



Okanagan Senate

THE SIXTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2022/2023 ACADEMIC YEAR

THURSDAY, 23 FEBRUARY 2023

3:30 P.M. | RHS 257 AND VIA ZOOM

- 1. Call to Order – Dr Deborah Buszard**
- 2. Minutes of the Meeting of 26 January 2023 – Dr Deborah Buszard (approval)**
(docket pages 3-17)
- 3. Business Arising from the Minutes – Dr Deborah Buszard**
- 4. Remarks from the Acting President – Dr Deborah Buszard**
- 5. Remarks from the Provost – Dr Rehan Sadiq (information)**
- 6. Report from the Presidential Search Committee – Dr Marianne Legault**
(information)
- 7. Candidates for Degrees – Dr Deborah Buszard**

A list of graduands are available from the Secretary before the meeting.

The Chair calls for the following motion:

That the candidates for degrees as recommended by the College of Graduate Studies, be granted the degrees for which they were recommended, effective 23 February 2023, and that a committee composed of the registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments. (2/3 majority required)

- 8. Report from the Provost – Dr Rehan Sadiq**
 - a. Report to Senate on External Reviews of Academic Units, 2022/23 (information)
(docket pages 18-24)
 - b. Annual Enrolment Report 2022/23 (information) (docket pages 25-85)



- c. Draft Budget Presentation (information)(docket pages 86-108) with Associate Vice-President Rob Einarson et al.
- 9. Agenda Committee – Dr Jan Cioe**
Senate Meeting Format (information)
- 10. Admissions and Awards Committee – Ms Tamara Ebl**
2023/24 New-to-Program Enrolment Targets (approval) (docket pages 109-119)
- 11. Curriculum Committee – Dr Yves Lucet**
Curriculum Proposals from Faculties of Arts and Social Sciences and Creative and Critical Studies (approval) (docket pages 120-154)
- 12. Nominating Committee – Dr Jannik Eikenaar**
Appointment of Faculty Member to the President’s Advisory Committee for the Extension of the Vice-President, Development and Alumni Engagement (approval) (to be circulated under separate cover)
- 13. Other Business**
- 14. IN CAMERA – Learning and Research Committee – Dr Sally Stewart**
Candidate for Honorary Degree (approval)(to be circulated under separate cover)



OKANAGAN SENATE

MINUTES OF 26 JANUARY 2023

DRAFT

Attendance

Present: D. Buszard, D. Cormack, R. Ng (Secretary), R. Sadiq, A. Alnaar, M. Arthur, P. Arthur, P. Aulakh, P. Barker, H. Berringer, R. Campbell, S. Cherkowski, H. Chopra, K. Christianson, J. Cioe, T. Ebl, J. Eikenaar, M. Evans, T. Forneris, R. Frost, S. Hafeez, B. He, S. Hilton, K. Hodges, J. Holzman, J. Jakobi, R. Johnson, R. Lalonde, P. Lasserre, M. Legault, M. Libben, J. Low, Y. Lucet, B. Marcolin, S. McNeil, J. Milliken, S. O'Leary, I. Parkins, J. Picault, M. Reeves, A. Shatzko, P. Simpson, R. Sugden, S. Tomášková, S. Willis-Stewart, Y. Zhu

Regrets: S. Point, S. Bates, G. DiLabio, G. Garrard, J. Hare, S. Hutchinson, G. Jarry-Bolduc, L. H. Khan, L. Markley A. Nair, J. Olson, M. Panah, M. Tarrant, P. Uribe, B. Visscher

Clerk: A. Breen

Call to Order

The Chair of Senate, Dr Deborah Buszard, called the fifth regular meeting of the Senate for the 2022-2023 academic year to order at 3:36 pm.

Minutes of the Meeting of 15 December 2022

Attendance was corrected to confirm that Senators Evans, Garrard, Lalonde, and Legault were attendance at the December meeting.

Peter Arthur
 Jan Cioe

*That the Minutes of 15 December 2022 be adopted
 as corrected.*

Approved as
 Amended



Remarks from the Acting President

Dr Buszard welcomed everyone to the first Senate meeting of 2023 and wished everyone a wonderful New Year and Lunar New Year.

Dr Buszard congratulated Dr Matthew Nelson as the winner of the annual Life Raft Debate, held yesterday, noting that she has enjoyed previous years' debates.

Professor Buszard shared that she and Dr Gage Averill (Provost and Vice-President, Academic, UBC Vancouver) have issued a message to UBC Vancouver Indigenous community members. The message, which is posted on the President's website, recognizes that engagement with the Indigenous community has not been adequate, particularly around recent issues of Indigenous identity. Dr Buszard acknowledged that the administration should have met more promptly with the UBC Indigenous community and is taking steps to address these shortcomings.

Although the message was directed to colleagues at UBC Vancouver, it was noted that Dr Cormack and Dr Sadiq have both been actively involved in these conversations, and both are fully committed to meaningful engagement across both campuses. Dr Buszard noted that she has had conversations with Indigenous colleagues and a small group of students at UBC Okanagan.

Professor Buszard confirmed the University's commitment to fulfill actions identified in the Indigenous Strategic Plan, and to implementing the principles of the UN Declaration of the Rights of Indigenous Peoples, along with the 94 Calls to Action of the Truth and Reconciliation Commission. She reiterated the institution's commitment to Indigenizing wherever possible academic programming, curricula, leadership and structures. The President shared that in the coming weeks, her office will work to set engagement opportunities to hear from Indigenous students, faculty and staff, noting that this is something that is central to the University's accountability and a necessary step towards meaningful action in the future. Professor

Dr Buszard noted that she was fortunate to recently attend the opening of the extension to the First Nations Longhouse at UBC Vancouver, and that she hoped similar spaces will be developed on the UBC Okanagan campus in the near future.

Dr Buszard noted that she will concede the chair to the Deputy-Vice Chancellor once Dr. Cormack shared her remarks.

Remarks from the Deputy Vice-Chancellor

Dr Cormack extended her New Year wishes to senators. She noted that the new year brings the start of several building projects and shared that she had recently attended a small ground-breaking activity for the Interdisciplinary Collaboration Innovation (ICI) building project. Dr Cormack shared that the Syilx Okanagan Nation has been involved in the planning and design of



the ISI building, and that Indigeneity is a guiding principle to ensure the incorporation of Syilx's principles and values in the design.

The Deputy Vice-Chancellor advised that earlier in the week, there was a formal opening of the Picnic Centre in the University Centre. The space comprises a part of the Food Hub, which is a project to promote food security on campus by using a student-driven, research-led approach which prioritizes community needs, support services and food security. The opening included a cook-off involving faculty, staff and students to promote the shared space.

Dr Cormack noted that the University is working with the newly elected Kelowna city council to develop a transportation plan which will address the frequency, routes and end times for buses, especially in the evenings. There is also some interest on city council to consider longer-term rapid transit planning.

The Deputy Vice-Chancellor noted that the rankings of research productivity within Canada were released in the past week. She shared that UBC is ranked second overall, noting that if UBC Okanagan's research productivity was removed, UBC's overall ranking would be fifth within Canada.

Dr Cormack shared that budget information will be presented to the Senate at its February meeting, and emphasized the collaborative work that is underway between faculties and central units to support and foster the central mission of teaching and research.

Senator Hafeez asked that the source that conducted the research productivity ranking be shared.

In response to this question from Senator Hafeez, Senator Barker stated that the rankings were conducted by Research Infosource and noted that the full report is available on the Research Infosource website.

Remarks from the Provost

Dr Sadiq extended best wishes to everyone for the New Year. He shared an update regarding the search for the new Dean of the Faculty of Management, stating that a search firm has been selected to conduct the search process and that a selection committee is currently being constituted. The Provost noted that he will continue to keep senators apprised of its progress.

The Provost noted that the Deputy Registrar will provide an interim report regarding scheduling later in the meeting, as per the direction of Senate at the November 2022 meeting.

Dr Sadiq noted that information on the establishment of the Egg Farmers of Canada Chair in Sustainability was shared at the December meeting. It is now on the Senate agenda for approval.



The Provost noted that the January 25th *Roadmap for Change: Implementing Anti-Racism Commitments at UBC* virtual session related to Anti-Racism and Inclusive Excellence (ARIE) initiatives was very well attended. He extended his gratitude to those who have been instrumental in supporting the recommendations. He also thanked Dr. Arig al Shaibah, who has been working closely with Dr Jannik Eikenaar, the UBC Okanagan's lead on ARIE initiatives.

Dr Sadiq reminded senators that February is Black History Month and that there are many initiatives and events in which members of the campus community can participate. The events are listed on the UBC Okanagan events' website. Events include the February 9th Foundations of Anti-Racism workshop and the February 28th IBPOC Faculty & Staff Get Together. Additional communications from the offices of the Deputy Vice-Chancellor and the Provost are forthcoming.

Senator Ebl asked if there was a status update and/or anticipated release of the Faculty of Management external review report.

The Provost responded that the external review report is anticipated within the next four weeks and will be shared with the Faculty of Management's staff and faculty. It will be included in the annual report to Senate on academic unit external reviews which will be presented at an upcoming meeting of Senate.

Report from the Presidential Search Committee

On behalf of the Presidential Search Committee Chair, Chancellor S. Point, Senator Legault gave an update on the committee's activities to date. The committee has held its second meeting on 12 January 2023, and referenced the 17 January 2023 UBC Broadcast communication which includes a link to a survey seeking the input of the UBC community on a variety of topics including the opportunities and challenges facing UBC and successor President over the next five years, the qualities and characteristics that the community envisions in the next President, the experience that the next President should bring to UBC, and suggestions for individuals who would be a good fit for the role.

Senator Legault shared that additional details and information on open forums for community input is forthcoming, and encouraged senators to provide feedback.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Jan Cioe, presented.

POLICY REVIEW AND INDIGENOUS STRATEGIC PLAN RECOMMENDATIONS

Senators Cioe shared that the Academic Policy Committee has added a standing item on its meeting agenda regarding Indigenous Strategic Plan (ISP) actions 38 and 43. The Committee will identify each of the policies that are under its purview and systematically review them with the lens to identify aspects, facets, and procedures that may undermine inclusivity.



Dr Cioe expressed his gratitude to senators on behalf of the Senate Agenda Committee for accepting its recommendation that the Senate meeting be held virtually, in light of issues impacting Senate Secretariat staffing and the availability of the President. He noted that the Committee will be reviewing the format of Senate meetings in the near future, and welcomed feedback from senators.

Senator Lasserre stated that she is supportive of holding the current meeting online, in light of the staffing challenges on the Senate Secretariat team. She suggested that the format of the Senate meeting be highlighted at the beginning of any future meeting notifications, rather than at the end where it could be easily missed.

Senator Cioe noted Senator Lasserre's suggestion.

Senator Ebl asked about the volume of policies requiring review by the Academic Policy Committee and asked whether legal counsel and/or other resources will be made available to expedite the review and also to enable Senate to think more broadly about how to manage review of remaining policies.

Dr Cioe responded that he has requested that the Senate Secretariat provide a list of all policies that are within the purview of the Academic Policy Committee, which the committee will then prioritize for review. He added that the Committee will seek input from other sources, including legal counsel, and is hopeful that the Committee's work on policy review can include experts such as Adrienne Vedan, Senior Advisor on Indigenous Affairs.

Senator Stewart shared that student members of the Learning and Research Committee have been asked to review policies relevant to the Committee's work and that the committee will take similar approach to that of the Academic Policy Committee, adding that she hopes that the work undertaken by the Learning and Research Committee will contribute to the larger task of policy review. Senator Stewart commended the contributions of the student members of the Learning and Research Committee to the committee's work.

Dr. Cioe thanked Senator Stewart for her comments, and noted the contribution of all student senators.

Senator Hilton asked if the Academic Policy Committee chair was encouraging other Senate committee chairs to take a similar approach with respect to a standing agenda item on implementation of ISP recommendations.

Dr Cioe stated that he hopes that other senate committee will consider taking a similar approach with respect to their work and implementation of relevant ISP actions.



Senator Hilton asked whether there was an expectation to review all relevant policies within a prescribed timeline, given resource considerations and timelines required for thoughtful consultation.

Dr. Cioe responded that the expectation is that there will be a sequential, methodical and thoughtful process to review policies one at a time. He added that actioning ISP recommendations requires a thoughtful and deliberate approach and will need input from multiple perspectives. He concluded his comments by noting that implementation of the Indigenous Strategic Plan is an ongoing process and not one that can be completed in a narrow time period.

Admissions and Awards Committee

The Chair of the Senate Admissions and Awards Committee, Ms Tamara Ebl, presented.

NEW AWARD – FACULTY OF ARTS AND SOCIAL SCIENCES

See Appendix A: Awards Report

Senator Simpson asked whether the new award was also intended for continuing Syilx-Okanagan graduate students or only limited to incoming students. He also asked whether the award can be used as remuneration for individuals to teach in the Nsyilxen language fluency degree, or whether a formal employment arrangement is required.

Senator Abl deferred Senator Simpson's enquiries to Senator Evans.

Senator Evans stated the new award is intended for both incoming and continuing Syilx-Okanagan graduate students and noted that he supported a minor revision to the award description to remove reference to 'incoming' preceding 'Syilx-Okanagan students' in the second sentence.

With respect to Senator Simpson's second query, Senator Evans stated that students are teaching courses in conjunction with course instructors. He stated that his understanding is that it is permissible for students to teach through alternative arrangements to the existing sessional lecturer route to teaching and that this fellowship will support mentorship with instructors of record.

Senator Simpson expressed his support for the new award.

Senator Reeves also indicated her support for the award. She noted that the award description states that incoming students will automatically be considered for the award. She asked why students who do not have any graduate training in the program would be considered, rather than the award focusing on continuing students who are more advanced in their program, for example, student who have achieved candidacy.



Senator Reeves also noted the stated intention of the award to support mentorship rather than a student being an instructor on their own and asked how teaching done via the fellowship versus under a teaching assistant position will be distinguished.

Senator Evans responded that the intention is that a student will be mentored into a successor position that they can eventually take on; incoming Syilx-Okanagan graduate student applicants may have acquired the requisite language and academic skills to be eligible for the fellowship. It was also noted that the genesis of the articulation of the new award is to build successor capacity by having senior scholars mentoring incoming scholars.

With respect to award eligibility for incoming versus continuing students, Senator Evans stated that one consideration is that potential candidates may be fluent language speakers entering the program with an undergraduate or master's credential rather than a doctoral degree who would be able to support Indigenous language programs but who need not be in the program in order to acquire the requisite skills to participate effectively.

Tamara Ebl
Barbara Marcolin

That Senate approve and recommend to the Board of Governors for approval the terms of the FASS Syilx-Okanagan Graduate Teaching Fellowship.

Approved

REVISED ADMISSION REQUIREMENTS – BACHELOR OF EDUCATION

Senator Ebl recognized the contributions of Senator Evans and others who have contributed to the development of the admission pathway that will better support the admission of Indigenous students to the Bachelor of Education program.

Tamara Ebl
Peter Arthur

That Senate approve the revised admission requirements for the Bachelor of Education.

Approved

Joint Report of the Admissions and Awards and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr. Yves Lucet, presented.

NEW DEGREE PROGRAM – BACHELOR OF ST'ÁT'IMC LANGUAGE FLUENCY

Senator Lalonde noted that the proposed acronym for the degree program is likely to cause confusion that the degree holder will have expertise in statistics. He proposed an



addition of an apostrophe to revise the acronym for the program to be 'B.St'at' to mitigate any confusion.

Senator Lucet noted the concern, which was also raised at the Curriculum Committee. He responded that it is not possible to make the proposed revision given the limitations of current UBC systems.

Senator Lalonde emphasized the interpretation concern and reiterated his suggestion to find a solution, despite current system limitations and the development of any new system.

Senator Lucet responded that the new student system will be able to capture characters and notations as suggested by Senator Lalonde.

Senator Lalonde reiterated that the acronym approved by Senate will carry forward to the new system, and that the issue will likely to come back to Senate for clarification even when new systems are in place.

Senator Evans responded to Senator Lalonde's concern, noting the proposed acronym is the third iteration considered, and is the result of extensive consultation with linguists and language speakers. The outcome of these consultations suggests that the proposal before Senate is the preferred option. Senator Evans assured Senator Lalonde that the Curriculum Committee will consider an appropriate solution when it becomes possible in the new student system.

Senator Lalonde noted that he endorses the new program and suggested that solution be approved now and then allow a workaround as systems permit.

The Deputy Vice-Chancellor noted there is some urgency with respect to program approval and to have it in place as an approved offering for the 2023 Winter Session.

Senator Hodges stated her opposition to Senator Lalonde's concern as there has been extensive consultation with Indigenous language speakers who have championed the program. She noted that she did not share Senator's Lalonde's concern that there will be any confusion or expectation that these degree holders have expertise in statistics; she noted that any discrepancies will be quickly overturned as soon as an individual's credentials, curriculum vitae (CV), cover letter etc. are reviewed

Dr Cormack reiterated Senator Evans' assurance that changes to the acronym can be considered in future once there is a new student system in place that can capture and reflect character changes such as those proposed by Senator Lalonde.

Yves Lucet
Tamara Ebl

That Senate approve and recommend to the Board of Governors for approval the new Bachelor of St'át'imc Language Fluency (B.Stat.) program, STMC course code, STMC courses, and revised Calendar entries.



Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

CURRICULUM PROPOSALS FROM FACULTIES OF ARTS AND SOCIAL SCIENCES, CREATIVE AND CRITICAL STUDIES AND EDUCATION

See Appendix B: Curriculum Report

Yves Lucet
Jan Cioe

That Senate approve and recommend to the Board of Governors for approval the new courses and revised program as presented by the Faculties of Arts and Social Sciences, Creative and Critical Studies, and Education.

Approved

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

COMMITTEE ADJUSTMENTS

Jannik Eikenaar
Jan Cioe

That Sabre Cherkowski be appointed to the Senate Learning and Research Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy.

Approved

APPOINTMENT OF A FACULTY MEMBER TO SERVE ON THE PRESIDENT'S ADVISORY COMMITTEE FRO THE EXTENSION OF THE VICE-PRESIDENT, STUDENTS

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

The Deputy Vice-Chancellor congratulated Dr. Holzman on his appointment to the advisory committee and noted the importance of the Vice-President, Students role and its cross-campus responsibilities.



Jannik Eikenaar
Jan Cioe

That Senate appoint Dr Jonathan Holzman to the President's Advisory Committee for the Extension of the Vice-President, Students.

Approved

Report from the Provost

The Provost, Dr Rehan Sadiq, presented.

ESTABLISHMENT OF THE EGG FARMERS OF CANADA CHAIR IN SUSTAINABILITY

Rehan Sadiq
Jan Cioe

That Senate approve and recommend to the Board of Governors the establishment of the Egg Farmers of Canada Chair in Sustainability in the Faculty of Science at UBC Okanagan.

Approved

Report from the Registrar

The Registrar, Ms Rella Ng, presented.

The Registrar noted that, as in previous years, the first day following the Labour Day statutory holiday is not counted as a teaching day. She noted that the University has not yet received direction from the provincial government on whether the National Day for Truth and Reconciliation will be observed as a statutory holiday on September 29, 2023 or October 3, 2023 (in lieu of September 30, 2023 which falls on a Saturday). September 30 is currently counted as a teaching day. If the National Day for Truth and Reconciliation is observed as a statutory holiday, the academic year still meets the required number of teaching days for the term.

Senator Ebl asked for clarification regarding awaiting direction from the provincial government on whether the National Day for Truth and Reconciliation will be observed as a statutory holiday. Senator Ebl emphasized that the University's commitment to truth and reconciliation and the Indigenous Strategic Plan suggests that the University consider declaring this as a non-teaching day/observable day in some meaningful way.

The Registrar noted that the declaration of a statutory holiday requires the consent of provincial government and that the consideration of a non-teaching day is an institutional decision which may require further Senate consideration.



Dr Cormack emphasized that the provincial government has oversight over statutory holiday observance and noted there are also collective bargaining and human resource implications for the University.

Senator Lasserre indicated support for an institutional discussion on how to observe the National Day for Truth and Reconciliation, whether as a teaching day or a day of reflection, regardless of the province's decision regarding its observation as a statutory holiday.

Senator Ebl emphasized her suggestion is that the University, as an institution, consider how best to honour and observe the National Day for Truth and Reconciliation. She noted that while she absolutely supports the suggestion the observance offer teaching and learning opportunities, she does not feel that she is well equipped to offer relevant teaching or reflection to students.

Dr Cormack emphasized that while the National Day for Truth and Reconciliation is a federal statutory holiday, it is not observed as a provincial statutory holiday, which potentially complicates the University's ability regarding applicable collective agreements. Dr Cormack noted the importance of engagement with Indigenous communities on how they would like to see the day represented before making any institutional decisions.

Senator Lalonde expressed agreement with the sentiment to have scheduling clarity on observing the day as a non-teaching day in support of syllabus planning.

Senator Hafeez asked for clarification regarding when the statutory holiday would be observed in the event that the province recognizes it as such.

Ms Ng responded that UBC Human Resources has indicated that the University will follow the provincial directive on whether it will be observed as a statutory holiday, and whether the statutory holiday will fall on Friday, 29 September 2023 or Monday, 3 October 2023, in lieu of September 30.

ACADEMIC YEAR 2023-2024 TERM DATES

Jennifer Jakobi
Jan Cioe

That Senate approve the academic year 2023-2024 term dates.

Approved



Other Business

Report from the Provost

Dr Sadiq introduced the item and invited Mr Bert Annear, Deputy Registrar, to present the interim report on class scheduling, as requested by the Senate at its November 2022 meeting.

INTERIM SCHEDULING REPORT JANUARY 2023

Mr Annear stated that the Scheduling team is fully engaged in the scheduling process for the current year, which limits their re-engagement with scenarios and extensive reporting work until May 2023 at the earliest.

Senator Cioe expressed gratitude for the update and noted that a key issue for consideration is whether there will be flexibility for either department heads or faculty members to navigate within the given constraints, including in the context of hybrid courses and utilization of space.

The Deputy Registrar noted that while the example provided for two instructors to swap spaces may be agreeable, the challenge is that the scheduling process requires incorporating the perspective of 300 students in each of those classes, and determining what percentage of those students will face a clash if they move classes. It was noted that the goal is to ensure students have a schedule that supports successful progression through their degree programs.

Senator Marcolin asked whether the lack of an appropriate software module has been addressed in the current approach, and how this will be managed in support of next year's schedule.

The Deputy Registrar responded that not all current issues will be resolved in time for the next schedule, and that progress in this regard will be an iterative process.

Senator Marcolin commented that the collection of faculty knowledge-base for core courses may be valuable in the development of future schedules and suggested addressing the utilization of lab spaces, and offered her assistance to the Scheduling team.

Dr Cormack noted that the course scheduling team is very small and stated it is working diligently and examining all possibilities, given the key challenge that many programs are not co-hort based.

Senator McNeil asked whether the addition of the ICI space will resolve some space and scheduling issues.

Dr Cormack responded that while the addition of ICI space will benefit some language programs, the additional space will not have a dramatic impact on overall institutional planning.



She noted that the challenge is that the utilization rate in classrooms is above 85% and that normal utilization rates are around 75-80% for most institutions.

Senator Cioe raised the issue of online courses as a solution for resolving scheduling issues, but noted that there may be issues regarding academic integrity issues for online examinations.

The Deputy Vice-Chancellor responded that online teaching and examinations are not the same and that the opportunity for students to write examinations on campus for online courses should be considered.

Senator Cioe agreed with the distinction between online teaching and online examinations.

Senator O'Leary stated that the physical infrastructure is one of the University's primary reputational assets.

The Provost responded that the intention is to consider several strategies as there is no single solution that will resolve current scheduling issues. Dr Sadiq further commented that the addition of physical infrastructure will require time and resources to build.

Senator Ebl reminded Senate that enrolment targets for the upcoming year will be forthcoming within the next few months.

The Deputy Vice-Chancellor noted that Senate will receive another update on scheduling in the near future.

Adjournment

There being no other business, the meeting was adjourned at 5:13 p.m.

Appendix A: Awards Report

FASS Syilx-Okanagan Graduate Teaching Fellowship For approval The FASS Syilx-Okanagan Teaching Fellowship is an Excellence Fund initiative. This merit-based Fellowship is awarded to Syilx-Okanagan students undertaking a graduate program at UBCO to take stewardship of Syilx-Okanagan content-rich courses in the Community, Culture and Global Studies suite of offerings. The award value is \$10,000 per taught course. The Faculty of Arts and Social Sciences anticipates awarding one or more Fellowships per year, for a total of \$50,000 / five courses. All applicants who have submitted a complete admission application by the deadline, who have identified as Aboriginal and are recognised as such by the Syilx Okanagan Nation, will automatically be considered for this award. The CCGS Indigenous Awards Committee will determine Fellowship recipients.

*Appendix B: Curriculum Report***Curriculum Proposals**

- a. From the Faculty of Arts and Social Sciences
 - i. New Course: GEOG 257
 - ii. New Course: INLG 482
 - iii. Revised Program: Major in Psychology (B.A.)

- b. From the Faculty of Creative and Critical Studies
 - i. New Course: CRWR 385
 - ii. New Course: CRWR 386
 - iii. New Course: IGS 506

- c. From the Faculty of Education
 - i. New Course: EDUC 534



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Provost &
Vice-President Academic
1138 Alumni Avenue
Kelowna, BC Canada V1V 1V7
provost.ok.ubc.ca/

February 3, 2023

To: Senate, UBC Okanagan

To the attention of:

Rella Ng, Associate Vice-President, Enrolment Services and Registrar

From: Dr. Rehan Sadiq, Provost and Vice-President Academic, UBC Okanagan *RS*

Re: Report to Senate on External Reviews of Academic Units, 2021-22

Item for Information:

In accordance with Senate policy I am pleased to forward the Annual Report on External Reviews of Academic Units and Programs, for information. This report covers the period of September 2021 through August 2022. It provides a summary of each of the six external reviews undertaken.

Attachment: Report to Senate on External Academic Reviews, 2021-2022



THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan Campus

Office of the Provost &
Vice-President Academic
1138 Alumni Avenue
Kelowna, BC Canada V1V 1V7
provost.ok.ubc.ca/

Report to Senate on External Reviews

2021 – 2022

Submitted by: Rehan Sadiq, Provost and Vice-President Academic

External reviews are undertaken pursuant of [UBC's Senate policy](#) and the [Principles, Procedures and Guidelines for Unit External Reviews](#), which are currently under evaluation with an overarching goal to emphasize transparency and commitment to the entire process, including follow-up reporting on recommendations made by the reviewers.

The Office of the Provost and Vice-President Academic maintains an [online schedule](#) of reviews and offers resources and support to conduct them. The results from the first QAPA review (Quality Assurance Process Audit) of UBC Okanagan (November 2021) can also be found [online](#).

External reviews were conducted on the following academic units at UBC Okanagan between September 1, 2021 and August 31, 2022. Highlights and recommendations made by the reviewer teams, as well as the unit's response and action plan are summarized on the following pages and comprise the remainder of this report. Detailed information about the review may be requested from the Senate Office or the unit head/dean.

Additional accreditation reviews were successfully completed for Bachelor of Science in Nursing (November 2021) and the Clinical Psychology Doctoral Program (June 2022).

Faculty of Creative and Critical Studies.....	2
Department of Biology.....	3
Department of Psychology.....	4
Department of Community, Culture and Global Studies.....	5
Okanagan School of Education	6

Faculty of Creative and Critical Studies

Last review: N/A

Site-visit: December, 2021

Reviewers:

- Andrea Davis, Associate Professor, Department of Humanities, York University
- Jure Gantar, Professor, Theater Studies, Dalhousie University

Highlights:

- This is the very first external review of the Faculty of Creative and Critical Studies and the authors felt a great sense of responsibility in trying to fulfill this task.
- The impression of FCCS and its plans was overwhelmingly positive.
- The report recognizes work already accomplished rather than a reflection of the challenges still lying ahead.

Summary of Recommendations and Response from the Unit:

The reviewers evaluated the faculty in six key areas resulting in 35 recommendations. The faculty's response was grouped into 5 areas summarized below:

- Faculty culture, governance and strategy: The faculty hopes to consolidate and build on the structures put in place.
- Equity, diversity, and inclusion: The Dean's office will undertake to develop a formal lecture/engagement series to support anti-racism academics and it is committed to enable inclusive learning in a safe teaching environment.
- Truth and Reconciliation Commitments: Department heads agree with the Dean's directive to actively recruit and successfully engage Indigenous faculty.
- Personnel: The Dean has initiated conversations with departments to engage directly with questions arising around research insensitivity and outputs.
- Graduate programs: The faculty will review the MA English with a view to improving student enrolment numbers, quality and programing. Also, the DAHU PhD will carefully monitor admissions due to minimum funding requirements.

Department of Biology

Irving K. Barber Faculty of Science

Last review: 2018

Site-visit: February, 2022

Reviewers:

- David Hansen, Professor and Chair, University of Calgary
- Barbara Hawkins, Professor, University of Victoria
- Trace Raivio, Professor, University of Alberta

Highlights:

- The review committee was impressed with the Self-Study of the department which clearly indicates that research, scholarly activity, undergraduate and graduate education and training are nationally and internationally competitive.
- The review committee was also impressed by the proportional number of Indigenous undergraduate students and the attention to EDI and mental health in course syllabi.
- The review committee commended the work of head Deyholos towards diversifying the faculty and his success in growing the department in ways that complement and expand existing research strengths.

Summary of Recommendations and Department's Response and Action Plan

The review committee offered four major recommendations around strategic planning, space, engagement, and curriculum review. The department head consulted with colleagues and wrote the response and action plan of the Department of Biology.

- Most curriculum recommendations will be tackled via the review of curriculum planned to begin during the fall of 2023. Biology, Ecology, Evolution and Conversation Biology (EECB), Microbiology (MICB), and Zoology will develop program learning outcomes by 2025, curriculum maps by 2026, and assessment for courses by 2027.
- Such curriculum review will later tackle other considerations made by the review team such as alternate models for an Honours degree.
- A new governance structure has been approved for the Biochemistry and Microbiology (BIMB) program. A curriculum review will follow and should be completed by early 2024.
- Agreement around advocating for space, especially for graduate students as well as professional development and social activities. This will be led by the incoming Associate Chair (Graduate Studies) in January 2023.
- The Department informed the Faculty of Science, VP Research and Innovation, and the Provost's Office of other recommendations relevant to those units, including but not limited to the development of clear grading standards to be followed by all departments, strengthening of peer review systems extending to UBCV where there is significant CIHR funding experience, advocacy for CRC positions, maximization of opportunities for engagement and donors, support for the Open Science Initiative.

Department of Psychology

Irving K. Barber Faculty of Arts and Social Sciences

Last review: 2013

Site-visit: March, 2022

Reviewers:

- Wendy Craig, PhD, Professor, Queen's University
- Ingrid Johnsrude, PhD, Professor, Western University
- Michael Masson, PhD, University of Victoria

Highlights:

- This review took place two years into the COVID-19 pandemic, while people were transitioning between remote/work/learning and in-person campus instruction and research.
- The reviewers were impressed by the commitment, openness, honesty, and thoughtfulness of all participants (undergraduate and graduate students, staff, faculty, and administrators).
- This is an exciting time for the department: several new hires, enthusiasm for the new Head, and the new clinical graduate program is attracting highly qualified students.

Summary of Recommendations and Response from the Unit:

The reviewers evaluated the department in 8 key areas resulting in 47 recommendations. As a summary, the department identified priority action items (excerpt taken from the department's response):

- Many of the recommendations are based on increasing the faculty complement, which can only be done if research and office space are increased. We will continue to explore the possibility of expanding into the new buildings on and off campus, as well as exploring the possibility of shared departmental research labs. We would be delighted to work toward locating all offices into a single building.
- We have started and will continue to work through transparent governance structure and workload assignment in the department.
- We have started and will continue to work through the curriculum and teaching issues identified by the external reviewers.
- We have started and will continue to work with Human Resources to address the issue of the culture of bullying and intimidation in the department.

Department of Community, Culture and Global Studies

Irving K. Barber Faculty of Arts and Social Sciences

Last review: N/A

Site-visit: March, 2022

Reviewers:

- Dr. Christopher Fletcher, Department of Social and Preventative Medicine, Laval University
- Dr. Annalee Lepp, External Review Team Chair, Department of Gender Studies and Dean of Humanities, University of Victoria
- Dr. Brenda McDougall, Chair in Metis Family and Community Traditions, University of Ottawa
- Dr. Ryan Walker, Geography and Planning and Associate Dean of Graduate and Postdoctoral Studies, University of Saskatchewan.

Highlights:

- The department is admirably collegial and well governed, seems to have a “shared sense of destiny”, and is demonstratively committed to undergraduate and graduate student success and well-being, excellence and innovation in teaching, embodied pedagogy and experiential learning, and substantive Indigenous and community engagement.
- Undergraduate and graduate enrollments are very strong, with Gender and Women’s Studies and Indigenous Studies in particular experiencing significantly increased undergraduate student demand for their courses.
- Departmental faculty members’ disciplinary, interdisciplinary, and multidisciplinary research output and profile are impressive.

Summary of Recommendations and Response from the Unit:

The review committee made 22 recommendations with a focus on strengthening the department so it is greater than the “sum of its parts” by capitalizing upon cross-program synergies between the department’s four areas.

- The department agreed with the reviewers’ recommendation to clarify the role of program coordinators. To that end, the department developed a role description specifying expected duties. More work will be done to write a handover manual to provide greater support for incoming coordinators.
- The review panel made recommendations to make changes to the curriculum. The department will undertake a comprehensive curriculum review to develop clear learning outcomes, explore synergies, consider themes/topics/specializations, explore co-teaching introductory courses, and build capacity to teach in diverse classrooms.
- The review team noted workload issues and recommends reconsidering providing each program coordinator a teaching release after two or three years of service in the role. The department will consider this as part of the piloting of the new role descriptions developed in response to this review.

Okanagan School of Education

Faculty of Education

Last review: N/A

Site-visit: April, 2022

Reviewers:

- Dr. Mark Edwards, Director, Academic Initiatives, Faculty of Education, UBC Vancouver Campus
- Dr. Lindsay Morcom, Associate Professor, Faculty of Education, Queen's University
- Dr. Jennifer Tupper, Dean, Faculty of Education, University of Alberta

Highlights:

- The review panel found OSE to be a positive, vibrant community of students, staff, faculty, and external stakeholders, all of whom feel supported, express pride in their shared achievements, and are optimistic about the future.
- Reviewers commented that the transformation of the structure and content of the Bachelor of Education at OSE is notable for the scholar practitioner model that underpins it and the commitment to the inclusion of Indigenous content and knowledge that is apparent across the school's activities.

Summary of Recommendations and Response from the Unit:

The reviewers offered four recommendations under each of the three categories: programmatic, operational, and institutional. The OSE responded with a set of action plans and timelines. For example:

- To enhance the focus on criticality to strengthen students' understanding of multiple and intersecting forms of oppression, the school will conduct a review to identify gaps and opportunities and adapt course syllabi. It will also resurrect student-led committees to delve deeper into chosen areas of criticality.
- To strengthen a sense of community among graduate students, the school will plan hybrid events, engage in targeted recruitment efforts, clarify ladder opportunities, among other efforts.
- To deepen EDID (equity, diversity, inclusion and decolonization) capacity increasing the number of Black and Indigenous People and People of Colour amongst faculty, staff and students, the school will hire for diversification and investigate ways to combine part-time hiring.
- The school will seek ways to promote cross-campus connections to leverage its embeddedness with the cross-campus Faculty of Education.



