts & Sciences/Barber School Dept./Unit: Psychology/Unit4 Faculty/School Approval Date: 20160926 Effective Session: 2017W	Date: 2016.07.05 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Other: Change to description of practicum hours required for the Clinical Psychology Masters and Doctorate	
Rationale: The current language does not adequately reflect the requirements of our accreditation agency [Canadian Psychological Association, CPA]. Moreover, student may be misled by the current language since the nature of clinical hours required is more nuanced than expressed. We have also added to our doctoral program the content from the three new courses presented elsewhere. It is our expectation that these courses are optional for existing students, but will be required of in-coming students if these changes are accepted. These new courses speak to the competencies that the accrediting agency has recently articulated.	
Proposed Academic Calendar Entry: Master of Arts (M.A.) [...]	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,1008,1228
[15646] Program Requirements – Clinical [15647] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 45 credits as follows: [15648]	Present Academic Calendar Entry: Master of Arts (M.A.) [...]
[15646] Program Requirements – Clinical [15647] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 45 credits as follows: [15648]	[15646] Program Requirements – Clinical [15647] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 45 credits as follows: [15648]



- a 12-credit master's thesis (PSYO 599);
- 6 credits of graduate-level statistics and methodology, normally taken in the first year;
- 6 credits in Professional Practice: Assessment;
- 6 credits in Individual Differences;
- 6 credits in Professional Practice: Intervention;
- 3 credits in Ethics and Professional Standards;
- 3 credits in Psychometrics; and
- Clinical Psychology Practicum **as needed to reach competency and progress to the next level of training.**

Proposed Academic Calendar Entry:

Doctor of Philosophy (Ph.D.)

[...]

[15649] Program Requirements – Clinical

[15650] The minimum requirements for the Ph.D. are as follows:

[15651] Note: coursework that was completed for a master's degree may be counted and credited for the Ph.D. coursework requirement.

[15652]

- 6 credits of graduate-level statistics and methodology;
- 3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social;
- 6 credits from each of the following areas: Individual Differences, Professional

- a 12-credit master's thesis (PSYO 599);
- 6 credits of graduate-level statistics and methodology, normally taken in the first year;
- 6 credits in Professional Practice: Assessment;
- 6 credits in Individual Differences;
- 6 credits in Professional Practice: Intervention;
- 3 credits in Ethics and Professional Standards;
- 3 credits in Psychometrics; and
- ~~3 credits (300 hours) of~~ Clinical Psychology Practicum.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1227>

Present Academic Calendar Entry:

Doctor of Philosophy (Ph.D.)

[...]

[15649] Program Requirements – Clinical

[15650] The minimum requirements for the Ph.D. are as follows:

[15651] Note: coursework that was completed for a master's degree may be counted and credited for the Ph.D. coursework requirement.

[15652]

- 6 credits of graduate-level statistics and methodology;
- 3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social;
- 6 credits from each of the following areas: Individual Differences, Professional



<p>Practice: Assessment, Professional Practice: Intervention;</p> <ul style="list-style-type: none"> • 3 credits in the historical and scientific foundations of general Psychology; • 3 credits in each of the following areas: Ethics and Professional Standards, Psychometrics, <u>Program Evaluation;</u> • <u>1 credit in each of the following areas: Supervision, Internship Preparation;</u> • successful completion of the comprehensive requirements; • Clinical Psychology Practicum <u>as needed to reach competency and progress to the next level of training;</u> • successful defence of the doctoral dissertation (PSYO 699); • development of an acceptable level of clinical skill; and • successful completion of a one-year internship in an approved applied setting (PSYO <u>730</u>). 	<p>Practice: Assessment, Professional Practice: Intervention;</p> <ul style="list-style-type: none"> • 3 credits in the historical and scientific foundations of general Psychology; • 3 credits in each of the following areas: Ethics and Professional Standards, Psychometrics; • successful completion of the comprehensive requirements; • a minimum of 900 hours of Clinical Psychology Practicum; • successful defence of the doctoral dissertation (PSYO 699); • development of an acceptable level of clinical skill; and • successful completion of a one-year internship in an approved applied setting (PSYO 559).
---	---

3 January 2017

To: Senate
From: Nominating Committee
Re: A) Committee Adjustments
B) Revisions to Procedures to Policy 18
C) Vice-Provost International
D) Triennial Review

A) Committee Adjustments

With the election of new students last term, the Senate Nominating Committee is pleased to recommend adjustments to the membership of Senate and Council Committees as follows:

That Mr Jason Lammers be appointed to the Council of Senates Budget Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy;

That Ms Amy Park be appointed to the Senate Academic Policy Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy;

That Ms Elisa Gallaccio be appointed to the Senate Admissions & Awards Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy;

That Ms Amy Park and Mr Jason Lammers be appointed to the Senate Committee on Appeals of Standing and Discipline until 31 March 2017 and thereafter until replaced, to fill vacancies;

That Ms Priscilla Babunga and Mr Daniel Kandie be appointed to the Senate Curriculum Committee until 31 March 2017 and thereafter until replaced, to fill a vacancy and to replace Ms Kelly Lu; and

That Ms Katarina Trapara be appointed to the Senate Learning & Research Committee until 31 March 2017 and thereafter until replaced, to replace Ms Amy Park.

B) Revisions to Procedures to Policy 18

Under Policy 18: Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy), the Board and Senates have allowed the President to approve and revise procedures for implementation. On 5 December 2016, the President approved procedural revisions to facilitate the establishment of a new associate vice-president academic position: the Vice-Provost International. Those revisions are reported to the Board and Senate for Information, and are set out following this report. The




Nominating Committee notes that Policy 18 itself is needing of amendments to revise the position of “Vice-President Research & International” to “Vice-President Research”, and has brought this to the attention of the University Counsel and Board Secretary, who have advised that these will be proposed this term.

C) Vice-Provost International Appointments

The Senate Nominating Committee has received a request from the Provost of the Vancouver campus for two Okanagan Senate appointees (one of whom must be a faculty member, and one of whom must be a faculty member or a student) to the search committee for a Vice-Provost International pursuant to the revised procedures to Policy 18. In consideration of the Committees previous decisions regarding recommendations under Policy 18, the Committee will solicit nominations from all UBC faculty members or students for these appointments and hopes to present its recommendations to Senate at the February meeting

D) Triennial Review of Senate Committees and Procedures

As Senators are aware, in the third year of each triennium, the Senate considers recommendations from the Agenda and Nominating Committees for revisions to its internal structures and procedures. The Agenda and Nominating Committees have asked for a website to be established to provide background information and facilitate submissions for the review process. This should be available by 1 February, and at that time, the committees will be pleased to consider submissions from senators, senate committees, administrators, faculties, and the broader campus community. As in past trienniums, detailed requests will also be sent to Senate committees regarding their own internal operations.

 <p>The University of British Columbia Board of Governors Okanagan Senate Vancouver Senate</p>	<p>Policy No.:</p> <p style="text-align: center;">18</p>	<p>Approval Dates:</p> <ul style="list-style-type: none"> • UBCV Senate May 14, 2008 • UBCO Senate May 15, 2008 • Board June 5, 2008 <p>Last Revision:</p> <ul style="list-style-type: none"> • UBCO Senate January 25, 2012 • Board February 3, 2012 • UBCV Senate February 15, 2012
		<p>Responsible Executive: President</p>
<p>Title:</p> <p style="text-align: center;">Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy)</p>		
<p>Background & Purpose:</p> <p>Section 27(2)(f) of the University Act, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for senior academic administrators.</p> <p>For extensions and acting appointments, please refer to Policy No.24 (Extension of Appointments for Designated Senior Academic Administrators).</p>		

1. Definitions and Interpretation Rules

- 1.1 A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

2. Scope

- 2.1 This Policy applies to all appointments of *Designated Senior Academic Administrators*.
- 2.2 Currently, the President of the University holds the title of Deputy Vice-Chancellor for UBC Vancouver and the Vice-President, Academic and Research (UBC Okanagan) holds the title of Deputy Vice-Chancellor and Principal for UBC Okanagan. If at some point in the future, it is determined that the position of Deputy Vice-Chancellor is to be held by a person other than the President in the case of UBC Vancouver or the Vice-President, Academic and Research (UBC Okanagan) in the case of UBC Okanagan, the process for dealing with appointments for the Deputy Vice-Chancellor and Principal (UBC Okanagan) or the Deputy Vice-Chancellor (UBC Vancouver) as set out in this Policy and any associated Procedures will apply. However, unless

and until such a determination is made, the normal selection process for the President or for the Vice-President, Academic and Research (UBC Okanagan), as applicable, will be applied.

3. Selection of Candidates

- 3.1 For the selection of candidates for *Designated Senior Academic Administrators*, the President shall convene an *Advisory Committee* as described in the Procedures and will consider the advice of the *Advisory Committee* in making a recommendation to the Board of Governors.
- 3.2 The President's recommendation, which may include recommended terms and conditions of the appointment, will be considered by the Board of Governors which must approve the appointment and has the authority to establish the terms and conditions for any such appointment.

4. Procedures Not to Conflict

- 4.1 Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Policy #18
Definitions and Other Interpretation Rules

1. Definitions

In Policy #18 – Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy), the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***“Academic Associate Vice-Presidents”*** means the positions designated as such by the President, from time to time, in the Procedures associated with this Policy.
- b. ***“Academic Vice Presidents”*** means the following:
 - 1. Provost and Vice President Academic (UBC Vancouver); and
 - 2. Vice President, Academic and Research (UBC Okanagan).
- c. ***“Advisory Committee”*** means an advisory committee to the President as defined in Article 2 in the Procedures associated with this Policy.
- d. ***“Deans”*** means:
 - 1. the Deans of UBC Okanagan Faculties;
 - 2. the Deans of UBC Vancouver Faculties;
 - 3. the Deans of Dual-Campus Faculties.
- e. ***“Designated Senior Academic Administrators”*** means the following:
 - 1. Deputy Vice-Chancellor and Principal (UBC Okanagan);
 - 2. Deputy Vice-Chancellor (UBC Vancouver);
 - 3. *Academic Vice Presidents*;
 - 4. Vice President, Research and International; and
 - 5. *Academic Associate Vice-Presidents*.
- f. ***“Dual-Campus Faculty”*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the sole Dual-Campus Faculty was the Faculty of Applied Science.]
- g. ***“Responsible Executive”*** means:
 - 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 - 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- h. ***“Principals”*** means:
 - 1. the Principal of the College of Health Disciplines; and
 - 2. the Principal of the College for Interdisciplinary Studies.
- i. ***“UBC Okanagan Faculty”*** has the same meaning attributed to the term "Faculty of UBC Okanagan" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Okanagan Faculties were the Faculty of Arts and Sciences (now known as the Irving K. Barber School of Arts and Sciences), the Faculty of Creative and Critical

Studies, the Faculty of Education, the Faculty of Health and Social Development, and the Faculty of Management.]

- j. **“*UBC Vancouver Faculty*”** has the same meaning attributed to the term "Faculty of UBC Vancouver" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Vancouver Faculties were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as the Sauder School of Business), the Faculty of Dentistry, the Faculty of Education, the Faculty of Forestry, the Faculty of Graduate Studies, the Faculty of Land and Food Systems, the Faculty of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].

PROCEDURES

Approved: June 5, 2008

Revised: January 5, 2017

Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors." Note: the most recent procedures may be reviewed at <http://universitycounsel.ubc.ca/policies/index/>.

1. Academic Associate Vice-Presidents

1.1 The following individuals are designated as *Academic Associate Vice Presidents*:

1.1.1 Associate Vice President, Research;

1.1.2 Vice-Provost, International;

1.1.3 Provost and Vice-Principal (Academic) (UBC Okanagan);

1.1.4 Vice-Principal (Research and Innovation) (UBC Okanagan);

1.1.5 Deputy Provost (UBC Vancouver);

1.1.6 Vice-Provost, Graduate and Postdoctoral Studies (UBC Vancouver);

1.1.7 Vice-Provost and Associate Vice-President, Academic (UBC Vancouver); and

1.1.8 Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities (UBC Vancouver).

1.2 Currently, the Dean of the Faculty of Graduate and Postdoctoral Studies holds the title of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver). Where a Vice-Provost concurrently holds the position of Dean of a Faculty, the normal selection process for a Dean will be applied. If, at some point in the future, it is determined that the position of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver) is to be held by a person other than the Dean of the Faculty of Graduate and Postdoctoral Studies, the appointment process for Academic Associate Vice Presidents will be applied.