University of British Columbia Annual Enrolment Report 2022/23



Dr. Rehan Sadiq
Provost and Vice-President Academic, UBC Okanagan

Dr. Gage Averill
Provost and Vice-President Academic, UBC Vancouver

Contents

LIST OF TABLES.....	4
LIST OF FIGURES	5
PREFACE.....	6
The 2022/23 Academic Year.....	6
EXECUTIVE SUMMARY	7
INTRODUCTION	8
UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS	9
How Many Undergraduate Students Applied, were Admitted, and Registered at UBC?	9
How Many Graduate Students Applied, were Admitted, and Registered at UBC?	13
Graduate Student Recruitment	15
What is the Academic Potential of New Undergraduate Students?	16
Where did UBC's New Direct-Entry Students Previously Study?.....	17
Where did UBC's New Transfer Students Previously Study?	18
Where did Indigenous Students at UBC Previously Study?.....	19
In Which Canadian Provinces Did UBC's New Undergraduate Students Previously Study?	22
In Which Countries or Territories did UBC's New International Undergraduate Students Previously Study?	23
Where did UBC's New Graduate Students Previously Study?	25
UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT	28
What is UBC's Government-Funded Domestic FTE Count by Campus?	28
How Many Students did UBC Enrol in 2022/23?	28
How Many Domestic Students did UBC Enrol in 2022/23?	29
How Many Indigenous Students did UBC Enrol in 2022/23?	30
How Many International Students did UBC Enrol in 2022/23?.....	31
How Many Transfer Students did UBC Enrol in 2022/23?.....	32
How Many Students were Enrolled in Vantage College?	33
How Many Students were Youth Formerly in Government Care?	34
How Many World University Service of Canada Students were Enrolled?.....	34
What are the Demographic Characteristics of UBC's Students?	35
What Citizenships are held by UBC's International Students?	36
RETENTION AND COMPLETION RATES	40
How Many Credentials did UBC Award?	40
What are UBC's Undergraduate Students' Retention and Completion Rates?	41
What are UBC's Indigenous Undergraduate Students' Retention and Completion Rates?	43
What was the Time Taken by UBC Graduate Students to Complete their Programs?	44
APPENDIX A: HEADCOUNT ENROLMENT TABLES	47
Okanagan Campus.....	47

Vancouver Campus	49
APPENDIX B: FTE ENROLMENT TABLES.....	54
APPENDIX C: DEGREES CONFERRED TABLES	57
APPENDIX D: GLOSSARY	59

LIST OF TABLES

Table 1: Undergraduate Students' Admit and Yield Rates, All Year Levels, by Year.....	13
Table 2: Graduate Students' Admit and Yield Rates, by Year	15
Table 3: All Enrolled Indigenous Students' Previous Institution, by Year, by Campus.....	20
Table 4: Overall Student Headcount, by Year, by Campus	29
Table 5: Domestic Student Headcount, by Year, by Campus.....	30
Table 6: Domestic Indigenous Student Headcount, by Year, by Campus	31
Table 7: International Student Headcount, by Year, by Campus.....	32
Table 8: International Students' Citizenship, by Year, Okanagan Campus.....	37
Table 9: International Students' Citizenship, by Year, Vancouver Campus	38
Table 10: Number of Credentials Awarded, by Calendar Year, by Campus	40
Table 11: Number and Proportion of Credentials Awarded to Indigenous Students, by Calendar Year, by Campus.....	41

LIST OF FIGURES

Figure 1: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Okanagan Campus, by Year.....	10
Figure 2: Undergraduate Students' Admissions Pyramid (International, All Year Levels), Okanagan Campus, by Year ..	11
Figure 3: Undergraduate Students' Admissions Pyramid (Domestic, All Year Levels), Vancouver Campus, by Year	11
Figure 4: Undergraduate Students' Admissions Pyramid (International All Year Levels), Vancouver Campus, by Year ..	12
Figure 5: Graduate Students' Admissions Pyramid (Domestic), Okanagan Campus, by Year	14
Figure 6: Graduate Students' Admissions Pyramid (International), Okanagan Campus, by Year	14
Figure 7: Graduate Students' Admissions Pyramid (Domestic), Vancouver Campus, by Year	14
Figure 8: Graduate Students' Admissions Pyramid (International), Vancouver Campus,	15
Figure 9: Location of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2022/23, by Campus ...	17
Figure 10: Top 10 Countries or Territories (other than Canada) of Previous Institution Attended, New Undergraduate Direct-Entry Students, 2022/23, by Campus	18
Figure 11: Location of Previous Institution Attended, New Undergraduate Transfer Students, 2022/23, by Campus	19
Figure 12: Top 10 Countries or Territories (other than Canada) of Previous Institution Attended, New Undergraduate Transfer Students, 2022/23	19
Figure 13: Indigenous Students' Previous Institution, by Province, 2022/23, Okanagan Campus (if in Canada)	21
Figure 14: Indigenous Students' Previous Institution, by Province, 2022/23, Vancouver Campus (if in Canada)	21
Figure 15: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2022/23, Okanagan Campus (if in Canada)	22
Figure 16: Canadian Province of Previous Institution Attended by New Undergraduate Students, 2022/23, Vancouver Campus (if in Canada)	23
Figure 17: Country or Territory of Previous Institution Attended, New International Undergraduate Students, 2022/23, Okanagan Campus	24
Figure 18: Country or Territory of Previous Institution Attended, New International Undergraduate Students, 2022/23, Vancouver Campus	24
Figure 19: Province of Previous Institution Attended (if in Canada), New Graduate Students, 2022/23, Okanagan Campus	25
Figure 20: Province of Previous Institution Attended (if in Canada), New Graduate Students, 2022/23, Vancouver Campus	26
Figure 21: Country or Territory of Previous Institution Attended (outside of Canada), New Graduate Students, 2022/23, Okanagan Campus	27
Figure 22: Country or Territory of Previous Institution Attended (outside of Canada), New Graduate Students, 2022/23, Vancouver Campus	27
Figure 23: Government-Funded and Delivered (Actual) Domestic FTEs, by Campus	28
Figure 24: Headcount of Transfer Student Admits and Registrations, by Campus, 2022/23	33
Figure 25: Headcount of Transfers Between UBC Campuses, by Year	33
Figure 26: Funded Students with Lived Experience in Care, by Campus	34
Figure 27: Students' Gender Distribution, by Program, by Campus, 2022/23	35
Figure 28: Students' Age Distribution, by Program, by Campus, 2022/23	36
Figure 29: International Students' Citizenship, 2022/23, Okanagan Campus	39
Figure 30: International Students' Citizenship, 2022/23, Vancouver Campus	39
Figure 31: Retention Rates of Domestic and International First-Year Students, by Entry Year, by Campus	42
Figure 32: Six-Year Completion Rates of Domestic and International Undergraduate Students, by Entry Year, by Campus	42
Figure 33: Retention Rates of Indigenous Students, by Entry Year, by Campus	43
Figure 34: Six-Year Completion Rates of Indigenous Undergraduate Students, by Entry Year, by Campus	44
Figure 35: Master's Students' Years to Completion, 2011/12-2014/15 Cohorts, Okanagan Campus	45
Figure 36: Master's Students' Years to Completion, 2011/12-2014/15 Cohorts, Vancouver Campus	45
Figure 37: Doctoral Students' Years to Completion, 2008/09-2011/12 Cohorts, Okanagan Campus	46
Figure 38: Doctoral Students' Years to Completion, 2008/09-2011/12 Cohorts, Vancouver Campus	46

PREFACE

THE 2022/23 ACADEMIC YEAR

As the world moves further in its journey towards ending the COVID-19 pandemic, we welcomed new and returning students to our campuses and learning sites, resuming with the primary modality of in-person learning. Work continues to take place to re-define our 'new normal' on all facets of university life and operations, including student teaching and learning modalities, student recruiting, and delivery of support services. Opportunities are being seized to leverage the creative and innovative adaptations that have been gained through the pandemic to date, such as the continued and expanded scope of on-line and virtual prospective student recruitment engagement, allowing for increased inclusivity and flexibility in our approach to enrolment.

In our efforts to achieve UBC's enrolment objectives, and in alignment with UBC's various strategic plans including the Inclusion Action Plan, Indigenous Strategic Action Plan and the Anti-Racism Inclusive Excellence Task Force Report, commitment and focus on advancing equity, diversity and inclusion (EDI) in our recruitment and admissions processes and practices remains a high priority. Work is continuing with the development and enhancement of staff training to strengthen EDI knowledge and competencies when performing assessments and adjudications, including training content such as (but not limited to) recognizing unconscious bias; intersectionality; privilege and positionality; context, history, and experience of Indigenous, Black and people of color, as well as people with disabilities and 2SLGBTQ+ individuals.

Ongoing evaluation of the impact and progress of our work in this area will be supported by the Student Demographic Data Project and its forthcoming recommendations, anticipated to be published in early 2023. Enhanced collection of disaggregated student demographic data will enable the university to better assess progress of equity, diversity and inclusion priorities, improve our understanding of student experiences and effectively support student inclusion and success.

Academic Essentials, entering its third year, has fast become a well-established and foundational program for undergraduate students to prepare for their classes and university learning experience. Over 2,000 students registered this year, representing over 4,500 registrations in three on-line, free of charge, self-directed courses designed to help new first-year students with academic readiness, transition to university and refresh concepts and theories.

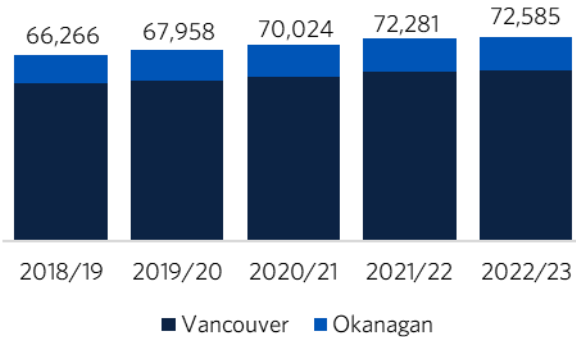
Undergraduate students applying to UBC this year did so through the provincial admissions service, EducationPlannerBC (EPBC). This fully integrated common online application platform provides an enhanced and streamlined experience for students to conveniently apply to B.C. post-secondary institutions. It brings forward many opportunities including the consistency in the collection of applicant data, such as the collection of student demographic data (e.g., updated gender markers).

While there was a decrease in the 2022/2023 application numbers as compared to the year before, this decrease is seen as a normalization of applications received. In 2021/2022, while the pandemic was still in its height, a spike in applications occurred, particularly with international and graduate applicants. This year's application numbers are course correcting, trending in alignment with pre-pandemic application numbers.

International student applicants, particularly those from India, experienced notable delays this year with the processing of their student visas by Immigration, Refugees and Citizenship Canada (IRCC). These delays impacted 2022/2023 international enrolment across both campuses. Like the COVID-19 pandemic, this is yet another example of how external factors outside of the University's control can impact our ability to meet established enrolment targets. Despite these challenges, UBC's overall student enrolment this year on both campuses remain stable. This is a testament to the outstanding efforts led by UBC's recruiting and admissions units. UBC's commitment to providing world class education and nimbleness to address changing circumstances, undoubtedly provides for continued strength in enrolment and students' success.

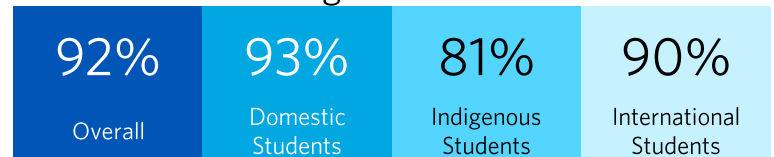
EXECUTIVE SUMMARY

Total UBC Enrolment (Headcount)



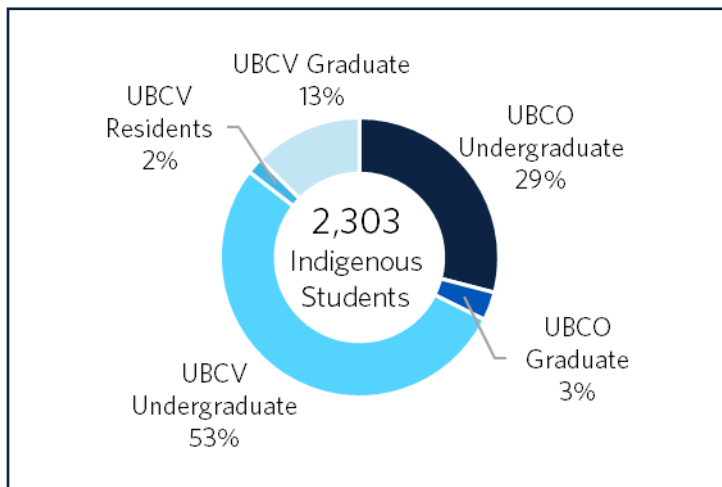
First Year Undergraduate Retention

First Year Undergraduate Retention Rates

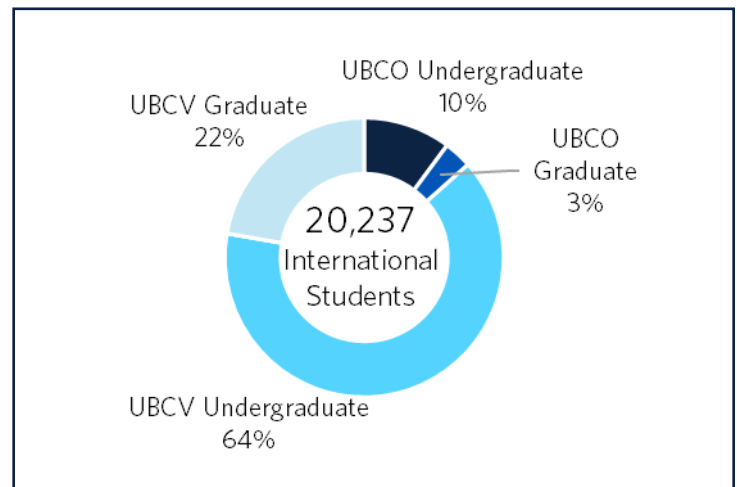


Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies.

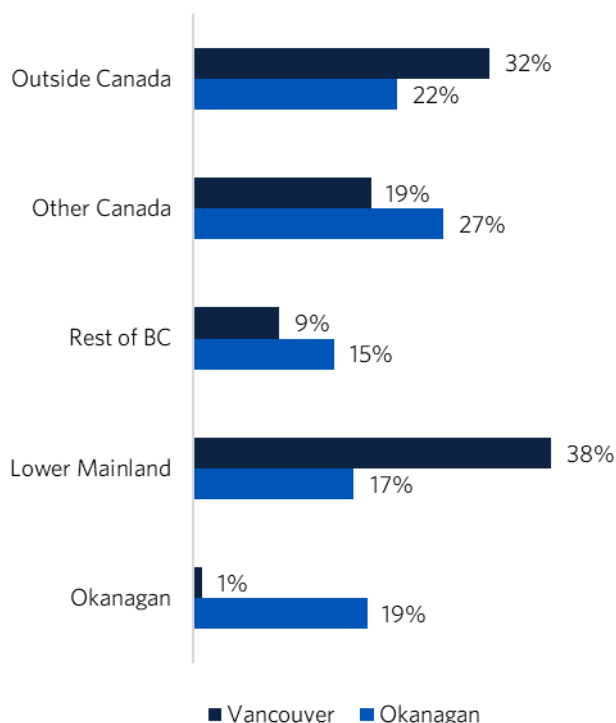
Indigenous Students



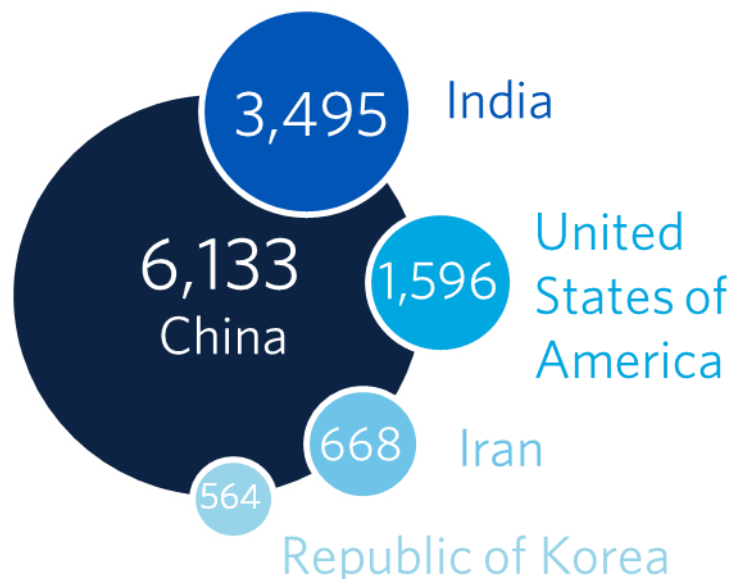
International Students



Direct-Entry Baccalaureate Student Origins



Top 5 Countries or Territories of Citizenship of UBC International Students'



INTRODUCTION

The UBC Annual Enrolment Report (2022/23) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

- meet the Government's targets for domestic undergraduate and graduate FTEs,
- increase the enrolment of Indigenous students,¹
- provide access for other historically underrepresented populations,
- and enrol a diverse community of outstanding students from British Columbia, the rest of Canada, and around the world.

New undergraduate student enrolment is managed according to targets approved annually by the Senates and the Board of Governors. Targets are set based on a group of known factors and a group of variables that must be estimated. Known factors include the degree programs offered and physical space occupancy limits. Variables that must be estimated include the number of students who will accept an offer of admission, the number of students that will actually register and pay their tuition, whether the students will take normal course loads, the students' progression and retention rates, and the number that will graduate in a given year.

Managing the admissions process to meet the established targets requires estimating and modelling based on additional factors such as the number of applications received, the academic qualifications of those applicants, the decision-making behaviour of the potential students, changes to Canada's political relationships with other countries, changes in the economy including currency fluctuation, and other unforeseen global events, such as pandemics.

Most of the variable factors can be modelled with good accuracy based on data collected over prior years, but a few factors are highly unpredictable, or cannot be controlled by UBC. As a result, it is a rare event to enrol exactly to target for a program, or even more so at the campus level. Given the strengths of UBC, the demand for our programs is very high, leaving us in the enviable position of managing down to targets in most cases, rather than facing the prospect of under enrolment.

It is important to note that there is a difference between total new student enrolment targets and the Ministry's "funded" seats. The UBC targets include several categories of enrolment that are not directly funded by the provincial government, but are important components of the campus communities. The categories typically excluded from Ministry funding include international undergraduate students, access studies, visitors, diploma and certificate students, most graduate students in research degree programs, and others.

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

The B.C. Ministry of Advanced Education and Skills Training sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic

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

funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2022/23 fiscal year (April 1, 2022 to March 31, 2023), UBC was government-funded for a total of 43,364 FTEs, 182 more than the previous year; 7,167 FTEs were allocated to the Okanagan campus and 36,197 FTEs were allocated to the Vancouver campus. Overall, 37,283 FTEs were funded undergraduate domestic student spaces and 6,081 were funded graduate student spaces. There were an additional 133 FTEs for the 2022/23 year directed to the Bachelor of Science in Nursing, Occupational Therapy program – North program, Physiotherapy Therapy — Fraser program, Midwifery program, Bachelor of Science in Computer Science, Bachelor of Applied Science in Biomedical Engineering, and Bachelor of Applied Science in Manufacturing Engineering on the Vancouver Campus. On the Okanagan campus, the additional 49 FTE were directed to the Bachelor of Science in Nursing, Bachelor of Science in Computer Science and the Bachelor of Applied Science in Manufacturing Engineering, and the Master of Social Work.

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

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

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

In September 2021, UBC started using a new application system for undergraduate admissions, EducationPlannerBC. The new system, which is a province-wide service, integrates planning, application and data movement services. By using centralized planning resources, students can search for information about various programs, institutions and communities across B.C. When students decide to apply to one or more programs, they can complete their application through the system without having to re-enter the same information for each application. In addition, the service further expands electronic transcript exchange including more K-12 and post-secondary institutions and provincial hubs.

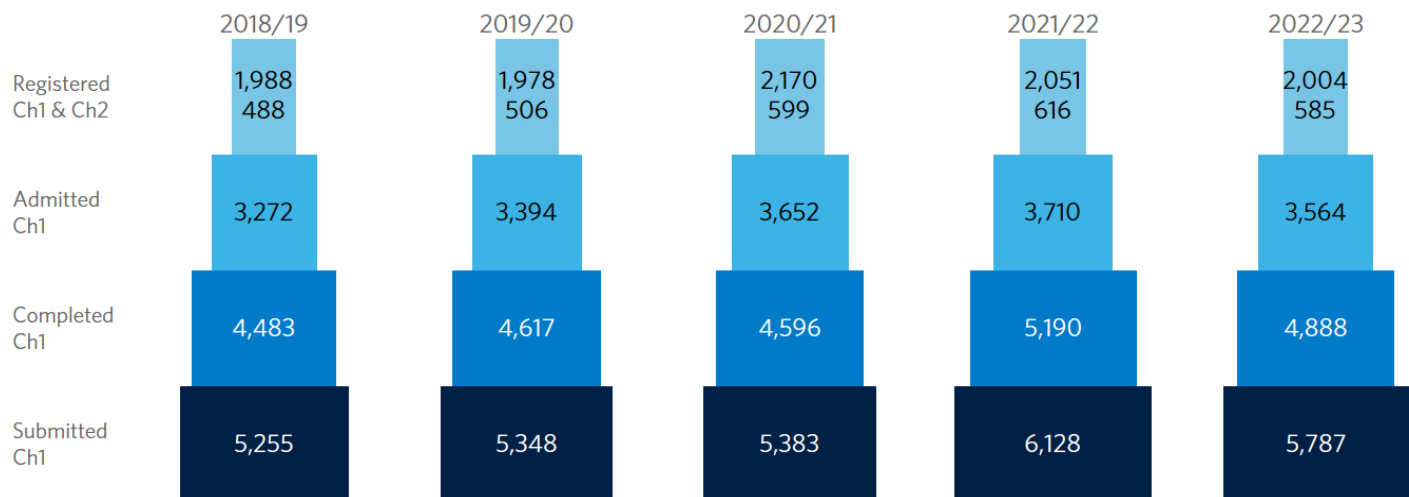
Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2018/19 through 2022/23. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number of students who registered in their preferred or first choice of program or campus (Ch1) and the lower number represents the number of students registered in their second choice, an alternative program on either campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the number of submitted and completed applications, the number of admitted students and subsequent number of registrations for 2018/19 through 2022/23. A submitted application identifies a complete formal request to enter a UBC program of study accompanied by payment of an application fee. A complete application identifies that all documentation and information required to initiate the evaluation of the application was received. The term “admitted” identifies that an application was reviewed and UBC extended an admission offer to enrol to the applicant. Lastly, “registered” identifies that the student accepted the offer of admission, selected courses and started attending classes. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applicants do not progress to the next stage.

In 2022/23, the total Choice 1 applicant pool (with completed applications) for the Okanagan campus decreased over the number received in 2021/22. The size of the domestic undergraduate applicant pool decreased by 6% compared to 2021/22 (see Figure 1), and the international undergraduate applicant pool decreased by 7% (see Figure 2).

For the Vancouver campus, the total Choice 1 applicant pool (with completed applications) decreased by 4% over 2021/22. The domestic applicant pool increased by 4%, over 2021/22 (see Figure 3), and the international applicant pool decreased by 14% (see Figure 4).

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



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

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

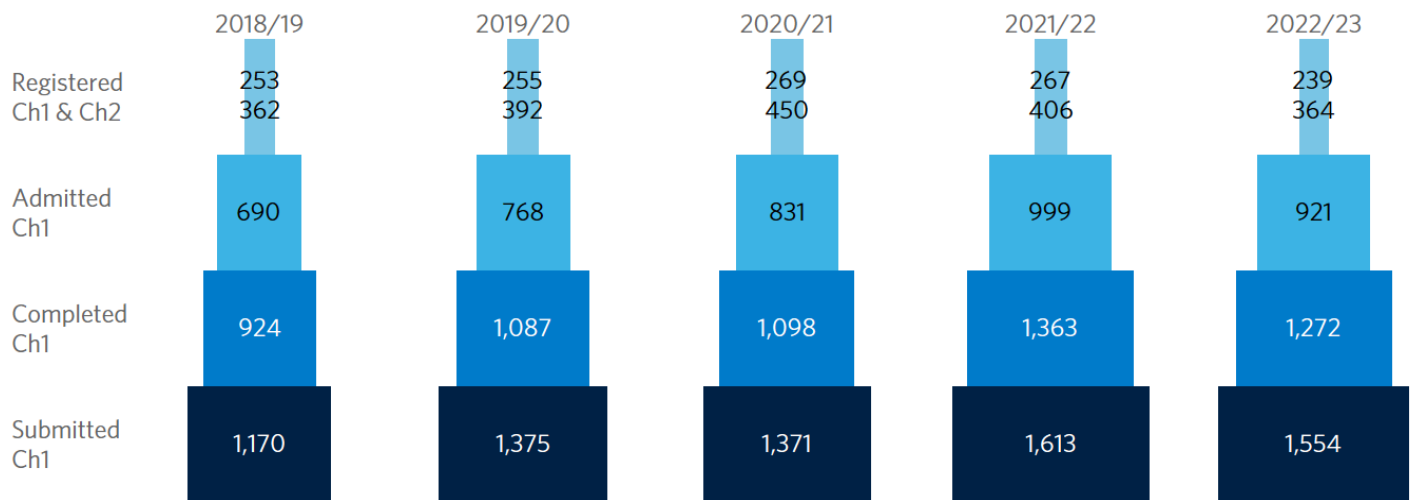


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

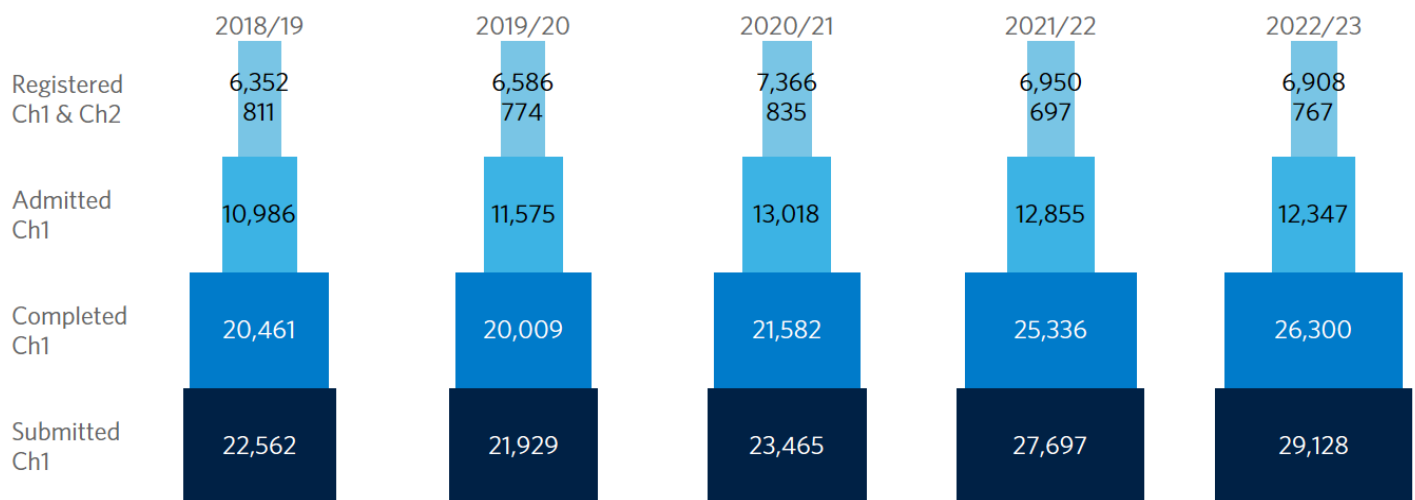
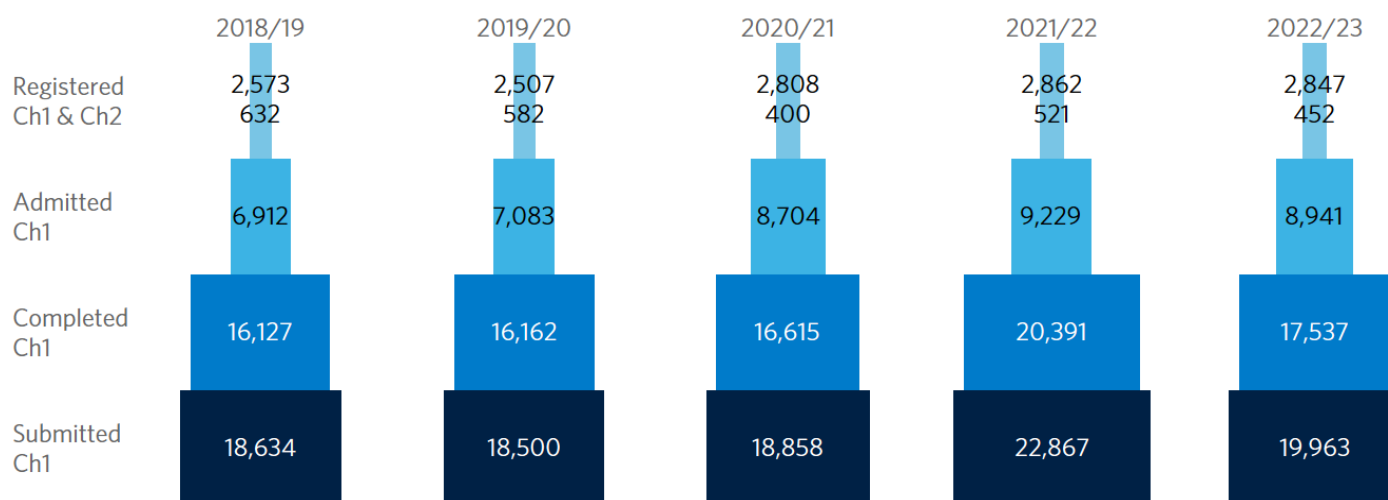


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



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

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

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

Campus	Citizenship		2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Domestic	Admit Rate	73%	74%	79%	71%	73%
		Yield Rate	61%	58%	59%	55%	56%
	International	Admit Rate	75%	71%	76%	73%	72%
		Yield Rate	37%	33%	32%	27%	26%
	Okanagan Total	Admit Rate	73%	73%	79%	72%	73%
		Yield Rate	57%	54%	54%	49%	50%
Vancouver	Domestic	Admit Rate	54%	58%	60%	51%	47%
		Yield Rate	58%	57%	57%	54%	56%
	International	Admit Rate	43%	44%	52%	45%	51%
		Yield Rate	37%	35%	32%	31%	32%
	Vancouver Total	Admit Rate	49%	52%	57%	48%	49%
		Yield Rate	50%	49%	47%	44%	46%

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

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

UBC's ability to achieve its enrolment objectives is the result of strategic recruitment activities, supportive advising, and robust orientation programming for newly admitted students. For 2022/23, 46% of the direct-entry students admitted to their preferred program ultimately accepted their offer of admission. Of those who accepted an offer of admission to a program, 13% did not register and attend classes in September. Last year, 45% of these students accepted their offer of admission and 13% of those did not ultimately register and attend classes.

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

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

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, the numbers of admitted students and subsequent registrations for 2018/19 through 2022/23. The years 2018/19 through 2021/22 contain intake data as of March 1st, whereas the 2022/23 intake was in progress, at the time of writing, and contains preliminary data as of November 1, 2022. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the numbers of applications shown here underestimate the total interest in graduate studies at UBC.

For Figures 5 through 8, the 'Submitted' value refers to the number of students who submitted one or more applications, rather than a count of applications submitted. In 2022/23, the number of graduate student applicants for the Okanagan campus grew by 50% over 2021/22. The domestic applicant pool grew by 29% over 2021/22 (see Figure 5), and the international applicant pool grew by 57% (see Figure 6).

For the Vancouver campus, the number of graduate student applicants decreased by 9% over 2021/22. The domestic applicant pool decreased by 5%, over 2021/22 (see Figure 7), and the international applicant pool decreased by 11% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

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

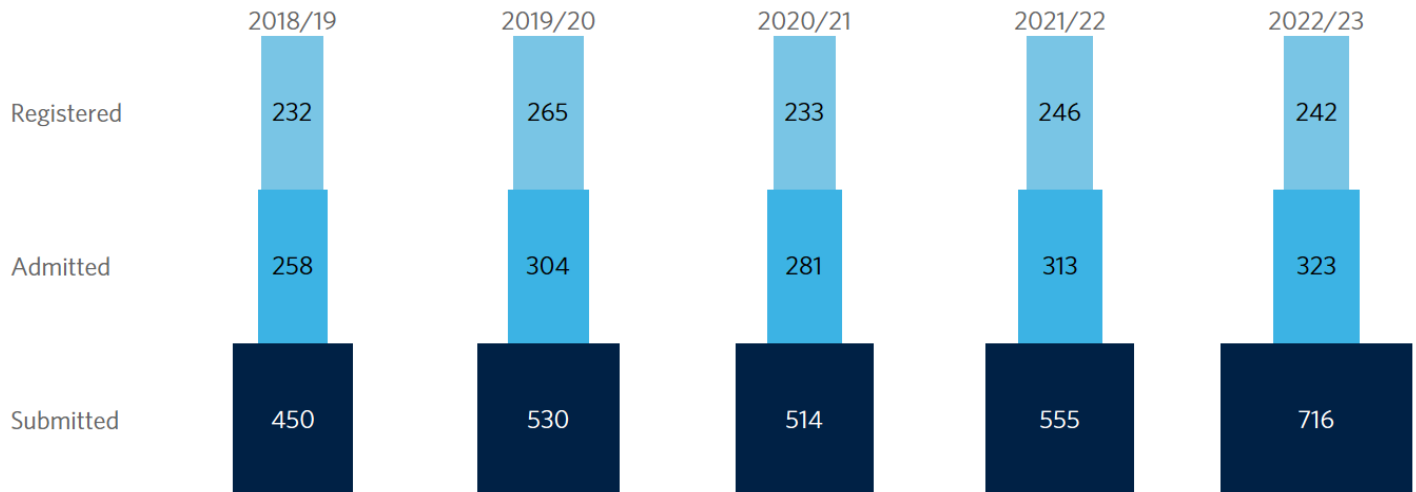


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

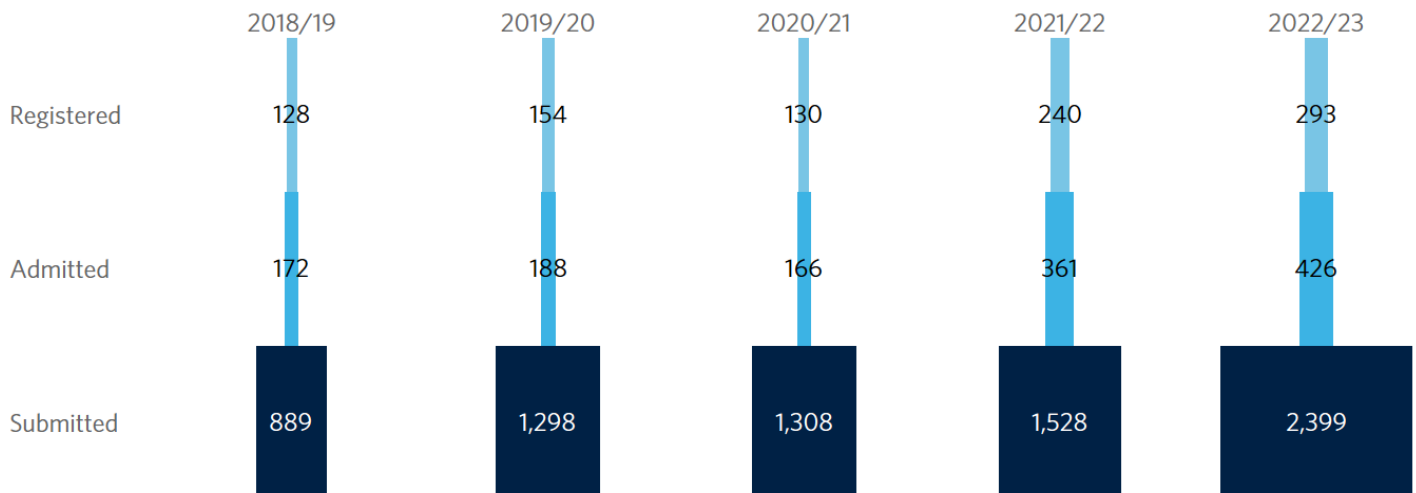


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

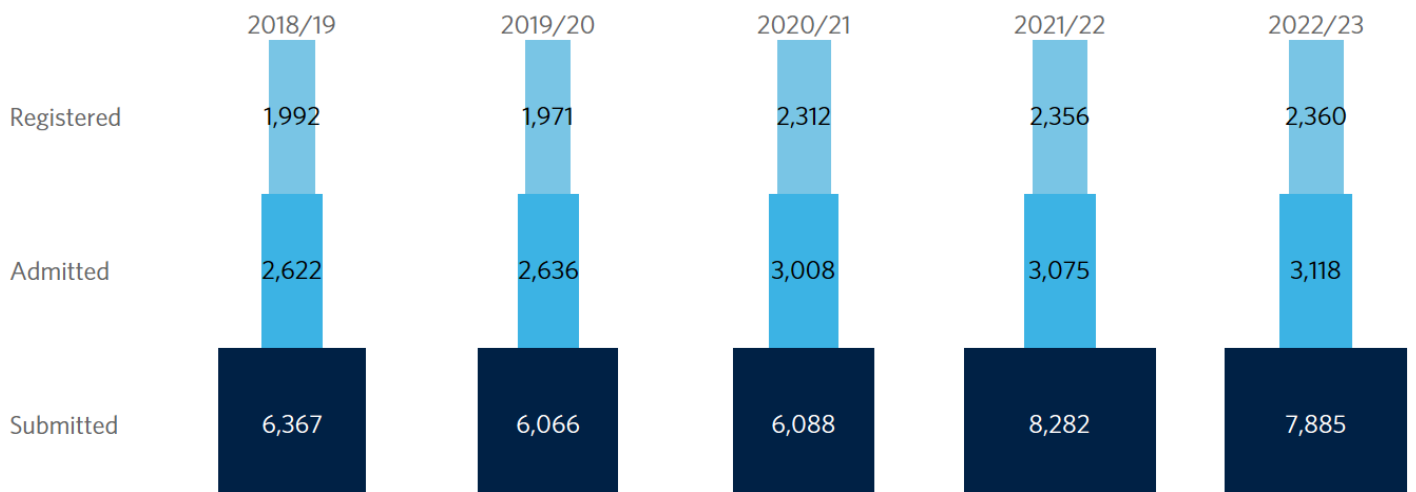


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

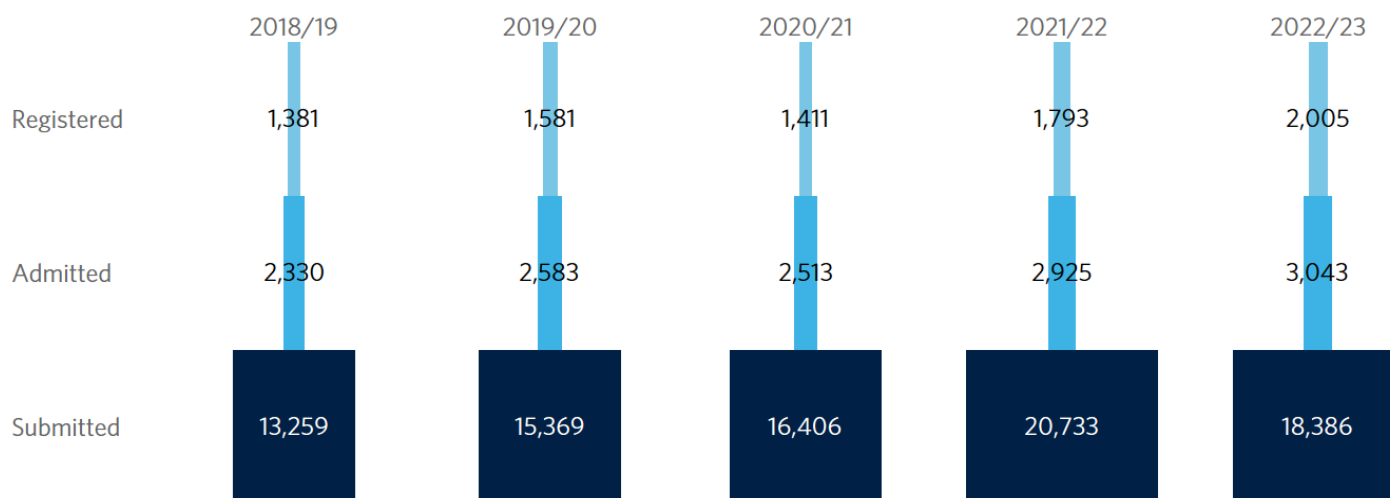


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Domestic	Admit Rate	57%	57%	54%	56%	45%
		Yield Rate	90%	87%	81%	79%	75%
	International	Admit Rate	19%	14%	13%	24%	18%
		Yield Rate	74%	82%	64%	66%	69%
	Okanagan Total	Admit Rate	32%	27%	24%	32%	24%
		Yield Rate	84%	85%	75%	72%	71%
Vancouver	Domestic	Admit Rate	41%	43%	42%	37%	40%
		Yield Rate	76%	75%	69%	77%	76%
	International	Admit Rate	18%	17%	16%	14%	17%
		Yield Rate	59%	61%	46%	61%	66%
	Vancouver Total	Admit Rate	25%	24%	24%	21%	23%
		Yield Rate	68%	68%	58%	69%	71%

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

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

GRADUATE STUDENT RECRUITMENT

For UBC Vancouver, graduate student recruitment efforts occur at all levels of the university community, from individual faculty members, to graduate programs, deans' offices, and the Faculty of Graduate and Postdoctoral Studies (G+PS). Much of this work involves collaboration between units and G+PS, and is guided by the Marketing and Recruitment Framework which provides a detailed approach to developing a marketing and recruitment plan. Significant resources continue to be focused on coordinating UBC's recruitment and applicant ecosystem to support incoming students, such as an extensive onboarding email campaign, interactive checklist, pre-arrival webinars, and social and academic support events. General outreach initiatives continue to be very popular with prospective students such as an Applicant Guide eBook that assists applicants through the application process. It has been downloaded over 71,000 times since its launch in October 2021. Virtual outreach events are very well attended (over 29,000 registrations for 45 events) and G+PS has

been collaborating with programs, faculties and partner universities in hosting a variety of information and admissions advice sessions. Additional activities included outreach to historically underrepresented groups, hosting an Indigenous Graduate Student Summer Institute, streamlining the advertising service for student positions in career networks, and collaborations with faculty members on initiatives such as faculty member advice videos.

While application numbers have decreased compared to 2021, application counts are 17% above the 2020 levels. 2021 is seen as an outlier year with record numbers due to shifts in demand patterns as a result of the pandemic. Both offer and registration numbers for 2022 exceed the previous year which speaks to the strong applicant pool despite lower application numbers. Web traffic continues to show high demand with the G+PS main website serving 2.2 million users and 12.2 million pageviews, year to date as of November 21st.

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

Additionally, after a successful trial last year, University Relations and the College of Graduate Studies have collaborated to deliver a digital marketing campaign designed to introduce prospective graduate students to the Okanagan campus. This campaign centres on Google Search advertising and is complemented by Google Display and social media placements.

New opportunities such as an Indigenous Graduate Student Orientation, workshops, and a pathways program that will support the transition of Indigenous undergraduate students to graduate studies has launched at UBC Okanagan through the role of the Indigenous Graduate Student Advisor. This role was established in partnership between the College of Graduate Studies and Indigenous Programs and Services, and is dedicated to advising prospective and enrolled Indigenous graduate students, and identifying opportunities to improve admissions, enrolment, and retention of Indigenous graduate students.

WHAT IS THE ACADEMIC POTENTIAL OF NEW UNDERGRADUATE STUDENTS?

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

For direct-entry undergraduate applicants, all Grade 11 and Grade 12 academic courses are considered in the admission decision along with a review of courses and grades that are particularly relevant to the program to which a student has applied. This review of academic course grades also considers the extent to which a student may have challenged their self as evidenced by the volume of academic courses completed or rigour of the courses completed. The mean entering grade range, for all academic courses a student completed in the senior years of secondary school, was 85-87% for students attending the Okanagan campus; on the Vancouver campus, it was 89-91%.

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

In 2022/23, over 89,000 personal profile reviews were scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessors are not in agreement, the file is reviewed by

a third (and possibly fourth) reader until a consistent assessment is achieved. Overall, it is estimated that about 14% of admitted applicants would not have been admitted with a grades-only admission model (this rate varies by program and campus).

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

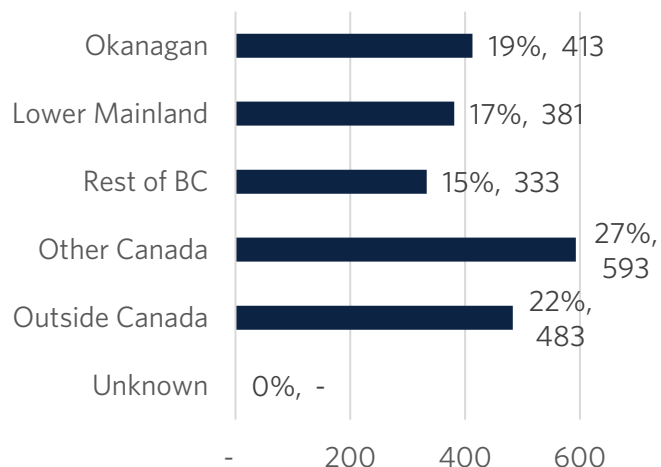
Figure 9 displays, for each campus, where 2022/23's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools outside of Canada (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2022/23, 78% of the new-to-UBC undergraduate students (N = 2,203) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Surrey and Vancouver school districts.

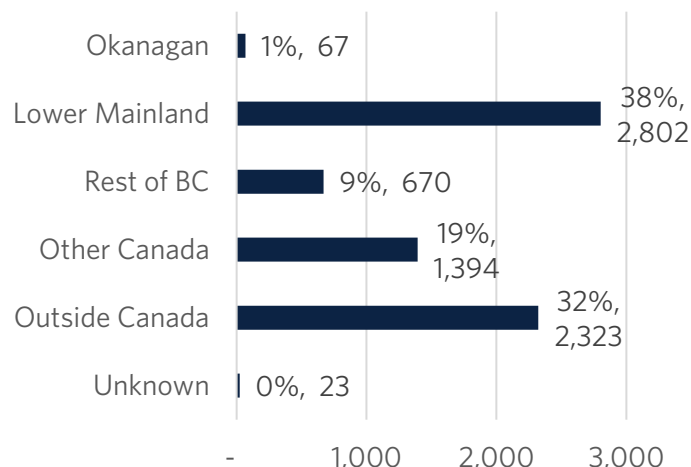
In 2022/23, 7,279 new direct-entry students, who comprised 75% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 38% (N = 2,802) had previously studied at an institution in the Lower Mainland, 10% had studied elsewhere in B.C. (N = 737) including the Okanagan, and 32% had studied outside of Canada (N = 2,323).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2022/23, BY CAMPUS

Okanagan Campus (N = 2,203)

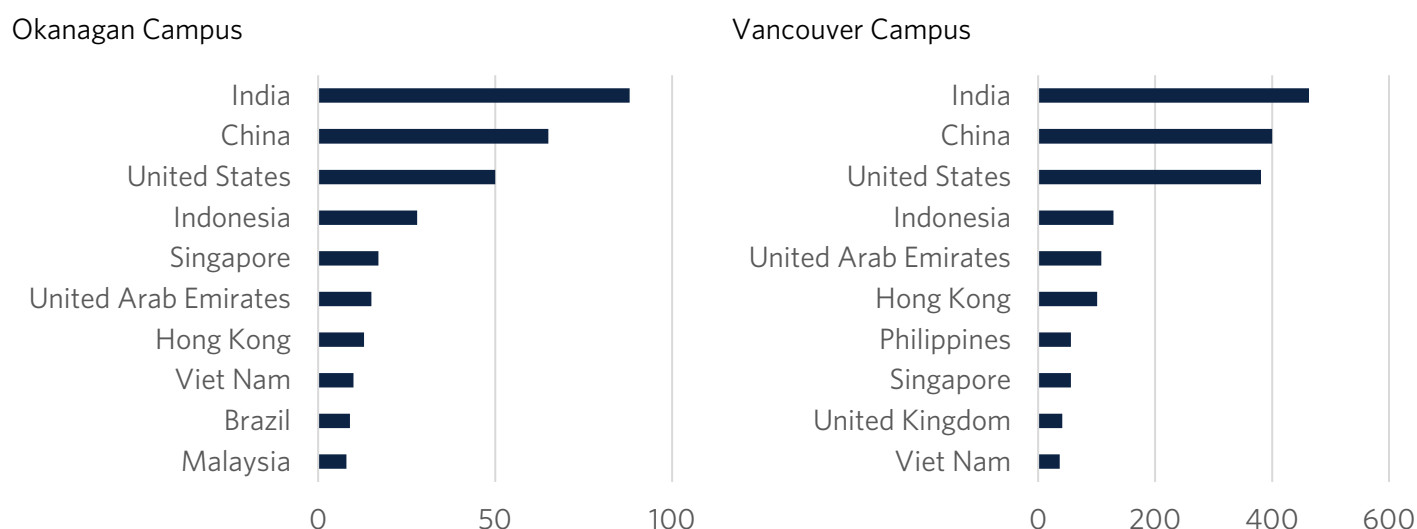


Vancouver Campus (N = 7,279)



UBC actively recruits students from all over the world and has relationships with several thousand secondary schools globally. New direct-entry students who previously studied at an institution outside of Canada originated from 96 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 10.

FIGURE 10: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2022/23, BY CAMPUS



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

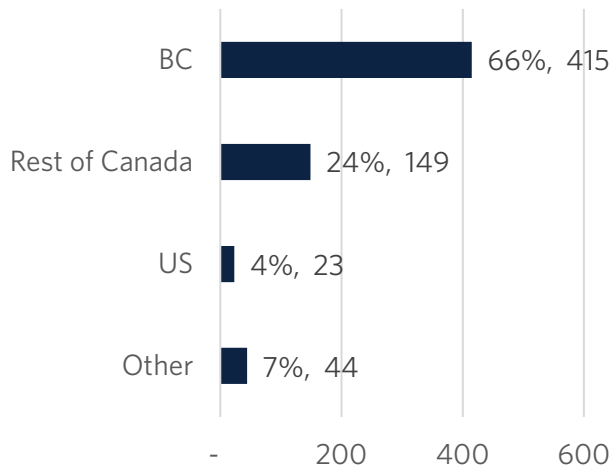
Students with previous experience at another post-secondary institution entered UBC via many pathways. Some had graduated from high school, studied at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution attended by new transfer students to each of UBC's campuses in 2022/23.

In 2022/23, 632 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 22% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 415 students (or 66% of all the post-secondary transfer students) previously attended a post-secondary institution in B.C.

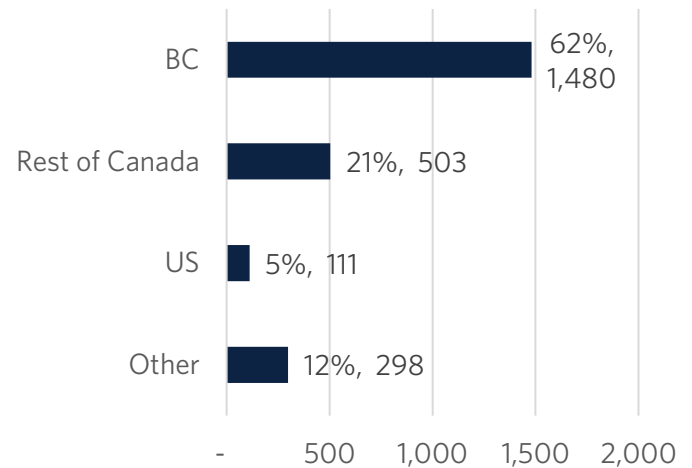
In 2022/23, UBC Vancouver registered 2,369 post-secondary transfer students, who comprised 25% of all the new-to-UBC students on the Vancouver campus. Most of these students (62%) transferred from a post-secondary institution in B.C.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2022/23, BY CAMPUS

Okanagan Campus (N = 631)



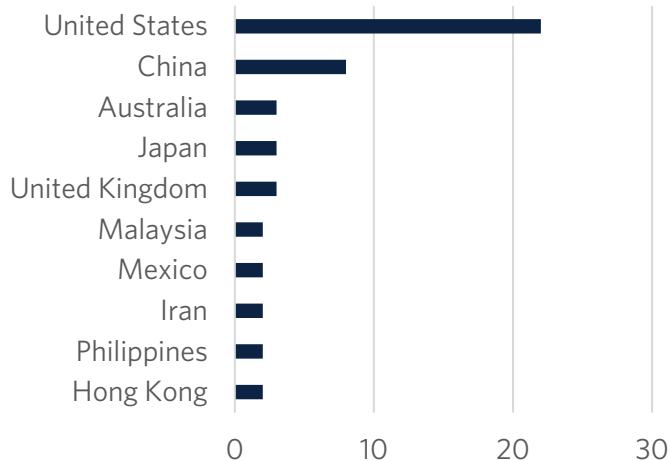
Vancouver Campus (N = 2,392)



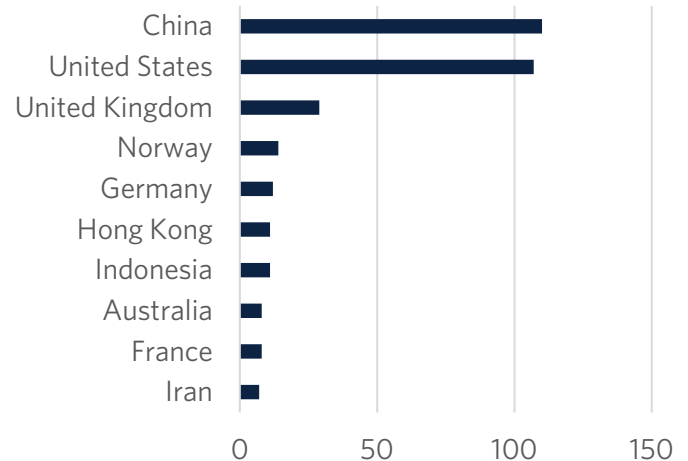
The 2022/23 new transfer students attended post-secondary institutions in over 40 countries and territories before enrolling at UBC. The most common countries or territories, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2022/23

Okanagan Campus



Vancouver Campus



WHERE DID INDIGENOUS STUDENTS AT UBC PREVIOUSLY STUDY?

Indigenous students at UBC are mostly direct-entry students from secondary schools, although the proportion who first register at UBC as transfer students is much higher than the overall proportion of domestic transfers. Table 3 shows the Indigenous student headcount, by campus, by student level, and by the type of institution previously attended. Most Indigenous students at UBC studied in B.C. before enrolling at either the Vancouver or Okanagan campus. A small

proportion of enrolled Indigenous students studied at institutions from Central or Eastern Canada. Figure 13 identifies the previous institution provinces for Okanagan students (N = 717) and Figure 14 for Vancouver students (N = 1,395).

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

Campus	Student Level	Institution Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Secondary School	337	370	426	448	413
		Technical Institute	9	11	9	15	19
		College	104	116	144	152	172
		University	35	50	54	58	42
		Unknown	44	56	28	24	23
		Undergraduate Total	529	603	661	697	669
	Graduate	Secondary School	5	7	8	9	18
		Technical Institute	2		1	1	
		College	10	17	18	18	27
		University	12	17	20	27	23
		Unknown	5	5	4	6	8
		Graduate Total	34	46	51	61	76
		Okanagan Total	563	649	712	758	745
Vancouver	Undergraduate	Secondary School	478	518	585	701	764
		Technical Institute	11	9	11	14	16
		College	185	189	185	167	200
		University	125	129	129	158	147
		Unknown	117	107	111	99	97
		Undergraduate Total	916	952	1,021	1,139	1,224
	Graduate	Secondary School	24	24	26	36	42
		Technical Institute	7	9	11	7	6
		College	51	58	77	48	74
		University	118	119	143	160	146
		Unknown	14	11	19	17	23
		Graduate Total	214	221	276	268	291
		Vancouver Total	1,130	1,173	1,297	1,407	1,515
Grand Total			1,693	1,822	2,009	2,165	2,260

FIGURE 13: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2022/23, OKANAGAN CAMPUS
(IF IN CANADA)

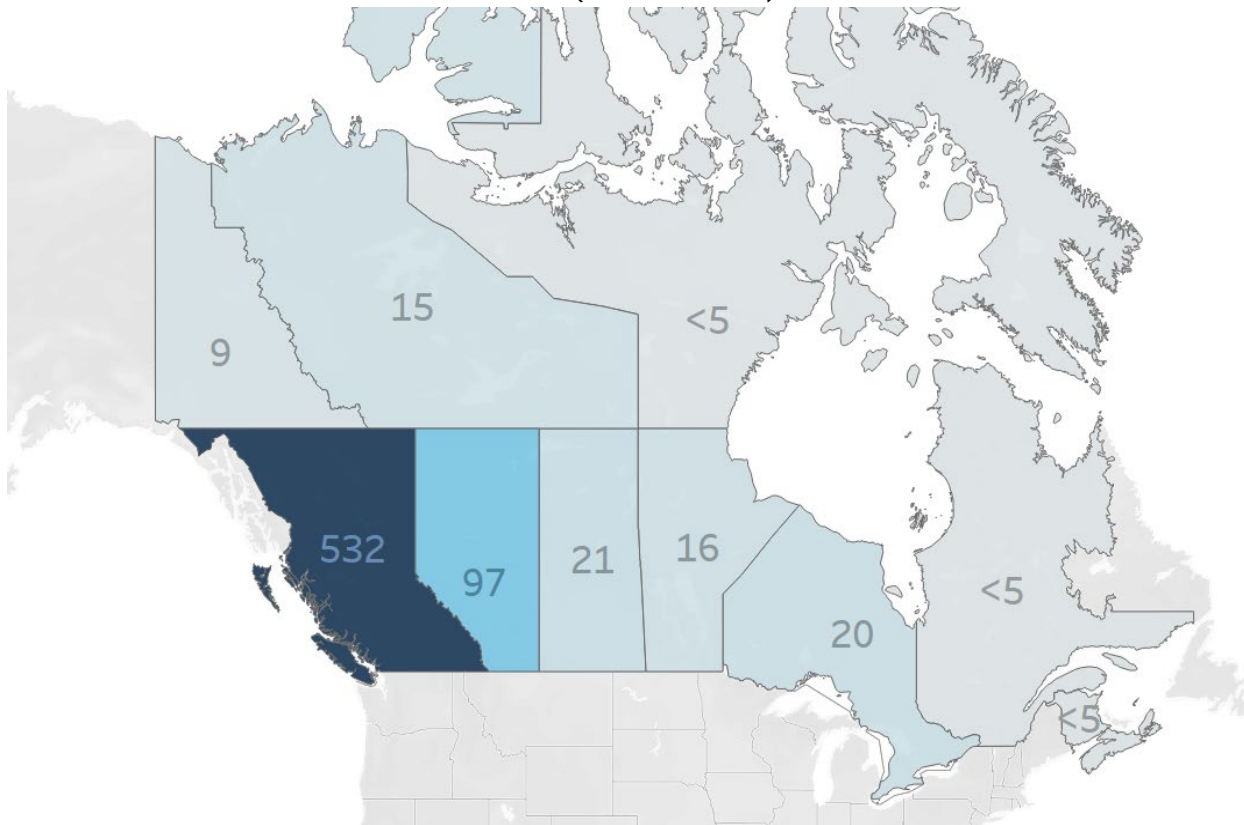
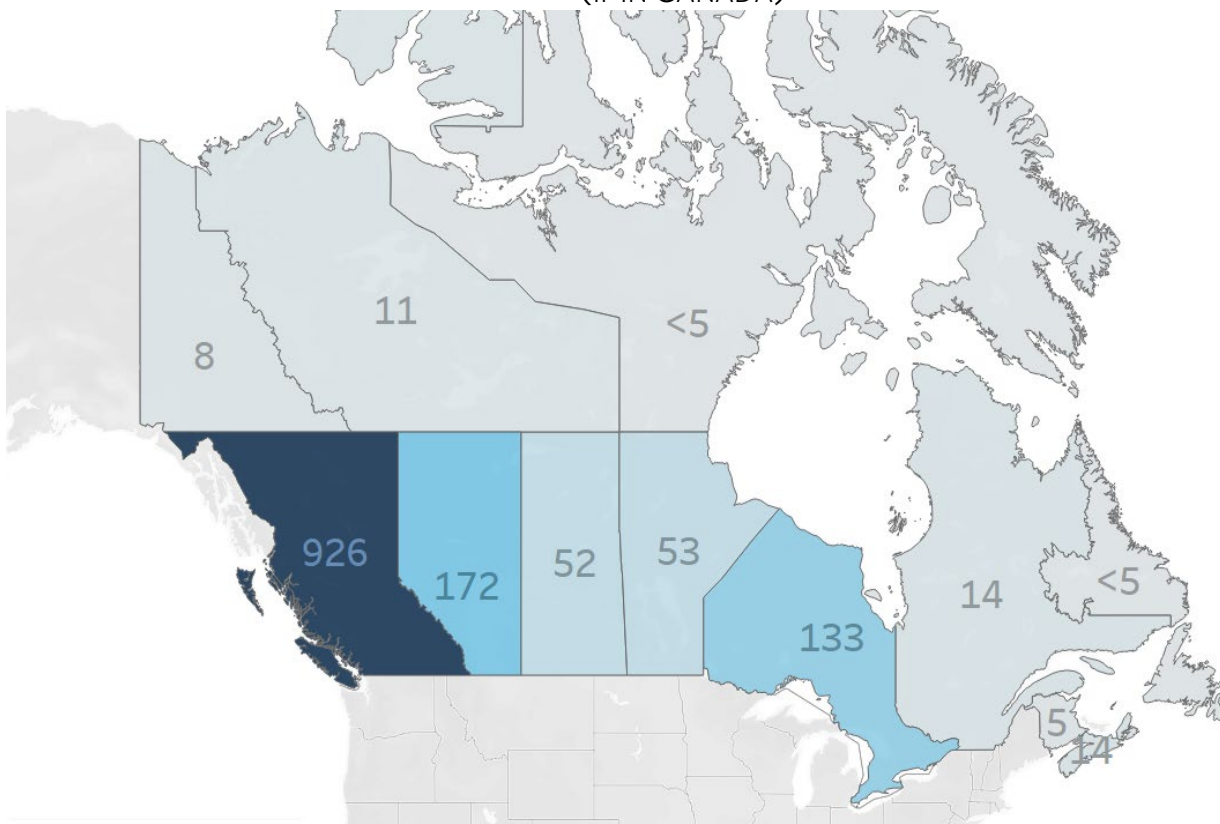


FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2022/23, VANCOUVER CAMPUS
(IF IN CANADA)



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

Figures 15 (N = 2,220) and 16 (N = 7,164) are maps of where UBC's 2022/23 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student permit, issued by the Government of Canada, before registering at UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 15: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2022/23, OKANAGAN CAMPUS (IF IN CANADA)

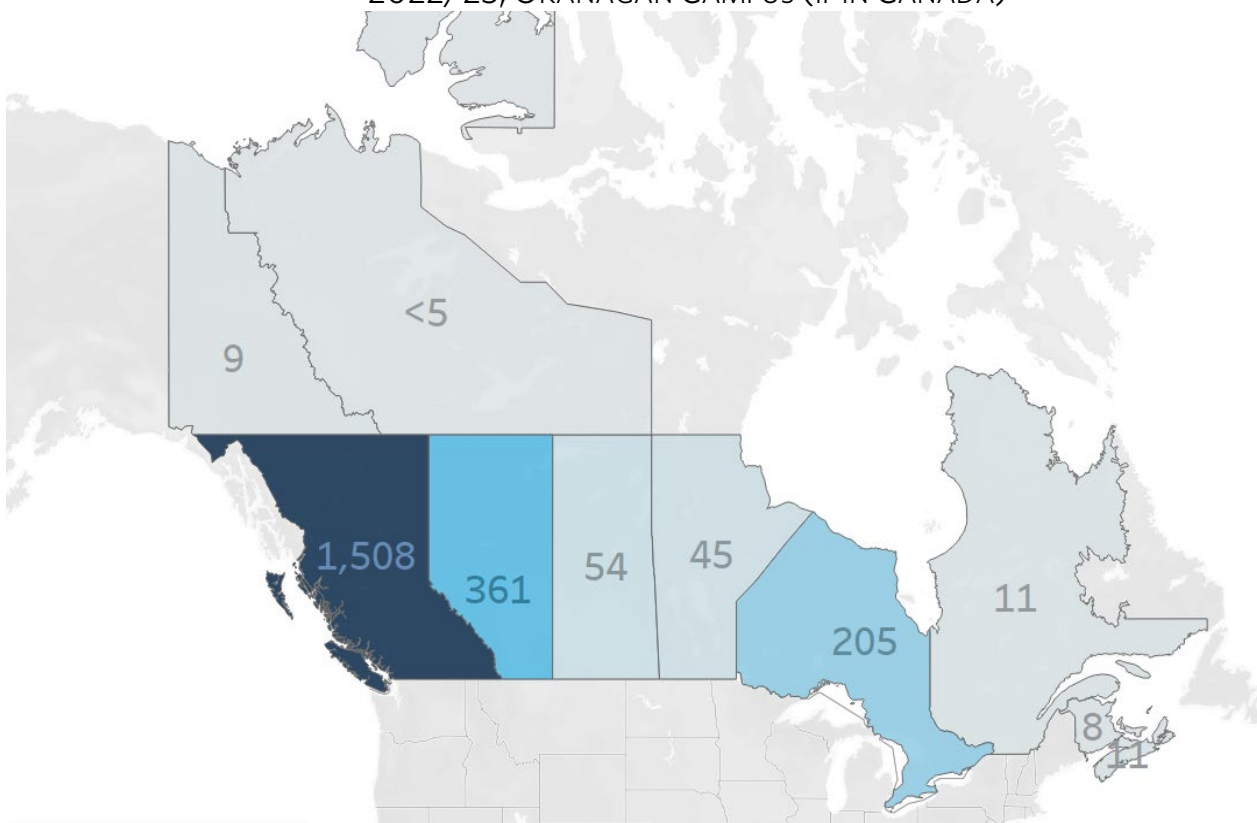
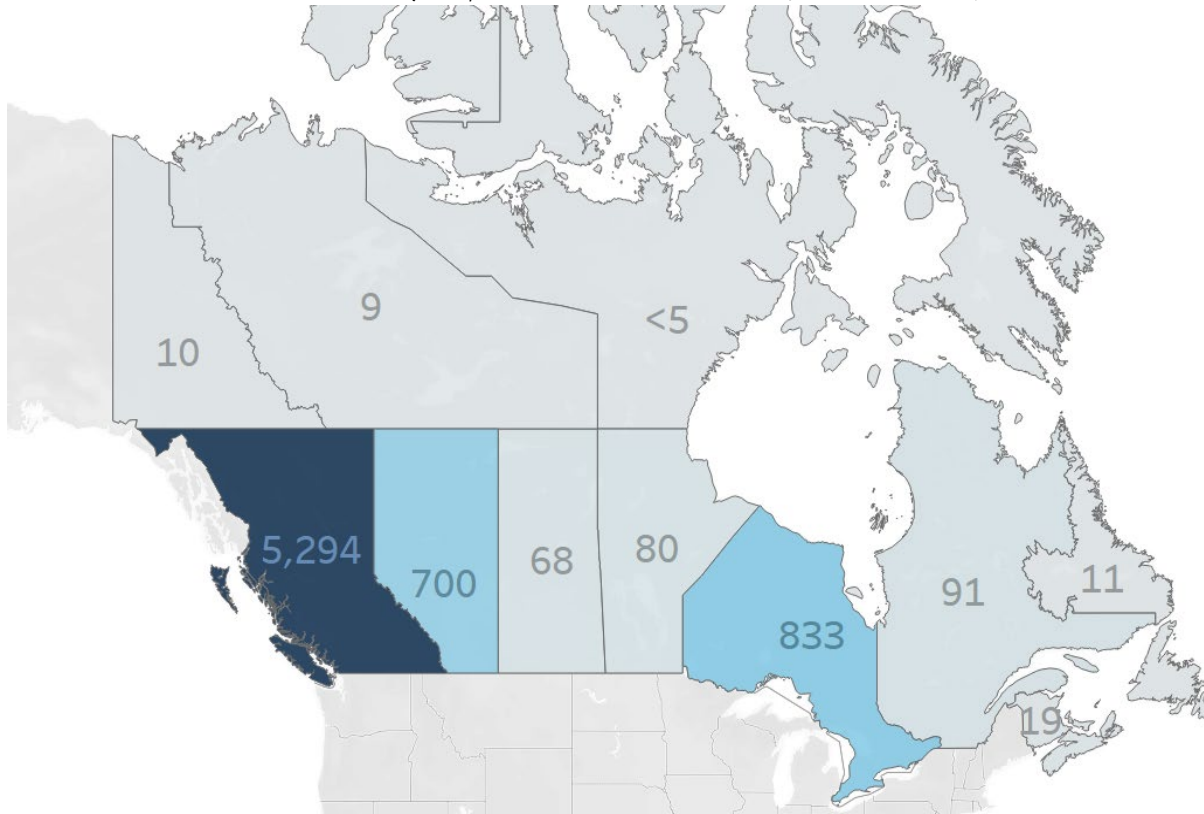


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2022/23, VANCOUVER CAMPUS (IF IN CANADA)



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

In 2022/23, new-to-UBC international undergraduate students came from many countries or territories (see Figure 17, N = 527 and Figure 18, N = 2,809). For both the Okanagan and Vancouver students, Canada, followed by China, India and the U.S.A. were the top 3 places of previous study, with several other European and Asian countries contributing to large numbers of students.

FIGURE 17: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2022/23, OKANAGAN CAMPUS

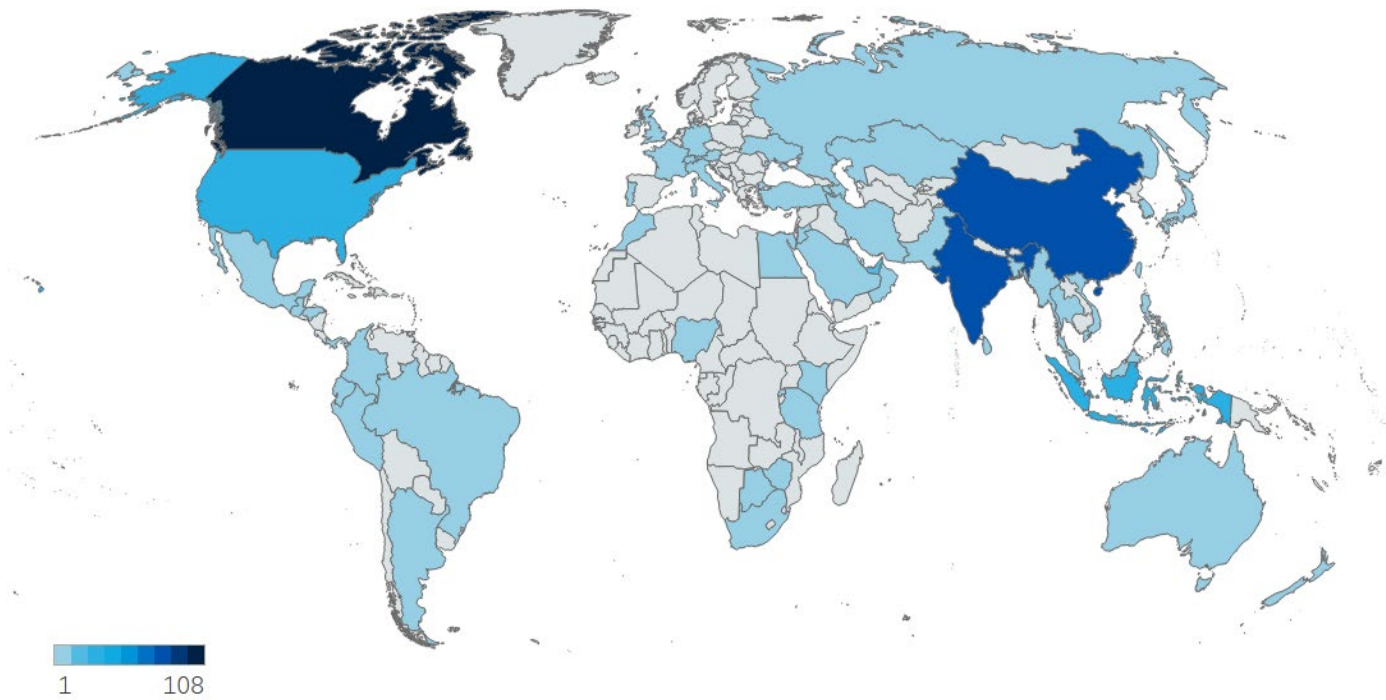
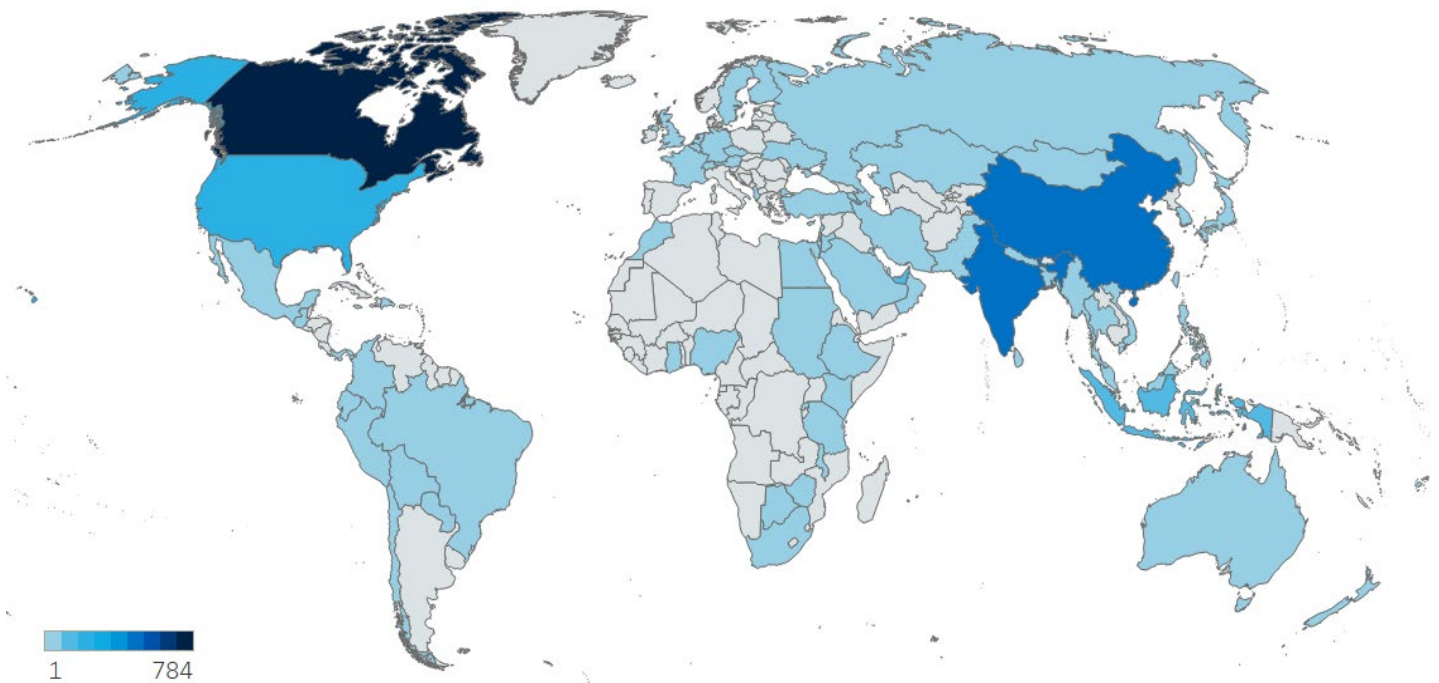


FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2022/23, VANCOUVER CAMPUS



WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 19 (N = 233) and 20 (N = 1,660) are maps of where UBC's 2022/23 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Ontario.

Note: These figures exclude students attending professional programs at the Sauder School of Business at the Vancouver campus as these programs use a different system for applications.

FIGURE 19: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2022/23, OKANAGAN CAMPUS

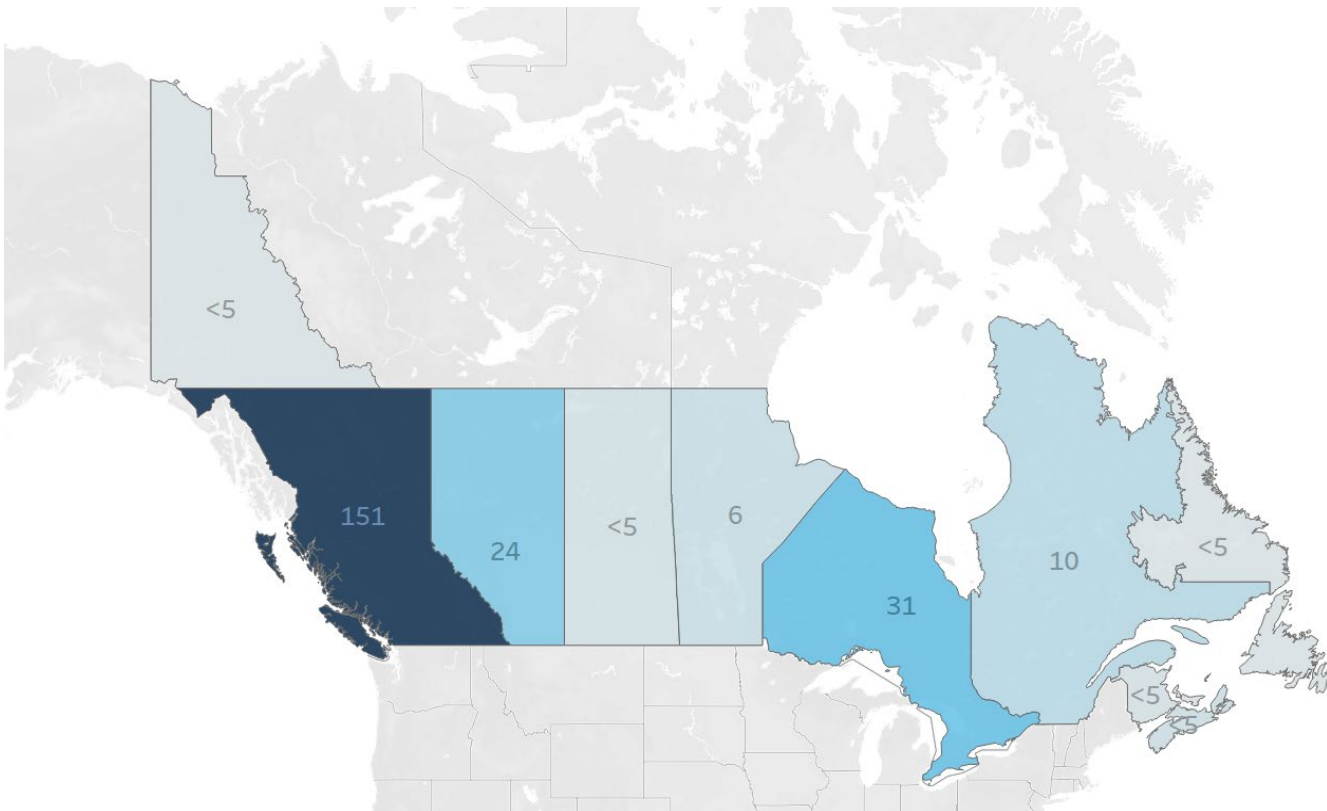
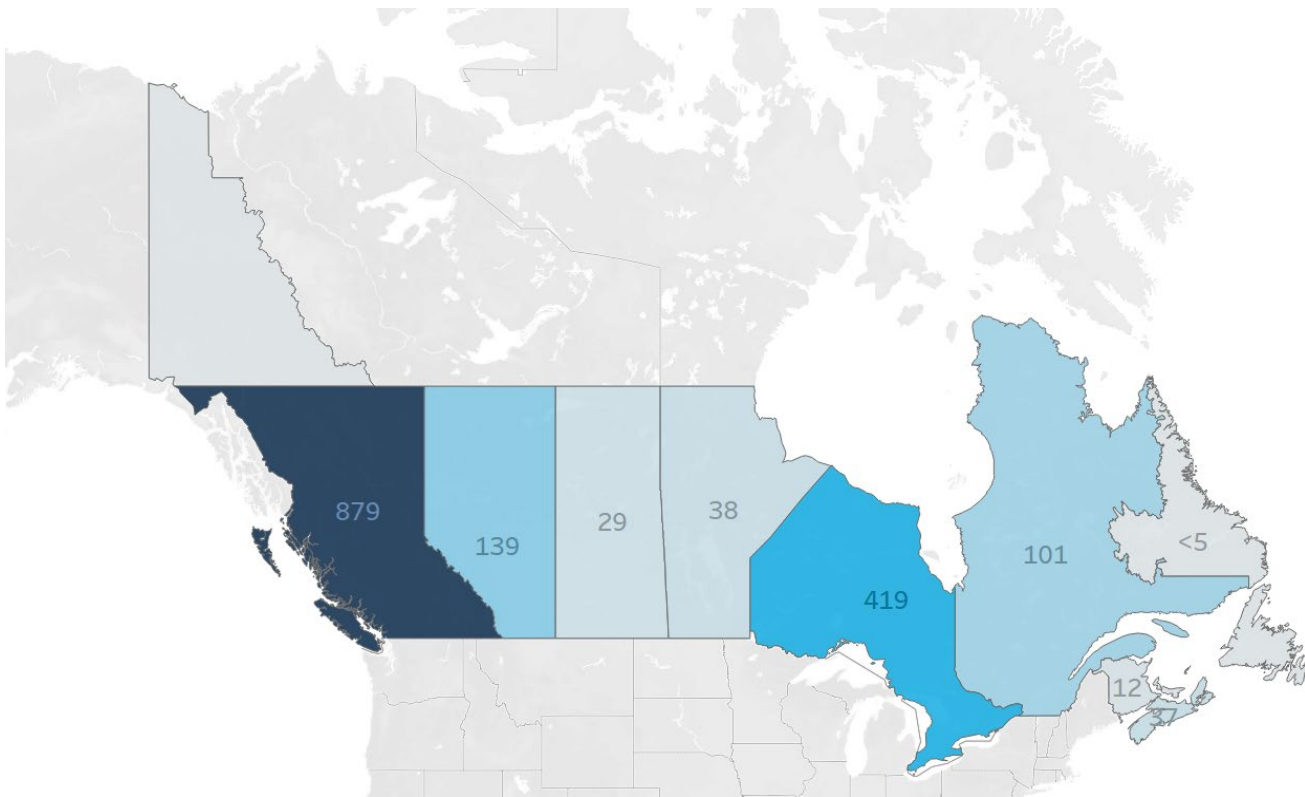


FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2022/23, VANCOUVER CAMPUS



The 2022/23 new-to-UBC international graduate students came from many countries or territories (see Figure 21, N = 423 and Figure 22, N = 2,425). For both the Okanagan and Vancouver students, Canada, followed by India and China were the top 3 places of previous study.