2. Advisory Committee for the Appointments

2.1 For the *Deputy Vice-Chancellor and Principal (UBC Okanagan)* or the *Deputy Vice-Chancellor (UBC Vancouver)*, the President will convene an *Advisory Committee* with the following membership:

For the Deputy Vice-Chancellor and Principal for UBC Okanagan or the Deputy Vice-Chancellor for UBC Vancouver			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair

Members	3	Persons appointed by the Chair from the members of the Board of Governors	Chair
	1	Person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	3	Persons selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Deputy Vice-Chancellor as the Chair may choose to appoint	Chair
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the Chair	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Students

2.2 For the selection of an *Academic Vice President*, the President will convene an *Advisory Committee* with the following membership:

For the Academic Vice Presidents			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Persons appointed by the Chair from the members of the Board of Governors, at least one of whom must be a faculty member	Chair
	1	Person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	2	Persons selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Dean or Principal selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students

	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair	Students

- 2.3 For the selection of the Vice President, Research & International, the President will convene an *Advisory Committee* with the following membership:

For the Vice President, Research & International			
Position	#	Source/Composition	Selected by:
Chair	1	President	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the Chair from the members of the Board of Governors	Chair
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan.	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
	Up to 2	Associate Vice-Presidents or Directors of units within the portfolio of the Vice President, Research & International as the Chair may choose to appoint	Chair
Additional Members	N/A	Such other person(s) as the Chair may choose to appoint	Chair
	N/A	One faculty member selected by the Chair and Members of the <i>Advisory Committee</i> (for clarity, not including the Additional Members) for every two Additional Members appointed by the Chair	Chair and Members of <i>Advisory Committee</i>

	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the Chair	Students
--	-----	---	----------

- 2.4 For the selection of an *Academic Associate Vice-President*, the President will convene an *Advisory Committee* with the following membership:

For the Academic Associate Vice-Presidents other than the Associate Vice-President, Research and the Vice Provost, International			
Position	#	Source/Composition	Selected by:
Chair	1	The <i>Academic Vice President</i> to whom the <i>Academic Associate Vice-President</i> will report	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least one of whom must be a faculty member	President
	1	Person selected by UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable	Senate
	3	Persons selected by UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members or students from UBC Okanagan or UBC Vancouver, as applicable	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
	1	Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable	Students
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One person selected by the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the President	Senate
	N/A	One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President	Students

For the Associate Vice-President, Research			
Position	#	Source/Composition	Selected by:
Chair	1	The Vice President, Research & International	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Vice President, Research & International	President
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate
	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan	Students
	1	Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver	Students
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of Advisory Committee
	N/A	One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the President	Students

For the Vice-Provost, International			
Position	#	Source/Composition	Selected by:
Chair	1	The Provost and Vice President Academic (UBC Vancouver)	Ex Officio
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	1	Provost and Vice Principal (UBC Okanagan)	Ex Officio
	3	Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Provost and Vice President Academic (UBC Vancouver)	President
	1	Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan	Senate
	1	Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan	Senate
	2	Persons selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver	Senate

	1	Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver	Senate
	1	Student registered in a degree or diploma program at UBC Okanagan selected by the Board of Directors of the Student Union of UBC Okanagan	UBCSUO Board of Directors
	1	Student registered in a degree or diploma program at UBC Vancouver selected by the Council of the Alma Mater Society of the University of British Columbia	AMS Council
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member selected by the Chair and Members of the <i>Advisory Committee</i> (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of <i>Advisory Committee</i>
	N/A	One student registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver selected by the Chair and Members of the <i>Advisory Committee</i> (for clarity, not including the Additional Members) for every two Additional Members appointed by the President	Chair and Members of <i>Advisory Committee</i>

- 2.5 The Chair of the *Advisory Committee* for the selection of an *Academic Associate Vice-President* must consult with the President before confirming the composition of the *Advisory Committee*.
- 2.6 **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.
- 2.7 **Senate Selections:** For a Senate selection, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply make the selections.

3. Replacement of Advisory Committee Members

- 3.1 **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee* before it has completed its work, the Chair, in consultation with the President, may appoint a replacement member. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the replacement member to be from the same stakeholder group as the person being replaced.
- 3.2 **Student Status:** If a student member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the Chair, in consultation with the President, may permit the student to continue to serve or may appoint a replacement student member. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student selected from the graduate students associated with a specific campus, the replacement student will be appointed from the graduate students associated with that campus.
- 3.3 If a replacement member is not appointed, the *Advisory Committee* may complete its work notwithstanding the vacancy.

4. Procedure for Advisory Committee

- 4.1 The Chair of the Advisory Committee will be responsible for calling meetings.
- 4.2 Meetings may be held face-to-face, via telephone conference, video conference or any means determined by the Chair of the Advisory Committee.
- 4.3 The quorum required to transact business at meetings will be a majority of the members of the Advisory Committee unless otherwise determined by the Chair.

5. Customary Practices: In making appointments to an *Advisory Committee*, including replacement appointments under Article 3 of these Procedures, the President will endeavour to provide for a diverse and balanced *Advisory Committee*.

6. Term and Remuneration

- 6.1 The form and amount of remuneration of *Designated Senior Academic Administrators* must be established and documented in writing at or before the effective date of the appointment.
- 6.2 Designated Senior Academic Administrators may be appointed for terms of up to five years.

7. Responsible Executive

- 7.1 **Appointment:** The individual responsible for Policy #18 and these associated Procedures is the President.
- 7.2 **Sub-Delegation:** The Responsible Executive is not limited in sub-delegation of the duties hereunder but remains responsible for oversight.

8. Administrative Leaves

- 8.1 As part of the terms of an appointment, a *Designated Senior Academic Administrator* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided, however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Designated Senior Academic Administrator* during any such administrative leave must be documented in writing at or before the effective date of the appointment.
- 8.2 Recognizing that administrative leave is intended to provide for a reasonable period of time for senior administrators who are returning to the academic ranks to focus on their scholarly and professional activities and to re-integrate with their disciplines before they resume their regular duties as faculty members, administrative leave will only be granted to the *Designated Senior Academic Administrator* if he or she holds a tenured appointment and actually returns to active duty as a faculty member for at least one year immediately after the period of the administrative leave.
- 8.3 If an administrative leave is granted, time served as a *Designated Senior Academic Administrator* and time taken on administrative leave will not be included in the years of service for the purpose of calculating study leave.
- 8.4 During the period of administrative leave, the faculty member continues to be a full-time employee of the University, and is required to comply with the University's policies and procedures.

- 8.5 Any arrangements with respect to administrative leave for a *Designated Senior Academic Administrator* that were established and documented in writing prior to May 1, 2008 will not be affected by these Procedures.
- 8.6 Any deviations from the Articles of these Procedures dealing with administrative leave may only be made with the written approval of the President.



University of British Columbia 2016/17 Annual Report on Enrolment



Dr. Angela Redish
Provost and Vice-President Academic, *pro tem*
UBC Vancouver

Dr. Cynthia Mathieson
Provost and Vice-Principal Academic
UBC Okanagan

TABLE OF CONTENTS

LIST OF TABLES	3
LIST OF FIGURES	4
INTRODUCTION	5
UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT	6
What was UBC’s Government-Funded Domestic FTE Count by Campus?.....	6
How Many Students Did UBC Enrol?.....	7
How Many Domestic Students Did UBC Enrol?.....	9
How Did UBC Fulfil its Commitment to Aboriginal Students?.....	10
Where Did UBC’s Aboriginal Students Last Study?.....	11
How Many International Students Did UBC Enrol?.....	13
Where Did UBC’s International Students Come From?.....	14
What were the Demographic Characteristics of UBC’s Students?.....	16
STUDENT RETENTION AND COMPLETION RATES	17
What were UBC’S Undergraduate Student Retention and Completion Rates?.....	17
How Long Did UBC Graduate Students Take to Complete Their Programs?.....	19
How Many Credentials Did UBC Award?.....	21
UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS	24
How Many Undergraduate Students Applied, were Admitted, and Registered at UBC?.....	24
What was the Mean Entering Grade Point Average for New UBC Students?.....	27
Where Did UBC’s New Direct-Entry Students Last Study?.....	28
Where Did UBC’s New Transfer Students Last Study?.....	29
In Which Canadian Provinces Did UBC’s New Undergraduate Students Last Study?.....	31
In Which Countries Did UBC’s New Undergraduate Students Last Study?.....	32
UBC STRATEGIC ENROLMENT INITIATIVES - A DIVERSE STUDENT BODY BY DESIGN	34
Domestic Students.....	34
International Students.....	34
Aboriginal Students.....	34
Supporting Prospective Students.....	35
Celebrating and Developing Our Scholarly Undergraduate Students.....	35
New Customer Relationship Management System.....	35
Recruitment Marketing Strategies.....	36
CONCLUSION	37

LIST OF TABLES

Table 1: Overall Student Headcount, by Year, by Campus.....	8
Table 2: Domestic Student Headcount, by Year, by Campus	9
Table 3: Aboriginal Student Headcount, by Year, by Campus.....	10
Table 4: Aboriginal Students' Last Institution Attended, by Year, by Campus	11
Table 5: International Student Headcount, by Year, by Campus	13
Table 6: International Students' Countries of Citizenship, by Year	14
Table 7: Number of Credentials Awarded, by Year, by Campus.....	22
Table 8: Proportion of Credentials Awarded to Aboriginal Students, by Year, by Campus.....	23

LIST OF FIGURES

Figure 1: Government-Funded and Delivered (Actual) Domestic FTEs, by Campus	6
Figure 2: Aboriginal Students' Last Institution Attended, by Province, 2016, Okanagan Campus	12
Figure 3: Aboriginal Students' Last Institution Attended, by Province, 2016, Vancouver Campus.....	12
Figure 4: International Students' Citizenship, by Country, 2016, Okanagan Campus	15
Figure 5: International Students' Citizenship, by Country, 2016, Vancouver Campus	15
Figure 6: 2016 Student Gender Distribution, by Program, by Campus.....	16
Figure 7: 2016 Student Age Distribution, by Program, by Campus	16
Figure 8: Retention Rates of Domestic and International Students, by Year, by Campus	17
Figure 9: Six-Year Completion Rates for Domestic and International Undergraduate Students, by Year, by Campus....	18
Figure 10: Master's Students' Years to Completion, 2006-2009 Cohorts, Okanagan Campus	19
Figure 11: Master's Students' Years to Completion, 2006-2009 Cohorts, Vancouver Campus	20
Figure 12: Doctoral Students' Years to Completion, 2003-2006 Cohorts, Vancouver Campus.....	20
Figure 13: Undergraduate Students' Admissions Pyramid (Domestic and International Combined), Okanagan Campus	25
Figure 14: Undergraduate Students' Admissions Pyramid (Domestic), Okanagan Campus	25
Figure 15: Undergraduate Students' Admissions Pyramid (International), Okanagan Campus	25
Figure 16: Undergraduate Students' Admissions Pyramid (Domestic and International Combined), Vancouver Campus	26
Figure 17: Undergraduate Students' Admissions Pyramid (Domestic), Vancouver Campus.....	26
Figure 18: Undergraduate Students' Admissions Pyramid (International), Vancouver Campus.....	26
Figure 19: Entering GPAs of Direct-Entry Undergraduate Students (Maximum, Mean, and Minimum GPA), by Year, by Campus.....	27
Figure 20: Location of Last Institution Attended, New Undergraduate Direct-Entry Students, 2016, by Campus.....	28
Figure 21: Top 10 Countries or Territories (Other Than Canada) of Last Institution Attended, New Undergraduate Direct-Entry Students, 2016, by Campus	29
Figure 22: Location of Last Institution Attended, New Undergraduate Transfer Students, 2016, by Campus	30
Figure 23: Top 10 Countries (Other Than Canada) of Last Institution Attended, New Undergraduate Transfer Students, 2016, by Campus	30
Figure 24: Canadian Province of Last Institution Attended by New Undergraduate Students, 2016, Okanagan Campus (if in Canada)	31
Figure 25: Canadian Province of Last Institution Attended by New Undergraduate Students, 2016, Vancouver Campus (if in Canada)	32
Figure 26: Country of Last Institution Attended, New International Undergraduate Students, 2016, Okanagan Campus	33
Figure 27: Country of Last Institution Attended, New International Undergraduate Students, 2016, Vancouver Campus	33

INTRODUCTION

The UBC Annual Report on Enrolment (2016/17) provides information related to enrolment for the Okanagan and Vancouver campuses. This year, for the first time, we provide a unified report that presents enrolment information for UBC, system-wide, as well as enrolment information for each campus.

The Provosts of the Okanagan and Vancouver campuses, along with the Deans, work in conjunction with the staff of Enrolment Services, the Planning and Institutional Research Offices, and the International Student Initiative (ISI) to develop undergraduate intake targets. These targets, along with current trends and retention rates, help project the number of undergraduate students that will be enrolled at UBC in the coming years. UBC does not set specific targets for graduate students (graduate student admissions are managed at the departmental level). However, some information about graduate students' enrolment is included in this report.

Enrolment planning is not simply a matter of numbers; it consists of a wide range of decisions and procedures. Academic plans and government-funding decisions determine the overall goals and strategies. The enrolment plan is developed to align enrolment with the resources needed to:

- provide an outstanding educational experience for all of UBC's students,
- support UBC's reputation as a globally recognized research-intensive university,
- address the needs of qualified, historically under-represented populations, and
- operationalize UBC's strong belief in the value and importance of intercultural understanding and international engagement.

UBC is funded by the BC Ministry of Advanced Education through base funding and strategic funding. Base funding is allocated based on a specified number of full-time equivalent (FTE) student spaces for domestic undergraduate and selected graduate students. International undergraduate student FTEs are not Ministry-funded. Strategic funding is designed to create student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2016/17 Fiscal Year,¹ UBC was government-funded for a total of 42,418 FTEs, with 6,971 FTEs allocated to the Okanagan campus and 35,447 FTEs allocated to the Vancouver campus. Overall, 36,493 FTEs were funded undergraduate student spaces and 5,925 were funded graduate student spaces.

UBC's enrolment objectives include the following:

- slightly surpass the Government-funded number of domestic undergraduate students,
- increase the enrolment of Aboriginal students,²
- ensure a strong national representation, and
- maintain a healthy enrolment of a diverse international student body.

¹ Fiscal year: April 1 to March 31.

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

UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

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

The BC Ministry of Advanced Education sets targets for, and funds, student FTEs rather than headcounts. These targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. Government-funded and actual domestic FTEs, for each campus, are reported in Figure 1. In 2016/17, UBC was funded by the government for 42,418 FTEs, and 45,503 FTEs were enrolled, which represents utilization of 107%.

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

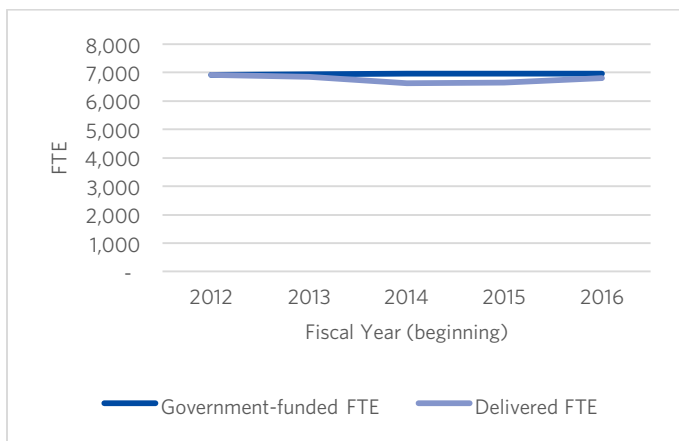
Figure 1 illustrates the historical and 2016/17 estimated delivered (actual) FTEs for both campuses, against the respective Ministry targets.

UBC Okanagan was funded for 6,971 domestic undergraduate and graduate student FTEs. In 2012/13, the Okanagan campus effectively delivered 100% of the government-funded FTE target and has delivered within 5% of the FTE target in the subsequent years. As of November 1, the delivered FTE total for 2016/17 was estimated to be 6,806, or 98% of the FTE target. The 2016/17 FTE total increased by 145 funded FTEs over the previous year, representing a growth of 2%. The projections for the Okanagan campus are to reach 100% by 2017/18.