FIGURE 21: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2022/23, OKANAGAN CAMPUS

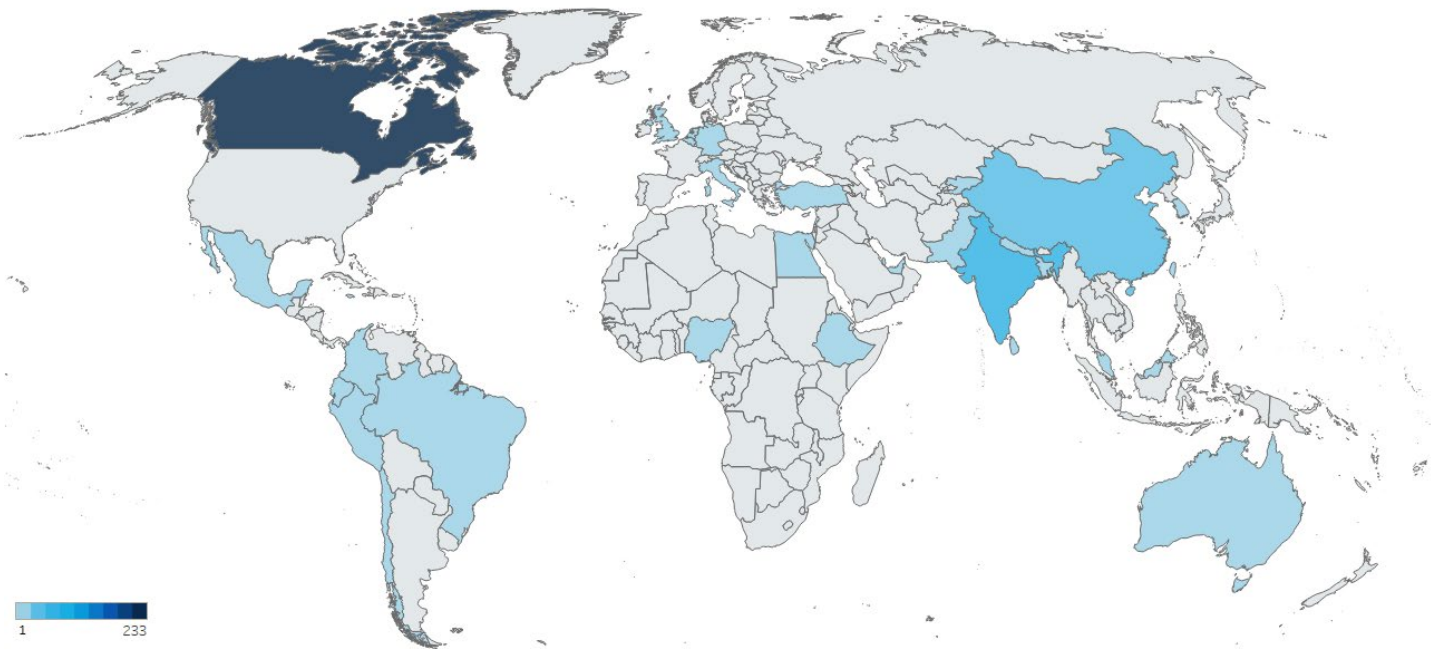
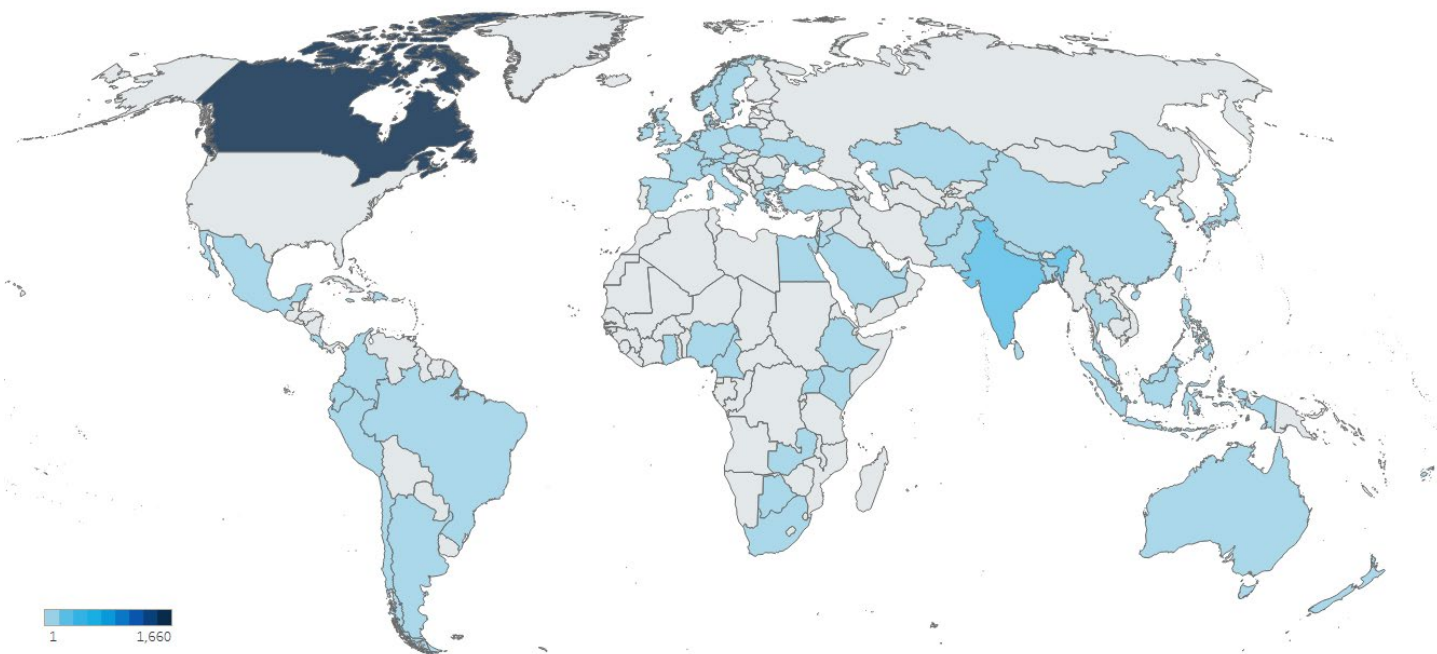


FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2022/23, VANCOUVER CAMPUS



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

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

Figure 23 illustrates the historical and 2022/23 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

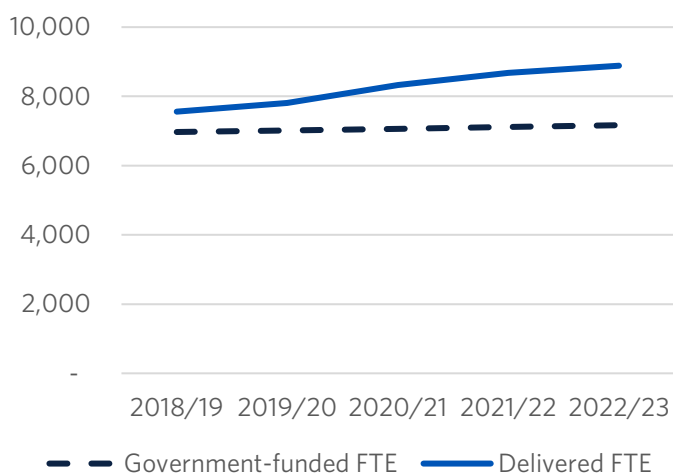
UBC Okanagan was funded for 7,167 domestic undergraduate and graduate student FTEs for 2022/23 and delivered over the FTE target. As of November 1, 2021, the actual FTE total enrolment was estimated to be 8,886, an increase of 208 FTEs over the previous year, representing a utilization rate of 121% (about 121% estimated for the official reporting date of March 1, 2022, accounting for attrition from the fall to winter terms). As of November, UBC Okanagan had an undergraduate utilization rate of 110% and graduate FTE utilization rate of 787%.

UBC Vancouver was funded for 36,197 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 42,476 FTEs as of November 1, representing a utilization rate of 117% (about 117% estimated for the official reporting date of March 1, 2021, accounting for attrition from the fall to winter terms). As of November, UBC Vancouver had an undergraduate utilization rate of 110% and graduate FTE utilization rate of 155%.

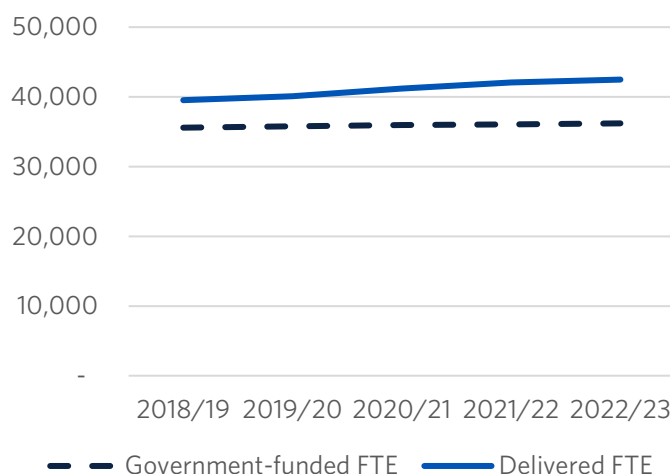
Combining both campuses, government-funded domestic FTEs for 2022/23 were 43,364 and actual enrolment was 51,362 FTEs, which results in a 118% utilization rate. There were 41,001 undergraduate domestic student FTEs enrolled representing a utilization rate of 110%, and 10,361 graduate student FTEs enrolled representing a utilization rate of 170%.

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

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL IN 2022/23?

In 2022/23, 71,585 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 0.4% over the previous year. The number of undergraduate students was 58,222 and graduate students was 12,812 (see Table 4). Eighty-three percent of UBC students were enrolled on the Vancouver campus in 2022/23, with the remaining 17% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report total enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 11,978 undergraduate and graduate students enrolled in 2022/23, a negligible decrease over the previous year. Since being established in 2005/06, headcount enrolment has increased by 241% (N = 3,511). Undergraduate student enrolment decreased by 2% over the previous year and graduate student enrolment increased by 16%. Further, 2022/23 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,368). Approximately 27% of all Okanagan students enrolled in 2022/23 were new-to-UBC students (N = 3,215).^{1F2}

The Vancouver campus 2022/23 total enrolment grew to 60,607 an increase of 1% over the previous year, with nearly all of the growth concentrated in undergraduate baccalaureate students, graduate doctoral students, and non-degree student enrolment.

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23	
Okanagan	Undergraduate	Diploma & Certificate	11	19	18	17	13	
		Baccalaureate Degree	8,565	9,160	10,074	10,382	10,193	
		Post-Baccalaureate Degree	186	237	235	220	238	
		Non-Degree	228	227	132	187	166	
	Graduate	Undergraduate Total	8,990	9,643	10,459	10,806	10,610	
		Master's Degree	626	702	711	760	913	
		Doctoral Degree	319	363	392	423	455	
		Graduate Total	945	1,065	1,103	1,183	1,368	
		Okanagan Total	9,935	10,708	11,562	11,989	11,978	
Vancouver	Undergraduate	Diploma & Certificate	2,403	2,362	2,439	2,603	2,301	
		Baccalaureate Degree	37,238	37,859	39,462	40,088	40,438	
		Post-Baccalaureate Degree	2,836	2,864	2,868	2,813	2,832	
		Non-Degree	2,405	2,431	1,553	1,896	2,041	
	Residents	Undergraduate Total	44,882	45,516	46,322	47,400	47,612	
		Residents Total	1,468	1,448	1,526	1,524	1,551	
		Graduate	Master's Degree	6,432	6,687	6,977	7,586	7,594
			Doctoral Degree	3,549	3,599	3,637	3,782	3,850
			Graduate Total	9,981	10,286	10,614	11,368	11,444
	Vancouver Total	56,331	57,250	58,462	60,292	60,607		
Grand Total			66,266	67,958	70,024	72,281	72,585	

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

HOW MANY DOMESTIC STUDENTS DID UBC ENROL IN 2022/23?

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

Domestic undergraduate student enrolment at UBC Okanagan decreased by 1% in 2022/23 (N = 8,667 in 2021/22), while domestic graduate student enrolment increased by 1% (N = 713 in 2021/22). Domestic new-to-UBC

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

undergraduate student enrolment in 2022/23 (N = 2,266) decreased by 5% when compared with the previous year (N = 2,380 in 2021/22) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2022/23 (N = 41,815) decreased compared to 2021/22 (N = 41,968). Domestic new-to-UBC undergraduate student enrolment decreased between 2021/22 (N = 8,048) and 2022/23 (N = 7,941) by 1%.

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Diploma & Certificate	11	19	18	17	13
		Baccalaureate Degree	7,119	7,440	8,066	8,299	8,233
		Post-Baccalaureate Degree	186	237	235	220	237
		Non-Degree	170	148	122	131	107
	Graduate	Undergraduate Total	7,486	7,844	8,441	8,667	8,590
		Master's Degree	456	498	503	486	493
		Doctoral Degree	173	181	204	227	229
		Graduate Total	629	679	707	713	722
	Okanagan Total	8,115	8,523	9,148	9,380	9,312	
Vancouver	Undergraduate	Diploma & Certificate	2,237	2,169	2,166	2,299	1,960
		Baccalaureate Degree	26,838	27,091	28,333	28,748	29,075
		Post-Baccalaureate Degree	2,808	2,840	2,841	2,769	2,790
		Non-Degree	1,181	1,201	1,380	1,121	971
	Residents	Undergraduate Total	33,064	33,301	34,720	34,937	34,796
		Residents Total	1,468	1,448	1,526	1,520	1,549
	Graduate	Master's Degree	4,406	4,421	4,778	5,076	5,027
		Doctoral Degree	1,988	1,982	1,934	1,955	1,992
		Graduate Total	6,394	6,403	6,712	7,031	7,019
		Vancouver Total	40,926	41,152	42,958	43,488	43,364
Grand Total			49,041	49,675	52,106	52,868	52,676

HOW MANY INDIGENOUS STUDENTS DID UBC ENROL IN 2022/23?

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

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

In 2022/23, 6.3% of students enrolled on the Okanagan campus self-identified as Indigenous (N = 745), constituting 8.0% of all domestic students. About 2.6% of all students on the Vancouver campus identified as Indigenous, constituting 3.6% of all domestic students.

In 2022/23, 310 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 46 new Indigenous students started a graduate program; 44 in master's programs and

2 in a doctoral program. On the Okanagan campus in 2022/23, 147 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program. An additional 7 Indigenous students started a graduate program: two students entered doctoral studies and 5 started a master's program.

UBC places great importance on partnering with Indigenous communities and promoting access to postsecondary education for Indigenous students. To better support retention and to support students' success, specialized personnel have been added to undergraduate and graduate admissions and recruitment teams. Under the guidance of the UBC Indigenous Strategic Plan these roles actively advance initiatives and services in support of Indigenous students throughout their UBC experience. Examples of such initiatives and services include Indigenous student yield and orientation programming, a range of workshops and events (i.e., wellness events, tutoring sessions) offered in partnership with First Nations House of Learning and Supporting Aboriginal Graduate Enhancement (SAGE).

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Diploma & Certificate	1		1		
		Baccalaureate Degree	463	524	600	644	607
		Post-Baccalaureate Degree	8	16	19	21	27
		Non-Degree	57	63	41	32	35
		Undergraduate Total	529	603	661	697	669
	Graduate	Master's Degree	26	37	39	42	49
		Doctoral Degree	8	9	12	19	27
		Graduate Total	34	46	51	61	76
		Okanagan Total	563	649	712	758	745
Vancouver	Undergraduate	Diploma & Certificate	30	29	33	31	31
		Baccalaureate Degree	635	687	739	856	939
		Post-Baccalaureate Degree	206	208	224	216	226
		Non-Degree	45	28	25	36	28
		Undergraduate Total	916	952	1,021	1,139	1,224
	Residents	Residents Total	38	34	33	39	43
	Graduate	Master's Degree	142	142	202	186	199
		Doctoral Degree	72	79	74	82	92
		Graduate Total	214	221	276	268	291
		Vancouver Total	1,168	1,207	1,330	1,446	1,558
Grand Total			1,731	1,856	2,042	2,204	2,303

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL IN 2022/23?

International students are those who require a study permit issued by the Government of Canada, to attend UBC.³ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2018/19 through 2022/23, by campus, and by program type. Excluded from the totals are visiting international research students who,

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

although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses (41 on the Okanagan campus and 348 on the Vancouver campus).

In 2022/23, 2,666 international students were enrolled on the Okanagan campus, representing an 2% increase over the previous year (N = 2,609), which is the largest international student population to date. International students represented 22% of the total student population. In 2022/23, 829 international undergraduate and graduate students were new to the Okanagan campus; new-to-UBC international undergraduate enrolment decreased by 14% (N =586) over the previous year (N = 679) (not shown in the Table). International students made up 19% of all undergraduate students and 47% of all graduate students. Since 2012/13, the compound annual growth rate (CAGR) of new-to-UBC undergraduate international students on the Okanagan campus has been 10%.

In 2022/23, 17,243 international students were enrolled on the Vancouver campus, which represents an 3% increase over the previous year. The proportion of international students was greater at the graduate level, where they comprised 39% of all graduate students. International students comprised 27% of all undergraduate students.

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

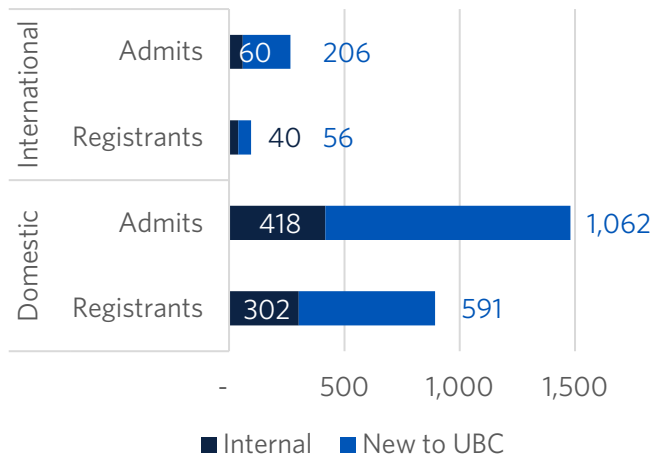
Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23	
Okanagan	Undergraduate	Diploma & Certificate						
		Baccalaureate Degree	1,446	1,720	2,008	2,083	1,960	
		Post-Baccalaureate Degree					1	
		Non-Degree	58	79	10	56	59	
	Graduate	Undergraduate Total	1,504	1,799	2,018	2,139	2,020	
		Master's Degree	170	204	208	274	420	
		Doctoral Degree	146	182	188	196	226	
		Graduate Total	316	386	396	470	646	
	Okanagan Total	1,820	2,185	2,414	2,609	2,666		
Vancouver	Undergraduate	Diploma & Certificate	166	193	273	304	341	
		Baccalaureate Degree	10,400	10,768	11,129	11,340	11,363	
		Post-Baccalaureate Degree	28	24	27	44	42	
		Non-Degree	1,224	1,230	173	775	1,070	
		Undergraduate Total	11,818	12,215	11,602	12,463	12,816	
		Residents	Residents Total				4	2
			Graduate	Master's Degree	2,026	2,266	2,199	2,510
	Doctoral Degree	1,561		1,617	1,703	1,827	1,858	
	Graduate Total	3,587		3,883	3,902	4,337	4,425	
		Vancouver Total	15,405	16,098	15,504	16,804	17,243	
Grand Total			17,225	18,283	17,918	19,413	19,909	

HOW MANY TRANSFER STUDENTS DID UBC ENROL IN 2022/23?

Transfer students enter a UBC degree program either after completing courses in a different UBC program, or after obtaining relevant post-secondary course credits from another recognized university or college. Figure 24 identifies that 2,503 new-to-UBC transfer students enrolled in Vancouver and 647 enrolled in an Okanagan program. In addition, 1,239 students transferred internally between UBC programs in Vancouver and 342 in the Okanagan. The Vancouver campus enrolled 602 international new-to-UBC transfer students and 56 enrolled in the Okanagan.

FIGURE 24: HEADCOUNT OF TRANSFER STUDENT ADMITS AND REGISTRATIONS, BY CAMPUS, 2022/23

Okanagan Campus



Vancouver Campus

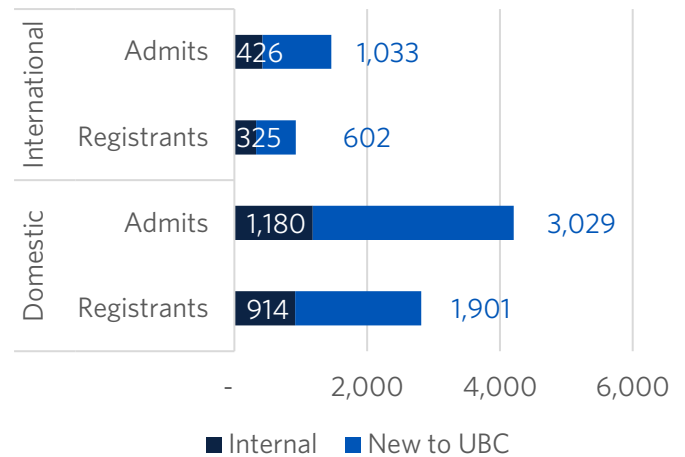
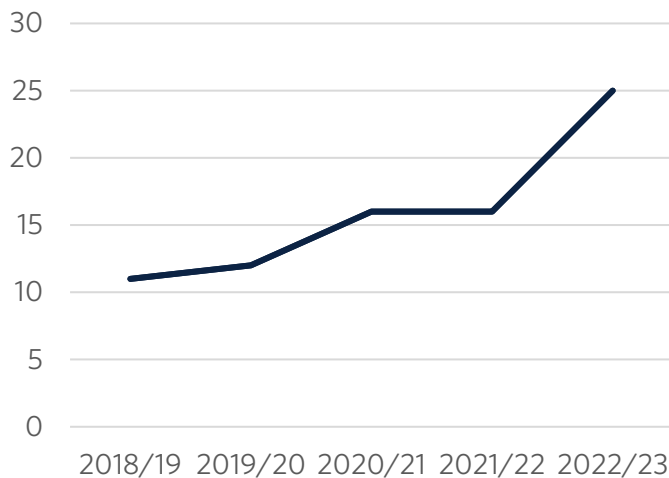


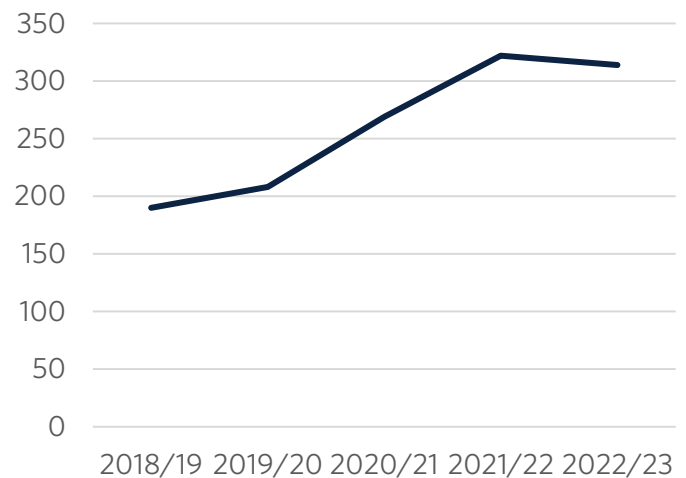
Figure 25 focuses on UBC students who transferred between programs on different campuses. In 2022/23 this included a total of 339 undergraduate students. Twenty-five students transferred to the Okanagan campus from a Vancouver program, and 314 students transferred to Vancouver from the Okanagan campus.

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

Vancouver to Okanagan



Okanagan to Vancouver



HOW MANY STUDENTS WERE ENROLLED IN VANTAGE COLLEGE?

UBC's Vantage College was established in 2013 to offer a transformational first-year education experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America and Europe. The college's program, Vantage One, offers an enriched first-year undergraduate experience for international students who, after successfully completing one year of coursework

combined with intensive academic English preparation, transition into the second year of their chosen degree program. In 2022/23, students transitioned into: Arts (Vancouver campus), Engineering (the Vancouver and Okanagan campuses), and Science (Vancouver campus). The headcounts for 2022/23 Vantage College students are: 56 students in the Applied Science stream, and 116 in the Science stream.

HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

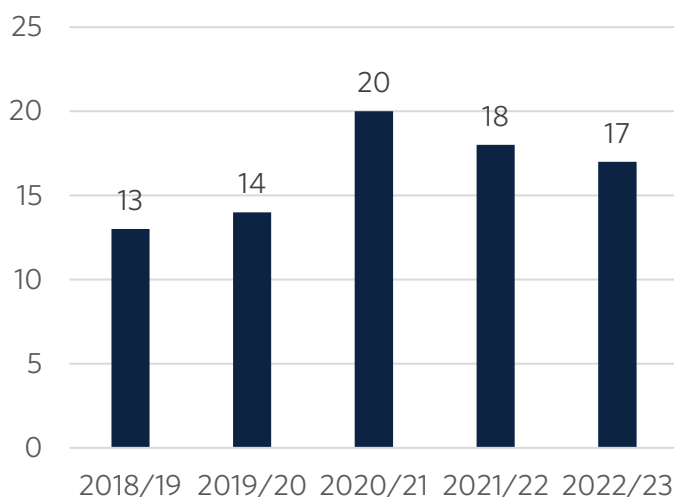
In 2013/14, UBC was one of a handful of B.C. post-secondary institutions that started to prioritize access for students with lived experience in government care. UBC has committed to reach out and build relationships with these prospective and current students by providing “wrap-around” support to: help students navigate the application and admission process; navigate the services and resources available to them at UBC and in the broader community; and provide social and developmental programming for students with lived experience in care on UBC’s Vancouver campus.

Undergraduate, unclassified, and second-degree students with lived experience in care are eligible for a tuition waiver at UBC. The age limit for UBC tuition waiver eligibility was lifted effective 2020/21, recognizing and expanding access to students whose journey to post-secondary was delayed after “aging out” of care.

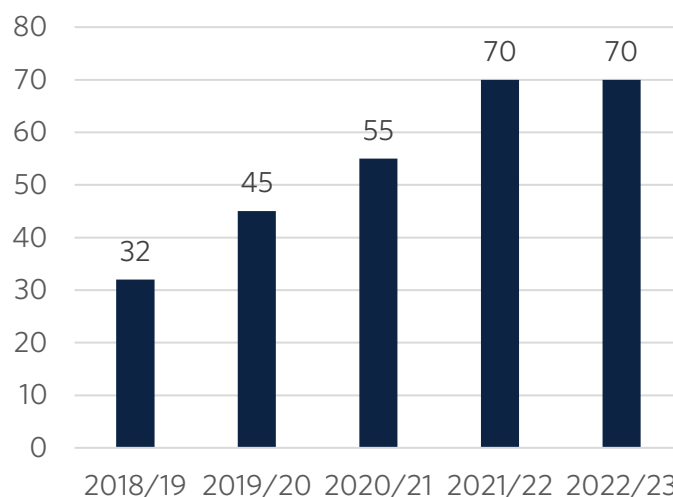
Since the inception of the Provincial Tuition Waiver in 2017/18, the number of registered students at UBC who were “post-care” has more than doubled. In more recent years, the growth trend appears to be stabilizing. There are currently 87 former youth in care studying at UBC on either a Provincial or UBC tuition waiver, a 93% increase from 2018/19 and a 1% decrease from 88 students in 2021/22. Since the inception of the program in 2013, 58 former youth in care students have graduated from UBC with undergraduate degrees. Figure 26 shows that in 2022/23 tuition waiver initiatives are providing support to 87 students who were formerly in government care.

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

Okanagan Campus



Vancouver Campus



HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

World University Service of Canada (WUSC) is a non-profit organization established to provide educational opportunities for youth around the world. The Student Refugee Program combines resettlement with opportunities for higher education; the program supports over 130 refugee students each year through partnerships with about 80 Canadian universities. A key to WUSC’s success is its unique youth-to-youth sponsorship model that is designed to empower Canadian students to play a role in the sponsorship of refugee students. UBC’s local committees raise funds

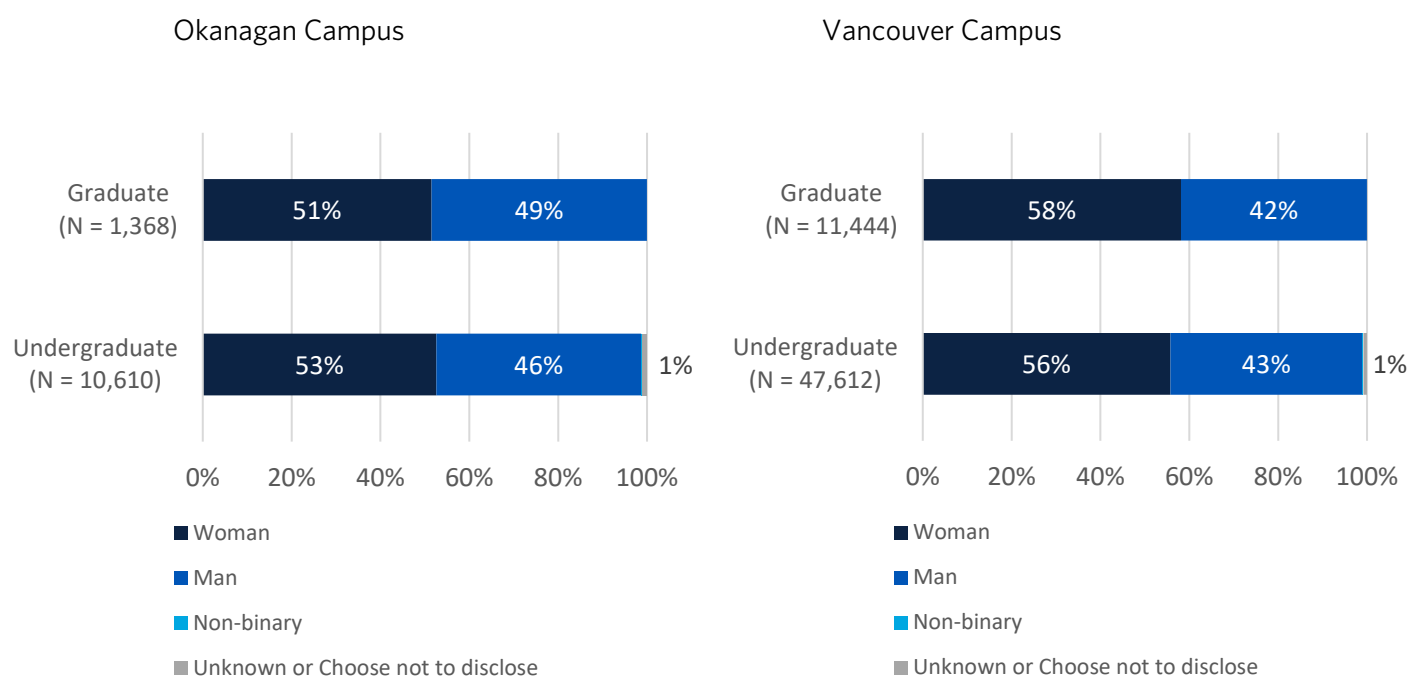
and awareness for the program and play a vital role in providing social and academic support for the 10 WUSC new-to-UBC students enrolled in 2022/23. In all, there are 38 WUSC students enrolled at UBC. Together, UBC's student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students' tuition, book fees, and partial housing and living expenses.

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

In addition to the gender values denoting women and man, undergraduate students applying to UBC this year through EducationPlannerBC (EPBC) were also provided with the additional marker choices of non-binary and choose not to disclose. These additional values result in two gender data sets as continuing students do not have access to these additional gender marker choices in the current student system. This issue will be resolved and all students will have access to the updated gender marker choices with the upgrade and modernization of UBC's student information system to Workday Student this fall.

The gender distribution of students enrolled at UBC in 2022/23 was generally consistent across both campuses, with women students representing a small majority on both campuses (see Figure 27). There are 106 students on the Okanagan campus and 398 students on the Vancouver campus with 'no declared gender' for 2022/23. The merging of the two data sets results in a total of 303 gender variables for students being 'unknown' across both campuses (224 Vancouver campus, 79 Okanagan campus), contributing to slightly higher numbers of students with 'no declared gender' for 2022/2023.

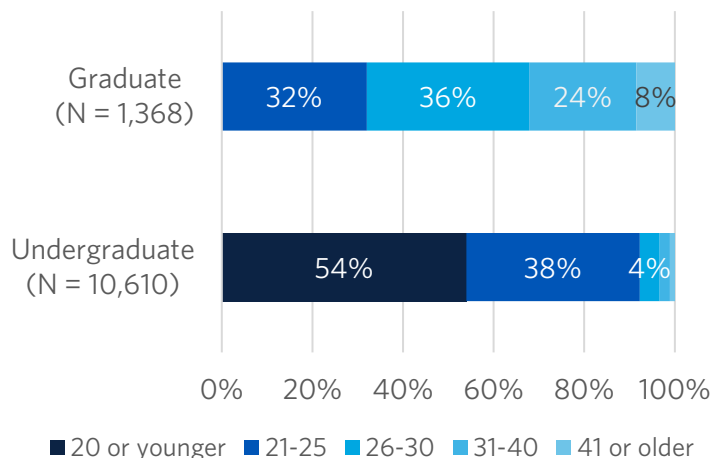
FIGURE 27: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2022/23



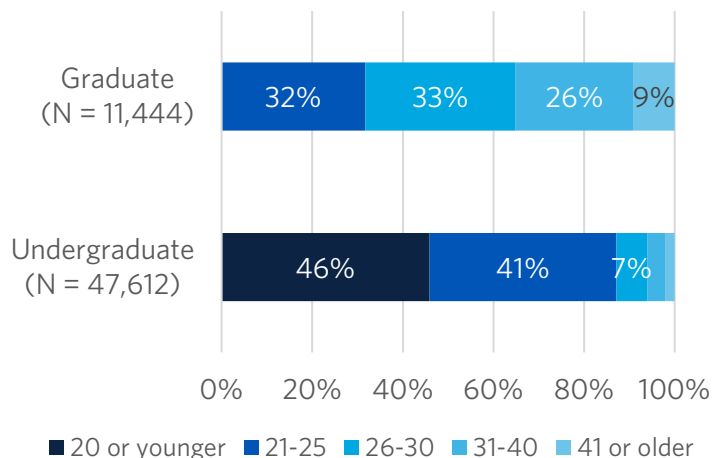
The majority of undergraduate students, in 2022/23, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 28). On the Okanagan campus, the undergraduate students' average age, in 2022/23, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (36%), followed by the 21-25-year age group (32%); the average age was 30 years. On the Vancouver campus, the undergraduate students' average age was 22 years. The largest proportion of graduate students (33%) was the 26-30-year age groups followed by the 21-25-year age group (32%); the graduate students' average age was 30 years.

FIGURE 28: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2022/23

Okanagan Campus



Vancouver Campus



WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

In 2022/23, UBC's international students, at both campuses combined, were citizens of over 160 countries/territories. Tables 8 and 9 show the top countries or territories of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 29 (N = 2,666) and 30 (N = 17,234) provide maps of the countries or territories of citizenship for undergraduate and graduate students at each campus. About one third (31%) of UBC's international students held Chinese citizenship in 2022/23 (N = 6,133). Following China, the most common countries of citizenship were India, the U.S.A., and Iran.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2022/23, 115 countries and territories were represented by 2,666 students.

A total of 156 countries were represented by 17,234 international students on the Vancouver campus in 2022/23 as seen in Figure 30 (N = 17,241 with 7 Unknown). Thirty-two percent of these international students held Chinese citizenship (N = 5,587). Since 2012/13, the number of international students with Indian citizenship has increased by 736%.