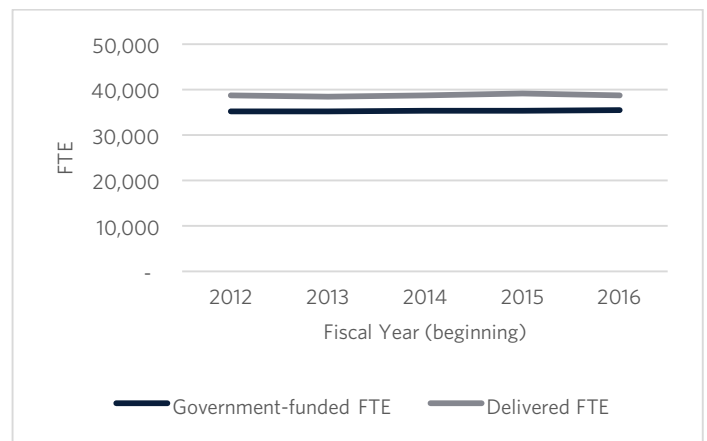
UBC Vancouver was funded for 35,447 domestic undergraduate and graduate student FTEs. UBC Vancouver continued to surpass its government targets (estimated at 109% of funded FTEs for 2016/17). Enrolment is projected to remain over target for the next several years.

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

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL?

In 2016/17, 62,919 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of almost 3% over the previous year. The number of undergraduate students was 52,386 and graduate students was 10,533 (see Table 1). Eighty-six percent of UBC students were enrolled on the Vancouver campus in 2016, with the remaining 14% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 1, includes students taking courses outside of a degree program as well as students taking courses after completing a baccalaureate program.

On the Okanagan campus, there were 8,687 undergraduate and graduate students enrolled in 2016/17, a 3.5% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has more than doubled, increasing by 147% (N = 3,511); undergraduate student enrolment increased by 3% over the previous year and graduate student enrolment increased by 9%. Further, 2016/17 was UBC Okanagan's largest graduate student population, to date (N = 788). Approximately 31% of all students enrolled in 2016/17 were new-to-UBC students (N = 2,661).³

The Vancouver campus 2016/17 enrolment grew to 54,232, an increase of almost 3% over the previous year. The increase is primarily attributable to the growth in the number of undergraduate international students (N = 10,067). Graduate student enrolment remained constant, relative to 2015/16.

³ New-to-UBC students are new students who have never studied at UBC previously.

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

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	5	3	42	35	24
		Baccalaureate Degree	7,264	7,340	7,104	7,262	7,492
		Post-Baccalaureate Degree	183	183	184	164	133
		Non-Degree	215	222	202	207	250
		Undergraduate Total	7,667	7,748	7,532	7,668	7,899
	Graduate	Master's Degree	429	414	430	466	523
		Doctoral Degree	216	226	252	258	265
		Graduate Total	645	640	682	724	788
		Okanagan Total	8,312	8,388	8,214	8,392	8,687
	Vancouver	Undergraduate	Diploma & Certificate	2,123	2,122	2,202	2,263
Baccalaureate Degree			30,859	31,602	32,524	34,075	35,507
Post-Baccalaureate Degree			2,483	2,540	2,566	2,554	2,674
Medical Residents			1,232	1,269	1,326	1,378	1,437
Non-Degree			2,458	2,402	2,669	2,716	2,510
Undergraduate Total			39,155	39,935	41,287	42,986	44,487
Graduate		Diploma & Certificate	49	47	61	55	75
		Master's Degree	6,287	6,222	6,351	6,142	6,162
		Doctoral Degree	3,727	3,678	3,626	3,538	3,507
		Non-Degree	8	2	1	-	1
		Graduate Total	10,071	9,949	10,039	9,735	9,745
Vancouver Total	49,226	49,884	51,326	52,721	54,232		
Grand Total			57,538	58,272	59,540	61,113	62,919

HOW MANY DOMESTIC STUDENTS DID UBC ENROL?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 2 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan remained stable in 2016/17 (N = 6,897), while domestic graduate student enrolment (N = 539) increased by 6%. Domestic new-to-UBC undergraduate student enrolment in 2016/17 (N = 2,087) increased by 6% over the previous year (N = 1,970 in 2015/16) (not shown in Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2016/17 (N = 41,050) remained constant relative to 2015/16. Domestic new-to-UBC undergraduate student enrolment decreased slightly between 2015/16 (N = 8,002) and 2016/17 (N = 7,493), or by 6% (not shown in Table). The small reduction was intentional and part of the strategic enrolment plan for UBC Vancouver because domestic enrolment had exceeded government-funded FTEs over the past several years.

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

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	5	3	42	35	24
		Baccalaureate Degree	6,713	6,691	6,407	6,442	6,552
		Post-Baccalaureate Degree	183	183	183	164	133
		Non-Degree	206	212	138	170	188
		Undergraduate Total	7,107	7,089	6,770	6,811	6,897
	Graduate	Master's Degree	360	338	338	356	381
		Doctoral Degree	139	143	148	153	158
		Graduate Total	499	481	486	509	539
		Okanagan Total	7,606	7,570	7,256	7,320	7,436
Vancouver	Undergraduate	Diploma & Certificate	2,017	1,993	2,055	2,109	2,203
		Baccalaureate Degree	26,442	26,467	26,323	26,659	26,944
		Post-Baccalaureate Degree	2,472	2,522	2,546	2,534	2,647
		Medical Residents	1,223	1,262	1,319	1,371	1,429
		Non-Degree	1,550	1,368	1,314	1,329	1,197
		Undergraduate Total	33,704	33,612	33,557	34,002	34,420
	Graduate	Diploma & Certificate	47	46	58	50	70
		Master's Degree	4,763	4,649	4,638	4,441	4,495
		Doctoral Degree	2,274	2,206	2,170	2,111	2,064
		Non-Degree	-	-	-	-	1
		Graduate Total	7,084	6,901	6,866	6,602	6,630
	Vancouver Total	40,788	40,513	40,423	40,604	41,050	
Grand Total			48,394	48,083	47,679	47,924	48,486

HOW DID UBC FULFIL ITS COMMITMENT TO ABORIGINAL STUDENTS?

UBC is committed to expanding educational opportunities for Aboriginal peoples. We cannot report with certainty the number of Aboriginal students enrolled at UBC because Aboriginal students are not required to identify as Aboriginal at any time during their studies, but can do so voluntarily. We learn about students' Aboriginal status from several sources. Students may self-identify as part of the admissions process, they may update their Aboriginal status at any time during their studies, or they may indicate that they are Aboriginal when answering a survey. Thus, the number of Aboriginal students shown in Table 3 is likely an underestimation of the actual number of students enrolled.

We estimate that 5% of students enrolled on the Okanagan campus in 2016/17 were Aboriginal (N = 442), constituting 6% of all domestic students. Over time, Aboriginal enrolment at UBC Okanagan has remained generally consistent at 5% of the total student population. In 2016/17, 129 Aboriginal students were new-to-UBC, representing 29% of the overall Aboriginal student population on the Okanagan campus, and a 2% increase relative to the 2015/16 new-to-UBC Aboriginal student population (N = 127) (not shown in Table).

About 2% of all students (undergraduate and graduate) on the Vancouver campus were identified as Aboriginal, constituting 3% of all domestic students. There has been a 12% increase in the number of Aboriginal students enrolled in baccalaureate programs since 2012/13, and a 10% increase in Aboriginal students enrolled in graduate programs (master's and doctoral), over the same period. In 2016/17, 238 Aboriginal students were new-to-UBC, representing a 9% increase relative to the 2015/16 new-to-UBC Aboriginal population (N = 218) (not shown in Table).

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

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	2	1	1	1	-
		Baccalaureate Degree	290	337	352	347	361
		Post-Baccalaureate Degree	9	10	10	8	8
		Non-Degree	45	57	41	37	36
		Undergraduate Total	346	405	404	393	405
	Graduate	Master's Degree	21	26	25	31	26
		Doctoral Degree	14	12	10	10	11
		Graduate Total	35	38	35	41	37
		Okanagan Total	381	443	439	434	442
Vancouver	Undergraduate	Diploma & Certificate	23	28	16	15	16
		Baccalaureate Degree	549	577	578	557	613
		Post-Baccalaureate Degree	164	153	150	162	176
		Medical Residents	12	15	17	18	27
		Non-Degree	46	32	24	32	34
		Undergraduate Total	794	805	785	784	866
	Graduate	Diploma & Certificate	-	-	1	2	2
		Master's Degree	141	151	147	150	160
		Doctoral Degree	68	70	71	72	70
		Non-Degree	-	-	-	-	-
		Graduate Total	209	221	219	224	232
	Vancouver Total	1,003	1,026	1,004	1,008	1,098	
Grand Total			1,384	1,469	1,443	1,442	1,540

WHERE DID UBC'S ABORIGINAL STUDENTS LAST STUDY?

Most Aboriginal students at UBC are direct-entry students from secondary schools, but a much greater proportion (when compared with domestic students, in general) register after completing some post-secondary education elsewhere. Table 4 reports the Aboriginal student headcount, by campus, by student level, and by type of institution last attended.

TABLE 4: ABORIGINAL STUDENTS' LAST INSTITUTION ATTENDED, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Secondary School	175	209	219	203	231
		Technical Institute	19	21	12	12	12
		College	72	91	78	80	91
		University	38	42	38	29	37
		Unknown	42	42	57	69	34
		Undergraduate Total	346	405	404	393	405
	Graduate	Secondary School	1	-	-	1	5
		Technical Institute	-	-	-	-	1
		College	7	9	8	10	4
		University	12	15	17	21	21
		Unknown	15	14	10	9	6
		Graduate Total	35	38	35	41	37
		Okanagan Total	381	443	439	434	442
Vancouver	Undergraduate	Secondary School	337	373	377	382	431
		Technical Institute	15	13	15	14	9
		College	182	176	172	146	184
		University	150	136	131	128	171
		Unknown	110	107	90	114	71
		Undergraduate Total	794	805	785	784	866
	Graduate	Secondary School	7	13	13	12	22
		Technical Institute	4	3	4	4	10
		College	38	36	30	32	49
		University	134	149	149	153	145
		Unknown	26	20	23	23	6
		Graduate Total	209	221	219	224	232
		Vancouver Total	1,003	1,026	1,004	1,008	1,098
Grand Total			1,384	1,469	1,443	1,442	1,540

Most Aboriginal students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A smaller proportion of enrolled Aboriginal students studied at institutions from Central or Eastern Canada (see Figures 2 and 3).

FIGURE 2: ABORIGINAL STUDENTS' LAST INSTITUTION ATTENDED, BY PROVINCE, 2016, OKANAGAN CAMPUS

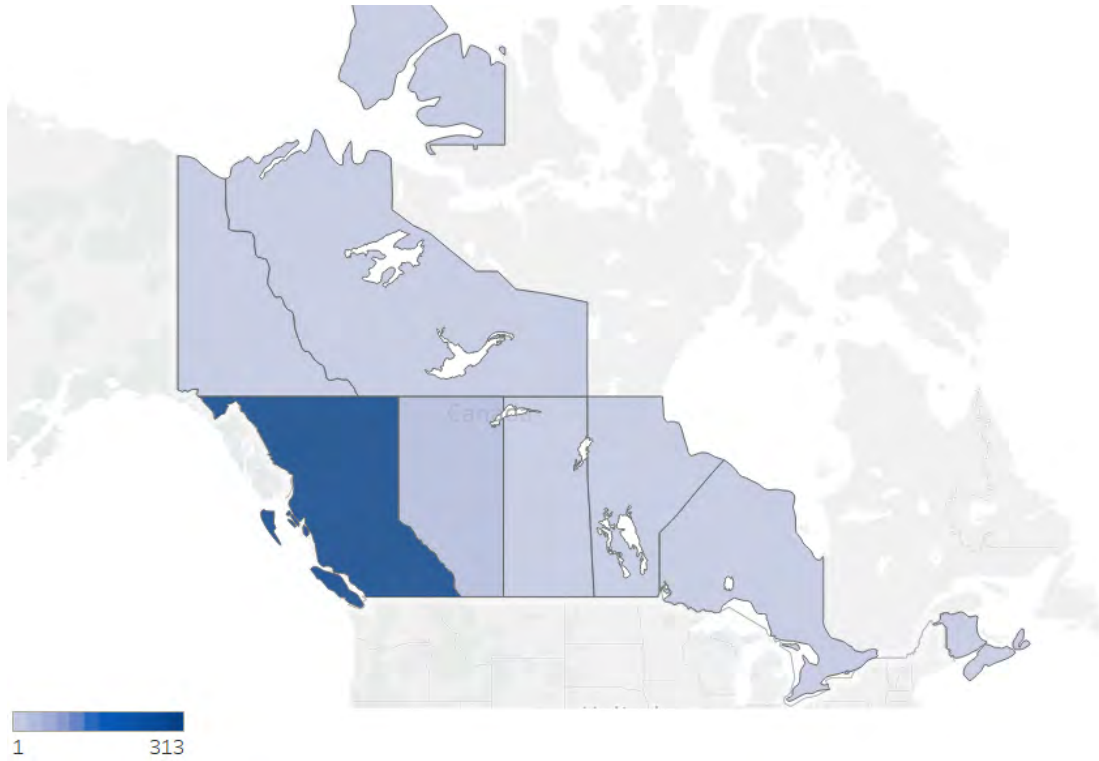


FIGURE 3: ABORIGINAL STUDENTS' LAST INSTITUTION ATTENDED, BY PROVINCE, 2016, VANCOUVER CAMPUS



HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit to attend UBC.⁴ Table 5 shows the number of international undergraduate and graduate students enrolled in the years 2012/13 through 2016/17, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses.

In 2016/17, 1,251 international students were enrolled on the Okanagan campus, representing a 17% increase over the previous year (N = 1,072), which is the largest international student population to date. International students represented 14% of the total student population. The 2016/17 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 485); new-to-UBC international undergraduate enrolment increased by 13% over the previous year (N = 429) (not shown in Table). International students made up 32% of all graduate students, compared with 13% of all undergraduate students.

In 2016/17, 13,182 international students were enrolled on the Vancouver campus, which represents a 9% increase over the previous year. Although there were more international undergraduate students than international graduate students (three times as many), the proportion of international students was greater at the graduate level, where they comprised 32% of all graduate students. International students comprise 23% of all undergraduate students.

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

Campus	Student Level	Program Type	2012	2013	2014	2015	2016
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	551	649	697	820	940
		Post-Baccalaureate Degree	-	-	1	-	-
		Non-Degree	9	10	64	37	62
		Undergraduate Total	560	659	762	857	1,002
	Graduate	Master's Degree	69	76	92	110	142
		Doctoral Degree	77	83	104	105	107
		Graduate Total	146	159	196	215	249
		Okanagan Total	706	818	958	1,072	1,251
		Vancouver	Undergraduate	Diploma & Certificate	106	129	147
Baccalaureate Degree	4,417			5,135	6,201	7,416	8,563
Post-Baccalaureate Degree	11			18	20	20	27
Medical Residents	9			7	7	7	8
Non-Degree	908			1,034	1,355	1,387	1,313
Undergraduate Total	5,451			6,323	7,730	8,984	10,067
Graduate	Diploma & Certificate		2	1	3	5	5
	Master's Degree		1,524	1,573	1,713	1,701	1,667
	Doctoral Degree		1,453	1,472	1,456	1,427	1,443
	Non-Degree		8	2	1	-	-
	Graduate Total		2,987	3,048	3,173	3,133	3,115
	Vancouver Total		8,438	9,371	10,903	12,117	13,182
	Grand Total		9,144	10,189	11,861	13,189	14,433

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

WHERE DID UBC'S INTERNATIONAL STUDENTS COME FROM?

In 2016/17, UBC's international students were citizens of over 150 countries. Table 6 shows the countries of citizenship for students of both campuses combined, and Figures 4 and 5 provide maps of the countries of citizenship for each campus. More than one-third of UBC's international students held Chinese citizenship in 2016/17 (N = 4,929). Following China, the most common countries of citizenship were the United States of America, India, the Republic of Korea, and Japan.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus' first year of operation), when 20 countries were represented by 86 students. In 2016/17, 98 countries were represented by 1,251 students.

A total of 152 countries were represented by 13,182 international students on the Vancouver campus in 2016/17. Thirty-five percent of international students in 2016/17 held Chinese citizenship (N=4,577). Six percent of international students held Indian citizenship in 2016/17 (N=785). Compared to 2011/12 (N=289), the number of international students with Indian citizenship has increased by 172%.

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

Country of Citizenship	2012	2013	2014	2015	2016
China	2,212	2,790	3,607	4,279	4,929
United States of America	1397	1399	1462	1511	1,594
India	364	453	547	710	876
Republic of Korea	598	525	506	515	504
Japan	292	351	351	369	365
United Kingdom of Great Britain and Northern Ireland	247	268	318	340	344
China, Hong Kong Special Administrative Region	203	236	285	303	331
Iran	404	357	309	285	277
Mexico	207	198	207	221	256
Indonesia	149	175	206	226	240
Malaysia	190	207	217	204	216
Singapore	151	159	175	192	211
France	129	159	173	202	210
Germany	177	176	194	202	207
Brazil	89	105	232	221	205
Taiwan	172	165	177	194	205
Bangladesh	119	106	133	150	178
Australia	120	127	182	141	162
Pakistan	81	123	134	149	153
Saudi Arabia	99	113	120	139	140
Other	1,744	1,997	2,326	2,636	2,830
Grand Total	9,144	10,189	11,861	13,189	14,433

FIGURE 4: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2016, OKANAGAN CAMPUS

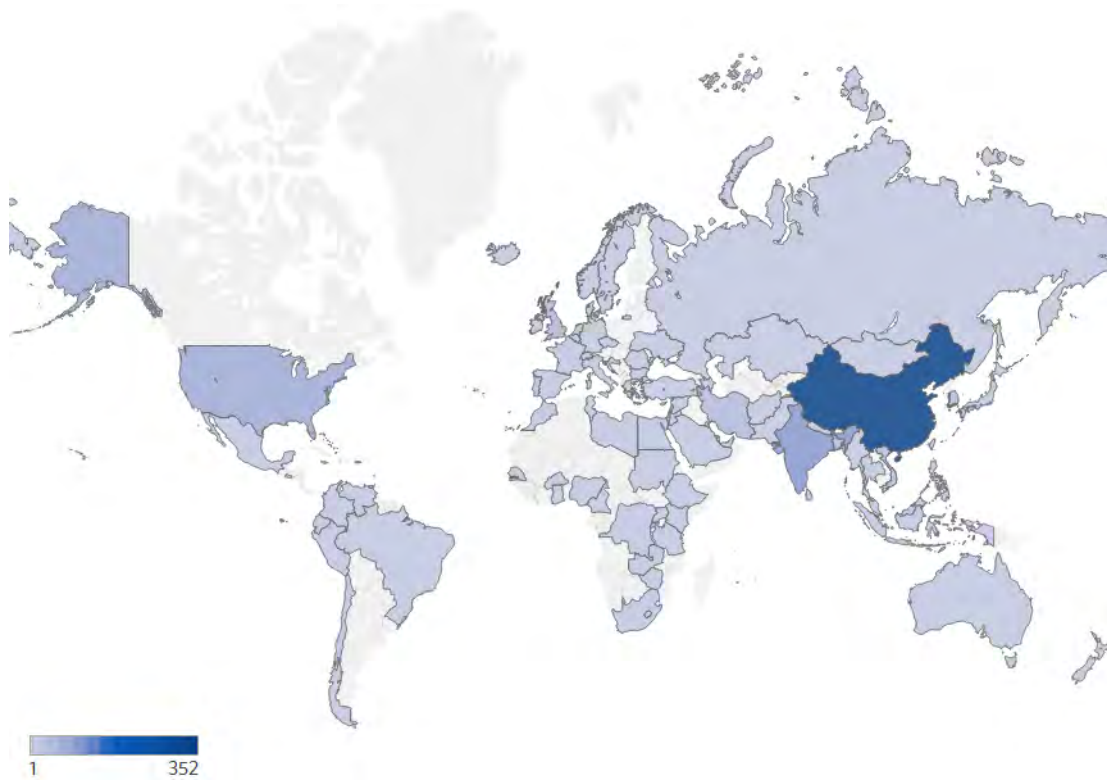


FIGURE 5: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2016, VANCOUVER CAMPUS

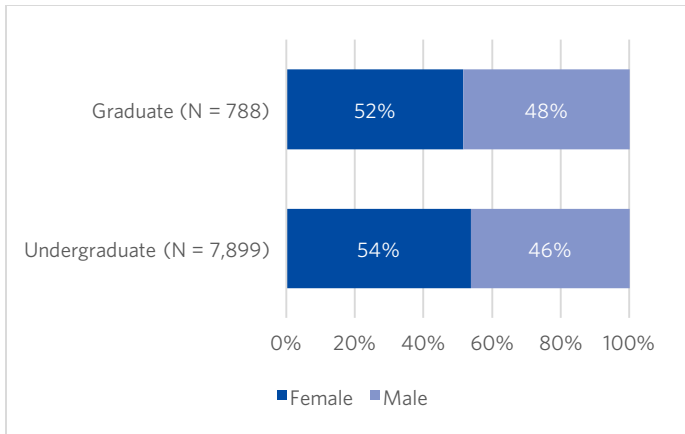


WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

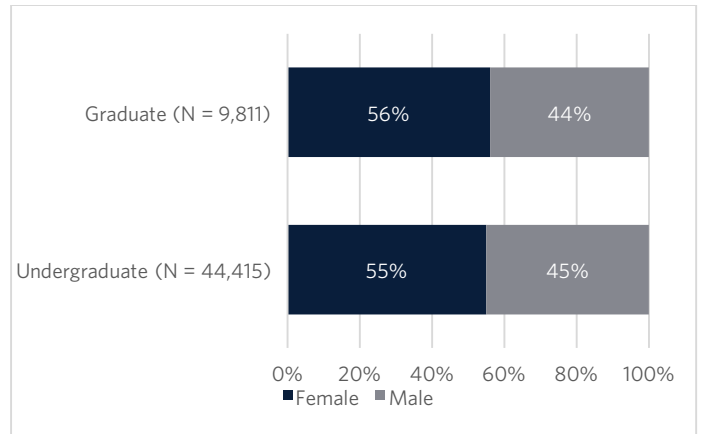
The gender distribution of students enrolled at UBC in 2016/17 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 6).

FIGURE 6: 2016 STUDENT GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS

Okanagan Campus



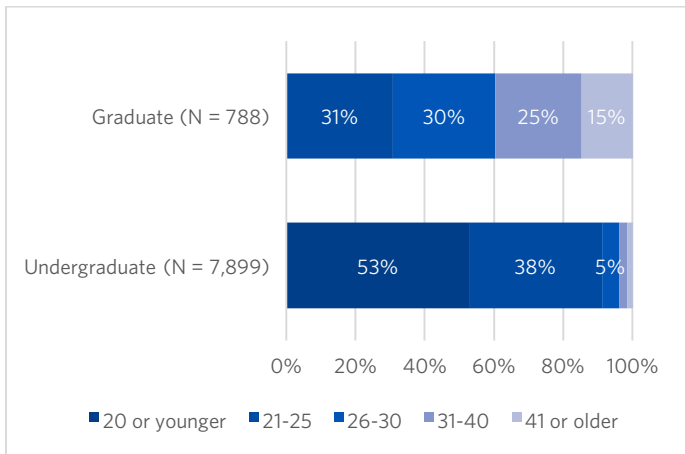
Vancouver Campus



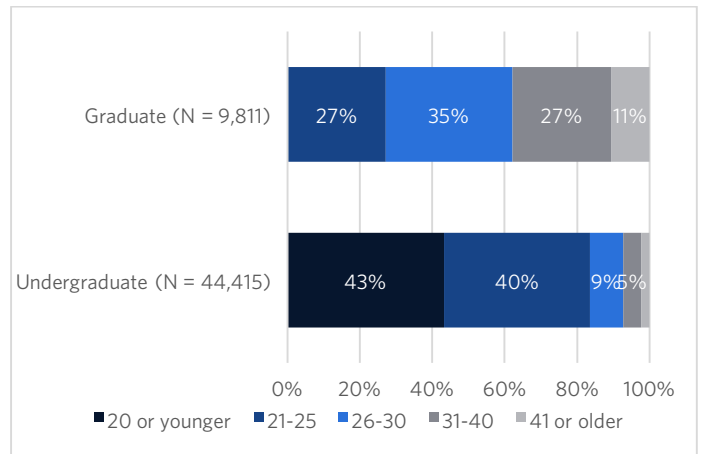
The majority of undergraduate students in 2016/17 were 25 years of age, or younger, at each campus (91% of Okanagan students and 84% of Vancouver students) (see Figure 7). On the Okanagan campus, the undergraduate students' average age, in 2016/17, was 21 years; the graduate students' average age was 31 years. Of graduate students on the Okanagan campus, the largest proportion was the 21-25 year age group (31%), followed closely by the 26-30 year age group (30%). On the Vancouver campus, the largest proportion of graduate students (35%) was the 26-30 year age group; the undergraduate students' average age was 23 years and the graduate students' average age was 31 years.

FIGURE 7: 2016 STUDENT AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS

Okanagan Campus



Vancouver Campus



STUDENT RETENTION AND COMPLETION RATES

UBC's undergraduate students' retention and completion rates, as well as the time-to-completion rates for graduate students, are reported in the following sections.

Reported below are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange (CSRDE) standard definition; that is, they were first-time (new-to-UBC), full-time, first-year students. The rates measure 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. As long as the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (system-level).

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

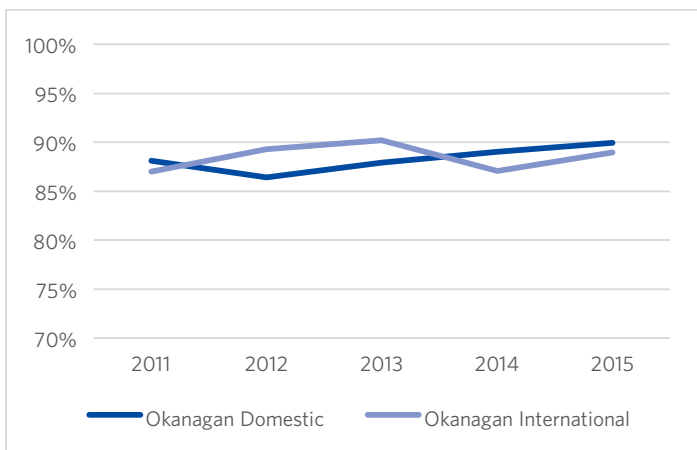
For both campuses, the overall system-level retention rates for the 2015/16 cohort of undergraduate students being retained into the 2016/17 academic year represent the highest retention rates to date.

Overall, 89% of the 2015/16 cohort of UBC Okanagan undergraduate students were retained into 2016/17; 90% of the domestic cohort and 89% of the international cohort were retained.

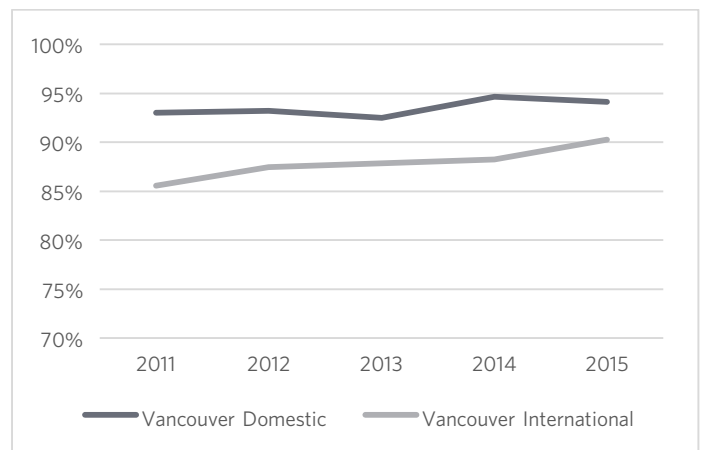
For UBC Vancouver, 93% of the 2015/16 cohort of undergraduate students was retained into 2016/17. Overall, international students had somewhat lower rates of retention than those of domestic students, although the gap has narrowed over time (see Figure 8). With the most recent cohort, 94% of domestic students and 90% of international students were retained from 2015/16 into 2016/17.