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

Student Level	Citizenship	2018/19	2019/20	2020/21	2021/22	2022/23	Change from 2018/19
Undergraduate	India	174	255	358	453	468	169%
	China	471	536	574	486	446	-5%
	United States of America	80	83	101	107	90	13%
	Indonesia	26	37	47	48	69	165%
	Hong Kong	42	46	48	63	53	26%
	Japan	36	41	42	50	49	36%
	Mexico	29	30	42	40	44	52%
	Republic of Korea	32	43	48	44	44	38%
	Vietnam	20	29	33	45	43	115%
	Brazil	25	33	43	40	36	44%
	Other	569(83)	666(94)	682(96)	763(105)	678(101)	19%
	Undergraduate Total	1,504	1,799	2,018	2,139	2,020	34%
Graduate	Iran	56	81	98	113	137	145%
	India	71	78	65	97	134	89%
	China	53	62	58	73	100	89%
	Bangladesh	18	30	28	30	42	133%
	United States of America	19	23	24	24	30	58%
	Pakistan	11	11	12	17	20	82%
	Sri Lanka	5	7	9	8	18	260%
	Egypt	*	8	9	9	15	275%
	Nigeria	5	5	*	6	12	140%
	Nepal	*	*	*	*	11	450%
	Other	72 (39)	80 (44)	88 (41)	89 (43)	127 (46)	36%
	Graduate Total	316	386	396	470	646	104%
Grand Total		1,820	2,185	2,414	2,609	2,666	46%

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

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

Student Level	Citizenship	2018/19	2019/20	2020/21	2021/22	2022/23	Change from 2018/19
Undergraduate	China	4,856	4,997	4,936	4,729	4,453	-8%
	India	941	1,211	1,575	1,977	2,297	144%
	United States of America	1,045	981	902	891	871	-17%
	Korea, Republic of	435	446	439	446	453	4%
	Indonesia	234	265	290	349	436	86%
	Hong Kong	288	271	266	309	371	29%
	Japan	306	294	192	250	323	6%
	Vietnam	104	119	148	175	211	103%
	Taiwan	153	167	180	185	181	18%
	Mexico	151	152	124	148	166	10%
	Other	3,305 (130)	3,312 (134)	2,550 (130)	3,004 (134)	3,054 (134)	-8%
	Undergraduate Total	11,818	12,215	11,602	12,463	12,816	8%
Graduate	China	859	959	1,060	1,097	1,134	32%
	United States of America	596	637	608	634	605	2%
	India	405	494	459	535	596	47%
	Iran	220	261	298	371	402	83%
	Hong Kong	31	29	45	110	129	316%
	Mexico	92	92	89	124	104	13%
	United Kingdom	94	90	86	95	90	-4%
	Brazil	100	87	89	91	86	-14%
	Nigeria	66	71	72	82	78	18%
	Germany	82	73	64	69	76	-7%
	Other	1,042 (114)	1,090 (110)	1,032 (108)	1,129 (108)	1,125 (112)	8%
	Graduate Total	3,587	3,883	3,902	4,337	4,425	23%
Grand Total		15,405	16,098	15,504	16,800	17,241	12%

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

FIGURE 29: INTERNATIONAL STUDENTS' CITIZENSHIP, 2022/23, OKANAGAN CAMPUS

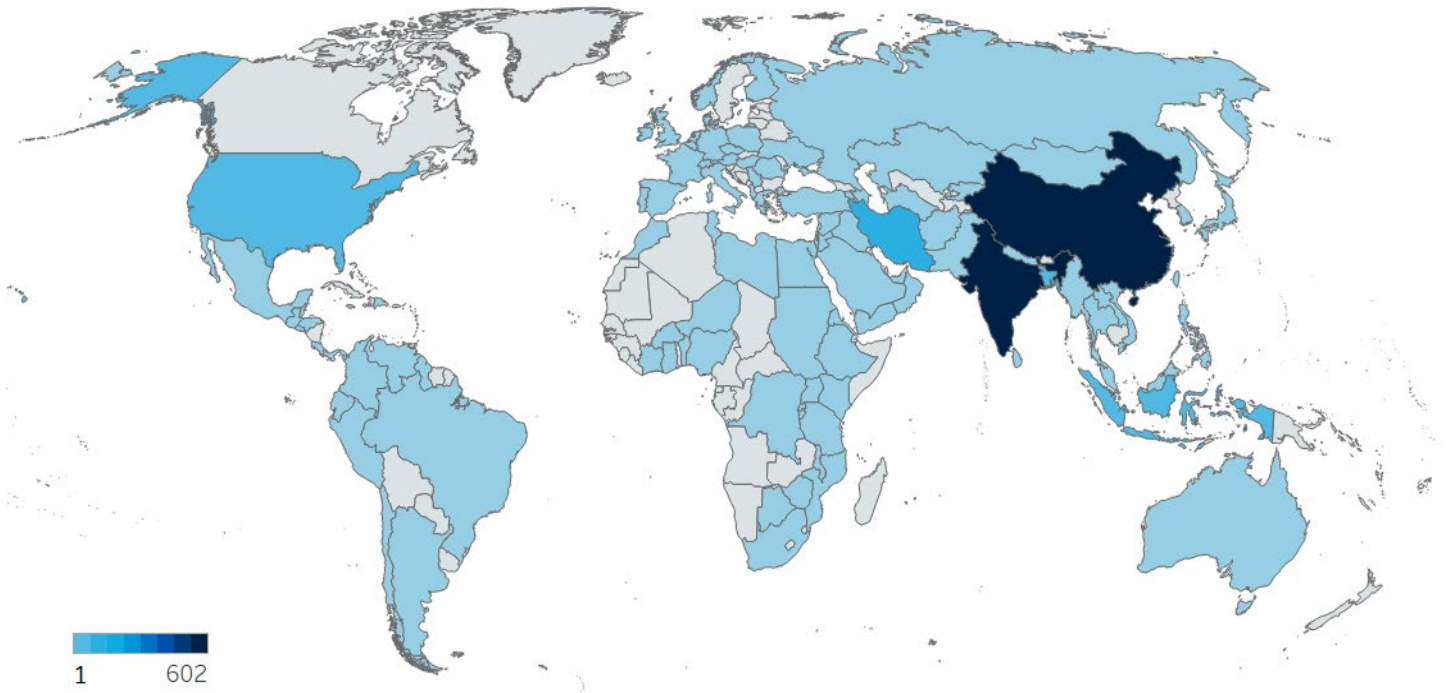
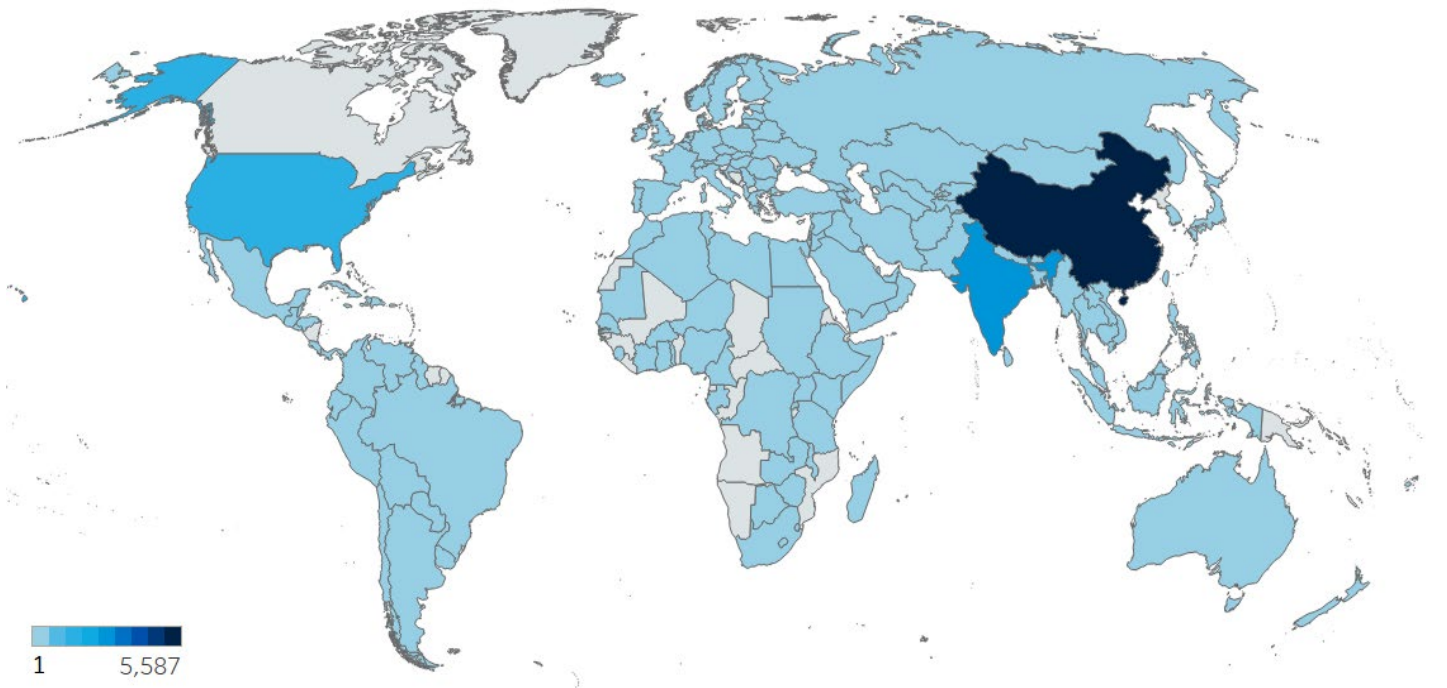


FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2022/23, VANCOUVER CAMPUS



RETENTION AND COMPLETION RATES

HOW MANY CREDENTIALS DID UBC AWARD?

Vancouver undergraduate students may graduate in either the spring (May/June) or fall (November). On the Okanagan campus, ceremonies are held in the spring. Credentials are reported by calendar year. Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 2,270 credentials were awarded to Okanagan campus graduates in 2021. Since 2005, over 24,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 16% growth in the number of credentials awarded annually between 2017 and 2021. Almost 13,500 credentials were awarded to students on the Vancouver campus in 2021.

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

Campus	Program Level	Program Type	2017	2018	2019	2020	2021
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,255	1,286	1,233	1,326	1,501
		Post-Baccalaureate Degree	89	45	86	105	119
		<i>International</i>					
		Baccalaureate Degree	132	110	161	207	287
		Undergraduate Total	1,476	1,441	1,480	1,638	1,907
	Graduate	<i>Domestic</i>					
		Master's Degree	113	158	185	206	201
		Doctoral Degree	28	17	30	26	37
		<i>International</i>					
		Master's Degree	49	56	78	81	101
		Doctoral Degree	14	10	15	22	24
		Graduate Total	204	241	308	335	363
		Okanagan Total	1,680	1,682	1,788	1,973	2,270
Vancouver	Undergraduate	<i>Domestic</i>					
		Diploma & Certificate	518	506	556	502	537
		Baccalaureate Degree	5,560	5,505	5,580	5,655	5,722
		Post-Baccalaureate Degree	1,102	1,140	1,200	1,242	1,239
		<i>International</i>					
		Diploma & Certificate	72	73	52	65	101
		Baccalaureate Degree	1,329	1,711	2,052	2,292	2,398
		Post-Baccalaureate Degree	13	18	15	8	6
		Undergraduate Total	8,594	8,953	9,455	9,764	10,003
	Graduate	<i>Domestic</i>					
		Master's Degree	1,725	1,778	1,797	1,673	1,903
		Doctoral Degree	361	345	305	348	297
		<i>International</i>					
		Master's Degree	692	836	907	1,011	1,071
		Doctoral Degree	185	184	189	175	176
		Graduate Total	2,963	3,143	3,198	3,207	3,447
		Vancouver Total	11,557	12,096	12,653	12,971	13,450
Grand Total			13,237	13,778	14,441	14,944	15,720

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

The number of Indigenous students conferred a UBC degree has increased by 72% between 2017 and 2021 (see Table 11). Indigenous students at the Okanagan campus received about 6% of all the undergraduate and graduate credentials awarded in 2021. At the Vancouver campus, Indigenous students received about 2% of all the credentials awarded in 2021.

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

Campus	Program Level	2017		2018		2019		2020		2021	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	68	5%	97	7%	88	6%	81	5%	119	6%
	Graduate	7	3%	5	2%	10	3%	15	4%	12	3%
	Okanagan Total	75	4%	102	6%	98	5%	96	5%	131	6%
Vancouver	Undergraduate	168	2%	168	2%	189	2%	188	2%	225	2%
	Graduate	24	1%	56	2%	68	2%	62	2%	104	3%
	Vancouver Total	192	2%	224	2%	257	2%	250	2%	329	2%
Grand Total		267	2%	326	2%	355	2%	346	2%	460	3%

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

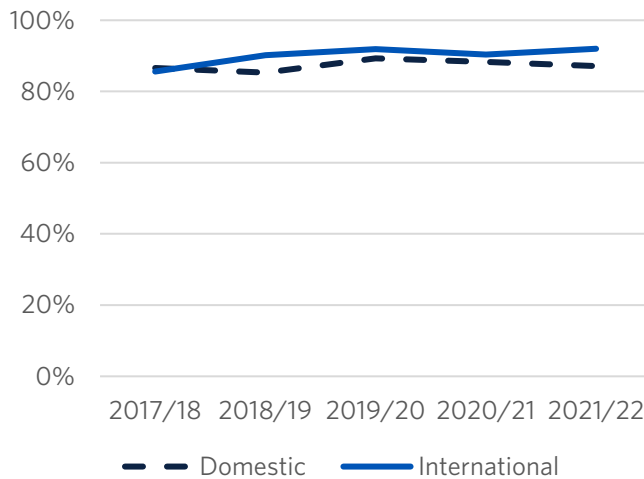
Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second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

Overall, 88% of the 2021/22 cohort of UBC Okanagan first-year undergraduate students were retained into 2022/23; 87% of the domestic cohort and 92% of the international cohort were retained.

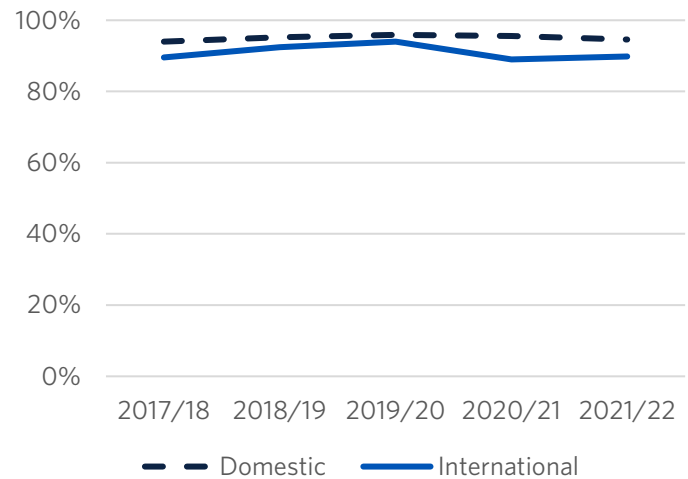
For UBC Vancouver, 93% of the 2021/22 cohort of first-year undergraduate students were retained into 2022/23. Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 31). With the most recent cohort, 95% of domestic students and 90% of international first-year students were retained from 2021/22 into 2022/23.

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

Okanagan Campus



Vancouver Campus

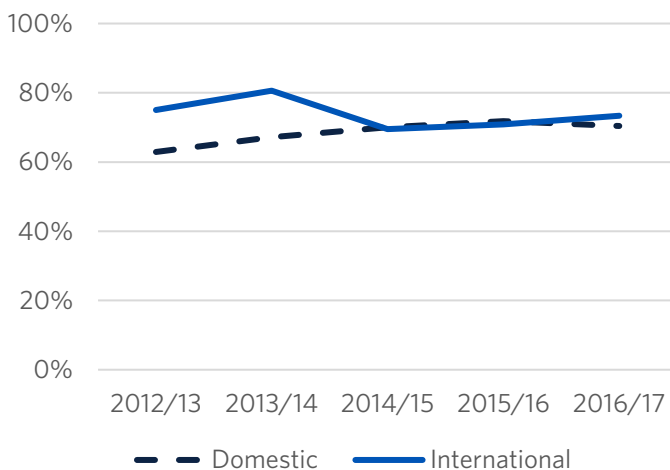


With respect to the cohort of undergraduate students who began their degree programs in 2016/17, 71% of UBC Okanagan students and 80% of UBC Vancouver students completed their programs within six years.

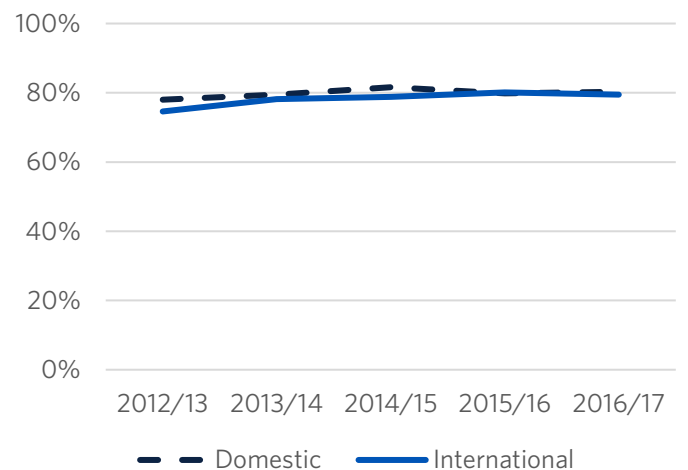
Overall, six-year completion rates have remained consistent over time, with very slight but steady increases over the last three years. Figure 32 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

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

Okanagan Campus



Vancouver Campus



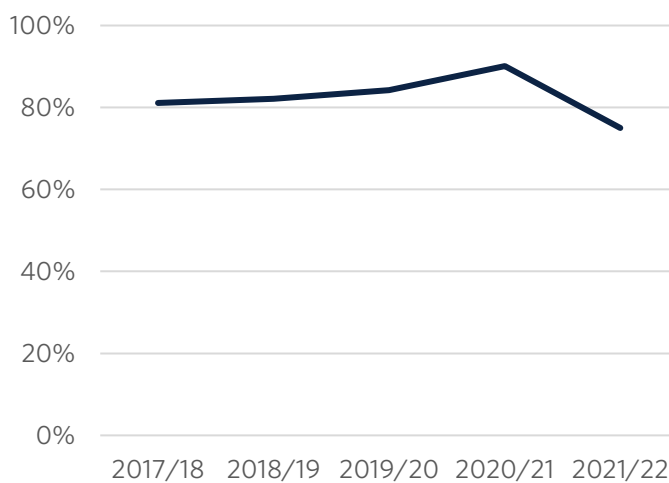
WHAT ARE UBC'S INDIGENOUS UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

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

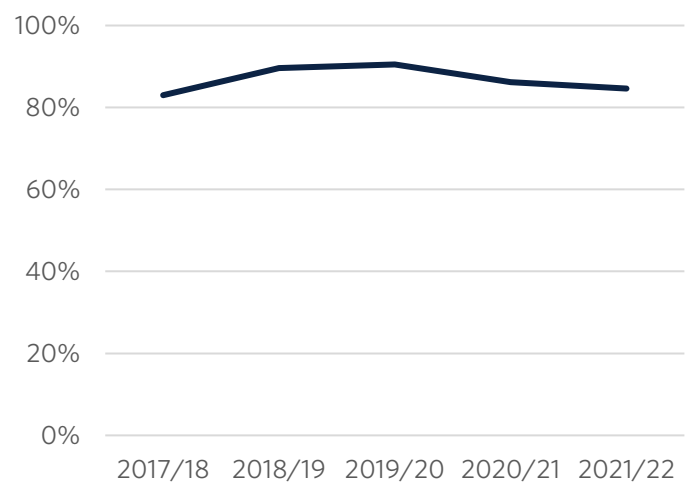
Overall, 75% of the 2021/22 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2022/23, and for UBC Vancouver, 85% were retained.

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

Okanagan Campus

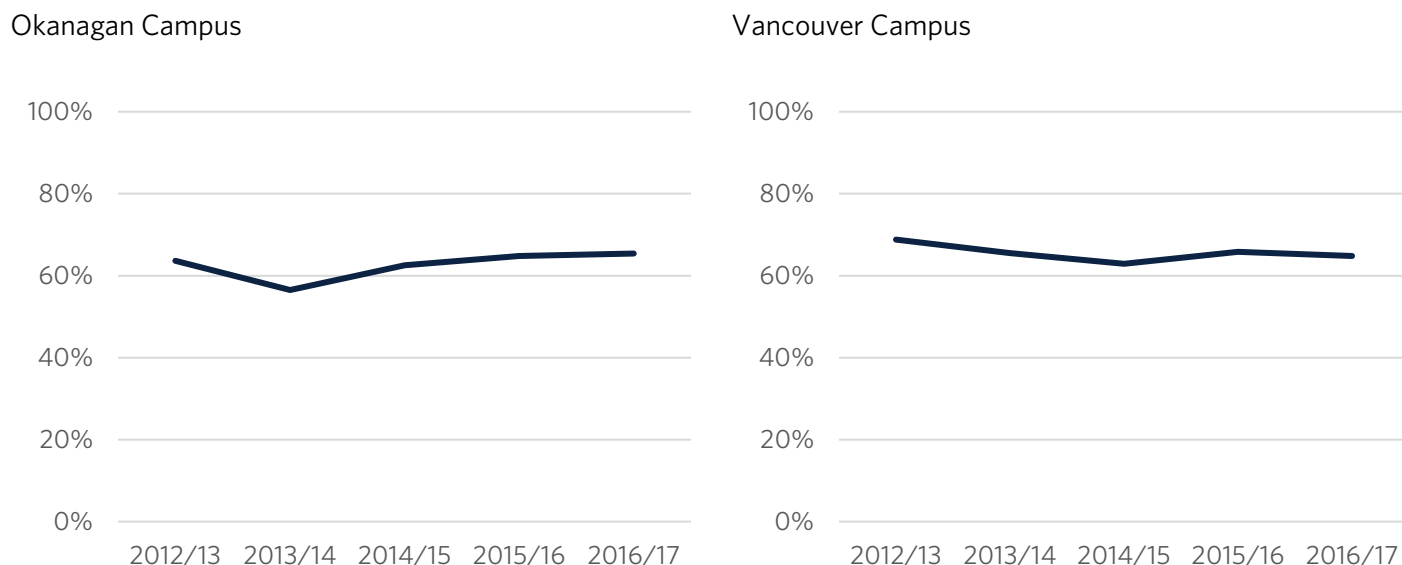


Vancouver Campus



With respect to the cohort of full-time Indigenous undergraduate students who began the first-year of their degree programs in 2016/17, 65% of UBC Okanagan students and 65% of UBC Vancouver students completed their programs within six years.

FIGURE 34: SIX-YEAR COMPLETION RATES OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



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

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 35 and 36 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 617; Vancouver, N = 9,331) who began their programs between 2011/12 and 2014/15, and the number of years between the start of their programs and degree completion.

Okanagan course-based master's students had a graduation rate of 94% (N = 101) within six years and took an average of 2.3 years to complete their studies. Thesis optional students had a graduation rate of 93% (N = 196) and took an average of 2.3 years to complete their programs while 87% (N = 311) of students in programs requiring a thesis graduated in an average of 2.8 years.

On the Vancouver campus, 95% (N = 5,046) of course based master's students graduated within six years and took an average of 2.2 years to complete their programs. Ninety-four percent (N = 1,659) of thesis optional students graduated within six years and took an average of 2.3 years to complete, and 93% (N = 2,570) of students in thesis required programs graduated in an average of 2.9 years.

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

FIGURE 35: MASTER'S STUDENTS' YEARS TO COMPLETION, 2011/12-2014/15 COHORTS,
OKANAGAN CAMPUS

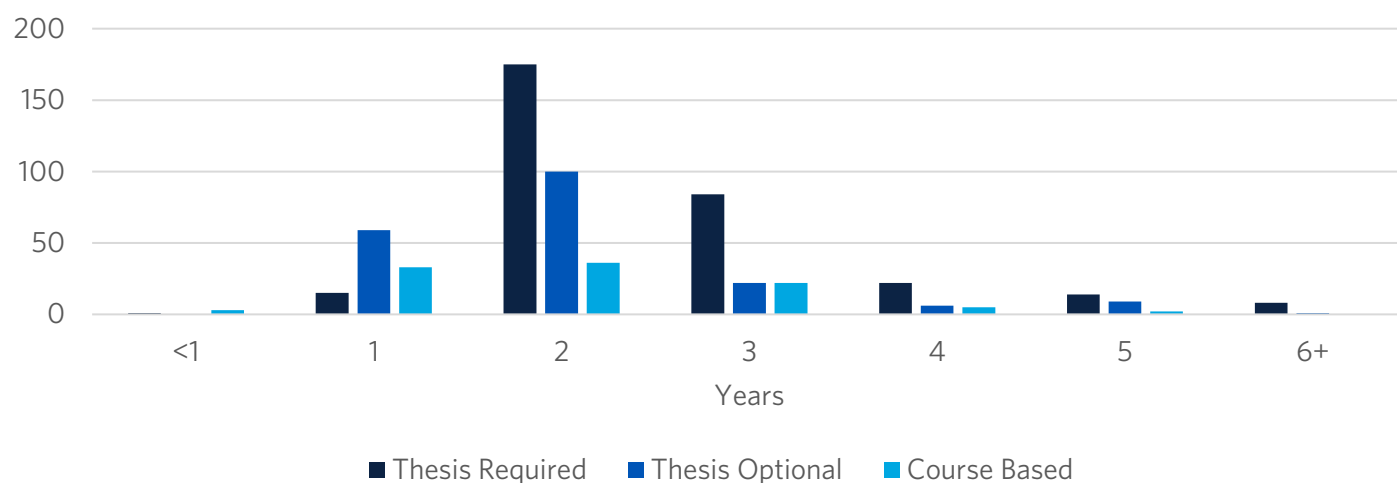
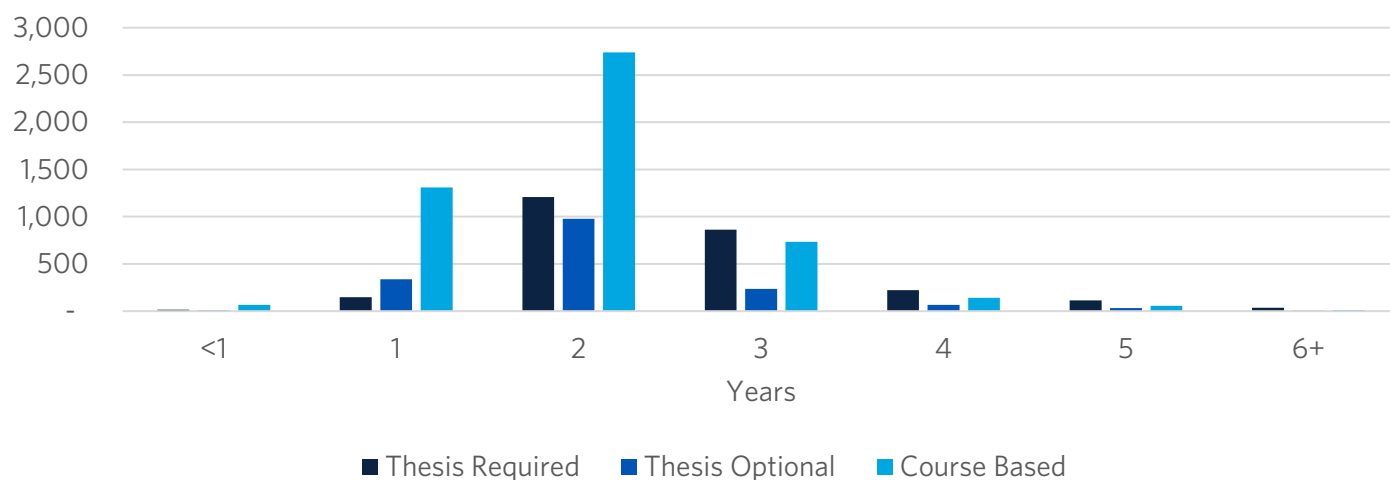


FIGURE 36: MASTER'S STUDENTS' YEARS TO COMPLETION, 2011/12-2014/15 COHORTS,
VANCOUVER CAMPUS



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

On the Okanagan campus, 143 (75%) of the 190 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2008/09 and 2011/12). The 143 students who have completed are shown in Figure 37. The 47 (25%) students who did not complete their degrees withdrew from their program after an average of 2.7 years of study. Okanagan doctoral students took an average of 5.4 years to complete their studies and are shown in Figure 37.

For the Vancouver campus, 2,525 students began their studies between 2008/09 and 2011/12, and 2,180 (86%) completed their doctoral degrees within nine years. The 2,252 students who completed their programs are shown in Figure 38. There were 345 (14%) students who did not complete their degrees and withdrew from their programs on average after 2.24 years of study. The students who completed their degree within nine years took an average of 5.7 years to complete their studies.

FIGURE 37: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS,
OKANAGAN CAMPUS

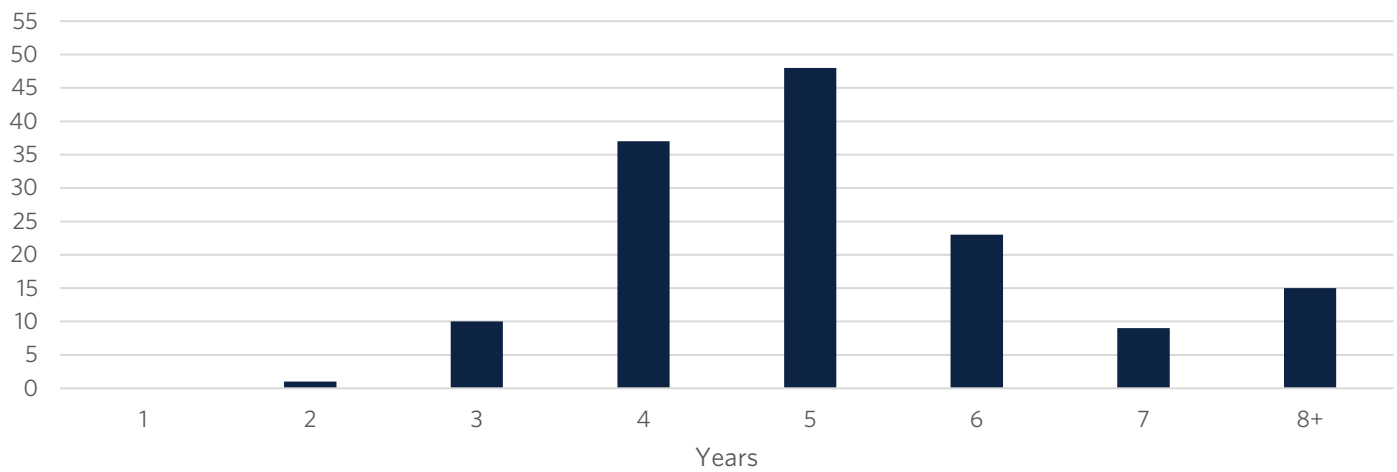
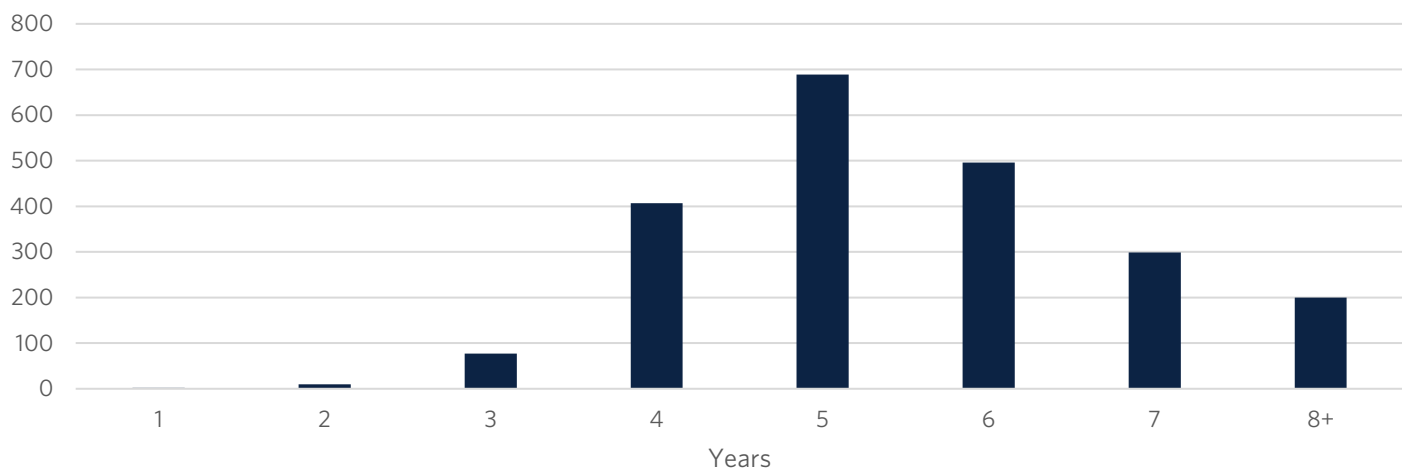


FIGURE 38: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS,
VANCOUVER CAMPUS



APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

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

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,367	336	1,703	1,406	351	1,757	1,337	366	1,703
	Master of Applied Science	56	91	147	50	82	132	41	102	143
	Master of Arts		1	1		1	1		1	1
	Master of Engineering	5	28	33	6	83	89	8	149	157
	Doctor of Philosophy	52	126	178	58	133	191	66	141	207
Applied Science Total		1,480	582	2,062	1,520	650	2,170	1,452	759	2,211
Arts and Social Sciences	Bachelor of Nsyilxcn Language Fluency				9		9	18		18
	Master of Arts	36	6	42	36	15	51	42	27	69
	Doctor of Philosophy	47	14	61	51	11	62	43	17	60
Arts and Social Sciences Total		83	20	103	96	26	122	103	44	147
Creative and Critical Studies	Bachelor of Fine Arts	109	20	129	109	19	128	127	20	147
	Master of Arts	21	3	24	21	8	29	14	10	24
	Master of Fine Arts	23	4	27	20	7	27	17	11	28
	Doctor of Philosophy	11	8	19	11	11	22	8	10	18
Creative and Critical Studies Total		164	35	199	161	45	206	166	51	217
Education	Bachelor of Education	235		235	220		220	237	1	238
	Cert in Inter and Cont Ed Post-baccalaureate	1		1	1		1	2		2
	Cert in Teaching English and Additional Languages							3		3
	Dipl in Inter and Cont Ed Post-baccalaureate	17		17	16		16	8		8
	Master of Arts	7	2	9	6	6	12	6	6	12
	Master of Education	54	2	56	54	1	55	50	9	59
	Doctor of Philosophy	10		10	8		8	8		8
Education Total		324	4	328	305	7	312	314	16	330
Health and Social Development	Bachelor of Health and Exercise Sciences							239	12	251
	Bachelor of Human Kinetics	859	15	874	853	11	864	591	8	599
	Bachelor of Science in Nursing	597		597	603	4	607	616	9	625
	Master of Arts	6		6	6	1	7	6	1	7
	Master of Science	15	4	19	13	3	16	9	6	15
	Master of Science in Nursing	44	1	45	51		51	49	2	51
	Master of Social Work	124	2	126	112	1	113	128		128
	Doctor of Philosophy	45	6	51	49	8	57	54	13	67
Health and Social Development Total		1,690	28	1,718	1,687	28	1,715	1,692	51	1,743

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Management	Bachelor of Management	629	376	1,005	675	385	1,060	677	339	1,016
	Master of Arts	1		1	2		2	1		1
	Master of Management	4		4				9		9
	Master of Science					1	1		1	1
	Doctor of Philosophy	3	1	4	4	1	5	2	1	3
Management Total		637	377	1,014	681	387	1,068	689	341	1,030
Science	Master of Arts	2		2	1		1	1	1	2
	Master of Data Science	18	14	32	15	16	31	9	21	30
	Master of Science	87	50	137	93	49	142	103	73	176
	Doctor of Philosophy	36	33	69	46	32	78	48	44	92
Science Total		143	97	240	155	97	252	161	139	300
Arts and Social Sciences/ Creative and Critical Studies/ Science	Bachelor of Arts	2,154	649	2,803	2,176	622	2,798	2,112	539	2,651
Arts and Social Sciences/ Creative and Critical Studies/ Science Total		2,154	649	2,803	2,176	622	2,798	2,112	539	2,651
Arts and Social Sciences/ Science	Bachelor of Science	2,326	607	2,933	2,421	681	3,102	2,432	657	3,089
Arts and Social Sciences/ Science Total		2,326	607	2,933	2,421	681	3,102	2,432	657	3,089
Creative and Critical Studies/ Science	Bachelor of Media Studies	25	5	30	47	10	57	54	9	63
	Bachelor of Sustainability							30	1	31
Creative and Critical Studies/ Science Total		25	5	30	47	10	57	84	10	94
Non-Degree	Access Studies	50		50	50		50	47		47
	Exchange		2	2		48	48		53	53
	Unclassified	70	6	76	79	2	81	52		52
	Visiting	2	2	4	2	6	8	8	6	14
Non-Degree Total		122	10	132	131	56	187	107	59	166
Grand Total		9,148	2,414	11,562	9,380	2,609	11,989	9,312	2,666	11,978

VANCOUVER CAMPUS

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

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,688	1,487	5,175	3,764	1,570	5,334	3,799	1,516	5,315
	Bachelor of Design in Arch Landscape-Arch Urbanism	57	14	71	101	25	126	149	36	185
	Bachelor of Environmental Design	21	8	29	6	1	7			
	Bachelor of Science in Nursing	236		236	245		245	275		275
	Graduate Cert in Global Mine Waste Management	6	5	11				7	8	15
	Master of Advanced Studies in Architecture	1	5	6	1	6	7		7	7
	Master of Advanced Studies Landscape Architecture	1	1	2	1	2	3	2	2	4
	Master of Applied Science	160	255	415	192	257	449	196	247	443
	Master of Architecture	159	20	179	158	14	172	143	8	151
	Master of Architecture / Master of Landscape Arch.	13		13	16		16	16		16
	Master of Arts (Planning)	2	2	4	3	1	4	2	1	3
	Master of Community and Regional Planning	66	14	80	69	13	82	64	21	85
	Master of Engineering	132	259	391	164	268	432	142	302	444
	Master of Engineering Leadership	37	97	134	43	133	176	38	155	193
	Master of Health Leadership and Policy	37	6	43	61	19	80	68	21	89
	Master of Landscape Architecture	54	17	71	56	23	79	58	19	77
	Master of Nursing	60		60	60		60	61		61
	Master of Science	1	6	7	1	4	5	1	5	6
	Master of Science in Nursing	96	4	100	105		105	84	1	85
	Master of Urban Design	2	3	5	7	18	25	4	6	10
	Doctor of Philosophy - Biomedical Engineering	29	26	55	37	31	68	41	42	83
	Doctor of Philosophy - Chemical & Biol Engineering	22	45	67	22	58	80	25	57	82
	Doctor of Philosophy - Civil Engineering	27	50	77	21	58	79	21	58	79
	Doctor of Philosophy - Community & Regional Planning	12	8	20	14	8	22	11	10	21
	Doctor of Philosophy - Electrical & Computer Eng	71	100	171	71	105	176	75	105	180
	Doctor of Philosophy - Materials Engineering	12	40	52	18	43	61	13	42	55
	Doctor of Philosophy - Mechanical Engineering	24	62	86	27	59	86	29	68	97
	Doctor of Philosophy - Mining	12	27	39	13	27	40	16	22	38
	Doctor of Philosophy - Nursing	31	10	41	31	12	43	34	13	47
	Doctor of Philosophy - Total	240	368	608	254	401	655	265	417	682
Applied Science Total		5,069	2,571	7,640	5,307	2,755	8,062	5,374	2,772	8,146