FIGURE 8: RETENTION RATES OF DOMESTIC AND INTERNATIONAL STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus

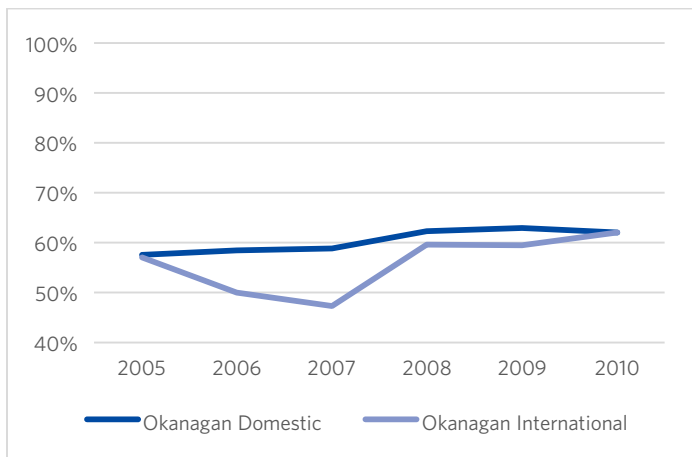


For undergraduate students, it is typical to report completion rates within six years of a student's program start date. With respect to the cohort of undergraduate students who began their degree programs in 2010/11, 62% of UBC Okanagan students and 77% of UBC Vancouver students completed their degree programs within six years.

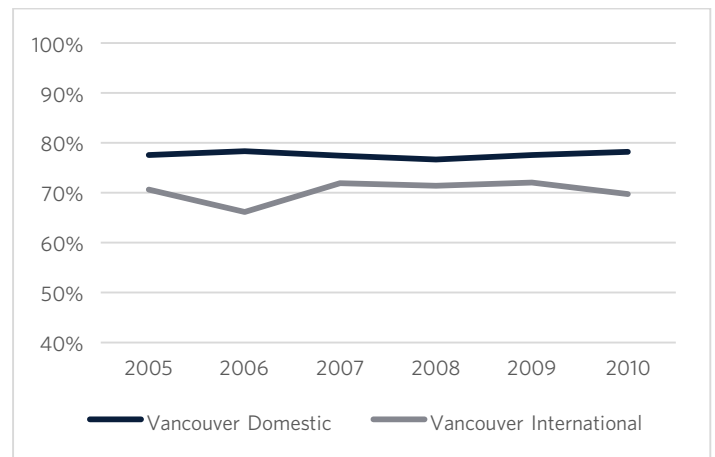
Overall, despite some fluctuation between domestic and international students, six-year completion rates have remained generally consistent over time. Figure 9 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 9: SIX-YEAR COMPLETION RATES FOR DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



HOW LONG DID UBC GRADUATE STUDENTS TAKE 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 10 and 11 show the cohort of UBC Okanagan and Vancouver master's students (Okanagan, N = 341; Vancouver, N = 7,158) who began their programs between 2006 and 2009, and the number of years between the start of their programs and degree completion.

For both campuses, most master's students graduated within 1 to 3 years, irrespective of whether they were in a thesis-based, thesis-optional, or course-based program.

FIGURE 10: MASTER'S STUDENTS' YEARS TO COMPLETION, 2006-2009 COHORTS, OKANAGAN CAMPUS

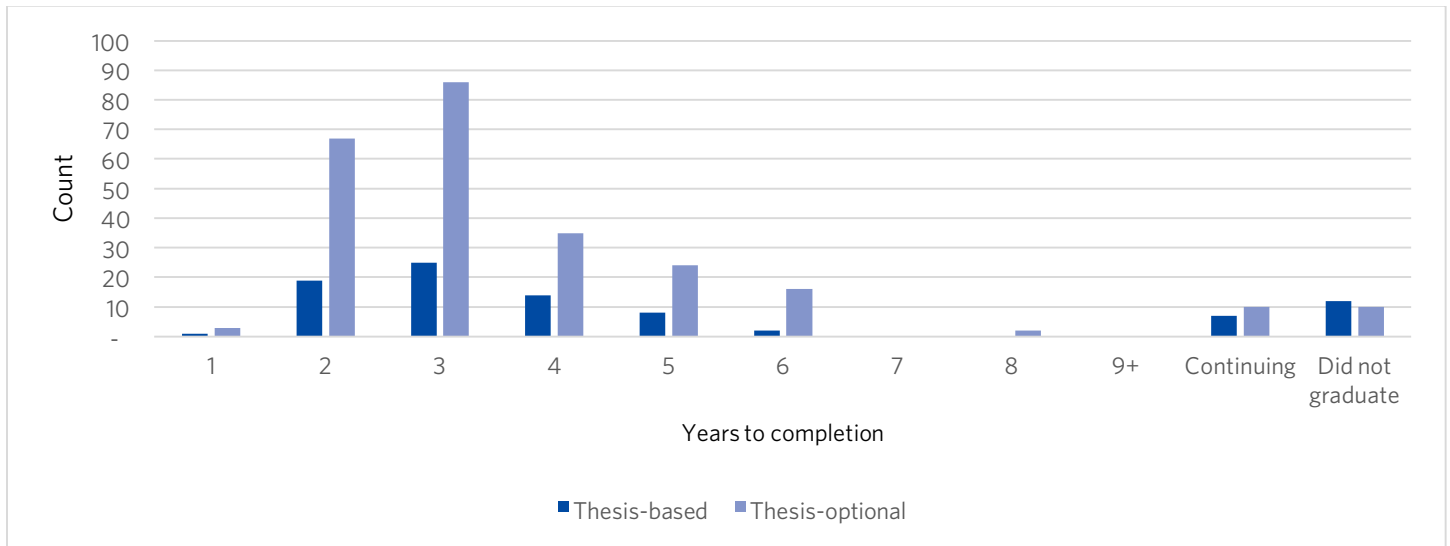
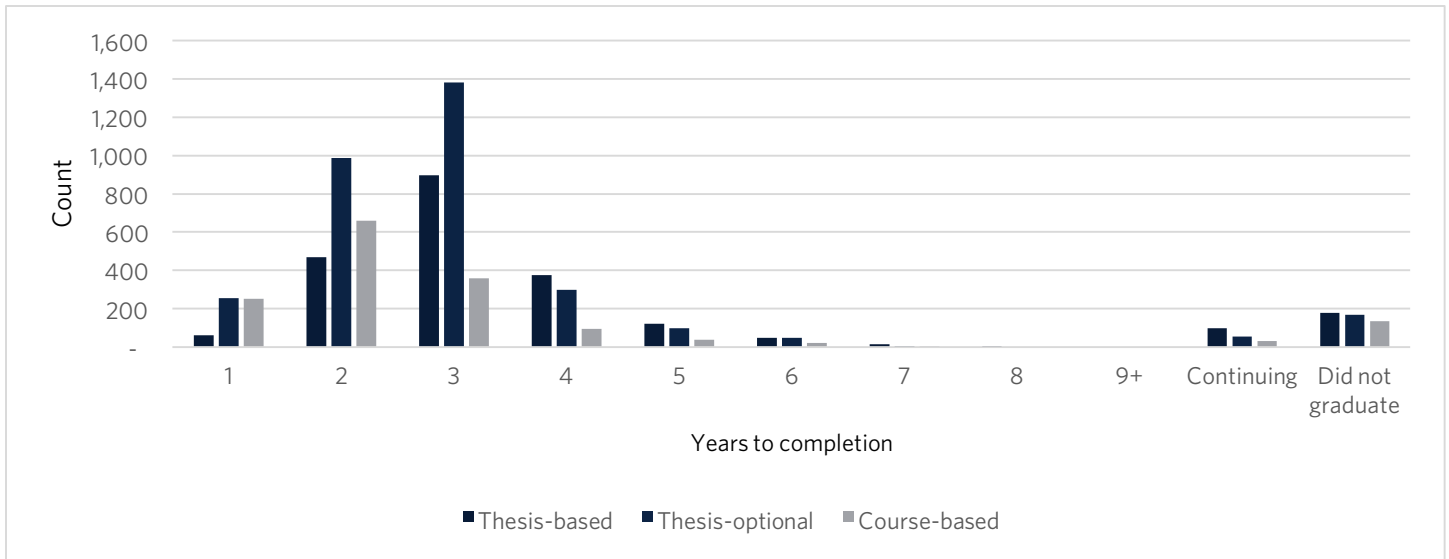


FIGURE 11: MASTER'S STUDENTS' YEARS TO COMPLETION, 2006-2009 COHORTS, VANCOUVER CAMPUS

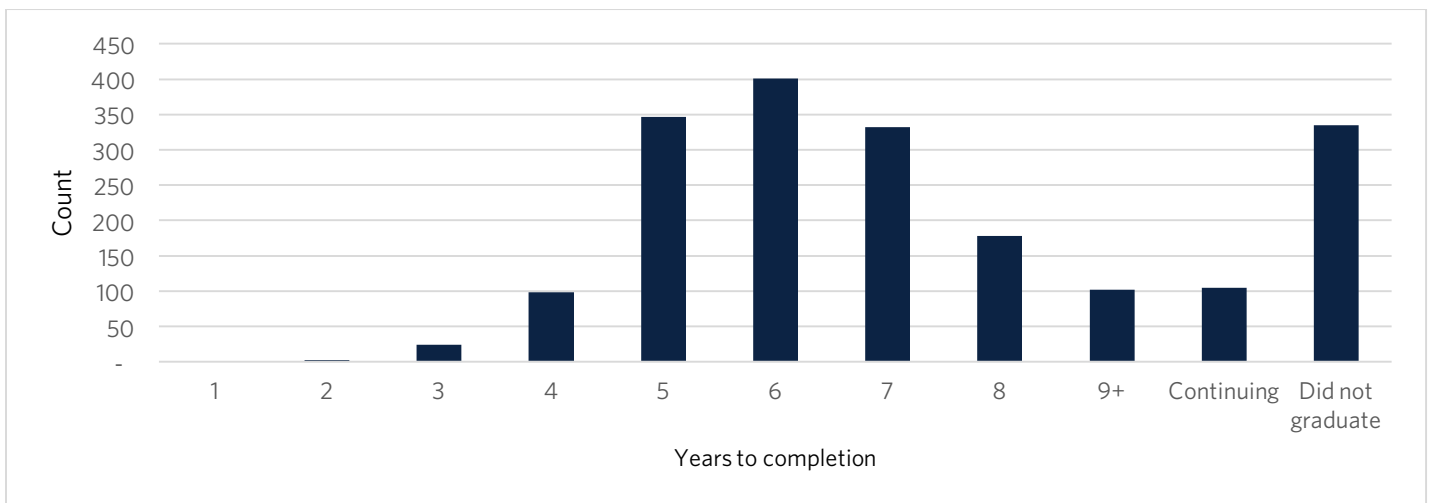


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, we consider how many students graduated within 9 years of program enrolment.

On the Okanagan campus, only 8 doctoral students have had at least nine years to complete their degree (starting in either 2005 or 2006). Given the small cohort size, completion rates are not presented for the Okanagan cohort.

For the Vancouver campus, we examined a cohort of students (N = 1,926) who began their studies between 2003 and 2006 (see Figure 12).

FIGURE 12: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2003-2006 COHORTS, VANCOUVER CAMPUS



HOW MANY CREDENTIALS DID UBC AWARD?

Undergraduate students may graduate in either the spring (May) or fall (November). Graduate students may have their degrees awarded on one of four dates in a given year (May, November, February, or September; the four dates option came into effect in May 2014). Once a degree has been granted by Senate, a notation appears on the student's transcript; however, formal conferral at Congregation ceremonies and official degree parchments are available only in May and November.

Table 7 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,681 credentials were awarded to Okanagan campus graduates in 2015; since 2005, almost 11,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 12% growth in the number of credentials awarded between 2011 and 2015 (6% at the undergraduate level and 16% at the graduate level). A total of 11,156 credentials were awarded to students on the Vancouver campus in 2015.

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

Campus	Program Level	Program Type	2011	2012	2013	2014	2015
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	921	1,000	1,099	1,227	1,285
		Post-Baccalaureate Degree	123	113	70	143	119
		<i>International</i>					
		Baccalaureate Degree	47	34	76	70	93
		Undergraduate Total	1,091	1,147	1,245	1,440	1,497
	Graduate	<i>Domestic</i>					
		Doctoral Degree	1	6	21	16	27
		Master's Degree	82	163	141	130	113
		<i>International</i>					
		Doctoral Degree	1	4	10	9	12
		Master's Degree	9	15	29	20	32
Graduate Total	93	188	201	175	184		
Okanagan Total	1,184	1,335	1,446	1,615	1,681		
Vancouver	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	5,252	5,218	5,300	5,502	5,494
		Diploma & Certificate	595	539	562	526	516
		Post-Baccalaureate Degree	1,162	1,086	1,019	1,030	1,067
		<i>International</i>					
		Baccalaureate Degree	620	640	785	866	960
	Graduate	Diploma & Certificate	41	53	39	47	73
		Post-Baccalaureate Degree	2	6	2	6	12
		Undergraduate Total	7,672	7,542	7,707	7,977	8,122
		<i>Domestic</i>					
		Doctoral Degree	396	433	410	391	402
		Master's Degree	1,664	1,845	1,795	1,701	1,779
		<i>International</i>					
		Doctoral Degree	91	100	102	143	170
Master's Degree	471	549	573	618	683		
Graduate Total	2,622	2,927	2,880	2,853	3,034		
Vancouver Total	10,294	10,469	10,587	10,830	11,156		
Grand Total	11,478	11,804	12,033	12,445	12,837		

The proportion of Aboriginal students conferred a UBC degree has increased over time (by 32% between 2011 and 2015; see Table 8). Aboriginal students at the Okanagan campus received about 4% of all the undergraduate and graduate credentials awarded in 2015, which is generally consistent with the proportion of the total student population that self-identified as Aboriginal. At the Vancouver campus, Aboriginal students received about 2% of all the credentials awarded in 2015, and the overall number increased by 34% between 2011 and 2015.

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

Campus	Program Level	2011		2012		2013		2014		2015	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	56	5%	48	4%	48	4%	62	4%	67	4%
	Graduate	3	3%	10	5%	4	2%	10	6%	7	4%
	Okanagan Total	59	5%	58	4%	52	4%	72	4%	74	4%
Vancouver	Undergraduate	140	2%	146	2%	166	2%	146	2%	171	2%
	Graduate	33	1%	61	2%	40	1%	68	2%	61	2%
	Vancouver Total	173	2%	207	2%	206	2%	214	2%	232	2%
Grand Total		232	2%	265	2%	258	2%	286	2%	306	2%

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

A competitive university such as UBC receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus; the admissions process is designed to ensure that it is strategic and fair. Ultimately, the goal is for the University to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications, gain admission, and ultimately register. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students, and the numbers have been increasing over time. International students contribute significantly to UBC's commitments to international engagement and intercultural understanding. It is important to note that international students do not displace domestic students; they do not compete with domestic students for government-funded seats. UBC's enrolment of domestic students exceeds the number of government-funded spaces (see Figure 1). As well, UBC received more completed applications from domestic students in 2016, compared with 2015, for both the Okanagan and Vancouver campuses, which is a very favourable outcome, given the diminishing size of BC's school-age population. The population of prospective domestic students, from BC's secondary schools, is projected to start increasing in size in 2018.

Figures 13 through 18 illustrate the campus-specific undergraduate applicant pools as a total, and then by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2012/13 through 2016/17. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. Since not every student will be admitted into their first choice program, reported below are students' "top choice" programs. This reflects the program (and corresponding campus) a student ultimately registered in, regardless of their first or second choice.

In 2016/17, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 9% over 2015/16 (see Figure 13). The domestic applicant pool grew by 4%, over 2015/16 (see Figure 14), and the international applicant pool grew by 23% (see Figure 15).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) increased by 6% over 2015/16 (see Figure 16). The domestic applicant pool grew by 2%, over 2015/16 (see Figure 17), and the international applicant pool grew by 15% (see Figure 18).

FIGURE 13: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), OKANAGAN CAMPUS

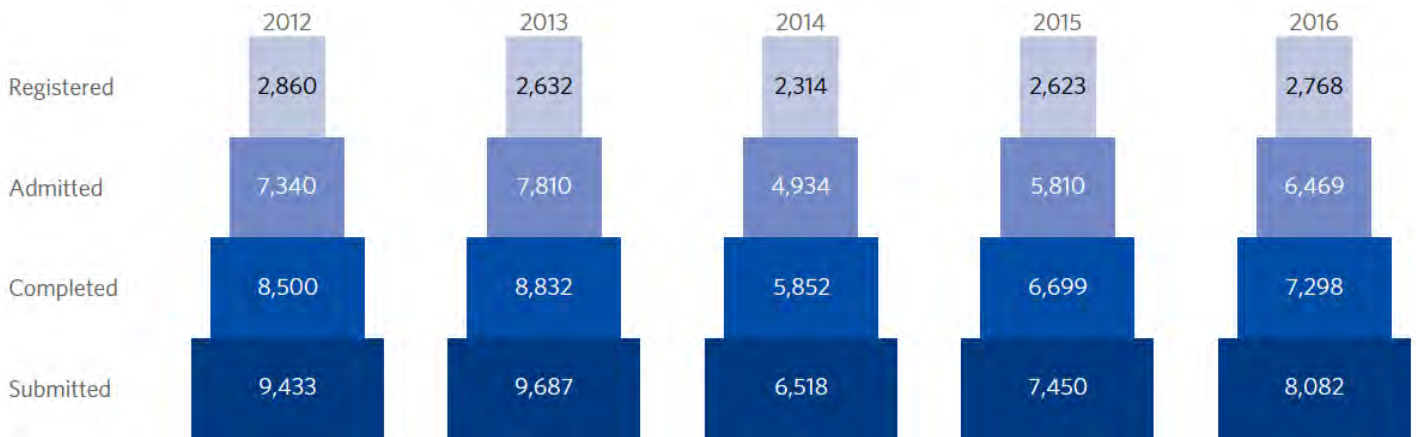


FIGURE 14: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS

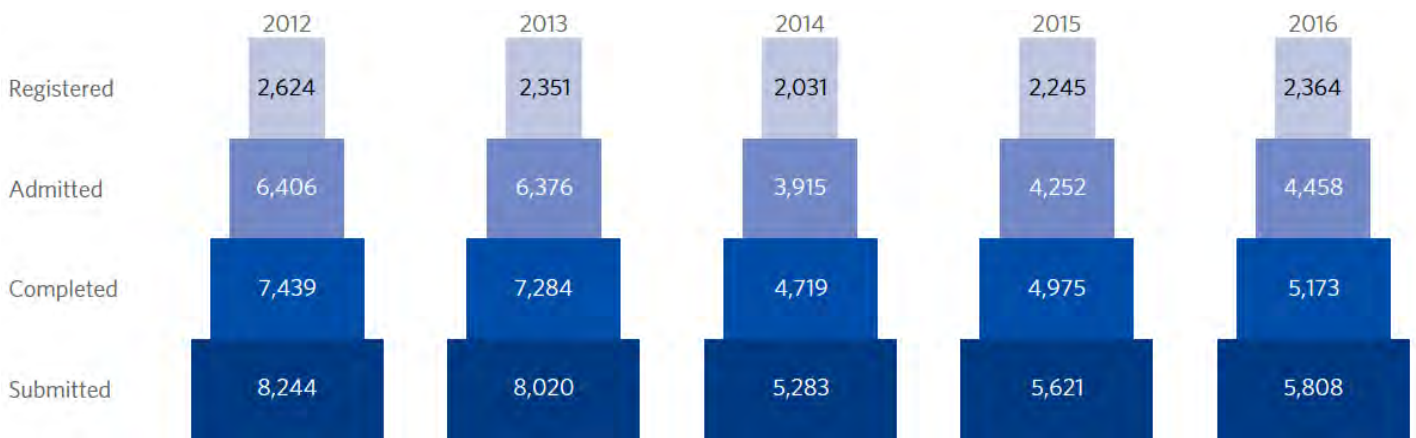


FIGURE 15: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS

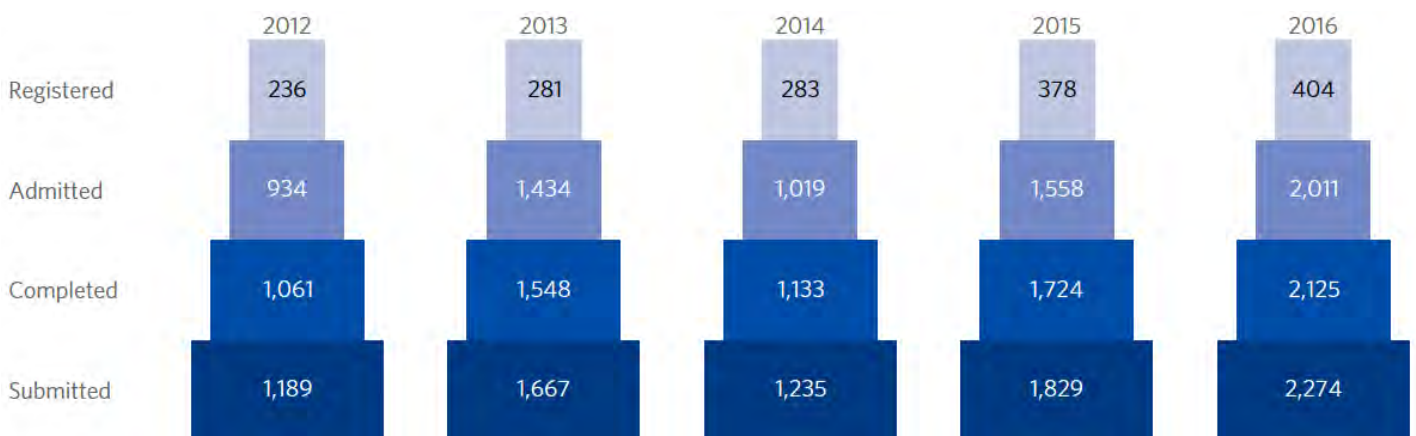


FIGURE 16: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC AND INTERNATIONAL COMBINED), VANCOUVER CAMPUS

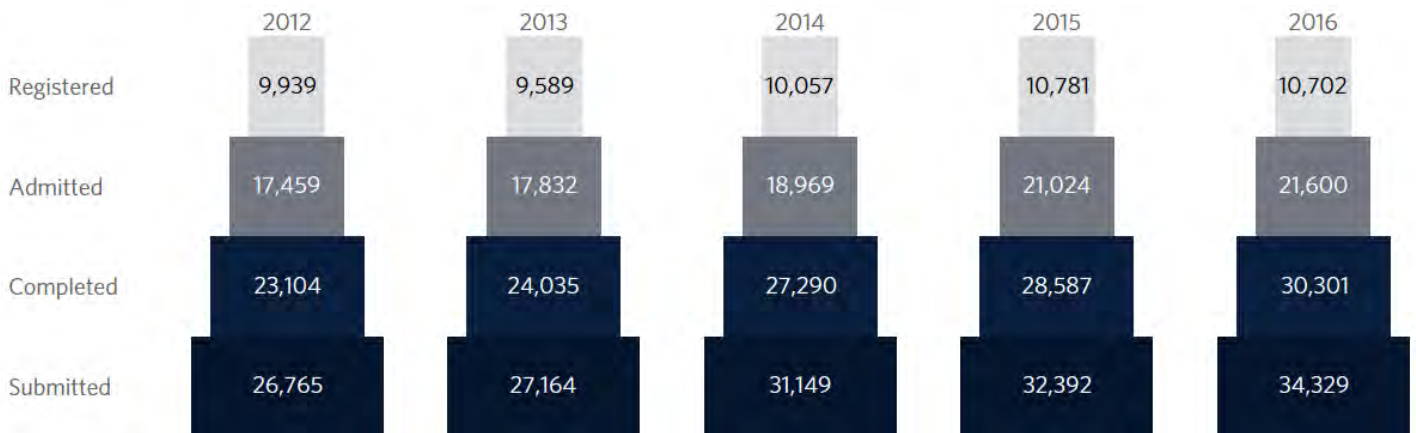


FIGURE 17: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS

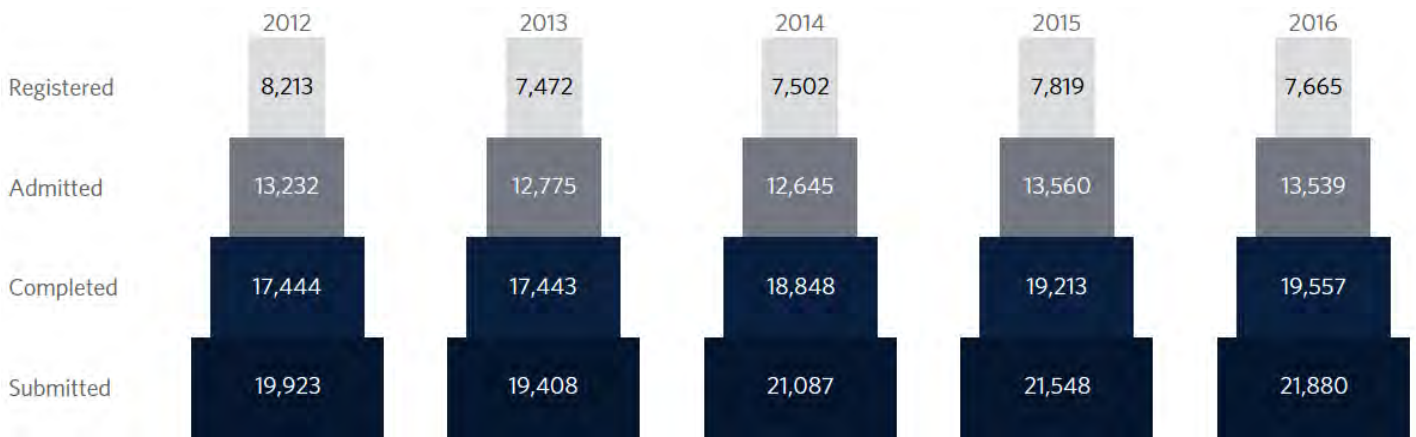
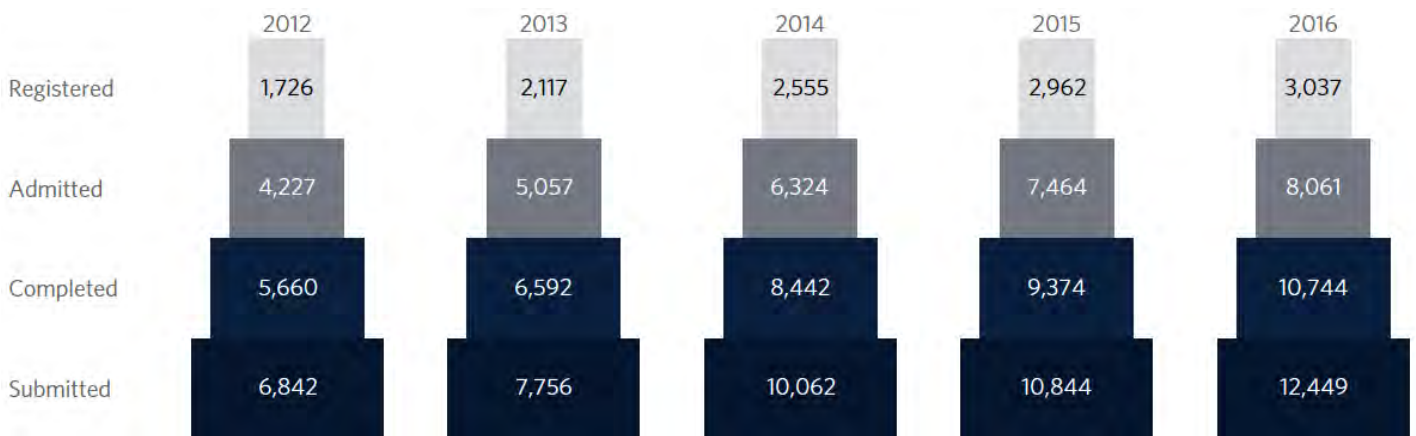


FIGURE 18: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS



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

UBC students are not only academically successful, but also well-rounded. The move to a holistic evaluation method, in 2012, has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

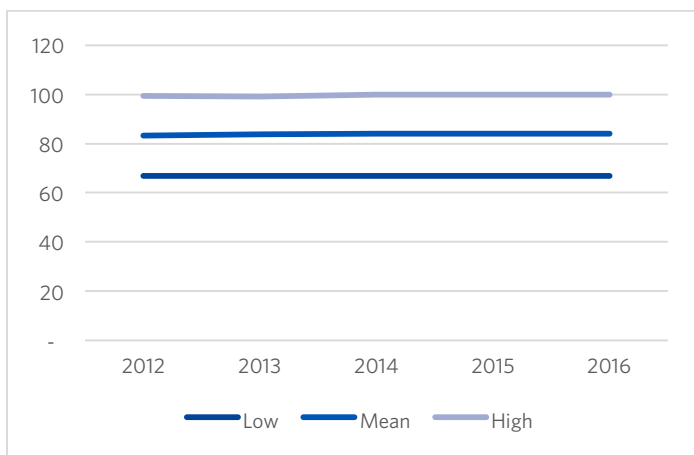
Direct-entry undergraduate applicants⁵ are evaluated not solely on their grades, but also on their accomplishments (both academic and non-academic) as well as their personal experiences and characteristics. This process involves assessing applicants' academic and personal profiles. The personal profile, with five to seven short-answer questions, requires applicants to describe their experiences (both inside and outside of the classroom), and what those experiences have taught them about themselves and the world around them. Personal profiles are read and scored by trained readers consisting of over 400 UBC staff members, faculty members, and alumni; each profile is scored by two readers against an established rubric and scores are monitored for consistency.