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,271	4,248	13,519	9,265	4,289	13,554	9,223	4,306	13,529
	Bachelor of Fine Arts	269	99	368	269	93	362	278	90	368
	Bachelor of International Economics	190	206	396	198	217	415	192	198	390
	Bachelor of Media Studies	97	69	166	86	67	153	85	74	159
	Bachelor of Music	229	29	258	198	19	217	192	16	208
	Bachelor of Social Work	108	2	110	113	3	116	105	2	107
	Cert Dechinta Community & Land-Based Research	9		9				10		10
	Diploma in Art History	19	2	21	17	1	18	18		18
	Diploma in Collaborative Piano Studies		1	1						
	Diploma in Film Production		1	1		1	1			
	Diploma in Linguistics	11	1	12	13	1	14	9	2	11
	Diploma in Music Performance Studies	6	2	8	9	2	11	15	3	18
	Master of Archival Studies	12	6	18	12	6	18	18	5	23
	Master of Archival Studies & Library Info Studies	51	33	84	53	36	89	54	30	84
	Master of Arts	243	169	412	261	183	444	255	176	431
	Master of Arts (Asia Pacific Policy Studies)				1		1			
	Master of Data Science	13	22	35	6	31	37	10	25	35
	Master of Fine Arts	157	32	189	140	31	171	124	34	158
	Master of Journalism	39	31	70	51	25	76	47	28	75
	Master of Library and Information Studies	91	48	139	97	59	156	101	67	168
	Master of Music	34	16	50	47	15	62	45	20	65
	Master of Public Policy and Global Affairs	60	19	79	69	34	103	55	47	102
	Master of Science	9	11	20	7	15	22	7	17	24
	Master of Social Work	39	1	40	34	5	39	42	6	48
	Doctor of Musical Arts	17	21	38	21	24	45	17	24	41
	Doctor of Philosophy	363	347	710	351	352	703	347	361	708
Arts Total		11,337	5,416	16,753	11,318	5,509	16,827	11,249	5,531	16,780
Commerce and Business Administration	Bachelor of Business in Real Estate	14		14	16		16	16		16
	Bachelor of Commerce	2,455	1,452	3,907	2,460	1,512	3,972	2,527	1,516	4,043
	Certificate in Residential Valuation	113	3	116	175	3	178	172	1	173
	Post Grad Cert in Real Property Valuation	228	6	234	250	1	251	217	8	225
	Diploma in Accounting	369	215	584	344	237	581	271	247	518
	Diploma in Urban Land Economics	699	10	709	758	11	769	639	18	657
	International Master of Business Administration	7	70	77	9	50	59	17	54	71
	Juris Doctor/Master of Business Administration	4		4	5		5	5		5
	Master of Bus. Admin. & Master of Bus. Analytics				1	2	3	2		2
	Master of Business Administration	48	81	129	94	126	220	69	154	223
	Master of Business Analytics	30	49	79	39	101	140	16	62	78
	Master of Management	84	56	140	73	40	113	75	60	135
	Master of Science in Business Administration	3	14	17	4	9	13	5	15	20
	Professional Master of Business Administration	108	2	110	164	6	170	158	5	163
	Doctor of Philosophy	26	38	64	24	47	71	18	46	64
Commerce and Business Administration Total		4,188	1,996	6,184	4,416	2,145	6,561	4,207	2,186	6,393

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Dentistry	Dental Residency	7		7	5		5	6		6
	Bachelor of Dental Science (Dental Hygiene)	151	1	152	165	1	166	155	2	157
	Doctor of Dental Medicine	225	4	229	222	6	228	230	5	235
	Master of Science	11	1	12	14	4	18	12	10	22
	MSc in Craniofacial Science/Dip in Prosthodontics	6	3	9	9		9	9		9
	MSc in Craniofacial Science/Dip. in Pediatric Dent	7		7	8		8	10		10
	MSc in Craniofacial Science/Dip. in Periodontics	7		7	7		7	6		6
	MSc in Craniofacial Science/Diploma in Endodontics	9	1	10	9		9	9		9
	MSc in Craniofacial Science/Diploma in Orthodontic	10		10	14		14	14		14
	Doctor of Philosophy	4	11	15	6	13	19	8	9	17
	PhD in Craniofacial Science/Dip in Prosthodontics	1	1	2		1	1		1	1
	PhD in Craniofacial Science/Diploma in Orthodontic	2	2	4	2	2	4	1	1	2
Dentistry Total		440	24	464	461	27	488	460	28	488
Education	Bachelor of Human Kinetics	1		1	1		1	1		1
	Bachelor of Kinesiology	1,213	139	1,352	1,252	144	1,396	1,242	155	1,397
	Bachelor of Education	858	10	868	835	18	853	839	18	857
	Cert in Educational Administration and Leadership	1		1						
	Cert. in Infant Development & Supported Childcare	12		12	20		20	12		12
	Cert. in Teaching English as a Second Language	21	1	22	15	1	16	15		15
	Cert. in Technology-Based Learning for Schools	18	1	19	11	1	12	5	1	6
	Cert.in Technology-Based Distributed Learning	34	1	35	11		11	3		3
	Certificate in Early Years Education	10	1	11	8		8	4		4
	Certificate in Health and Wellness	1		1	1		1			
	Certificate in Teacher Librarianship	20		20	27		27	28		28
	Graduate Certificate in Adult Learning & Education	6		6	1		1	2	1	3
	Graduate Certificate in Educational Technology				30	2	32	39		39
	Graduate Certificate in Higher Education							4	2	6
	Graduate Certificate in Orientation and Mobility				16		16	7		7
	High Performance Coaching and Technical Leadership	19		19	17	1	18	13		13
	International Development & Human Security Cert.				14		14	10		10
	Undergraduate Cert in Adult Learning & Education	5		5	2		2	2		2
	Undergraduate Certificate in Textiles Studies	1		1						
	Diploma in Education	503	16	519	493	15	508	403	14	417
	Master of Arts	142	34	176	126	37	163	117	40	157
	Master of Education	660	103	763	567	105	672	657	138	795
	Master of Educational Technology	258	8	266	318	10	328	315	9	324
	Master of High Performance Coaching&Tec Leadership	25	2	27	30	1	31	25	1	26
	Master of Kinesiology	24	2	26	32	3	35	38	4	42
	Master of Museum Education	33	2	35	20	1	21	31	2	33
	Master of Science	30	9	39	39	11	50	34	11	45
	Doctor of Education	43	2	45	50	3	53	50	2	52
	Doctor of Philosophy	222	102	324	211	105	316	221	95	316
Education Total		4,160	433	4,593	4,147	458	4,605	4,117	493	4,610

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Forestry	Bachelor of Science in Forest Bioeconomy Sci Tech	26	12	38	53	30	83	82	32	114
	Bachelor of Science in Forest Sciences	48	56	104	67	67	134	82	75	157
	Bachelor of Science in Forestry	142	113	255	138	87	225	129	82	211
	Bachelor of Science in Wood Products Processing	59	83	142	45	74	119	50	92	142
	Bachelor of Science Natural Resources Conservation	235	142	377	227	148	375	244	155	399
	Bachelor of Urban Forestry	131	114	245	130	106	236	135	79	214
	Grad Cert in Forest Management and Conservation				7		7	5	1	6
	Master of Applied Science	3	7	10	4	6	10	3	6	9
	Master of Forestry	4	11	15	6	16	22	10	15	25
	Master of Geomatics for Environmental Management	12	16	28	15	14	29	10	19	29
	Master of International Forestry	3	7	10	6	11	17	3	11	14
	Master of Science	58	51	109	68	55	123	63	47	110
	Master of Sustainable Forest Management	17	3	20	12	8	20	13	5	18
	Master of Urban Forestry Leadership				8	2	10	5	1	6
	Doctor of Philosophy	61	71	132	65	78	143	73	78	151
Forestry Total		799	686	1,485	851	702	1,553	907	698	1,605
Graduate and Postdoctoral Studies	Master of Arts	6	2	8	5		5	5		5
	Master of Science	2	1	3	2	1	3		1	1
	Doctor of Philosophy	61	12	73	62	15	77	63	12	75
Graduate and Postdoctoral Studies Total		69	15	84	69	16	85	68	13	81
Land and Food Systems	Bachelor of Science in Agroecology	1		1						
	Bachelor of Science in Applied Biology	413	126	539	443	142	585	459	158	617
	Bachelor of Science in Food and Resource Economics	4	6	10	7	8	15	10	10	20
	Bachelor of Science in Food Nutrition and Health	756	344	1,100	779	324	1,103	772	282	1,054
	Bachelor of Science in Global Resource Systems	97	35	132	94	32	126	91	31	122
	Graduate Certificate in Aquaculture	2		2	3	1	4	5		5
	Master of Food and Resource Economics	12	26	38	6	38	44	5	37	42
	Master of Food Science	4	36	40	7	30	37	4	38	42
	Master of Land and Water Systems	7	15	22	4	21	25	5	13	18
	Master of Nutrition and Dietetics							11		11
	Master of Science	35	27	62	40	29	69	49	30	79
	Doctor of Philosophy	29	27	56	31	33	64	36	37	73
Land and Food Systems Total		1,360	642	2,002	1,414	658	2,072	1,447	636	2,083
Law	Juris Doctor	583	13	596	552	20	572	556	19	575
	Master of Laws	9	11	20	9	8	17	8	10	18
	Master of Laws (Common Law)	24	8	32	26	25	51	18	25	43
	Master of Laws in Taxation	13	2	15	14	8	22	15	3	18
	Doctor of Philosophy	33	6	39	29	9	38	29	12	41
Law Total		662	40	702	630	70	700	626	69	695

Faculty	Program	2020/21 Winter			2021/22 Winter			2022/23 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Medicine	Medical Residency	1,477		1,477	1,472	3	1,475	1,491	2	1,493
	Bachelor of Medical Laboratory Science	43	1	44	45	1	46	34	2	36
	Bachelor of Midwifery	80		80	80		80	81		81
	Doctor of Medicine	1,146		1,146	1,129		1,129	1,132		1,132
	Doctor of Medicine/Doctor of Philosophy	29		29	31		31	33		33
	GradCert in Genomic Counselling & Variant Interp	27	5	32	27	25	52	27	35	62
	GradCert Orthopaedic Musculoskeletal Phys Therapy	9		9	6		6			
	Graduate Certificate in Global Surgical Care	8	1	9	18		18	11		11
	Graduate Certificate in Rehabilitation Sciences	9	1	10	6	1	7	7		7
	Master of Global Surgical Care	23	2	25	18	2	20	19	4	23
	Master of Health Administration	82	1	83	87	1	88	84		84
	Master of Health Science	28	4	32	33	6	39	26	5	31
	Master of Occupational Therapy	153	7	160	162	12	174	130	9	139
	Master of Physical Therapy	256	1	257	278	2	280	316	1	317
	Master of Public Health	60	12	72	61	10	71	68	12	80
	Master of Public Health/Master of Science Nursing	9		9	5		5	1		1
	Master of Rehabilitation Science	50	2	52	42	4	46	39	4	43
	Master of Science	444	102	546	466	110	576	483	115	598
	Doctor of Philosophy	358	178	536	357	189	546	360	201	561
	Master of Physical Therapy/Doctor of Philosophy	4		4	5		5	4		4
Medicine Total		4,295	317	4,612	4,328	366	4,694	4,346	390	4,736
Pharmaceutic al Sciences	Pharmacy Residency	42		42	43	1	44	52		52
	Bachelor of Pharmaceutical Sciences	35	4	39	85	18	103	131	21	152
	Bachelor of Science in Pharmacy	2		2						
	Doctor of Pharmacy	904		904	907		907	897		897
	Master of Science	12	10	22	15	9	24	25	10	35
	Doctor of Philosophy	18	19	37	27	15	42	26	14	40
Pharmaceutical Sciences Total		1,013	33	1,046	1,077	43	1,120	1,131	45	1,176
Science	Bachelor of Computer Science	311	49	360	315	56	371	343	43	386
	Bachelor of Science	7,045	1,961	9,006	7,194	2,040	9,234	7,296	2,218	9,514
	Master of Applied Science	2	4	6	4	8	12	6	5	11
	Master of Arts	6	7	13	7	8	15	11	6	17
	Master of Data Science	49	51	100	39	77	116	39	44	83
	Master of Science	320	259	579	330	285	615	292	276	568
	Doctor of Philosophy	452	498	950	460	540	1,000	474	548	1,022
Science Total		8,185	2,829	11,014	8,349	3,014	11,363	8,461	3,140	11,601
Vantage College	Vantage One Bachelor of Applied Science		49	49		61	61		56	56
	Vantage One Bachelor of Arts	1	171	172		89	89			
	Vantage One Bachelor of Science		109	109		116	116		116	116
Vantage College Total		1	329	330		266	266		172	172
Non-Degree	Access Studies	108	9	117	101	9	110	92	11	103
	Exchange	1	85	86	8	632	640	16	842	858
	Unclassified	1,161	47	1,208	931	43	974	776	51	827
	Visiting	110	32	142	81	91	172	87	166	253
Non-Degree Total		1,380	173	1,553	1,121	775	1,896	971	1,070	2,041
Grand Total		42,958	15,504	58,462	43,488	16,804	60,292	43,364	17,243	60,607

APPENDIX B: FTE ENROLMENT TABLES

Tables 14, 15, 16, and 17 report enrolment in full-time equivalents (FTEs). FTEs are measured over the fiscal year of April to March and consist of data from August 1st for the summer term and November 1st for the winter term⁴.

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Diploma & Certificate	11	7	9	8	6
		Baccalaureate Degree	7,810	8,369	9,081	9,550	9,229
		Post-Baccalaureate Degree	186	237	236	219	233
		Non-Degree	97	102	45	71	73
		Undergraduate Total	8,104	8,716	9,370	9,848	9,540
	Graduate	Master's Degree	484	556	583	609	727
		Doctoral Degree	295	326	363	398	430
		Graduate Total	779	881	946	1,007	1,157
		Okanagan Total	8,883	9,597	10,317	10,855	10,698
Vancouver	Undergraduate	Diploma & Certificate	787	698	820	944	901
		Baccalaureate Degree	35,279	35,829	37,328	37,748	37,562
		Post-Baccalaureate Degree	3,451	3,504	3,545	3,456	3,463
		Non-Degree	1,043	962	490	742	835
		Undergraduate Total	40,560	40,992	42,183	42,889	42,760
	Residents	Residents Total	1,468	1,469	1,548	1,547	1,561
	Graduate	Master's Degree	4,797	4,826	5,163	5,583	5,595
		Doctoral Degree	3,337	3,285	3,363	3,518	3,609
		Graduate Total	8,134	8,111	8,526	9,102	9,204
		Vancouver Total	50,162	50,572	52,257	53,538	53,525
Grand Total			59,045	60,170	62,574	64,393	64,223

⁴ FTE are calculated to one decimal point and displayed as rounded to the nearest integer. This rounding may result in variances with reporting totals in Tables 14, 15, 16, and 17.

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Diploma & Certificate	11	7	9	8	6
		Baccalaureate Degree	6,486	6,787	7,227	7,600	7,418
		Post-Baccalaureate Degree	186	237	236	219	232
		Non-Degree	68	57	41	41	37
		Undergraduate Total	6,751	7,089	7,513	7,868	7,693
	Graduate	Master's Degree	348	395	413	394	399
		Doctoral Degree	157	161	191	211	220
		Graduate Total	505	557	604	605	620
		Okanagan Total	7,257	7,645	8,117	8,472	8,313
Vancouver	Undergraduate	Diploma & Certificate	709	618	699	778	679
		Baccalaureate Degree	25,340	25,541	26,689	27,073	26,880
		Post-Baccalaureate Degree	3,412	3,475	3,515	3,408	3,411
		Non-Degree	415	360	441	362	305
		Undergraduate Total	29,876	29,995	31,345	31,619	31,274
	Residents	Residents Total	1,468	1,469	1,548	1,543	1,559
	Graduate	Master's Degree	3,240	3,182	3,493	3,730	3,692
		Doctoral Degree	1,866	1,791	1,789	1,814	1,851
		Graduate Total	5,106	4,973	5,282	5,544	5,543
		Vancouver Total	36,450	36,437	38,174	38,706	38,376
Grand Total			43,707	44,082	46,292	47,178	46,689

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	413	467	507	575	531
		Post-Baccalaureate Degree	8	16	18	21	27
		Non-Degree	31	31	21	15	18
		Undergraduate Total	453	515	546	611	576
	Graduate	Master's Degree	22	29	31	34	40
		Doctoral Degree	7	8	11	17	24
		Graduate Total	29	38	43	51	64
		Okanagan Total	481	552	589	662	639
Vancouver	Undergraduate	Diploma & Certificate	9	13	13	12	13
		Baccalaureate Degree	568	607	666	760	809
		Post-Baccalaureate Degree	186	194	221	249	262
		Non-Degree	13	11	8	10	9
		Undergraduate Total	776	825	907	1,030	1,094
	Residents	Residents Total	38	35	35	40	43
	Graduate	Master's Degree	108	107	148	151	145
		Doctoral Degree	71	70	70	75	84
		Graduate Total	179	177	218	226	228
		Vancouver Total	993	1,037	1,160	1,297	1,365
Grand Total			1,475	1,589	1,749	1,958	2,004

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

Campus	Student Level	Program Type	2018/19	2019/20	2020/21	2021/22	2022/23
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	1,324	1,582	1,854	1,950	1,810
		Post-Baccalaureate Degree	29				
		Non-Degree	0	45	3	30	36
		Undergraduate Total	1,353	1,627	1,857	1,981	1,847
	Graduate	Master's Degree	135	160	170	215	328
		Doctoral Degree	138	164	172	187	210
		Graduate Total	274	325	342	402	538
		Okanagan Total	1,626	1,952	2,200	2,383	2,385
Vancouver	Undergraduate	Diploma & Certificate	78	80	121	166	222
		Baccalaureate Degree	9,939	10,288	10,639	10,675	10,682
		Post-Baccalaureate Degree	39	29	30	48	52
		Non-Degree	628	601	49	381	530
		Undergraduate Total	10,684	10,997	10,839	11,270	11,486
	Residents	Residents Total					
	Graduate	Master's Degree	1,557	1,644	1,670	1,853	1,903
		Doctoral Degree	1,471	1,495	1,575	1,704	1,758
		Graduate Total	3,028	3,138	3,244	3,557	3,661
		Vancouver Total	13,712	14,136	14,083	14,832	15,149
Grand Total			15,338	16,088	16,282	17,214	17,534

APPENDIX C: DEGREES CONFERRED TABLES

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

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

Campus	Student Level	Program Type	2017	2018	2019	2020	2021
Okanagan	Undergraduate	Baccalaureate Degree	1,386	1,394	1,394	1,533	1,788
		Post-Baccalaureate Degree	89	45	86	105	119
		Undergraduate Total	1,475	1,439	1,480	1,638	1,907
	Graduate	Master's Degree	162	213	263	287	302
		Doctoral Degree	42	27	45	48	61
		Graduate Total	204	240	308	335	363
	Okanagan Total	1,679	1,679	1,788	1,973	2,270	
Vancouver	Undergraduate	Diploma & Certificate	571	572	608	567	638
		Baccalaureate Degree	6,889	7,215	7,632	7,947	8,120
		Post-Baccalaureate Degree	1,123	1,159	1,215	1,250	1,245
		Undergraduate Total	8,583	8,946	9,455	9,764	10,003
	Graduate	Master's Degree	2,437	2,630	2,704	2,684	2,974
		Doctoral Degree	538	531	494	523	473
		Graduate Total	2,975	3,161	3,198	3,207	3,447
Vancouver Total	11,558	12,107	12,653	12,971	13,450		
Grand Total			13,237	13,786	14,441	14,944	15,720

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

Campus	Student Level	Program Type	2017	2018	2019	2020	2021
Okanagan	Undergraduate	Baccalaureate Degree	1,257	1,285	1,233	1,326	1,501
		Post-Baccalaureate Degree	89	45	86	105	119
		Undergraduate Total	1,346	1,330	1,319	1,431	1,620
	Graduate	Master's Degree	118	162	185	206	201
		Doctoral Degree	28	17	30	26	37
		Graduate Total	146	179	215	232	238
	Okanagan Total	1,492	1,509	1,534	1,663	1,858	
Vancouver	Undergraduate	Diploma & Certificate	509	507	556	502	537
		Baccalaureate Degree	5,584	5,515	5,580	5,655	5,722
		Post-Baccalaureate Degree	1,111	1,141	1,200	1,242	1,239
		Undergraduate Total	7,204	7,163	7,336	7,399	7,498
	Graduate	Master's Degree	1,768	1,813	1,797	1,673	1,903
		Doctoral Degree	354	348	305	348	297
		Graduate Total	2,122	2,161	2,102	2,021	2,200
Vancouver Total	9,326	9,324	9,438	9,420	9,698		
Grand Total			10,818	10,833	10,972	11,083	11,556

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

Campus	Student Level	Program Type	2017	2018	2019	2020	2021
Okanagan	Undergraduate	Baccalaureate Degree	65	99	83	75	110
		Post-Baccalaureate Degree	6	2	5	6	9
		Undergraduate Total	71	101	88	81	119
	Graduate	Master's Degree	7	10	9	13	12
		Doctoral Degree	6	1	1	2	
		Graduate Total	13	11	10	15	12
		Okanagan Total	84	112	98	96	131
Vancouver	Undergraduate	Diploma & Certificate	5	4	14	10	13
		Baccalaureate Degree	126	132	123	126	148
		Post-Baccalaureate Degree	57	54	52	52	64
		Undergraduate Total	188	190	189	188	225
	Graduate	Master's Degree	51	74	58	55	96
		Doctoral Degree	4	8	10	7	8
		Graduate Total	55	82	68	62	104
		Vancouver Total	243	272	257	250	329
Grand Total			327	384	355	346	460

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

Campus	Student Level	Program Type	2017	2018	2019	2020	2021
Okanagan	Undergraduate	Baccalaureate Degree	128	109	161	207	287
		Post-Baccalaureate Degree					
		Undergraduate Total	128	109	161	207	287
	Graduate	Master's Degree	44	50	77	81	101
		Doctoral Degree	14	10	15	22	24
		Graduate Total	58	60	92	103	125
		Okanagan Total	186	169	253	310	412
Vancouver	Undergraduate	Diploma & Certificate	62	65	52	65	101
		Baccalaureate Degree	1,303	1,698	2,052	2,292	2,398
		Post-Baccalaureate Degree	12	18	15	8	6
		Undergraduate Total	1,377	1,781	2,119	2,365	2,505
	Graduate	Master's Degree	668	815	905	1,011	1,071
		Doctoral Degree	184	183	189	175	176
		Graduate Total	852	998	1,094	1,186	1,247
		Vancouver Total	2,229	2,779	3,213	3,551	3,752
Grand Total			2,415	2,948	3,466	3,861	4,164

APPENDIX D: GLOSSARY

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

	course load (what is normally expected of a student enrolled in a program).
Graduate Program	A program that leads to a master's or doctoral credential.
Graduate Student	A student in a graduate program.
Headcount	A count of persons.
Indigenous	Students from Canada who have reported themselves as Indigenous, at some time while in the B.C. Kindergarten to Grade 12 system, or while at UBC.
International	Pertaining to persons who are not citizens, refugees, or permanent residents of Canada and who must be in possession of a government-issued study permit.
Master's Degree	The credential awarded upon completion of a Master's program.
Master's Program	A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
Matriculate	To enrol or register (or be enrolled or registered).
New-to-UBC	Pertaining to students who were never registered in a prior session at UBC.
Part-Time	For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only one course per term if it is not a thesis course.
Post-Baccalaureate Program	An undergraduate program ordinarily requiring a baccalaureate degree, or a substantial amount of baccalaureate-level course work, as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
Registered	Referring to a student that has confirmed registration in scheduled courses. For new students, this signifies the transition from applicant to student.
Resident	A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the clinical setting under supervision.
Student Level	A grouping of programs into three major categories: graduate, undergraduate, or resident.
Submitted	The stage when applicants have presented an application for admission. At this stage, there may be outstanding documents to submit.
Thesis-based	A graduate-level program that requires students to complete a thesis.

Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory; students may fulfill the requirements of the program through course work.
Transfer Student	Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.

2023/24 UBCO OPERATING BUDGET

CONFIDENTIAL

UBC Okanagan Senate

February 2023



2022/23 Q3 FORECAST – UBC OKANAGAN – SETTING THE STAGE



(in \$millions)

	Full Year				
	FY23 FCST	Budget	Var	Prior Year Actual	Var
Government grants and contracts	91	88	2	85	5
Tuition and student fees - domestic	52	53	(1)	51	1
Tuition and student fees - international	82	91	(9)	83	(1)
Other revenue	11	8	3	9	2
Total revenue	236	241	(5)	228	8
Salaries and benefits	167	169	2	154	(13)
Other operating expenses	48	50	2	44	(5)
Interfund transfers	22	15	(7)	18	(5)
Net investment in capital	10	14	4	6	(3)
Surplus/(Deficit)	(11)	(7)	(4)	6	(17)

- **Overall** projected deficit of \$11.2m, higher than budget by \$4m, driven mainly by student enrolment not meeting expectations, mitigated through a series of cost containment measures during the year
- **Tuition revenue** not reaching anticipated targets by \$10.7m mainly for international students
- **Government grants and Other revenue** increased by \$5.3m for additional seat funding (Masters of Social Work), Parking services, Athletic fees and Faculty-industry partnership and donations
- **Salaries and benefits** lower than budget by \$2.2m as a result of Academic failed searches and hiring delays
- **Other operating expenses** reduced by \$2m
- **Interfund transfers net of capital costs** contributing \$1.7m to the increased deficit for resurfacing of Nonis field and Hydrogen Blending lab

TOTAL CAMPUS OPERATING REVENUES (\$MILLIONS)



	Forecast ¹ <u>2022/23</u>	Plan ² <u>2023/24</u>	Increase/ <u>(Decrease)</u>
Revenues			
Domestic Undergraduate Tuition	45.5	45.9	0.4
International Undergraduate Tuition	75.1	80.8	5.7
Graduate Tuition	10.9	11.6	0.7
Total Tuition Revenues	131.5	138.3	6.8
Provincial Government	88.5	99.4	11.0
Research Revenues	1.9	1.9	-
Business Revenues	1.8	1.8	0.1
Total Central Revenues	92.1	103.1	11.0
Faculty Revenues	2.6	1.9	(0.7)
All Other Unit Revenues	9.5	9.4	(0.1)
Total Campus Revenue including departmental operating revenues	235.7	252.8	17.1

¹ FY23 Forecast at Q3

² FY24 Plan is based on proposed allocations, subject to Board approval; Draft as of Feb 10, 2023

TOTAL OPERATING REVENUES BY PORTFOLIO (\$MILLIONS)



	Forecast ¹ <u>2022/23</u>	Plan ² <u>2023/24</u>	Increase/ <u>(Decrease)</u>
<i>Unit Revenues, Allocations and Interfund Transfers In</i>			
Faculties	117.5	122.5	4.9
Provost and Vice-Principal Academic	16.9	17.6	0.7
Excellence Fund	18.6	19.7	1.1
Vice-Principal Research and Innovation	10.2	8.3	(1.8)
Innovation Precinct	0.5	0.6	0.1
AVP Students ³	18.4	21.0	2.5
Student Financial Aid	18.9	21.4	2.5
Deputy Vice-Chancellor and Principal	1.7	1.9	0.2
Human Resources	2.2	2.5	0.3
University Relations & Ceremonies	3.5	3.6	0.1
Development and Alumni	2.2	2.4	0.2
AVP Finance and Operations	32.5	32.3	(0.2)
Business Operations	3.5	4.5	1.0
Contribution to UBCV	6.8	6.2	(0.6)
Campus Wide Expenses	15.8	16.4	0.6
Total Revenues and Interfund Transfers In	269.2	281.0	11.8
Less: Total Interfund Transfers In	33.5	28.2	(5.3)
Total Allocations and Unit Revenues	235.7	252.8	17.1

¹ FY23 Forecast at Q3² FY24 Plan is based on proposed allocations, subject to Board approval; Draft as of Feb 10, 2023³ FY23 Interfund transfers were reduced by \$15m due to full offset in interfund transfers out as a result of cleanup between different Fund Codes

BUDGET FRAMEWORK AND CONTEXT - 2023/24



- University continues to draw from reserves to advance its academic mission, complete routine capital maintenance, and invest in key priorities
- Incremental operating funding continues to be very limited: ~0.9m recurring and ~\$3.4m one-time for UBCO in FY24
- UBC tuition increases are governed by provincial legislation and require Board of Governor approval which was received in December 2022 for FY24 tuition rate increases
- Rates since FY20 to FY23 have been 2% domestic, 4% for incoming international students, and 3% for ongoing international students
- Forecasted increase for FY24 tuition remains the same except for incoming international students which has increased to 5%
- UBC is forecasting GWI increase (6%) in FY24 which is anticipated to be funded by the Province. Faculty and staff merit and career progression increases are self-funded and are expect to be approximately 2% for both faculty and staff

BUDGET FRAMEWORK AND CONTEXT - 2023/24 (cont'd)



- UBCO faced unprecedented pressures on international student recruitment and revenue
- Stabilization strategy on domestic enrolment – FY23 ministry undergrad utilization projected at 107% and grad at 810% based on Nov 2022 data. Projected FY24 ministry undergrad utilization at 106% and grad at 811%, subject to Senate approval
- Projected 18% international undergraduate composition for FY24, down 1% from FY23
- Additional provincial grant funding for program expansion in nursing and social work, with 60% funding to Faculties (\$0.6m)
- Estimated incremental Tuition Allocation Model allocations include \$1.9m to Faculties, \$2.7m to Excellence Fund, \$1.7m to Central and \$0.5m to SFA
- Budget Committee received in excess of 100 administrative requests for new incremental funding for a fiscal total of \$8.7m

CAMPUS PRIORITIES



- Monitoring and focused recruitment and retention of students
- Support of faculties with financial challenges with a view to develop strategies to ensure their ongoing sustainability and success
- Implementation of Truth and Reconciliation Commission (TRC) commitments and Indigenous Strategic Plan
- Equity, Diversity and Inclusion (EDI) initiatives
- Sustainability and Climate Change
- Investments in space needs to enable academic priorities
 - Daycare expansion – Phase 2
 - Modular office facility
 - Continued development of reserves for ICI and Downtown

2023/24 BUDGET RISKS



- **Inflation:** unprecedented inflation is affecting UBC's expenses and cost of construction. Current assumptions for expenses include a general 3% inflation factor for 2023/24. If inflation is greater than forecasted this will have a negative impact on the budget
- **Challenging employment market:** Continued difficulties to recruit staff and faculty within UBC salary ranges due to the competitive employment markets and high cost of living in British Columbia. This may lead to higher-than-expected salary costs to fill critical positions
- **Higher GWI increases** will lead to long-term increases in merit/progression through the ranks, which are self-funded
- **Continuing demand on operating contingency** resources have led to significantly reduced recurring funding availability for new strategic initiatives/opportunities (including commitments for capital related projects, PAEI, etc.)
- **Faculty arbitration risk** – the Faculty Association and University did not come to an agreement and as we go in arbitration at the end of 2023, any incremental difference between the Province and the final negotiated wage rates will be covered by the University (for every 1%, an estimated cost of \$7m on UBC system)
- **Costs of implementing Workday Student** – This is a new and relatively untested product, and we may experience delays and/or additional costs in rolling out the system across the two campuses

2023/24 OPERATING BUDGET (\$MILLIONS)



Available Funds

Prior year operating carryforward

Excellence fund TAM allocation

Incremental tuition for 2023/24

Incremental grant for 2023/24 (program expansion & GWI)

Estimated returned FY23 surplus

Total Available for Allocation

Less Allocations:

Faculty share of tuition growth

Excellence fund

Student Financial Aid

Faculty share of incremental grant (program expansion)

Transfer to capital contingency

Salaries provision incremental grant for GWI

Prior year commitments ¹

Balance Remaining for Allocation

Operating Fund			Excellence Fund
One-time	Recurring	Total Fiscal	Total Fiscal
4.5	-	4.5	(0.0)
-	-	-	17.0
-	6.8	6.8	2.7
-	11.0	11.0	-
0.1	0.5	0.5	-
4.6	18.3	22.8	19.7
-	(1.9)	(1.9)	-
-	(2.7)	(2.7)	-
-	(0.5)	(0.5)	-
-	(0.6)	(0.6)	-
-	-	-	-
-	(10.1)	(10.1)	-
(1.2)	(1.5)	(2.7)	(19.0)
(1.2)	(17.4)	(18.6)	(19.0)
3.4	0.9	4.3	0.7

¹ For prior commitment details, see slide 13

2023/24 OPERATING BUDGET ALLOCATIONS (\$MILLIONS)



	Operating Funds			Excellence Fund	Total
	One-Time	Recurring	Total Fiscal	Total Fiscal	Total Fiscal
Balance Available for Allocation	3.4	0.9	4.3	0.7	4.9
Less Proposed Allocations and Commitments: ¹					
TRC Commitments	0.1	0.1	0.2	-	0.2
EDI / Inclusive Excellence	0.2	-	0.2	-	0.2
Research Excellence	0.0	-	0.0	-	0.0
Excellence in Teaching and Learning	0.5	0.1	0.6	-	0.6
Student Support	0.1	-	0.1	0.4	0.1
Operational Excellence	0.8	0.7	1.5	-	1.5
Total Proposed Allocations and Commitments	1.7	0.9	2.7	0.4	2.7
Operating reserve for future investments	1.5	-	1.5	-	1.5
Net Balance Available	0.1	-	0.1	0.3	0.4

¹ Details on next slide

2023/24 PROPOSED NEW COMMITMENTS (PENDING BOARD APPROVAL)

(000's)	One-Time	Recurring	Fiscal
UBCO Proposed Allocations	Fiscal 2023/24	Fiscal 2023/24	Fiscal 2023/24
Campus Plan	100	-	100
Service Contract Increases ¹	90	840	930
DRC Access	200	-	200
File Storage	120	-	120
Health & Wellness Summer Clinic	51	-	51
Network Sustainment	150	-	150
Student Recruiting Strategies ²	360	20	380
Restructuring of Indigenous Affairs Office	(53)	91	38
Term Extensions ³	705	-	705
Grand Total	1,723	950	2,674



Footnote details on next slide

2023/24 PROPOSED NEW COMMITMENTS (PENDING BOARD APPROVAL)

- ¹ Service Contract Increases include campus security, utilities, custodial, recycling, waste management, landscaping, irrigation, snow removal, HVAC, elevator and Archibus; Position reclassifications; Agent commissions; and new operating costs for Landmark 4.
- ² Student Recruiting Strategies include new Associate International Student Recruiter/Advisor dedicated Destination UBC, Indigenous Experience UBC and UBCO campus positioning campaign (All In)
- ³ Term Extensions Include the following 15 Positions:
 - Animal Care Facility Technician II
 - Associate Provost, Inclusion, Diversity, Equity and Antiracism
 - BMS Specialist
 - Community Engagement and Program Coordinator
 - Degree Audit Analyst
 - Indigenous Initiatives Coordinator
 - Indigenous Initiatives Librarian - language fluency degrees
 - Internal Grants Programs Manager
 - Learning Strategist
 - Makerspace Manager
 - Plant Growth Facility Manager
 - Sexual Violence Prevention Specialist (Educator)
 - Senior Academic Scheduler
 - Strategic Decision Support Analyst
 - Information Technology - Support Analyst I



2023/24 OPERATING PRIOR YEAR COMMITMENTS

AVP Portfolio and Description - Prior Year Commitments (000's)	One-Time	Recurring	Total Fiscal
AVP Finance and Operations	239	73	312
BMS Technician			
Project Planner - Campus Plan Update Scope and Visioning and Transportation Plan			
Campus Security Communication Coordinator			
AVP Students	230	110	340
AVPS Project Coordinator			
Peer Learning Strategists			
Education Strategist and Facilitator			
Manager, Athletics			
Deputy Vice Chancellor	486	26	512
Indigenous Affairs Administrative Coordinator			
Contract Increases			
UR Web strategist			
UR Design Manager			
UR Events Manager			
Provost and VP Academic	102	-	102
Term Replacement for Study Leaves			
VP Research and Innovation	436	-	436
Director, Indigenous Business Development, Mitacs			
Plant Care Facility Manager			
UILO Industry Project Facilitation Officer			
Director, Business Development, Mitacs			
Entrepreneurship at UBC Director			
Campus Wide	(275)	1,299	1,024
Salary Increases, reclassifications, leave support			
Daycare & Office Modular 2 Operating Costs			
	1,116	1,507	2,622



SUMMARY OF CONTINUED INVESTMENTS IN UBC OKANAGAN PRIORITIES



- **Space and Capital costs** – Continuation of accumulation of funds in reserves dedicated to ICI building and Kelowna Downtown building and smaller on campus facilities, and off campus leasing to accommodate academic space needs
- **Faculty investments** – Support for faculties currently experiencing financial challenges for their academic priorities and research growth requiring new strategies for funding
- **Inflation** – Higher contractual costs for services require additional investments in core operations and services priorities
- **Indigenous Reconciliation** – Significant recurring and prior commitments from the Excellence Fund are maintained to indicate our strong engagement towards UBCO Truth and Reconciliation commitments
- **Climate Action** – Multi-year investment in District energy decarbonization with \$2.3m deferred to 2024/25

SUMMARY OF INCREMENTAL FUNDING FOR UBC OKANAGAN STRATEGIC PRIORITIES



Summary – The shortfall in student enrolment, the uncertainty about future enrolment trends, and investments in major capital projects impede our ability to significantly invest in the UBC system priorities. However, the following are some of the funding requests recommended for 2023/24:

- **Advancing Indigenous Reconciliation** – restructuring and appropriately resourcing the Senior Advisor office; supporting the continued development of Language Fluency programs
- **IAP/EDI/Anti-Racism** – reorganizing and providing coordinated central supports, including Associate Provost, IDEA and Director, Equity and Inclusion Office; meeting growing Disability Resource Centre demand
- **Operational Excellence** – sustainment of IT infrastructure and security; extending term appointments of staff providing critical services
- **Academic Transformation** – a new investment of \$400,000 from Excellence Fund to support International Student Recruitment and Retention as well as student experience

HISTORICAL CONTEXT (FOOTNOTES ON NEXT PAGE)



(\$millions)	Fiscal Allocations ¹		Change		
	19/20 Actuals	23/24 Plan	Fiscal (\$)	% of Total	Growth (%)
Faculties	89.2	122.6	33.4	44%	37%
Provost and Vice-President Academic	14.5	18.3	3.7	7%	26%
Excellence Fund ²	4.5	19.7	15.2	7%	213%
Vice-Principal Research and Innovation	5.3	8.3	3.0	3%	56%
Innovation Precinct ³	4.5	0.6	(3.9)	0%	-86%
AVP Students	12.1	21.4	9.4	8%	78%
Student Financial Aid	15.0	21.4	6.4	8%	43%
Deputy Vice-Chancellor and Principal	5.5	6.9	1.4	2%	26%
University Relations & Ceremonies	2.4	3.7	1.3	1%	54%
AVP Finance and Operations	38.2	33.4	(4.7)	12%	-12%
Business Operations	4.9	4.5	(0.4)	2%	-8%
Contributions to UBCV	4.6	6.2	1.6	2%	36%
Campus Wide Expenses	9.8	13.8	4.0	5%	41%
Total Revenues and Interfund Transfers In	210.5	281.0	70.5	100%	34%
Less: Total Interfund Transfers In ⁴	10.5	28.2	17.7	10%	169%
Total Campus Revenues	200.0	252.8	52.8	90%	26%
Total Student HC ⁵	9,706	12,064	2,358	100%	24%

HISTORICAL CONTEXT FOOTNOTES



¹ *Fiscal allocations include departmental revenues and interfund transfers in*

² *Change in reporting and presentation in Excellence Fund beginning in FY23. Allocations previously allocated via one time transfer, resulting in net funding balance. FY19 Excellence Fund allocation was \$6.3m.*

³ *FY20 includes renovation costs*

⁴ *Interfund Transfers In include Excellence Fund allocations out to units, TREK transfer-in from endowment, and other transfers between units.*

⁵ *Total student headcount at November 1, provided by Okanagan Planning and Institutional Research. Unapproved for 23/24 Plan.*

APPENDICES



2023/24 EXCELLENCE FUND ALLOCATIONS (\$THOUSANDS)

(000's)	Plan 2023/24	Local & Global Engagement	People & Places	Research Excellence	Transformative Learning	Strategic Plan Enablement
Total Funding	19,725					
Less Committed Funds						
EDI / Inclusive Excellence	1,240	90	990	-	160	-
TRC Commitments	1,525	1,525	-	-	-	-
Excellence in Teaching and Learning	2,160	-	1,404	-	756	-
Research Excellence	2,560	-	245	2,315	-	-
Student Experience	802	-	573	-	229	-
One-Time Budgetary Support	4,170	-	170	-	4,000	-
Strategic Opportunities including Bridge Funding	100	-	100	-	-	-
Academic Space	6,469	-	-	-	469	6,000
Total Committed	19,025	1,615	3,482	2,315	5,614	6,000
Less Proposed New Funds	-					
Student Experience ¹	400	-	400	-	-	-
Total Proposed	400	-	400	-	-	-
Total Surplus (Deficit)	300					

¹ Proposed New investment of \$400k to support International Student Recruitment and Retention

FISCAL 2023/24 CAPITAL RESERVE (\$MILLIONS)

<u>Available Funds</u>	<u>Fiscal 2023/24</u>
Prior year operating carryforward	15.3
Capital contribution from Excellence Funds	6.0
Unallocated balance from Trek	0.9
Total Available for Allocation	22.2
Less Allocations:	
UBC Downtown Kelowna	(21.6)
Velocity	(0.2)
Total fiscal allocations	(21.8)
Balance Remaining for future commitments	0.5



CAPITAL RESERVE FUTURE COMMITMENTS



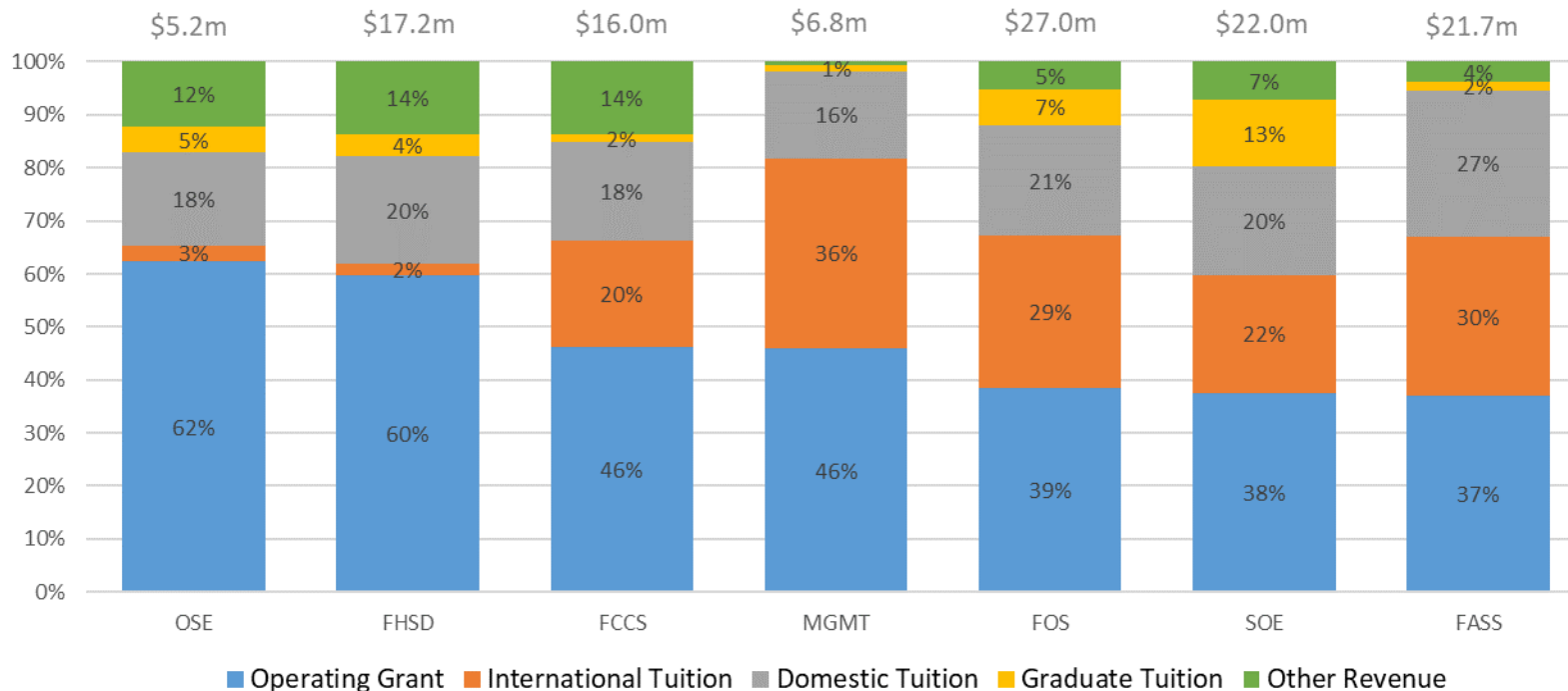
- Total ICI required remaining equity - \$19m (\$3.8m already funded)
- Downtown required equity - \$29m offset by \$6.7m sale of West Campus land proceeds (\$1m already funded)
- District energy decarbonization – total of \$5.8m from FY24 – FY27 (\$0.3m already funded)
- Nonis Field - \$0.6m
- Velocity – total of \$1.1m from FY24 – FY27

Current Commitments:

- Daycare expansion - \$2m
- Office Modular 2 - \$3.4m



Total Revenue - Fiscal 2022/23 at Q3



Operating Grant Includes both recurring and one-time
 Other Revenue includes both departmental revenues and interfund transfers in



THE UNIVERSITY OF BRITISH COLUMBIA





23 February 2023

To: Okanagan Senate

From: Admissions and Awards Committee

Re: 2023/24 New-to-Program Enrolment Targets (approval)

The Committee has reviewed and recommends to Senate for approval the new-to-program enrolment targets for the 2023/24 academic year, as outlined by Faculty, program and year-level.