In 2016/17, over 8,000 personal profiles were read and scored for applicants to the Okanagan campus, and over 64,000 personal profiles were read and scored for applicants to the Vancouver campus. All in all, 10% of the 2016/17 first-year class would not have been admitted with a grades-only admission model. On the Okanagan campus, the effect of personal profiles is similar to Vancouver for particular programs but is smaller overall.

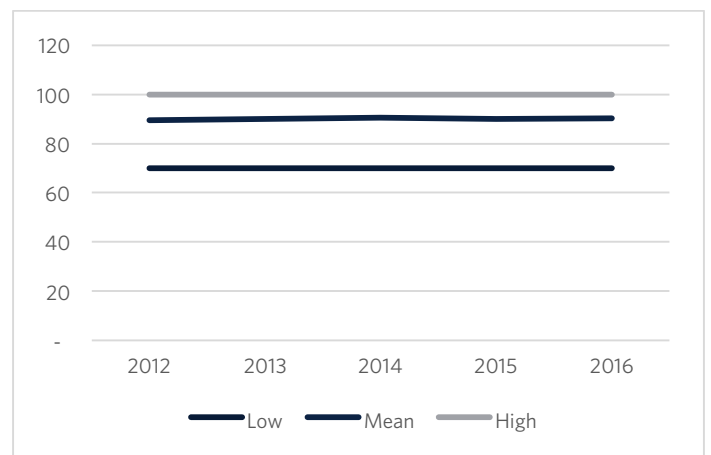
UBC's mean entering GPA has remained relatively stable over the past five years (see Figure 19), which suggests that enrolling a well-rounded class has not come at the expense of academic ability.

FIGURE 19: ENTERING GPAS OF DIRECT-ENTRY UNDERGRADUATE STUDENTS (MAXIMUM, MEAN, AND MINIMUM GPA), BY YEAR, BY CAMPUS

Okanagan Campus



Vancouver Campus



⁵ Direct-entry students are those who come directly from completion of secondary school to UBC. Programs that students can enter in their first year of post-secondary education, or declare in their second or third year of study, are considered direct-entry programs. Direct-entry programs do not require previous post-secondary experience or completion of a previous degree.

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

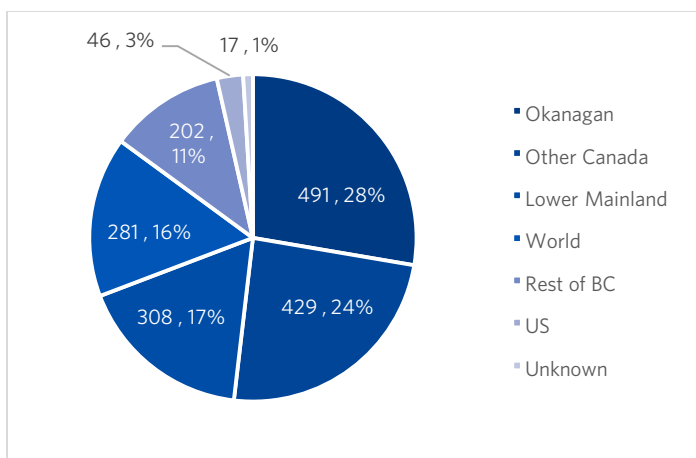
Figure 20 displays where 2016/17's new direct-entry students last studied, for each campus. Note that citizenship is different from location of last institution attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2016/17, 75% of new-to-UBC undergraduate students (N = 1,774) on the Okanagan campus entered directly from secondary school. Of those students admitted to the Okanagan campus, from an Okanagan regional secondary school, the Central Okanagan school district continued to provide the largest proportion of students, followed by the Vernon and Okanagan Skaha school districts.

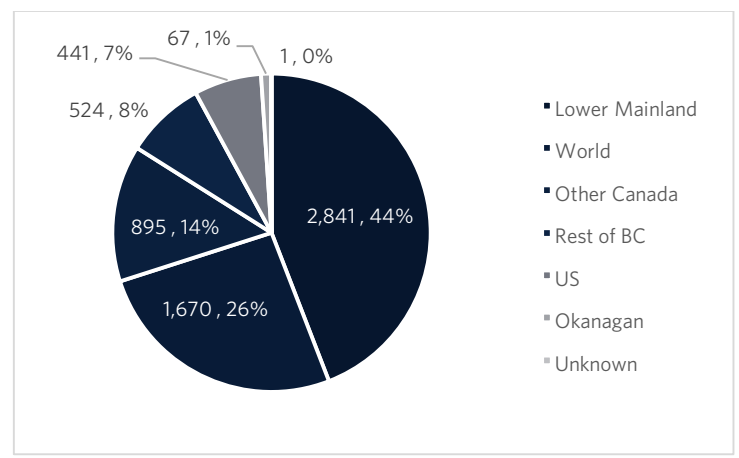
In 2016/17, 6,439 new direct-entry students, who comprised 71% of all new-to-UBC students, were granted admission at the Vancouver campus. Of the students admitted, 44% (N = 2,841) last studied at an institution in the Lower Mainland.

FIGURE 20: LOCATION OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2016, BY CAMPUS

Okanagan Campus



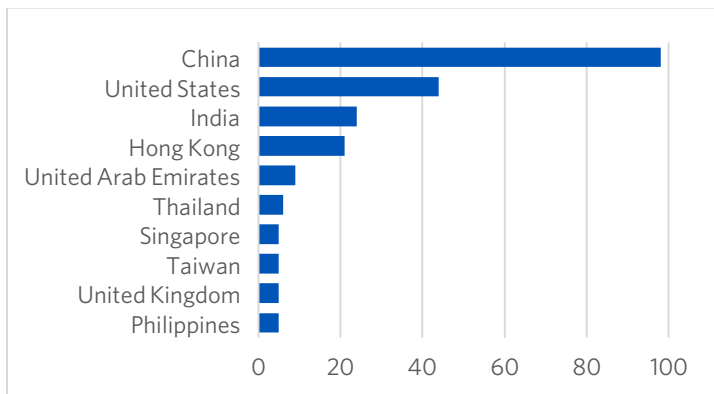
Vancouver Campus



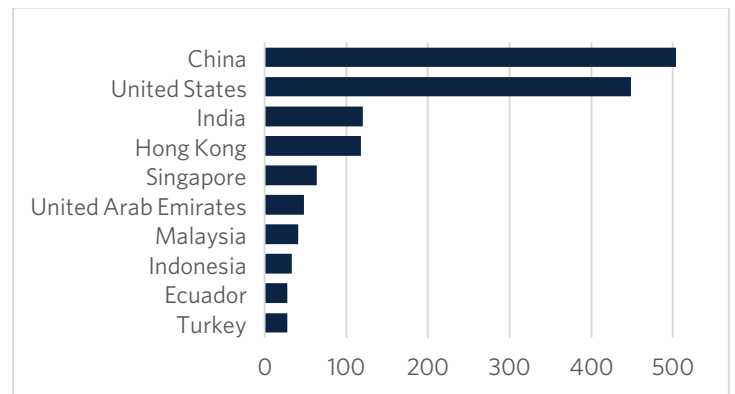
UBC recruits students from 79 countries and from 20 states in the USA, and has relationships with many schools around the world, which send large numbers of students annually to the Okanagan and Vancouver campuses. New direct-entry students who graduated from an institution outside of Canada originated from 98 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 21.

FIGURE 21: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2016, BY CAMPUS

Okanagan Campus



Vancouver Campus



WHERE DID UBC'S NEW TRANSFER STUDENTS LAST STUDY?

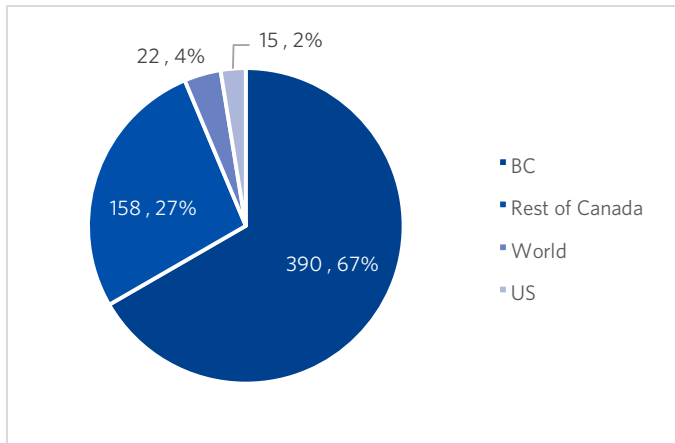
Students who have previous experience at post-secondary institutions arrive at UBC via many pathways. Some may have graduated from high school, studied one year at a college, and then transferred to UBC. Others may have completed secondary school many years ago, or earned a degree, and returned to post-secondary education for further education. Figure 22 illustrates the location of the last institution of new transfer students to each of UBC's campuses in 2016/17.

In total, 585 new-to-UBC undergraduate students in 2016/17 transferred from another post-secondary institution to the Okanagan campus, representing 25% of all the new-to-UBC Okanagan undergraduate students. Figure 22 shows that 390 students (or 67% of all the post-secondary transfer students in 2016/17) last attended a post-secondary institution in BC.

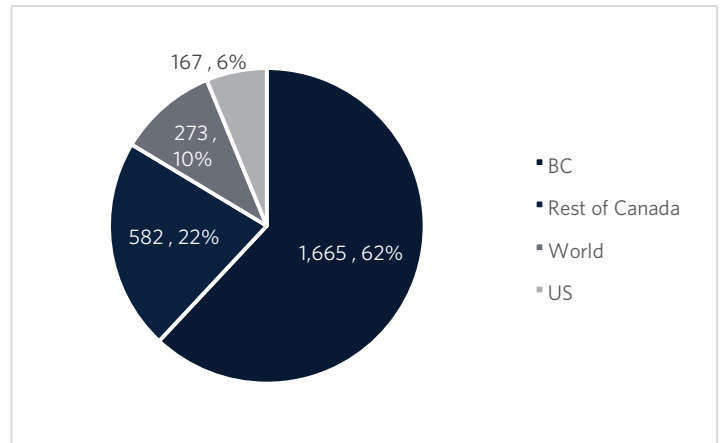
In 2016-17, UBC Vancouver admitted 2,687 post-secondary transfer students, who comprised 29% of all the new-to-UBC students. The majority of these students (62%) transferred from an institution in BC.

FIGURE 22: LOCATION OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2016, BY CAMPUS

Okanagan Campus



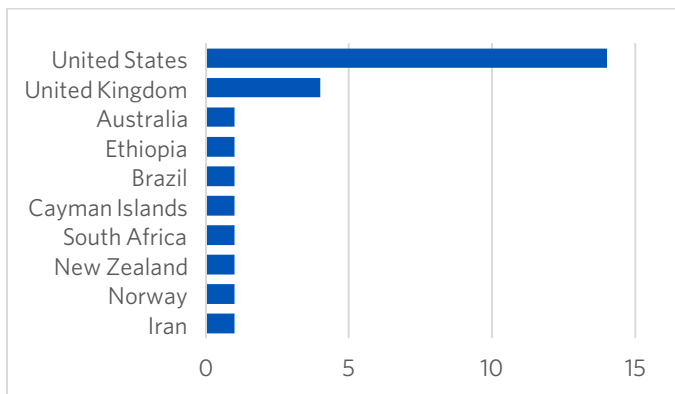
Vancouver Campus



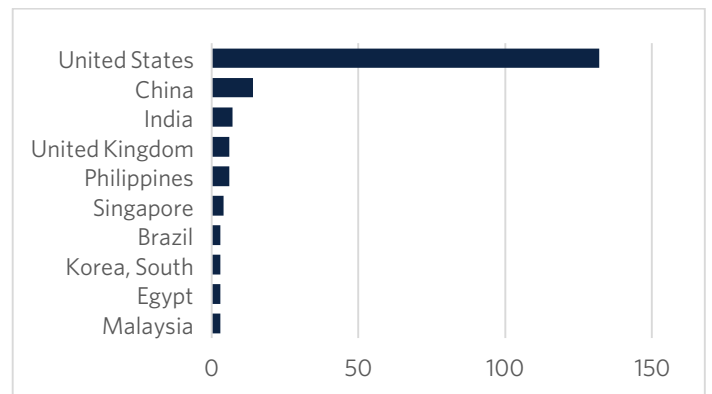
The 2016/17 transfer students attended post-secondary institutions in 102 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 23.

FIGURE 23: TOP 10 COUNTRIES (OTHER THAN CANADA) OF LAST INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2016, BY CAMPUS

Okanagan Campus



Vancouver Campus



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

Figures 24 and 25 are maps of where new undergraduate students last studied (if in Canada), which is not necessarily representative of their country of citizenship. For both the Okanagan and Vancouver campus, the majority of new registrants had studied in BC and Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 24: CANADIAN PROVINCE OF LAST INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2016, OKANAGAN CAMPUS (IF IN CANADA)



FIGURE 25: CANADIAN PROVINCE OF LAST INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2016, VANCOUVER CAMPUS (IF IN CANADA)



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

The 2016/17 new-to-UBC undergraduate students came from many countries (see Figures 26 and 27). Following Canada, the US and China predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 26: COUNTRY OF LAST INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2016, OKANAGAN CAMPUS

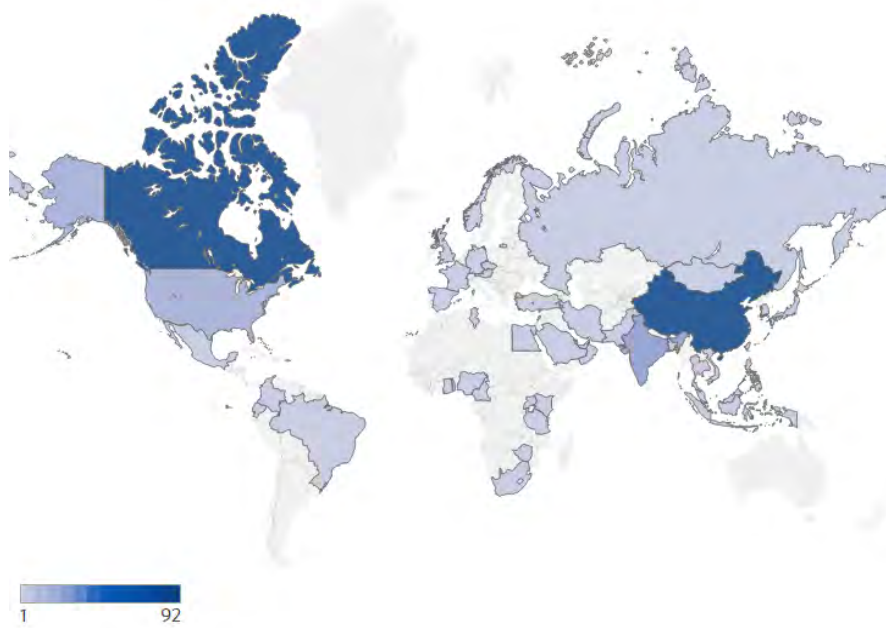


FIGURE 27: COUNTRY OF LAST INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2016, VANCOUVER CAMPUS



UBC STRATEGIC ENROLMENT INITIATIVES – A DIVERSE STUDENT BODY BY DESIGN

DOMESTIC STUDENTS

Geographical diversity of the student body is a key objective for UBC and both campuses enroll significant numbers of domestic students from across Canada. National representation grew in 2016 for both the Okanagan and Vancouver campuses, the result of numerous strategic initiatives conducted by UBC Enrolment Services.

In 2016/17, the Okanagan campus had 67% of its new-to-UBC students come from BC. The remaining 33% of domestic students came from across Canada or internationally, resulting in one of the highest proportions of out-of-province domestic student enrolment of any Canadian university. Alberta was the most significant contributor to domestic student enrolment, accounting for 19% of the UBC Okanagan incoming class in 2016/17. The Vancouver campus had 73% of new-to-UBC students come from BC with Alberta again being the largest contributor from outside BC.

An often overlooked category of domestic students is those who return from outside Canada to enroll at UBC. In 2016/17, there were 597 new students in this group, 90 at the Okanagan campus and 507 at the Vancouver campus.

INTERNATIONAL STUDENTS

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

ABORIGINAL STUDENTS

Aboriginal students' lived experiences enrich UBC's teaching, research and learning environment. Aboriginal students are more likely than other domestic students to arrive at UBC from high schools or colleges outside of the Lower Mainland and from outside British Columbia. For example, Aboriginal students have enrolled at UBC from as far as the Northwest Territories and New Brunswick. Additionally, new-to-UBC Aboriginal students are more likely to be first-generation post-secondary students and transfer students. Aboriginal students are also more likely than other domestic students to study on a part-time basis. Each of these factors invites further consideration of the types of services UBC offers, and could offer, to Aboriginal students.

SUPPORTING PROSPECTIVE STUDENTS

Achieving enrolment objectives (in terms of quantities and qualities of students) is the result of both strategic recruitment activities and supportive advising for prospective students. Be it through school visits, public events in the community, the online environment, or on the campus, how the university supports students' desires to gain admission and study at UBC is critical to enrolment success. The **Destination UBC program** brings newly-admitted students from across Canada to campus during the spring, offering supports for a successful first year in addition to insights into the outstanding experiences that await them on campus. Similar welcome events are held across Canada and around the world to ensure that newly admitted students are enthusiastic and prepared for their studies at UBC.

CELEBRATING AND DEVELOPING OUR SCHOLARLY UNDERGRADUATE STUDENTS

The **Centennial Scholars Entrance Award** offers 100 new-to-UBC students (coming directly from high school or transferring from another University or College) the opportunity to study at UBC. The award is given to students who have high financial need as well as academic merit, and targets those from under-represented student populations including, but not limited to, Aboriginal students, students from low- and middle-income households, first generation learners, and students from rural communities. The award is designed to engage students who do not normally think that attending UBC is possible and who may not have been able to pursue post-secondary education without it.

The **International Scholars program**, which is now in its 16th year of existence, has a significant impact on UBC's diversity. Since its inception in 2001, this UBC initiative (a need/merit hybrid awards program) has welcomed 338 exceptional international undergraduate students from 87 countries. The 2016/17 International Scholars cohort of 31 new students at the two campuses (29 students at the Vancouver campus and 2 at the Okanagan campus) represented 21 countries. Seven of these countries are represented for the first time amongst UBC's International Scholars, thereby expanding the diversity of this already very diverse group of top-calibre students. The newly represented countries include Syria, Turkmenistan, Uruguay, Sweden, Slovenia, Greece, and Sierra Leone.

The **Okanagan Society of Scholars program** was launched in the fall of 2015 to provide the recipients of selected UBC Okanagan scholarships with support, opportunities for engagement, and a platform to thrive throughout their studies. The 85 Scholars are offered intentional supplemental enrichment programming, such as leadership retreats, career specific seminars, information sessions on post-undergraduate education opportunities, learning support through academic skills workshops and study halls, and regular social gatherings to develop their peer network. The Scholars also receive peer support as well as curated volunteer and involvement opportunities, which are shared with them through regular newsletters and social media.

The Vancouver Campus introduced the **Scholars Community program** in the fall of 2016 to the incoming Centennial and Major Entrance Scholarship recipients. It is modeled off of the successful Okanagan Society of Scholars, and has been well received by the scholars who will guide and develop the community as new scholars join with the 2017/18 intake.

NEW CUSTOMER RELATIONSHIP MANAGEMENT SYSTEM

The undergraduate recruitment and admission offices are working to replace the current student recruitment Customer Relationship Management (CRM) system with a more robust solution. The current system was implemented in 2007 and is unable to meet the evolving needs of the international and domestic recruitment offices. A new CRM solution will enable UBC to take advantage of established technology while meeting the current and anticipated needs of constituents and staff. Stakeholders for this project include UBC staff and faculties who are involved in the student recruitment process and who interact with undergraduate prospective domestic and international students at each stage of the application process for both the Vancouver and Okanagan campuses.

A new CRM solution will allow for the creation of highly effective, personalized interactions for prospective students and applicants. These interactions will introduce UBC's wide range of academic opportunities, and enhance engagement and affinity with UBC through the entire recruitment and admission process. Analytic capabilities will enable UBC's recruitment teams to mobilize their limited resources to maximum effect. Strategic outcomes for this project include:

- contributing to satisfying the domestic and international student enrolment targets,
- serving under-enrolled programs,
- achieving diversity amongst the UBC student population,
- establishing a student-centred approach to recruitment, and
- improving the prospective undergraduate student experience.

RECRUITMENT MARKETING STRATEGIES

The Recruitment Marketing team, in support of the Vancouver and Okanagan campuses, have made investments in digital marketing activities to support strategic enrolment initiatives and to achieve diversity and other targets. These activities have included various local, national, and international geo-targeted campaigns, behavioural retargeting campaigns, digital advertising, and social media initiatives. As a result, the system-wide prospective student website has seen a 19% increase in users over the previous year, average digital campaign click-through rates of 1.61 are far exceeding industry averages, and the new Snapchat initiative for prospective students is growing followers at a rate of 13% each month.

On the Okanagan campus, the Office of the Deputy Vice Chancellor and Principal has sponsored an initiative to increase the public visibility of the campus. New academic program web pages have resulted in significant increases in the number of page views (14% per month over the previous year), the average time on page (20%), and the number of unique visitors (23%). Social media digital campaigns (on Facebook and Google) resulted in over 4,000 click-throughs to UBC Okanagan web pages in October alone.

CONCLUSION

In summary, 2016/17 was a very successful year for enrolment on the Okanagan and Vancouver campuses. UBC continues to surpass the Government-funded number of domestic undergraduate students, we are strengthening our national representation of incoming undergraduate students, we are maintaining a healthy enrolment of international students from many countries, and our strategic initiatives are increasing the enrolment and graduation of Aboriginal students.



5 January 2017

To: Okanagan Senate

From: Dr. Kate Ross, Registrar

Re: 2017-2020 Board of Governors Election Results

Subsequent to the call for nominations issued on 17 October 2016, elections were held for representatives of faculty members and staff from the Okanagan campus to the Board of Governors from 21 November to 5 December 2016. Pursuant to Section 16 of the *University Act*, the results are formally reported to the Senate.

Faculty Member:

Klironomos, John	43
Wylie, Peter	25
Arthur, Peter	24
Davies, Paul G.	19
Tannant, Dwayne	18
O'Leary, Stephen K.	5

Dr John Klironomos has been elected; his terms of office is from 1 September 2017 until 31 August 2020 and thereafter until a successor is elected.

Staff Member

Morcom, Curtis	50
Chartrand, Tanya	29
Seddon, Karen	13

Mr Curtis Morcom been elected; his terms of office is from 1 September 2017 until 31 August 2020 and thereafter until a successor is elected.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

26 January 2017

To: Senate
From: Kate Ross, Associate Vice-President Enrolment Services & Registrar
Subject: 2017/2018 Academic Year

Key dates for the 2017/18 Winter Session are as follows:

Term 1

Tuesday, 5 September 2017	Term 1 begins
Friday, 10 November 2017	Midterm Break
Friday, 1 December 2017	Last day of Term 1 classes for most faculties
Monday, 4 December 2017	First day of exams for Term 1
Tuesday, 19 December 2017	Last day of exams for Term 1
Number of Teaching Days	60

Term 2

Wednesday, 3 January 2018	Term 2 begins
Tues.-Fri., 13-16 February 2018	Midterm Break (following Family Day, Monday, 12 February)
Friday, 6 April 2018	Last day of Term 2 classes for most faculties
Monday, 9 April 2018	First day of exams for Term 2
Friday, 24 April 2018	Last day of exams for Term 2

Number of Teaching Days 61

Draft term and examination dates for academic years up to and including 2021/2022 may be viewed here:
<http://senate.ubc.ca/okanagan/termdates>

26 January 2017

To: Okanagan Senate
From: Kate Ross, Associate Vice-President Enrolment Services & Registrar
Re: Draft Term and Examination Dates Okanagan and Vancouver (information)

Draft Term and Examination Dates for the Okanagan and Vancouver campuses through 2021-2022, based on Policies O-125 and V-125, are as follows:

	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	O	V	O	V	O	V	O	V	O	V
Term 1										
Start	Tue., Sep. 5	Tue., Sep. 5	Tue., Sep. 4	Tue., Sep. 4	Tue., Sep. 3	Tue., Sep. 3	Tue., Sep. 8	Tue., Sep. 8	Tue., Sep. 7	Tue., Sep. 7
Mid-term Break	Fri., Nov. 10	N/A	Fri., Nov. 9	N/A	Fri., Nov. 8	N/A	Thu., Nov. 12	N/A	Fri., Nov. 12	N/A
Finish	Fri., Dec. 1	Fri., Dec. 1	Fri., Nov. 30	Fri., Nov. 30	Fri., Nov. 29	Fri., Nov. 29	Fri., Dec. 4	Thu., Dec. 3	Fri., Dec. 3	Fri., Dec. 3
Teaching Days	60	61	60	61	60	61	60	60	60	61
Exams Start	Mon., Dec. 4	Tue., Dec. 5	Mon., Dec. 3	Tue., Dec. 4	Mon., Dec. 2	Tue., Dec. 3	Mon., Dec. 7	Mon., Dec. 7	Mon., Dec. 6	Tue., Dec. 7
Exams Finish	Tue., Dec. 19	Wed., Dec. 20	Tue., Dec. 18	Wed., Dec. 19	Tue., Dec. 17	Wed., Dec. 18	Tue., Dec. 22	Tue., Dec. 22	Tue., Dec. 21	Wed., Dec. 22
Term 2										
Start	Wed., Jan. 3	Wed., Jan. 3	Wed., Jan. 2	Wed., Jan. 2	Mon., Jan. 6	Mon., Jan. 6	Mon., Jan. 4	Mon., Jan. 4	Tue., Jan. 4	Tue., Jan. 4
Mid-term Break	Feb. 13-16	Feb. 19-23	Feb. 12-15	Feb. 18-22	Feb. 11-14	Feb. 17-21	Feb. 9-12	Feb. 15-19	Feb. 15-18	Feb. 21-25
Finish	Fri., Apr. 6	Fri., Apr. 6	Thu., Apr. 4	Thu., Apr. 4	Wed., Apr. 8	Wed., Apr. 8	Thu., Apr. 8	Thu., Apr. 8	Thu., Apr. 7	Thu., Apr. 7
Teaching Days	61	60	62	61	63	62	62	61	63	62
Exams Start	Mon., Apr. 9	Tue., Apr. 10	Mon., Apr. 8	Mon., Apr., 8	Tue., Apr. 14	Tue., Apr. 14	Mon., Apr. 12	Mon., Apr. 12	Mon., Apr. 11	Mon., Apr. 11
Exams Finish	Tue., Apr. 24	Wed., Apr. 25	Fri., Apr. 26	Fri., Apr. 26	Wed., Apr. 29	Wed., Apr. 29	Tue., Apr. 27	Tue., Apr. 27	Fri., Apr. 29	Fri., Apr. 29