Motion: That Senate approve and forward to the Board of Governors for approval the 2023/24 New-to-Program Enrolment Targets, as per section 27(2)(r) of the University Act.

Respectfully submitted,

Tamara Ebl, Chair
Senate Admissions and Awards Committee

UBC ANNUAL REPORT ON 2023/24 NEW-TO-PROGRAM ENROLMENT TARGETS

Okanagan Campus

Dr. Rehan Sadiq

Provost and Vice-President Academic

UBC Okanagan



To: Members of Admissions and Awards Committee, Okanagan Senate

From: Dr. Rehan Sadiq, Provost and Vice-President Academic, Okanagan Campus

Re: 2023/24 Winter Undergraduate Enrolment Targets and Forecasts

This report compares enrolment targets set for the current fiscal year (2022/23) against our actual enrolments as of November 1 and presents the undergraduate student enrolment profile by degree and year to determine entry-year admission targets for undergraduate degree programs for the 2023/24 fiscal year. The targets are built using the enrolment profile of the current 2022/23 winter session as a base, which estimates our overall domestic undergraduate and graduate full-time equivalents (FTE) to be around 8,670 or 121% of our government funded FTE target (7,167). In 2023/24, the Ministry has increased our FTE targets by 49 FTE; 4 FTE are allocated to the BSc in Computer Science, 20 FTE to Manufacturing Engineering, 15 FTE to the Bachelor of Science in Nursing, and 10 FTE to the Master of Social Work. The targets that have been set for 2023/24 will bring us to 106% of undergraduate funded FTE (7,431 delivered FTE against a target of 7,035), and 812% of graduate funded FTE (1,193 delivered FTE against a target of 147), for an overall total of 120% of government funding next year (8,623 delivered FTE with a Ministry target of 7,182).

Strategic enrolment planning at UBCO is initiated in the fall of each year at the Strategic Enrolment Management (SEM) committee. After an initial discussion at the committee, the Okanagan Planning and Institutional Research Office (OPAIR) and Enrolment Services meet with the deans of each Faculty to develop program-specific enrolment targets. Targets are represented in terms of winter undergraduate headcounts that are converted to FTE, and then the domestic undergraduate FTEs are added to non-degree activity, summer activity, and graduate annualized FTE to determine the total delivered FTE against the Ministry target FTE for the Okanagan campus. Trends of student movement (progression, retention rates, graduation, and program transfers) in the previous three years are used to forecast enrolment of continuing students in 2023/24. Finally, in light of projected continuing student enrolment, admission targets are established based on a number of factors: historical conversion rates of applications to enrolled students; anticipated student demand; government funding levels; faculty plans for implementation of new degree programs and specializations; and internal constraints that may be relevant for enrolment planning.

The stated admission targets for each degree program include entry-year students who are new-to-UBC plus continuing students who have transferred from one program to another as new-to-program students. Similar to last year, admissions targets were set separately for domestic and international undergraduate students based on student enrolment patterns for each group and then combined for an overall total of targeted growth on the Okanagan campus.

This model leads to an overall admission target of 2,715 undergraduate students enrolling in the entry-year of degree programs for the 2023/24 winter session. These totals are comprised of 2,043 domestic students and 672 international students, which includes new-to-UBC as well as new internal transfers. These values contribute to a forecasted 2023/24 winter session undergraduate degree-seeking program headcount enrolment of 10,522 students. When this headcount is converted to FTE, and combined with actuals for summer enrolment, projections for graduate student enrolment, non-degree student enrolment, and extraction of unfunded international undergraduate student FTEs, the result is a forecast of 8,623 domestic FTE delivered against the Ministry-funded target of 7,182 FTE for the 2023/24 fiscal year (120% of government target).

As shown in Table 1 below, when estimating our actual campus utilization rate against the government target of 7,020 undergraduate (107%) and 147 graduate (810%), for a total of 7,167 for 2022/23 (121%), and for the purposes of projecting towards a 2023/24 utilization rate of 106% undergraduate, 812% graduate, and 120% total (with a government target increased to 7,182 FTE), we take the Winter session FTE for degree-seeking undergraduate domestic students and incorporate the following categories: Non-degree winter domestic FTE (Diploma, Certificate, Access Studies, Exchange, Unclassified, and Visiting students); summer domestic undergraduate FTE; and graduate student annualized FTE.

Table 1: Actual, Target, and Forecasted Campus Utilization Rates

Student FTE	2022/23 Forecasts	2022/23 Actuals	Forecast Student FTE	2023/24
Undergraduate			Undergraduate	
Winter domestic undergraduate degree FTE	7,111	7,071	Winter domestic undergraduate degree FTE	7,031
March adjustment for attrition	6,966	6,822	March adjustment for attrition	6,784
Non-degree winter domestic FTE	73	66	Non-degree winter domestic FTE	68
Summer domestic undergraduate FTE	672	591	Summer domestic undergraduate FTE	579
Estimated Undergraduate FTE delivered	7,710	7,480	Estimated Undergraduate FTE delivered	7,431
Ministry Undergraduate Target	7,020	7,020	Ministry Undergraduate Target	7,035
Undergraduate Utilization Rate	110%	107%	Undergraduate Utilization Rate	106%
Graduate			Graduate	
March estimate for Winter graduate FTE	722	857	March estimate for Winter graduate FTE	843
Summer graduate FTE	305	334	Summer graduate FTE	350
Estimated Graduate annualized FTE	1,027	1,191	Estimated Graduate annualized FTE	1,193
Ministry Graduate Target	147	147	Ministry Graduate Target	147
Graduate Utilization Rate	699%	810%	Graduate Utilization Rate	811%
Estimated actual ministry-funded FTE delivered	8,737	8,670	Estimated actual ministry-funded FTE delivered	8,623
Ministry Target	7,167	7,167	Ministry Target	7,182
Utilization Rate	122%	121%	Utilization Rate	120%
Target surplus	1,570	1,503	Target surplus	1,441
International Undergraduate			International Undergraduate	
Winter international undergraduate FTE	1,805	1,610	Winter international undergraduate FTE	1,762
March adjustment for attrition	1,805	1,600	March adjustment for attrition	1,750
Non-degree winter international FTE	2	3	Non-degree winter international FTE	2
Summer international undergraduate FTE	216	199	Summer international undergraduate FTE	199
Total international undergraduate FTE	2,023	1,801	Total international undergraduate FTE	1,952
Estimated undergraduate and graduate annualized FTE	10,760	10,472	Estimated undergraduate and graduate annualized FTE	10,575

Non-degree winter FTE also includes diploma and certificate FTE

Domestic and International summer undergraduate FTE also includes non-degree summer FTE

International students transferring to UBC's Okanagan campus Bachelor of Applied Science from Vantage College show up in the attached tables as internal transfers, mostly in second year. Out of 61 Vantage Applied Science stream students in 2021/22, 45 were retained in 2022/23, of which 18 enrolled on the Okanagan campus. For 2022/23, 18 Vantage



College students of the current 56 Vantage Applied Science stream students are expected to transfer to the Okanagan campus Bachelor of Applied Science in 2023/24.

As FTE reporting to the Ministry is based on March 1 data, we estimate student attrition from term 1 to term 2 (based on three years of historical attrition rates) by applying a multiplier of 0.965 to our Winter domestic undergraduate degree FTE.

Table 2: Overall Headcount and FTE by Program
Okanagan Campus

			Targets/Forecasts (2022/23)							Actuals (2022/23): November 1st, 2022							Targets/Forecasts (2023/24)							
2023/24			Headcount		NPL FTE		30credit FTE		Headcount		NPL FTE		30credit FTE		Headcount		NPL FTE		30credit FTE					
Program	Year Level	Target	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	
BA	1	650	596	14	610	122	732	610	610	578	15	593	120	713	599	599	634	16	650	117	767	633	633	
	2		91	33	124	438	562	466	466	80	21	101	461	562	458	458	91	30	121	377	498	410	410	
	3		121	34	155	531	686	568	567	98	17	115	507	622	527	526	124	22	146	534	680	568	567	
	4		-	2	2	727	729	551	547	-	-	-	754	754	556	547	-	2	2	687	689	518	512	
	BA Subtotal		808	83	891	1,818	2,709	2,195	2,190	756	53	809	1,842	2,651	2,140	2,130	849	70	919	1,715	2,634	2,128	2,122	
BASC	1	380	369	11	380	82	462	406	499	336	19	355	88	443	376	464	365	15	380	62	442	386	476	
	2		30	40	70	382	452	388	462	33	26	59	423	482	405	484	32	38	70	380	450	382	456	
	3		20	-	20	421	441	391	443	10	2	12	376	388	330	374	19	1	20	410	430	375	427	
	4		-	-	-	395	395	320	364	-	-	-	390	390	305	328	-	-	-	413	413	328	367	
	BASC Subtotal		419	51	470	1,280	1,750	1,506	1,769	379	47	426	1,277	1,703	1,417	1,650	416	54	470	1,265	1,735	1,470	1,725	
BEDA	5	70	14	56	70	52	122	92	92	15	50	65	46	111	86	86	16	54	70	65	135	103	103	
	BEDA Subtotal		14	56	70	52	122	92	92	15	50	65	46	111	86	86	16	54	70	65	135	103	103	
BEDC	5	70	20	50	70	57	127	97	97	12	58	70	57	127	96	96	18	52	70	70	140	105	105	
	BEDC Subtotal		20	50	70	57	127	97	97	12	58	70	57	127	96	96	18	52	70	70	140	105	105	
BFA	1	45	38	2	40	4	44	38	41	43	2	45	6	51	43	48	42	3	45	4	49	42	46	
	2		6	3	9	21	30	24	27	3	5	8	26	34	32	31	7	3	10	29	39	33	35	
	3		2	4	6	26	32	25	25	-	1	1	27	28	25	25	2	2	4	31	35	29	29	
	4		-	-	-	33	33	27	27	-	-	-	34	34	28	28	-	-	-	31	31	25	25	
	BFA Subtotal		46	9	55	84	139	114	120	46	8	54	93	147	128	132	51	8	59	95	154	128	134	
BHES	1	210	186	18	204	22	226	198	198	201	17	218	12	230	205	205	193	17	210	24	234	206	206	
	2		18	8	26	178	204	183	183	2	6	8	192	200	179	179	9	6	15	165	180	161	161	
	3		19	2	21	166	187	163	163	20	4	24	162	186	166	166	14	1	15	176	191	169	169	
	4		-	-	-	210	210	170	168	-	1	1	233	234	183	182	-	-	-	216	216	173	171	
	BES Subtotal		223	28	251	576	827	714	713	223	28	251	599	850	733	732	216	24	240	581	821	709	707	
BMGT	1	273	260	13	273	28	301	257	257	240	5	245	34	279	234	234	263	10	273	27	300	254	254	
	2		15	35	50	152	202	180	180	18	28	46	161	207	179	179	18	32	50	181	231	201	201	
	3		16	16	32	221	253	229	235	13	14	27	209	236	207	207	19	13	32	194	226	200	199	
	4		-	-	-	304	304	253	243	-	-	-	294	294	238	227	-	-	-	272	272	225	216	
	BMGT Subtotal		291	64	355	705	1,060	919	915	271	47	318	698	1,016	857	846	300	55	355	674	1,029	880	871	
BMS	1	25	17	8	25	3	28	24	24	18	3	21	1	22	20	20	23	2	25	1	26	22	24	
	2		-	1	1	15	16	13	13	-	-	-	19	19	17	17	-	-	-	13	13	11	11	
	3		-	-	-	13	13	12	12	-	-	-	14	14	13	13	-	-	-	16	16	13	13	
	4		-	-	-	8	8	7	6	-	-	-	8	8	7	6	-	-	-	12	12	10	10	
	BMS Subtotal		17	9	26	39	65	56	56	18	3	21	42	63	57	57	23	2	25	42	67	56	58	
BNLF	3	10	-	-	10	1	11	9	9	7	2	9	-	9	8	7	9	1	10	2	12	10	10	
	4		-	-	-	6	6	5	4	-	-	-	9	9	6	7	-	-	-	9	9	7	7	
	BNLF Subtotal		-	-	10	7	17	14	14	7	2	9	9	18	14	14	9	1	10	11	21	17	17	
BSc	1	780	789	11	800	123	923	797	797	722	16	738	143	881	765	765	769	11	780	127	907	780	780	
	2		59	25	84	607	691	587	587	52	27	79	620	699	595	595	54	24	78	524	602	511	511	
	3		68	25	93	565	658	569	568	67	34	101	580	681	574	573	57	21	78	640	718	617	616	
	4		-	2	2	832	834	657	636	-	2	2	826	828	634	603	-	2	2	841	843	656	629	
	BSc Subtotal		916	63	979	2,127	3,106	2,610	2,589	841	79	920	2,169	3,089	2,568	2,536	880	58	938	2,132	3,070	2,564	2,536	
BSN	1	162	130	40	170	6	176	161	167	132	22	154	10	164	153	158	130	32	162	6	168	154	159	
	2		1	1	2	156	158	148	168	1	-	1	154	155	146	165	1	-	1	156	157	147	167	
	3		20	3	23	136	159	154	165	22	1	23	141	164	156	166	21	1	22	146	168	161	172	
	4		-	-	-	150	150	110	117	-	-	-	142	142	106	113	-	-	-	161	161	118	126	
	BSN Subtotal		151	44	195	448	643	573	616	155	23	178	447	625	560	603	152	33	185	469	654	580	624	
BSUS	1	40	-	-	30	-	30	26	26	25	6	31	-	31	26	26	39	1	40	5	45	39	39	
	2		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	16	14	14	
	3		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	
	4		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	BSUS Subtotal		-	-	30	-	30	26	26	25	6	31	-	31	26	26	39	1	40	22	62	53	53	
First Year New To Program Total			-	-	2,682	-	-	-	-	-	-	2,544	-	-	-	-	-	-	2,715	-	-	-	-	
Total			2,715	2,905	457	3,402	7,193	10,595	8,916	9,197	2,748	404	3,152	7,279	10,431	8,681	8,906	2,969	412	3,381	7,141	10,522	8,793	9,057
Total Fiscal FTE								10,681							10,472							10,575		

Table 3: Domestic Headcount and FTE by Program
Okanagan Campus

			Targets/Forecasts (2022/23)							Actuals (2022/23): November 1st, 2022							Targets/Forecasts (2023/24)								
		2023/24	Headcount				NPL FTE	30credit FTE	Headcount				NPL FTE	30credit FTE	Headcount				NPL FTE	30credit FTE					
Program	Year Level	Target	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total		
BA	1	410	387	13	400	92	492	409	409	421	12	433	94	527	445	445	397	13	410	91	501	413	413		
	2		75	27	102	325	427	355	355	76	20	96	368	464	376	376	78	25	103	288	391	321	321		
	3		108	25	133	424	557	463	462	96	16	112	401	513	427	427	112	17	129	436	565	470	469		
	4			2	2	574	576	434	431			-	610	610	449	446	-	2	2	564	566	423	421		
	BA Subtotal		570	67	637	1,415	2,052	1,660	1,657	593	48	641	1,473	2,114	1,697	1,693	587	57	644	1,379	2,023	1,627	1,624		
BASC	1	290	281	9	290	63	353	312	383	260	12	272	69	341	291	359	279	11	290	46	336	295	364		
	2		29	11	40	317	357	307	365	32	5	37	331	368	312	372	31	9	40	301	341	290	346		
	3		20	-	20	337	357	316	355	10	2	12	313	325	279	316	19	1	20	326	346	301	341		
	4				-	309	309	250	287			-	303	303	236	252	-	-	-	329	329	262	294		
	BASC Subtotal		330	20	350	1,026	1,376	1,185	1,390	302	19	321	1,016	1,337	1,118	1,299	329	21	350	1,002	1,352	1,148	1,345		
BEDA	5	70	14	56	70	52	122	92	92	15	50	65	46	111	86	86	16	54	70	65	135	103	103		
	BEDA Subtotal		14	56	70	52	122	92	92	15	50	65	46	111	86	86	16	54	70	65	135	103	103		
BEDC	5	70	20	50	70	57	127	97	97	12	57	69	57	126	95	95	18	52	70	69	139	104	104		
	BEDC Subtotal		20	50	70	57	127	97	97	12	57	69	57	126	95	95	18	52	70	69	139	104	104		
BFA	1	40	33	2	35	3	38	33	36	39	1	40	5	45	39	43	38	2	40	3	43	37	40		
	2		4	1	5	19	24	19	21	3	4	7	24	31	28	28	5	2	7	26	33	27	29		
	3		2	2	4	24	28	22	22			-	23	23	20	20	2	1	3	27	30	24	24		
	4				-	25	25	20	20			-	28	28	23	23	-	-	-	25	25	20	20		
	BFA Subtotal		39	5	44	71	115	95	100	42	5	47	80	127	111	114	45	5	50	81	131	108	114		
BHES	1	200	182	18	200	22	222	195	195	191	15	206	11	217	194	194	184	16	200	21	221	195	195		
	2		18	7	25	176	201	181	181	2	6	8	192	200	179	179	9	6	15	159	174	156	156		
	3		18	2	20	165	185	161	161	20	4	24	161	185	165	165	14	1	15	176	191	169	169		
	4				-	206	206	166	165		1	1	227	228	179	179	-	-	-	214	214	171	170		
	BHES Subtotal		218	27	245	569	814	703	702	213	26	239	591	830	717	716	207	23	230	570	800	691	689		
BMGT	1	185	175	10	185	17	202	173	173	151	5	156	26	182	156	156	177	8	185	19	204	174	174		
	2		9	22	31	103	134	117	117	16	22	38	107	145	124	124	11	20	31	121	152	131	131		
	3		12	14	26	139	165	149	153	9	11	20	137	157	137	137	15	11	26	132	158	139	139		
	4				-	211	211	175	167			-	194	194	160	154	-	-	-	187	187	156	150		
	BMGT Subtotal		196	46	242	470	712	615	611	176	38	214	464	678	578	572	203	39	242	459	701	599	593		
BMS	1	20	12	8	20	2	22	19	19	16	3	19	1	20	18	18	19	1	20	1	21	18	20		
	2			1	1	12	13	11	11			-	16	16	14	14	-	-	-	12	12	10	10		
	3		-	-	-	11	11	10	10			-	12	12	11	11	-	-	-	14	14	11	11		
	4				-	6	6	5	4			-	6	6	5	4	-	-	-	10	10	8	8		
	BMS Subtotal		12	9	21	31	52	44	44	16	3	19	35	54	48	48	19	1	20	37	57	47	50		
BNLF	3	10			10	1	11	9	9	7	2	9		9	8	7	9	1	10	2	12	10	10		
	4				6	6	5	4	4			-	9	9	6	7	-	-	-	9	9	7	7		
	BNLF Subtotal		-	-	10	7	17	14	14	7	2	9	9	18	14	14	9	1	10	11	21	17	17		
BSc	1	560	591	9	600	93	693	602	602	573	11	584	116	700	615	615	552	8	560	105	665	576	576		
	2		46	18	64	476	540	462	462	38	21	59	489	548	468	468	39	17	56	428	484	413	413		
	3		61	20	81	423	504	436	435	59	23	82	442	524	441	441	44	12	56	487	543	467	466		
	4			2	2	667	669	529	516		2	2	658	660	505	489	-	2	2	662	664	518	502		
	BSc Subtotal		698	49	747	1,659	2,406	2,030	2,016	670	57	727	1,705	2,432	2,029	2,013	635	39	674	1,682	2,356	1,974	1,958		
BSN	1	152	116	36	152	6	158	144	150	128	21	149	10	159	148	153	122	30	152	6	158	144	150		
	2		1	1	2	152	154	144	163	1		1	150	151	142	161	1	-	1	151	152	143	162		
	3		20	3	23	136	159	154	165	22	1	23	141	164	156	166	21	1	22	142	164	157	168		
	4				-	150	150	110	117			-	142	142	106	113	-	-	-	161	161	118	126		
	BSN Subtotal		137	40	177	444	621	553	595	151	22	173	443	616	552	594	144	31	175	460	635	563	605		
BSUS	1	36			27		27	23	23	24	6	30		30	25	25	35	1	36	5	41	36	36		
	2					-	-	-	-			-		-	-	-			-	16	16	14	14		
	3					-	-	-	-			-		-	-	-			-	1	1	1	1		
	4					-	-	-	-			-		-	-	-			-	-	-	-	-		
	BSUS Subtotal		-	-	27	-	27	23	23	24	6	30		30	25	25	35	1	36	22	58	50	50		
First Year New To Program Total							2,059					2,032									2,043				
Total			2,234	369	2,640	5,801	8,441	7,111	7,342	2,221	333	2,554	5,919	8,473	7,071	7,270	2,247	324	2,571	5,837	8,408	7,031	7,251		
Total Fiscal FTE (includes grad)							8,737					8,670									8,623				

Table 4: International Headcount and FTE by Program
Okanagan Campus

			Targets/Forecasts (2022/23)							Actuals (2022/23): November 1st, 2022							Targets/Forecasts (2023/24)						
Program	Year Level	2023/24 Target	Headcount		New to Program	Continuing	Total	NPL FTE	30credit FTE	Headcount		New to Program	Continuing	Total	NPL FTE	30credit FTE	Headcount		New to Program	Continuing	Total	NPL FTE	30credit FTE
			New to UBC	Internal Transfers						New to UBC	Internal Transfers						New to UBC	Internal Transfers					
BA	1	240	209	1	210	30	240	202	202	157	3	160	26	186	154	154	237	3	240*	26	266	220	220
	2		16	6	22	113	135	111	111	4	1	5	93	98	83	83	13	5	18	89	107	89	89
	3		13	9	22	107	129	105	105	2	1	3	106	109	99	99	12	5	17	98	115	98	98
	4		-	-	-	153	153	117	115			-	144	144	107	102	-	-	-	123	123	94	92
	BA Subtotal		238	16	254	403	657	535	533	163	5	168	369	537	443	437	262	13	275	336	611	501	499
BASC	1	90	88	2	90	19	109	94	116	76	7	83	19	102	85	104	86	4	90	16	106	91	112
	2		1	29	30	65	95	81	97	1	21	22	92	114	93	112	1	29	30	79	109	91	109
	3		-	-	-	84	84	75	88			-	63	63	51	58	-	-	-	84	84	73	85
	4		-	-	-	86	86	70	77			-	87	87	69	76	-	-	-	84	84	66	73
	BASC Subtotal		89	31	120	254	374	321	378	77	28	105	261	366	299	350	87	33	120	263	383	322	380
BEDA																							
BEDA Subtotal																							
BEDC																							
BEDC Subtotal																							
BFA	1	5	5	-	5	1	6	5	5	4	1	5	1	6	4	4	4	1	5	1	6	5	5
	2		2	2	4	2	6	5	5		1	1	2	3	3	3	2	1	3	3	6	6	6
	3		-	2	2	2	4	3	3		1	1	4	5	5	5	-	1	1	4	5	4	4
	4		-	-	-	8	8	6	6			-	6	6	5	5	-	-	-	6	6	5	5
	BFA Subtotal		7	4	11	13	24	19	20	4	3	7	13	20	17	17	6	3	9	14	23	20	21
BHES	1	10	4	-	4	-	4	3	3	10	2	12	1	13	11	11	9	1	10	3	13	11	11
	2		-	1	1	2	3	3	3			-					-	-	-	6	6	5	5
	3		1	-	1	1	2	2	2			-	1	1	1	1	-	-	-	-	-	-	-
	4				-	4	4	3	3			-	6	6	4	4	-	-	-	2	2	1	1
	BHES Subtotal		5	1	6	7	13	11	11	10	2	12	8	20	16	16	9	1	10	11	21	18	18
BMGT	1	88	85	3	88	11	99	84	84	89		89	8	97	77	77	86	2	88	8	96	80	80
	2		6	13	19	49	68	62	62	2	6	8	54	62	54	54	7	12	19	60	79	70	70
	3		4	2	6	82	88	80	82	4	3	7	72	79	70	70	4	2	6	62	68	61	61
	4		-	-	-	93	93	78	76			-	100	100	78	73	-	-	-	85	85	70	67
	BMGT Subtotal		95	18	113	235	348	304	303	95	9	104	234	338	279	274	97	16	113	215	328	280	277
BMS	1	5	5	-	5	1	6	6	6	2		2		2	2	2	4	1	5	-	5	4	4
	2				-	3	3	2	2			-	3	3	3	3	-	-	-	1	1	1	1
	3				-	2	2	2	2			-	2	2	2	2	-	-	-	2	2	2	2
	4				-	2	2	2	2			-	2	2	2	2	-	-	-	2	2	2	2
	BMS Subtotal		5	-	5	8	13	12	12	2		2	7	9	9	9	4	1	5	5	10	8	9
BNLF																							
BNLF Subtotal																							
BSc	1	220	198	2	200	30	230	195	195	149	5	154	27	181	150	150	217	3	220*	22	242	204	204
	2		13	7	20	131	151	125	125	14	6	20	131	151	127	127	15	7	22	96	118	98	98
	3		7	5	12	142	154	133	133	8	11	19	138	157	133	132	13	9	22	153	175	150	150
	4			-	-	165	165	127	120			-	168	168	129	114	-	-	-	179	179	138	127
	BSc Subtotal		218	14	232	468	700	580	573	171	22	193	464	657	539	523	245	19	264	450	714	590	578
BSN	1	10	14	4	18	-	18	16	17	4	1	5		5	5	5	8	2	10	-	10	9	9
	2				-	4	4	4	4			-	4	4	4	4	-	-	-	5	5	5	5
	3				-	-	-	-	-			-					-	-	-	4	4	4	4
	4				-	-	-	-	-			-					-	-	-	-	-	-	-
	BSN Subtotal		14	4	18	4	22	20	21	4	1	5	4	9	8	9	8	2	10	9	19	18	19
BSUS	1	4			3		3	3	3	1		1		1	1	1	4	-	4	-	4	3	3
	2					-	-	-	-			-			-	-		-	-	-	-	-	-
	3					-	-	-	-			-			-	-		-	-	-	-	-	-
	4					-	-	-	-			-			-	-		-	-	-	-	-	-
	BSUS Subtotal		-	-	3	-	3	3	3	1		1		1	1	1	4	-	4	-	4	3	3
First Year New To Program Total																							
Total			672	88	762	1,392	2,154	1,805	1,855	527	71	598	1,360	1,958	1,610	1,637	722	88	810	1,304	2,114	1,762	1,805
Total Fiscal FTE																							

* Please note that the BA and BSc targets are aspirational enrolment intake goals that may take a few years to achieve

Definitions

“New-to-UBC” – includes all students who are first-time students to UBC.

“Internal transfers” – includes all students already attending UBC, but transferring to a new program from when they first enrolled.

“New-to-Program” – includes the sum of all students who are “new-to-UBC” or “internal transfers” from other programs.

“Continuing” – includes the students who are continuing in that year level, i.e. student(s) that have not yet progressed to the next year level of their program.

“Total” – the sum of “new-to-program” and “continuing” by year level.

“FTE” – this report is calculated based on the normal program load (NPL) FTE formula for undergraduate students. The divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student within the winter terms.

“30 credit FTE” – the appendix also includes 30 credit FTE in Tables 2, 3, and 4 for budget planning. The divisor used to calculate FTE for each student is 30. Thirty credit FTE is only calculated for undergraduate students.

“Forecast” – The forecast portion of the report refers to continuing students. The number of continuing students in each program and year level is modelled using the best recent information on student progression patterns at UBC’s Okanagan campus.

“Target” – The target portion of the report refers to the first-year new-to-program students that are explicitly targeted by UBC for intake in the winter session of each year.

Exclusions from the Detailed Reports

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the detailed tables that follow, but have been included in our analysis where applicable.

Appendix: Target and Actual headcounts, 2019/20 through 2023/24

The following tables present actual headcounts against targets for new-to-program entry-year students, by Faculty and degree program, over the past four years, including the current year (as of November 1). Table A.1 combines both domestic and international targets, while A.2 and A.3 break them down by domestic and international respectively. International new to program targets for the BA and BSC are aspirational goals, and may not be fully realized in 2023/24. Table A.4 shows the graduate student forecasted annualized FTE compared to the actuals broken into domestic and international graduate students.

Table A.1: Overall Target and Actual Entry-year, New-to-Program Headcounts

Program	2019/20		2020/21		2021/22		2022/23		2023/24
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
BA	610	661	610	759	610	648	610	593	650
BASC	360	333	370	426	380	409	380	355	380
BEDA	60	69	60	63	60	52	70	65	70
BEDC	60	66	60	53	60	57	70	70	70
BFA	33	36	43	29	40	39	40	45	45
BHES	204	200	204	225	204	216	204	218	210
BMGT	245	266	263	230	273	233	273	245	273
BMS	30	1	20	12	30	28	25	21	25
BNLF	-	-	-	-	10	9	10	9	10
BSC	750	701	775	822	775	826	800	738	780
BSN	130	134	130	147	154	156	170	154	162
BSUS	-	-	-	-	30	-	30	31	40
Total	2,482	2,467	2,535	2,766	2,626	2,673	2,682	2,544	2,715

Table A.2: Domestic Target and Actual Entry-year, New-to-Program Headcounts

Program	2019/20		2020/21		2021/22		2022/23		2023/24
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
BA	410	481	410	555	410	463	400	433	410
BASC	280	255	280	340	290	325	290	272	290
BEDA	60	69	60	63	60	52	70	65	70
BEDC	60	66	60	53	60	57	70	69	70
BFA	30	29	35	29	35	34	35	40	40
BHES	200	196	200	222	200	214	200	206	200
BMGT	170	165	175	129	185	152	185	156	185
BMS	24	1	16	10	24	22	20	19	20
BNLF	-	-	-	-	10	9	10	9	10
BSC	600	552	600	604	600	609	600	584	560
BSN	130	134	130	147	130	152	152	149	152
BSUS	-	-	-	-	27	-	27	30	36
Total	1,964	1,948	1,966	2,152	2,031	2,089	2,059	2,032	2,043

Table A.3: International Target and Actual Entry-year, New-to-Program Headcounts

Program	2019/20		2020/21		2021/22		2022/23		2023/24
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
BA	200	180	200	204	200	185	210	160	240*
BASC	80	78	90	86	90	84	90	83	90
BEDA	-	-	-	-	-	-	-	-	-
BEDC	-	-	-	-	-	-	-	1	-
BFA	3	7	8	-	5	5	5	5	5
BHES	4	4	4	3	4	2	4	12	10
BMGT	75	101	88	101	88	81	88	89	88
BMS	6	-	4	2	6	6	5	2	5
BNLF	-	-	-	-	-	-	-	-	-
BSC	150	149	175	218	175	217	200	154	220*
BSN	-	-	-	-	24	4	18	5	10
BSUS	-	-	-	-	3	-	3	1	4
Total	518	519	569	614	595	584	623	512	672

* Please note that the BA and BSC targets are aspirational enrolment intake goals that may take a few years to achieve

Table A.4: Graduate Forecasted and Actual Annualized FTE

Status	2019/20		2020/21		2021/22		2022/23		2023/24
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast
Domestic	541	577	563	611	616	614	617	644	637
International	264	328	325	349	349	413	410	547	556
Total	805	904	887	960	965	1,027	1,027	1,191	1,193



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

23 February 2023

To: Okanagan Senate
From: Curriculum Committee
Re: Curriculum Proposals (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 and revised courses, new equivalencies and revised program requirements as presented by the Faculties of Arts and Social Sciences and Creative and Critical Studies.*

a. From the Faculty of Arts and Social Sciences

- i. Revised Course: ANTH 227
- ii. New Course: ANTH 311
- iii. Revised Course: ANTH 330
- iv. New Course: ANTH 354
- v. Revised Course: ANTH 425
- vi. Revised Course: ANTH 429
- vii. New Course: GEOG 426 / GWST 426
- viii. New Course: INDG 205
- ix. New Course: SOCI 291
- x. Revised Program Requirements: Bachelor of Arts for students entering the program in 2021/2022 or later

b. From the Faculty of Creative and Critical Studies

- i. New Course: ARTH 360

- ii. New Course: CORH 210
- iii. New Course: CORH 304
- iv. New Course: CORH 400
- v. New Course: CORH 405
- vi. New Equivalency: CULT 220 / DIHU 220
- vii. New Course: CULT 308 / DIHU 308
- viii. New Equivalency: CULT 312 / DIHU 312
- ix. New Equivalency: CULT 409 / DIHU 409 / ENGL 409
- x. Revised Program Requirements: English Honours Program

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-14 Contact Person: Laura Meek Phone: 250.807.8574 Email: laura.meek@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: Revising and updating the current calendar description to better align with the course content now that the course is going to be taught by a new hire. The title changes and course code also align with UBCV.	
Proposed Academic Calendar Entry: ANTH 227 (3) <u>Introduction to Medical Anthropology</u> <u>Overview of how social, cultural, historical, biological, and political-economic forces intersect to affect human health and disease. Biomedicine will be treated as only one among many efficacious systems of medical knowledge and how it is embedded in local and global forms of social inequalities will be explored in depth.</u> [3-0-0] <i>Prerequisite:</i> Second-year standing.	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ANTH Present Academic Calendar Entry: ANTH 227 (3) Culture, Health, and Illness Introduction to the discipline of medical anthropology. Overview into the relationship of ecology, evolution, biology, and culture to issues such as what it means to be healthy, why people become ill, and how people respond to sickness and disease. Health as a human adaptation to the environment. [3-0-0] <i>Prerequisite:</i> Second-year standing.



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-09 Contact Person: Neha Gupta Phone: 250.807.8403 Email: neha.gupta@ubc.ca
Type of Action: New Course	
Rationale: This new course fills the need for an advanced anthropology course providing training in digital methods in archaeology and heritage, which reflects faculty expertise. The course will be of interest to Majors/Minors in Anthropology as well as other departments in FASS and FCCS, and the IGS program, and could fill the BA distribution requirement in Digital Literacy.	
Proposed Academic Calendar Entry: <u>ANTH 311 (3) Digital Methods in Archaeology and Heritage</u> <u>Digital data, methods, practice, tools and technologies in archaeology and heritage are examined in light of conventional global archaeological practices that distance descendant communities from their heritage. Hands-on training in geospatial and digital data, processing and interpretation, and experimentation with different tools and technologies used in digital heritage. [3-0-0]</u> <u>Prerequisite: One of ANTH 103, ANTH 170, ANTH 200; second-year standing.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ANTH



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-14 Contact Person: Laura Meek Phone: 250.807.8574 Email: laura.meek@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: Revising and updating the current calendar description to better align with the course content now that a new hire will be teaching the course.	
Proposed Academic Calendar Entry: ANTH 330 (3) <u>Psychological Distress, Mental Health, and Well-being</u> <u>Introduction to the field of psychological anthropology, focusing on how</u> the concepts and experience of mental health and illness are shaped by cultural, historical, <u>and political economic</u> contexts. <u>Different systems of knowledge and diverse understandings of normality and pathology; emotions and embodiment; illness and healing; self, subjectivity, and personhood will be examined. ANTH 227 is strongly recommended.</u> [3-0-0] <i>Prerequisite:</i> <u>ANTH 100.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ANTH Present Academic Calendar Entry: ANTH 330 (3) Cross-Cultural Perspectives on Mental Health A cross-cultural survey of the ways in which the concepts and the experience of mental health and illness are shaped by cultural content and historical context. [3-0-0] <i>Prerequisite:</i> ANTH 227.



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-14 Contact Person: Laura Meek Phone: 250.807.8574 Email: laura.meek@ubc.ca
Type of Action: New Course	
Rationale: Developing a new course that reflects new faculty expertise and compliments current regional and ethnographic topics in anthropology. It is expected that this course will not only be of interest to Majors/Minors in Anthropology but in other fields and programs in FASS and FCCS.	
Proposed Academic Calendar Entry: <u>ANTH 354 (3) Imagining Africa Otherwise</u> <u>Introduction to “Africa” as a rhetorical construct</u> <u>and to the study of the African continent as a</u> <u>nexus of world-making innovation. Combines</u> <u>theoretical critiques from Black studies, African/a</u> <u>studies, and postcolonial theory, as well as African</u> <u>popular culture, to deconstruct common</u> <u>portrayals of Africa. [3-0-0]</u> <u>Prerequisite: ANTH 100 and third-year standing.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ANTH Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-04 Contact Person: David Geary Phone: 250.807.XXXX Email: David.geary@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: Revising this course to make it more encompassing for all faculty should they want to teach an in-depth seminar. Also updating the credits to allow students to take the course more than once as topics change.	
Proposed Academic Calendar Entry: ANTH 425 (3-<u>6</u>) Seminar in Anthropology <u>In-depth examination of a specific topic, drawing on contemporary theory and methodological issues in anthropology. This course is restricted to students in the ANTH Major or Minor.</u> [0-0-3] <i>Prerequisite:</i> Third-year standing.	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ANTH Present Academic Calendar Entry: ANTH 425 (3) Seminar in Medical Anthropology Critical exploration of health, illness, and healing from the perspective of contemporary theory, and methods in medical anthropology and cross-cultural contexts. [0-0-3] <i>Prerequisite:</i> Third-year standing.



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-14 Contact Person: Laura Meek Phone: 250.807.8574 Email: laura.meek@ubc.ca
Type of Action: Revision to Calendar Description	
Rationale: Revising and updating the current calendar description to better align with the course content now that a new hire will be teaching the course.	
Proposed Academic Calendar Entry: ANTH 429 (3) <u>Global Health</u> and International Development <u>Global</u> health and <u>international</u> development from the perspective of critical medical anthropology. <u>Consideration of ethnographic critiques of contemporary global health and development as humanitarian, security, and political-economic projects, as well as how applied medical anthropologists work to translate public health knowledge and policy into effective action in specific social and cultural contexts. ANTH 227 is strongly recommended.</u> [3-0-0] <i>Prerequisite:</i> ANTH 100 and third-year standing.	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=ANTH Present Academic Calendar Entry: ANTH 429 (3) Medical Anthropology and International Development Focus on international health and development from the perspective of critical medical anthropology. Effect of globalization, technology, and development on world health systems and international health. Populations studied will range from pre-capitalist Indigenous cultures to post-industrial societies. [3-0-0] <i>Prerequisite:</i> ANTH 100 and third-year standing.



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2022-12-07 Effective Session: 2023S	Date: 2022-10-27 Contact Person: Onyx Vanessa Sloan Morgan Phone: 250 508 3410 Email: onyx.sloanmorgan@ubc.ca
Type of Action: New Course	
<p>Rationale: Regularizing a special topics course currently being offered 2022W as GEOG 491S/GWST 495S.</p> <p><i>GEOG 358: Gender, Place & Culture</i> is a third-year class that is dedicated to gender and geography. This class is also an option for GWST students to take that counts towards their major. In Winter 2021's Term I GEOG 358, we regularly came to a point of wanting to talk more about gender and sexuality, including new work in queer geography. However, we didn't have the time. <i>GEOG 426/GWST426: Queer Geographies</i> stems from this desire to further discuss queerness as it relates to geographies, while ensuring interdisciplinary engagement (i.e., 4 of the 13 students currently in 491S/495S stated that they enrolled because of last year's GEOG 358). <i>Queer Geographies</i> will give GEOG students a 'gender, sexuality, and queer' stream to follow in their studies, and GWST student exposure to queer geographies and queer theory.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>GEOG 426 (3) Queer Geographies</u> <u>Expands from a singular focus of sexuality and gender to consider how space is also racialized, ableized, and normalized according to hierarchies of power and privilege. Builds a foundational understanding of how queer geographies has emerged, possibilities for ‘queering’ geographical themes, and queer futurities. Credit will be granted for only one of GEOG 426, GWST 426, GEOG 491 and GWST 495 when the subject matter is of the same nature.</u> <u>Prerequisite: 6 credits of 300/400-level GEOG courses or third-year standing and 6 credits of GWST.</u> <u>Equivalency: GWST 426.</u></p> <p><u>GWST 426 (3) Queer Geographies</u> <u>Expands from a singular focus of sexuality and gender to consider how space is also racialized, ableized, and normalized according to hierarchies of power and privilege. Builds a foundational understanding of how queer geographies has emerged, possibilities for ‘queering’ geographical themes, and queer futurities. Credit will be granted for only one of GWST 426, GEOG 426, GEOG 491 and GWST 495 when the subject matter is of the same nature.</u> <u>Prerequisite: 6 credits of 300/400-level GEOG courses OR third-year standing and 6 credits of GWST.</u> <u>Equivalency: GEOG 426.</u></p>	<p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
---	---



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: Community, Culture and Global Studies Faculty Approval Date: 2022-12-07 Effective Session: 2023 W	Date: 20221027 Contact Person: Gabrielle Legault Phone: 250-807-8876 Email: gabrielle.legault@ubc.ca
Type of Action: New Course	
Rationale: <p>This course is important for students to have a more in depth understanding of Indigenous identities and was designed to bridge a knowledge gap identified by Indigenous Studies caucus members that existed between introductory knowledge learned in first year INDG courses and 3rd/4th year courses that require students to have foundational knowledge regarding both the legal construction of Indigenous identities in Canada and Indigenous approaches to understanding identity and Indigeneity. At the request of the INDG caucus, this course is in process of being test-run as a Special Topics course and has proven to be a significant contribution to student learning for both INDG majors and non-majors. This course will also contribute to potential courses that could be used to satisfy the 200-level INDG requirements for the Indigenous Studies Major and Minor.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>INDG 205 (3) Indigenous Identities</u> <u>Complexities of contemporary Indigenous</u> <u>identities in Canada including how</u> <u>Indigeneity has been constructed through</u> <u>particular discourses and legal categorization.</u> <u>Culture, politics, place, and the notion of</u> <u>relationality are central in examining</u> <u>Indigenous perspectives on identity. [3-0-0]</u> <u>Prerequisite: INDG 100 or INDG 102</u></p>	<p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
---	---



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: HISO Faculty Approval Date: 2022-12-07 Effective Session: 2023W	Date: 2022-11-01 Contact Person: Dr. Mike Zajko Phone: 250-807-9896 Email: mike.zajko@ubc.ca
Type of Action: New Course	
Rationale: This course addition (291) and deletion (271) provides a more logical and ladder approach to teaching methods in SOCI. Currently SOCI requires a 200-level statistics course for majors (271), followed by a 300-level quantitative or qualitative methods course. This has created difficulties for instructors at both of these levels, with instruction in statistical techniques effectively preceding a more general understanding of research design. The proposed change will structure the program similarly to the way it is now organized at the Vancouver Campus, where a 200-level general sociological methods course precedes upper-level quantitative and qualitative specializations.	



<p>Proposed Academic Calendar Entry:</p> <p><u>SOCI 291 (3) Fundamentals of Sociological Research</u> <u>Overview of quantitative and qualitative research designs and methodologies. Topics include sampling, operationalization, ethics, data collection and analysis, scientific and sociological literacy. Credit will be granted for only one of SOCI 291 or SOCI 271. [3-0-0]</u> <u>Prerequisite: SOCI 111.</u></p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20/edit/courses.cfm?go=name&code=SOCI</p> <p>Present Academic Calendar Entry:</p> <p>n/a</p>
--	---

Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at okanagan.curriculum@ubc.ca for further assistance.

Category: 1	
Faculty: Arts and Social Sciences & FCCS Dept./Unit: Dept./Unit Faculty Approval Date: 2022-12-02 Effective Session: 2023S	Date: 2022-10-25 Contact Person: Bernard Momer and Jordan Stouck Phone: 250.807.XXXX Email: fasscurriculum.ubco@ubc.ca
Type of Action: Other/Multiple (Please Specify) Update Program Requirements	
Rationale: <ul style="list-style-type: none"> - Update to include additions to the course categories. - The 12 upper-credit electives requirement has an unforeseen effect: some students who switch majors, complete a double major or attempt certain major/minor combinations must complete 54 credits of upper-level electives instead of the degree's prescribed 48. In consultation with Advising, it has been determined that the best approach is to remove this requirement since the degree credit requirements stipulates that students must complete a minimum of 48 credits of upper level courses. The number of upper-level elective credits will be determined by the difference between the mandatory 48 upper-level credits and the credits needed to complete the program, foundational and distribution requirements. - The NSYL 110 and NSYL 111 equivalencies INLG 160 and INLG 260 also need to be included under the Communication requirement 	

<p>Proposed Academic Calendar Entry:</p> <p>Degree Requirements for students entering the program in 2021/2022 or later</p> <p>[19722] To earn a Bachelor of Arts degree, students must complete a minimum of 120 credits of which at least 48 credits must be at the 300/400 level. Of those 48 credits, at least 30 credits must be completed at UBC. All baccalaureate courses delivered by the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies are deemed for this purpose to be Arts courses.</p> <p>[19723] Students in the Bachelor of Arts degree program must complete the following requirements:</p> <p>[19724] 1. Foundational Requirement (21 credits): <i>See below for the list of approved foundational requirement courses.</i></p> <p>[19725]</p> <ul style="list-style-type: none"> • Communication (12 credits) • Critical Thinking (3 credits) • Indigenous Content (3 credits) • Scientific Literacy or Numeracy (3 credits) <p>[19726] Courses used to satisfy the foundational requirement may also be used to satisfy a program requirement; however, a single course may not be used to satisfy more than one foundational requirement category. Note that a course may not be used to satisfy both the foundational and distribution requirement.</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18.282.857.1480</p> <p>Present Academic Calendar Entry:</p> <p>Degree Requirements for students entering the program in 2021/2022 or later</p> <p>[19722] To earn a Bachelor of Arts degree, students must complete a minimum of 120 credits of which at least 48 credits must be at the 300/400 level. Of those 48 credits, at least 30 credits must be completed at UBC. All baccalaureate courses delivered by the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies are deemed for this purpose to be Arts courses.</p> <p>[19723] Students in the Bachelor of Arts degree program must complete the following requirements:</p> <p>[19724] 1. Foundational Requirement (21 credits): <i>See below for the list of approved foundational requirement courses.</i></p> <p>[19725]</p> <ul style="list-style-type: none"> • Communication (12 credits) • Critical Thinking (3 credits) • Indigenous Content (3 credits) • Scientific Literacy or Numeracy (3 credits) <p>[19726] Courses used to satisfy the foundational requirement may also be used to satisfy a program requirement; however, a single course may not be used to satisfy more than one foundational requirement category. Note that a course may not be used to satisfy both the foundational and distribution requirement.</p>
--	---

<p>[19727] 2. Distribution requirement (12 credits): See below for the list of approved distribution requirement courses.</p> <p>[19728]</p> <ul style="list-style-type: none"> • Creativity (3 credits) • Digital Literacy (3 credits) • Power, Diversity, and Cultures (3 credits) • Sustainability (3 credits) <p>[19729] Courses used to satisfy the distribution requirement must be in at least two different disciplines. Courses used to satisfy program requirements can also satisfy distribution requirements; however, a single course may not be used to satisfy more than one distribution requirement.</p> <p>[19730] 3. Program Requirement (min. 48 credits): See major program pages for the list of required courses.</p> <p>[19731]</p> <ul style="list-style-type: none"> • Courses required to complete a B.A major. • In addition, a student may choose to complete a minor, double major, combined major, or honours program. See Program Requirements for details. <p>[19732] 4. Elective Requirement (credit count varies):</p> <p>[19733]</p> <ul style="list-style-type: none"> • Remaining credits to complete the B.A. degree requirements are dependent on the Program Requirement. • Students can fulfill the Elective Requirement by successfully completing any credit course at UBC that has not been used to satisfy a 	<p>[19727] 2. Distribution requirement (12 credits): See below for the list of approved distribution requirement courses.</p> <p>[19728]</p> <ul style="list-style-type: none"> • Creativity (3 credits) • Digital Literacy (3 credits) • Power, Diversity, and Cultures (3 credits) • Sustainability (3 credits) <p>[19729] Courses used to satisfy the distribution requirement must be in at least two different disciplines. Courses used to satisfy program requirements can also satisfy distribution requirements; however, a single course may not be used to satisfy more than one distribution requirement.</p> <p>[19730] 3. Program Requirement (min. 48 credits): See major program pages for the list of required courses.</p> <p>[19731]</p> <ul style="list-style-type: none"> • Courses required to complete a B.A major. • In addition, a student may choose to complete a minor, double major, combined major, or honours program. See Program Requirements for details. <p>[19732] 4. Elective Requirement (credit count varies):</p> <p>[19733]</p> <ul style="list-style-type: none"> • Remaining credits to complete the B.A. degree requirements are dependent on the Program Requirement. • Students can fulfill the Elective Requirement by successfully completing any credit course at UBC that has not been used to satisfy a foundational, distribution or program requirement.
---	--

<p>foundational, distribution or program requirement.</p> <p>[19734] A minimum graduating grade average (GGA) of 60% is required to be eligible for graduation with the B.A. degree.</p> <p>[...]</p> <p>[19737] Communication [19738] Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence. Students must complete: [19739]</p> <ul style="list-style-type: none"> • 3 credits from any of the following: DIHU 155¹ ENGL 109², 112, 114, 150, 151, 153, 154, 155¹, 156 • 3 credits from any of the following: CORH 203, 204, 205, 206, 216, 321, 331 CULT 230¹, CULT 250¹ DIHU 220 ENGL 203, 212, 213, 222, 224¹, 226, 231, 233, 234, 239, 270, 294B, 297 GWST 240 • 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following: ANTH 170, 270, 277, 370, 377 CHIN 100, 101 ENGL 340 FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345 GERM 100, 110, 200, 210 JPST 100, 101, 200, 201 KORN 100, 101 SPAN 101, 102, 201, 202, 301, 302 WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 382 <p>[20218] ¹Check cross-listings.</p> <p>[20387] ²Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six</p>	<p>• A minimum of 12 credits of elective courses must be at the 300/400 level.</p> <p>[19734] A minimum graduating grade average (GGA) of 60% is required to be eligible for graduation with the B.A. degree.</p> <p>[...]</p> <p>[19737] Communication [19738] Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence. Students must complete: [19739]</p> <ul style="list-style-type: none"> • 3 credits from any of the following: DIHU 155¹ ENGL 109², 112, 114, 150, 151, 153, 154, 155¹, 156 • 3 credits from any of the following: CORH 203, 204, 205, 206, 216, 321, 331 CULT 230¹, CULT 250¹ DIHU 220 ENGL 203, 212, 213, 222, 224¹, 226, 231, 233, 234, 270, 294B, 297 GWST 240 • 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following: ANTH 170, 270, 277, 370, 377 CHIN 100, 101 ENGL 340 FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345 GERM 100, 110, 200, 210 JPST 100, 101, 200, 201 KORN 100, 101 SPAN 101, 102, 201, 202, 301, 302 WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 382 <p>[20218] ¹Check cross-listings.</p> <p>[20387] ²Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six</p>
--	--

<p>credits, however, count towards the completion of the B.A. degree's 120 credits.</p> <p>[19740]</p> <ul style="list-style-type: none"> Some students may satisfy the language acquisition or language/linguistic appreciation requirement by successfully completing both Nsyilxcen I and II (NSYL 110 and NSYL 111, <u>or INLG 160 and INLG 260</u>) (Okanagan Language), offered through the Nicola Valley Institute of Technology at the En'owkin Centre or the UBC Okanagan campus or by completing the equivalent of 6 credits of any other Indigenous language through an accredited educational institution. <p>[...]</p> <p>[19769] Sustainability [19770] This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.</p> <p>[19771] Students must complete 3 credits chosen from: [19772]</p> <p><u>ANTH 245, 345, 445</u> EESC 101 <u>ENGL 476</u> GEOG 129, 201, <u>233, 445¹</u>, 460, <u>461</u> PHIL 435 SOCI 228 SUST 100, 204¹ THTR 204¹</p> <p>[19773] ¹Check cross-listings.</p>	<p>credits, however, count towards the completion of the B.A. degree's 120 credits.</p> <p>[19740]</p> <ul style="list-style-type: none"> Some students may satisfy the language acquisition or language/linguistic appreciation requirement by successfully completing both Nsyilxcen I and II (NSYL 110 and NSYL 111) (Okanagan Language), offered through the Nicola Valley Institute of Technology at the En'owkin Centre or the UBC Okanagan campus or by completing the equivalent of 6 credits of any other Indigenous language through an accredited educational institution. <p>[...]</p> <p>[19769] Sustainability [19770] This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.</p> <p>[19771] Students must complete 3 credits chosen from: [19772]</p> <p>EESC 101 GEOG 129, 201, 460 PHIL 435 SOCI 228 SUST 100, 204¹ THTR 204¹</p> <p>[19773] ¹Check cross-listings.</p>
--	--



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

Category: 1	
Faculty: Creative and Critical Studies Dept./Unit: Creative Faculty Approval Date: 2022-12-12 Effective Session: 2023W1	Date: 2022-11-07 Contact Person: Suzanne Gott Phone: 250-448-7485 Email: Suzanne.gott@ubc.ca
Type of Action: New Course	
<p>The Art History and Visual Culture program is proposing a 300-level special topics course to complement the ARTH 460 Selected Topics course. In 2019, AHVC lost 50% of its full-time faculty to retirement, and we have needed to hire sessional lecturers to teach several of our 300-level courses, often requiring online course delivery. AHVC therefore needs a 300-level special topics shell to provide the necessary flexibility for hiring in-person sessional lecturers whose areas of expertise may not fit within existing 300-level ARTH courses.</p>	
Proposed Academic Calendar Entry: <u>ARTH 360 (3-12) Selected Topics</u> <u>With different topics, this course can be taken more than once for credit.</u> <u>Prerequisite: Third-year standing.</u>	Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: 2022/11/21 Effective Session: 2023 W1	Date: 20221121 Contact Person: Aisha Ravindran/Anita Chaudhuri Phone: 250.807.8576 Email: aisha.ravindran@ubc.ca/ anita.chaudhuri@ubc.ca
Type of Action: New Course	
Rationale: This is a new course designed for the proposed minor in Communications and Rhetoric to be piloted in fall 2023.	
Proposed Academic Calendar Entry: <u>CORH 210 (3) Introduction to Rhetoric</u> <u>Theories of rhetoric and the use of rhetoric in oral, written, visual, and digital discourse in cross-disciplinary settings. [3-0-0]</u> <u>Prerequisite: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, APSC 176.</u>	Present Academic Calendar Entry: None



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: 2022/11/21 Effective Session: 2023 W1	Date: 20221121 Contact Person: Aisha Ravindran Phone: 250.807.9308 Email: aisha.ravindran@ubc.ca
Type of Action: New Course	
Rationale: This is a new course designed for the proposed minor in Communications and Rhetoric to be piloted in fall 2023.	
Proposed Academic Calendar Entry: <u>CORH 304 (3) Persuasive Rhetoric, Public Speaking, and Advocacy.</u> <u>Advanced public speaking, persuasive rhetoric, and advocacy to generate social and community change. Recommended prerequisite: THTR 104. [3-0-0]</u> <u>Prerequisite: Third-year standing or permission of the instructor.</u>	Present Academic Calendar Entry: None



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: 2022/11/21 Effective Session: 2023 W1	Date: 20221121 Contact Person: Aisha Ravindran/ Jordan Stouck Phone: 250.807.9663 Email: aisha.ravindran@ubc.ca/ Jordan.stouck@ubc.ca
Type of Action: New Course	
Rationale: This is a new course designed for the proposed minor in Communications and Rhetoric to be piloted in fall 2023.	
Proposed Academic Calendar Entry: <u>CORH 400 (3-9) Special Topics in Communication</u> <u>Study of a selected theme, topic or movement in communication studies. Consult current course listings for description. With different topics, this course may be taken more than once for credit.</u> <u>Prerequisite: Third-year standing</u>	Present Academic Calendar Entry: None



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Critical Studies Faculty/School Approval Date: 2022/11/21 Effective Session: 2023 W1	Date: 20221121 Contact Person: Aisha Ravindran/ Jordan Stouck Phone: 250.807.9663 Email: aisha.ravindran@ubc.ca/ Jordan.stouck@ubc.ca
Type of Action: New Course	
Rationale: This is a new course designed for the proposed minor in Communications and Rhetoric to be piloted in fall 2023.	
Proposed Academic Calendar Entry: <u>CORH 405 (3) Storytelling Across the Disciplines</u> <u>Narrative as used in a range of research and public dissemination contexts. [3-0-0]</u> <u>Prerequisite: Third-year standing.</u>	Present Academic Calendar Entry: None



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: ECS Faculty/School Approval Date: 2022/12/12 Effective Session: 2023W1	Date: 2022/11/16 Contact Person: David Jefferess Phone: Email: David.jefferess@ubc.ca
Type of Action: Proposal to cross-list course	
<p>Rationale:</p> <p>This proposal to cross-list DIHU220 as CULT220 is part of a larger process to introduce one cross-listed DIHU course at each level—200 to 400—in order to enhance CULT offerings in the program’s “Media Studies and Popular Cultures” stream, one of two thematic streams in the program. As a number of established CULT courses utilize digital humanities practices and methodologies—including CULT312 Internet Culture; CULT315 Television Studies; CULT 325 Media and the Politics of Identity—the program is seeking to enhance student opportunities in this area by introducing a 200-level course on Digital Humanities research methodologies and two upper-level topics courses. The introduction of CULT 220 will create greater balance between 200-level offerings in the two thematic streams of the program; CULT is currently able to offer multiple options for the “Identities and Power Stream” on an annual basis, but more limited and rotating offerings for the “Media Studies and Popular Cultures” stream.</p> <p>CULT220 (DIHU220) provides students instruction in methods in multi-media research. For instance, in its current iteration, the course introduces students to digital archives of sound recordings. Students are trained in listening practices and learn about how archival projects recover histories. Further, students think critically about digitization, analyzing how digital remediation can change media objects even as it preserves them. Importantly, it foregrounds training in critical self-reflection and the understanding of the various positions of the researcher in the research process and within structures of power, a core learning outcome of the 100-level courses in Cultural Studies. As well, like other 100-level CULT courses, it trains students in a variety of modes of research communication, for instance by providing students skills in the production of podcasts.</p>	



Proposed Academic Calendar Entry:	Present Academic Calendar Entry:
<p><u>CULT 220 (3) Research with Media in the Humanities</u></p> <p><u>Working in the context of fine arts and humanities research, students develop methods for multimedia research. No digital humanities or computing experience required. At least 35% of class time involves instruction in humanities criticism, prototyping, writing, and research. Credit will be granted for only one of CULT 220 and DIHU 220.</u></p> <p><u>Prerequisite: 3 credits of 100-level CULT, DIHU, or ENGL, or FILM 100</u></p> <p><u>Equivalency: DIHU 220</u></p> <p>DIHU 220 (3) Research with Media in the Humanities</p> <p>Working in the context of fine arts and humanities research, students develop methods for multimedia research. No digital humanities or computing experience required. <u>At least 35% of class time involves instruction in humanities criticism, prototyping, writing, and research. Credit will be granted for only one of DIHU 220 and CULT 220.</u></p> <p><u>Prerequisite: 3 credits of 100-level CULT, DIHU, or ENGL, or FILM 100</u></p> <p><u>Equivalency: CULT 220</u></p>	<p>n/a</p> <p>DIHU 220 (3) Research with Media in the Humanities</p> <p>Working in the context of fine arts and humanities research, students develop methods for multimedia research. No digital humanities or computing experience required. DIHU 155 or ENGL 155 strongly recommended.</p> <p>Prerequisite: DIHU 155. Or 3 credits of ENGL.</p>



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: ECS Faculty/School Approval Date: 2022/12/12 Effective Session: 2023S1	Date: 12 September 2022 Contact Person: David Jefferess Phone: Email: David.jefferess@ubc.ca
Type of Action: New Cross-listed Course	
Rationale: <p>CULT308/DIHU308 is a new course that will support the development of CULT and DIHU by providing a third-year special topics course that will introduce students to specific key themes or methods in the field of Digital Humanities. As such it fits within the ladder system of the CULT program, which provides students introduction to areas of study at the 100 and 200 levels and specific research topics at the 400 level. As well, it enhances existing courses in the DIHU course code, which does not yet belong to a program. The nature of the course container is to be open to individual instructors' contributions. Themes may include but are not limited to digital archives, cultural analytics, science and technology studies, electronic literature, platform studies, digital justice, or social media studies. Methods may include but are not limited to media-specific close reading, discourse analysis, research creation, advanced text encoding, speculative computing, prototyping, or programming.</p> <p>The creation of the course will support the CULT program to offer a cross-listed DIHU course at each level—200 to 400—in order to enhance the offerings in the program's "Media Studies and Popular Cultures" stream, one of two thematic streams in the program. As a number of established CULT courses utilize Digital Humanities practices and methodologies—including CULT312 Internet Culture; CULT315 Television Studies; CULT 325 Media and the Politics of Identity—the program is seeking to enhance student opportunities in this area by introducing a 200-level course on Digital Humanities research methodologies and two upper-level topics courses.</p> <p>The creation of the course will provide continuity in the DIHU course code across levels of instruction, allowing individual instructors to develop offerings outside of the more restrictive 3rd-year courses currently in the calendar.</p> <p>In addition to enhancing student opportunities, CULT308/DIHU308 will provide greater opportunities for faculty, and particularly sessional lecturers, who cannot create permanent courses in the calendar to teach in their areas of expertise, enhancing offerings for both CULT and DIHU.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>CULT 308 (3-9) Digital Humanities: Areas and Themes</u></p> <p><u>Topics vary from year to year. With different topics this course may be taken more than once for credit. Credit will be granted for only one of CULT 308 and DIHU 308 when the subject matter is of the same nature.</u></p> <p><u>Prerequisites: 3 credits of 100-level DIHU, CULT, ENGL or FILM 100, and third-year standing; or permission of the instructor.</u></p> <p><u>Equivalency: DIHU 308</u></p> <p><u>DIHU 308 (3-9) Digital Humanities: Areas and Themes</u></p> <p><u>Topics vary from year to year. With different topics this course may be taken more than once for credit. Credit will be granted for only one of DIHU 308 and CULT 308 when the subject matter is of the same nature.</u></p> <p><u>Prerequisites: 3 credits of 100-level DIHU, CULT, ENGL or FILM 100, and third-year standing; or permission of the instructor.</u></p> <p><u>Equivalency: CULT 308</u></p>	<p>Present Academic Calendar Entry:</p> <p>None</p>
---	--



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

Category: 1	
Faculty/School: FCCS Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 2022 12 02 Effective Session: 2023W1	Date: 2022-11-04 Contact Person: Kyong Yoon Phone: 250 807 8897 Email: kyong.yoon@ubc.ca
Type of Action: New course cross listed with existing course	
Rationale: <p>This proposal to cross-list CULT312 as DIHU312 is part of a larger process to enhance collaboration between CULT and DIHU. This collaboration has been supported by both CULT and DIHU faculty members as several courses in the “Media Studies and Popular Cultures” stream of the CULT program and several DIHU courses share theoretical and methodological approaches to digital media and technologies. CULT312 provides critical theories and analytic skills for understanding digital media and technologies, which are required for DIHU students. CULT312 will contribute to enhancing the DIHU program by exploring reciprocal dimensions of culture and digital technology.</p> <p>CULT312 (DIHU312) is a special topics course on Internet culture, in which any given instructor may propose a specific topic on which to teach. The nature of the course content is to be open to individual instructors’ contributions, which may include but are not limited to power relations in Internet-mediated communication, the political economy of Internet infrastructures, and Internet-based social activism.</p> <p>In addition to enhancing student opportunities, by cross-listing the course as DIHU312, Cultural Studies and DIHU faculty who utilize critical theories and methods regarding digital culture and who focus on the critical intersection between digital technology and culture will now be able to offer special topics in the area, enhancing the offerings of DIHU.</p>	



Proposed Academic Calendar Entry:	Present Academic Calendar Entry:
<p><u>DIHU 312 (3-9) Internet Culture</u></p> <p><u>A critical study of the cultural influence of the Internet on everyday life. With different topics, this course may be taken more than once for credit. No more than 9 credits in total will be granted for DIHU 312, CULT 312, or any combination thereof. Credit will be granted for only one of DIHU 312 and CULT 312 when the subject matter is of the same nature.</u></p> <p><u>Prerequisite: Third-year standing.</u> <u>Equivalency: CULT 312</u></p> <p>CULT 312 (<u>3-9</u>) Internet Culture</p> <p>A critical study of the cultural influence of the Internet on everyday life. <u>With different topics, this course may be taken more than once for credit. No more than 9 credits in total will be granted for CULT 312, DIHU 312, or any combination thereof. Credit will be granted for only one of CULT 312 and DIHU 312 when the subject matter is of the same nature.</u></p> <p><u>Prerequisite: Third-year standing.</u> <u>Equivalency: DIHU 312</u></p>	<p>N/A</p> <p>CULT 312 (3/9) Internet Culture A critical study of the cultural influence of the Internet on everyday life. {3-0-0} <i>Prerequisite:</i> 3 credits of 200 level CULT.</p>



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: ECS Faculty/School Approval Date: 2022/12/12 Effective Session: 2023S1	Date: 2022/11/14 Contact Person: David Jefferess Phone: Email: David.jefferess@ubc.ca
Type of Action: Proposal to cross-list course	
<p>Rationale:</p> <p>This proposal to cross-list DIHU/ENGL409 as CULT409 is part of a larger process to introduce one cross-listed DIHU course at each level—200 to 400—in order to enhance CULT offerings in the program’s “Media Studies and Popular Cultures” stream, one of two thematic streams in the program. As a number of established CULT courses utilize digital humanities practices and methodologies—including CULT312 Internet Culture; CULT315 Television Studies; CULT 325 Media and the Politics of Identity—the program is seeking to enhance student skills in this area by introducing a 200-level course on Digital Humanities research methodologies and two upper-level topics courses.</p> <p>CULT409 (DIHU/ENGL409) is a special topics course in which any given instructor may propose a specific topic on which to teach. The nature of the course container is to be open to individual instructors’ contributions, which may include but are not limited to “Feminist Hypertext,” “Race and Speculative Futures,” “Social Networks in/of Cultural Production,” or “Wearable Computing and Cyborgs in Popular Culture.”</p> <p>In addition to enhancing student opportunities, by cross-listing the course as CULT 409, Cultural Studies faculty who utilize digital methodologies and who focus on digital humanities themes will be able to offer special topics in the area, enhancing the offerings of DIHU.</p> <p>When initially created, the rationale for DIHU409/ENGL409 included the goal of cross-listing with other humanities disciplines, including CULT.</p>	



Proposed Academic Calendar Entry:	Present Academic Calendar Entry:
<p><u>CULT 409 (3-9) Topics in Digital Humanities</u></p> <p><u>Study of a particular topic in digital humanities. With different topics this course may be taken more than once for credit. Credit will be granted for only one of CULT 409, DIHU 409 and ENGL 409 when the subject matter is of the same nature. Prerequisite: 3 credits of 100-level CULT, DIHU, ENGL, or FILM 100, and third-year standing. Equivalency: DIHU 409, ENGL 409.</u></p> <p>DIHU 409 (3-9) Topics in Digital Humanities Study of a particular topic in digital humanities. With different topics this course may be taken more than once for credit. <u>Credit will be granted for only one of DIHU 409, CULT 409 and ENGL 409 when the subject matter is of the same nature.</u> <u>Prerequisite: 3 credits of 100-level CULT, DIHU, ENGL, or FILM 100, and third-year standing.</u> <u>Equivalency: ENGL 409, CULT 409</u></p> <p>ENGL 409 (3-9) Topics in Digital Humanities Study of a particular topic in digital humanities. With different topics this course may be taken more than once for credit. <u>Credit will be granted for only one of ENGL 409, CULT 409 and DIHU 409 when the subject matter is of the same nature.</u> <u>Prerequisite: 3 credits of 100-level CULT, DIHU, ENGL, or FILM 100, and third-year standing.</u> <u>Equivalency: DIHU 409, CULT 409</u></p>	<p>n/a</p> <p>DIHU 409 (3/9) Topics in Digital Humanities Study of a particular topic in digital humanities. With different topics this course may be taken more than once for credit. <u>Prerequisite: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, FILM 100, CULT 100 and third-year standing.</u> <u>Equivalency: ENGL 409.</u></p> <p>ENGL 409 (3/9) Topics in Digital Humanities Study of a particular topic in digital humanities. With different topics this course may be taken more than once for credit. <u>Prerequisite: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, FILM 100, CULT 100 and third-year standing.</u> <u>Equivalency: DIHU 409.</u></p>



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 2022 12 12 Effective Session: 2023W	Date: 20221111 Contact Person: Dr. J. Gustar Phone: 250.575-9194 Email: jennifer.gustar@ubc.ca
Type of Action: Revision to Calendar Description of English Honours requirements	
Rationale: <ul style="list-style-type: none"> The proposed three-category system simplifies options, reducing the existing seven categories to three while pointing to the English Program's strengths in these three broad areas. This system creates greater flexibility for students and the English Honours coordinator. These revised requirements allow students greater choice, enabling them to maximize study in one of the categories which will best support breadth and depth in the areas that most support their 4th-year honours project. This system will allow additional courses to fulfil the English Honours requirements, courses that were previously excluded such as Digital Humanities, African Literatures, Screen Studies, Communications and Rhetoric, and Human Rights, thereby allowing all English faculty members to participate fully in Honours supervisions and teaching. This system has the potential to increase enrollment in Honours. The revised information will also be provided on the English Honours website: https://fccs.ok.ubc.ca/degrees-programs/undergraduate-programs/english/english-honours/ 	
Proposed Academic Calendar Entry: <i>[12520] Honours Program Graduation Requirements</i> [14936] Students wishing to graduate with an Honours degree in English must meet the Faculty of Creative and Critical Studies requirements for a Major in English as outlined in the UBC Okanagan Academic Calendar. [12521] In addition, Honours students will be required to: [12522]	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,283,902,1092 Present Academic Calendar Entry: <i>[12520] Honours Program Graduation Requirements</i> [14936] Students wishing to graduate with an Honours degree in English must meet the Faculty of Creative and Critical Studies requirements for a Major in English as outlined in the UBC Okanagan Academic Calendar. [12521] In addition, Honours students will be required to: [12522]



<ul style="list-style-type: none"> • successfully complete 54 credits in English, of which at least 36 credits must be at the 300 and 400 level; • <u>successfully complete 9 credits from each of the following three categories (27 credits total):</u> <p><u>CATEGORY A Courses: English Literature, Genre, and Historical Consciousness</u> <u>ENGL 315; ENGL 319; ENGL 340; ENGL 342; ENGL 344; ENGL 346; ENGL 347; ENGL 349; ENGL 350; ENGL 351; ENGL 352; ENGL 353; ENGL 357; ENGL 358; ENGL 364; ENGL 365; ENGL 374; ENGL 423; ENGL 427; ENGL 428; ENGL 429; ENGL 430; ENGL 433; ENGL 434; ENGL 443; ENGL 445; ENGL 456; ENGL 459.*</u></p> <p><u>CATEGORY B Courses: National, Transnational, and International Literatures</u> <u>ENGL 327; ENGL 330; ENGL 333; ENGL 336; ENGL 337; ENGL 338; ENGL 339; ENGL 345; ENGL 377; ENGL 379; ENGL 383; ENGL 385; ENGL 386; ENGL 387; ENGL 391; ENGL 394; ENGL 437; ENGL 451; ENGL 458; ENGL 462; ENGL 470; ENGL 472; ENGL 473; ENGL 475; ENGL 480.*</u></p> <p><u>CATEGORY C Courses: Communications, Media, and Theory</u> <u>ENGL 305; ENGL 306; ENGL 309; ENGL 376; ENGL 378; ENGL 384; ENGL 388; ENGL 394; ENGL 397; ENGL 407; ENGL 409; ENGL 412; ENGL 455; ENGL 456; ENGL 457; ENGL 476; ENGL 477; ENGL 493; CORH 331; CORH 360.*</u></p> <p><u>*Note: ENGL 355 is a Special Topics course that may be designated in any one of the three categories depending on its subject matter. Students should consult with the English Honours Coordinator or the English Program Coordinator to determine which category this course will fulfil during any given year.</u></p> <ul style="list-style-type: none"> • successfully complete ENGL 499 (Honours Essay). ENGL 499 is a 6-credit 	<ul style="list-style-type: none"> • successfully complete 54 credits in English, of which at least 36 credits must be at the 300 and 400 level; • successfully complete one 300- or 400-level course in each of the following areas (21 credits): <ol style="list-style-type: none"> 1. Medieval; 2. Renaissance and Seventeenth Century; 3. Restoration/Eighteenth Century; 4. Nineteenth Century; 5. Twentieth and Twenty-First Century; 6. Canadian; 7. Critical Theory;
---	--



<p>course taken over two terms, normally the last two terms of a student's program. The essay must be a well-researched work of approximately 18-25 pages and must conform to MLA style.</p> <p>[12523] For further information on the English Honours program, proposal, and timelines consult the program website.</p>	<ul style="list-style-type: none"> • successfully complete ENGL 499 (Honours Essay). ENGL 499 is a 6-credit course taken over two terms, normally the last two terms of a student's program. The essay must be a well-researched work of approximately 18-25 pages and must conform to MLA style. <p>[12523] For further information on the English Honours program, proposal, and timelines consult the program website.</p>
---	---