



Okanagan Senate

THE FIFTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2020/2021 ACADEMIC YEAR**THURSDAY, 28 JANUARY 2021****Via Zoom**

1. **Call to Order – Prof. Santa J. Ono**
2. **Minutes of the Meeting of 17 December 2020 – Prof. Santa J. Ono** (approval)
(docket pages 3-15)
3. **Business Arising from the Minutes – Prof. Prof. Santa J. Ono** (information)
4. **Remarks from the Chair – Prof. Santa J. Ono** (information)
5. **Remarks from the Deputy Vice-Chancellor – Dr Lesley Cormack**
(information)
6. **Remarks from the Provost – Dr Ananya Mukherjee-Reed** (information)
7. **Admissions & Awards Committee – Ms Tamara Ebl**
 - a. English Proficiency Test Options (approval) (docket pages 16-22)
 - b. New and Revised Awards (approval) (docket pages 23-25)
8. **Agenda Committee – Dr Jan Cioe**

Senate Meeting Schedule for the 2021-2022 Academic Year (approval) (docket page 26)
9. **Curriculum Committee - Dr Yves Lucet**

Curriculum proposals from Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, and Health and Social Development (approval) (docket pages 27-72)
10. **Joint Reports of the Admission & Awards and Curriculum Committees – Ms Tamara Ebl and Dr Yves Lucet**
 - a. New Program: Undergraduate Certificate in Communications and Rhetoric (approval) (docket pages 73-101)



- b. New Program Options: Master of Management and Undergraduate Dual Degrees (approval) (docket pages 102-141)
- 11. **Nominating Committee – Dr Jannik Eikenaar**
Committee Adjustments and Council of Senates Appointment (approval) (docket pages 142)
- 12. **Report from the Deputy Vice-Chancellor – Dr Lesley Cormack with Dr Sara-Jane Finlay**
Inclusion Action Plan (approval) (docket pages 143-164)
- 13. **Report from the Provost – Dr Ananya Mukherjee-Reed with Mr Fred Vogt**
2020-2021 Report on Enrolment (information) (docket page 165-230)
- 14. **Other Business**

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



OKANAGAN SENATE

MINUTES OF 17 December 2020

DRAFT

Attendance

Present: S. Ono, S. Point, K. Ross, Cormack, A. Mukherjee-Reed, H. Berringer, P. Barker, P. Simpson, J. Olson, G. Binsted, B. Traister, B. Frank, R. Sugden, G. DiLabio, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, M. Evans, G. Garrard, R. Johnson, R Y. Lucet, S. O’Leary, P. Lasserre, P. Arthur, J. Picault, K. Ragoonaden, M. Legault, B. Marcolin, S. McNeil, S. Willis-Stewart L. Markley, M. Libben, B. Le Normand, M. Reeves, T. Forneris, J. Jakobi, R. Frost, S. Hilton, R. Herzberg, J. Lee, K. Morgan, R. Petillion, M. Pilin, B. Heerema, R. Metcalfe, M. Lunde, S. Cannon, A. Alnaar, M. Arthur.

Regrets: S. Bates, R. Johnson, J. Holzman, Hodges R. Herzberg, V. Tamandong, J. Naqvi, G. Singh, D. Jarrouj,

Guest: R. Sadiq

Clerk: C. Eaton

Call to Order

The Chair of Senate, Dr Santa Ono called the fourth regular meeting of the Okanagan Senate to order at 3:39 pm. He thanked Dr Cormack for chairing the previous meeting as Vice-Chair in his absence.

Membership

The Registrar, Dr Kathleen Ross, welcomed the following new members to Senate:

Dr Silvia Tomášková, Dean of the Faculty of Arts and Social Sciences (to replace Dean Pro Tem. Bryce Traister)

Ms Mistaya Arthur, Convocation Member, until 31 August 2023 (to fill a vacancy);

Dr Ruth Frost, Faculty Member, Faculty of Arts & Social Sciences, until 31 August 2023 (to fill a vacancy);

Dr Sandy Hilton, Faculty Member, Faculty of Management, until 31 August 2023 (to fill vacancy);

Dr Karen Hodges, Faculty Member, Faculty of Science, until 31 August 2023 (to fill a vacancy);

Ms Melanie Lunde, Student Member, Faculty of Education, until 30 September 2021 (to replace Ms Kelsey Desroches).

Minutes of Previous Meetings



Peter Arthur
Jan Cioe

}

*That the Minutes of the Meetings of 26 November
2020 adopted as presented.*

NB: Senator Frost abstained

Remarks from the Chair

Dr Ono advised senate that Dr Mary Ellen Turpel-Lafond, who is director of the Indian Residential School History and Dialogue Centre and a professor with the Peter A. Allard School of Law released her report, *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care*. He thanked Dr Turpel-Lafond and everyone who participated in the creation of this report, and noted that some of the report's recommendations were specific to health education at UBC. Dr Ono said that both he and Dean Kelleher were fully committed to supporting both those recommendations and the report, and that UBC would actively collaborate in the work needed to transform our health care system to make it accessible, safe, and a positive contributor to the health and wellness of Indigenous Peoples.

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

Dr Ono closed his remarks with an update on UBC and the COVID-10 Pandemic. He noted that two days ago, BC began to administer the Pfizer-BioNTech vaccine. Dr Ono said he was pleased to note that UBC has played a role in the Pfizer-BioNTech vaccine; it relies on innovations developed by Acuitas Therapeutics, a spin-off from UBC's Life Sciences Institute. Another UBC spin-off, AbCellera, in partnership with Eli Lilly and Company, has successfully developed a treatment for mild to moderate COVID-19 cases. The president reminded Senators that it would be many months before the vaccines are widely available and daily case numbers are still very high and deaths and hospitalization also rising. He said that it was of course too early to say how wide-scale vaccination will affect UBC's plans and so foreseeable future we will continue with the precautions and restrictions we currently have in place.



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

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor and Principal of the Okanagan campus, Dr Lesley Cormack expressed her appreciation to the campus for making it through an unprecedented Term 1. She asked everyone to take care of themselves and truly have a break before Term 2. Dr Cormack said that we were planning next year's budget and that we are trying to balance hiring demands in faculties with other projects. We are also looking at service needs, especially for students. She said that a system-wide plan was under development to ensure that students were well taken care of, and that the rapid growth of the Okanagan campus has meant that services – just like facilities – hasn't always grown at the rate of our student numbers, and this was an opportunity to address that.

Additional Remarks from the Chair

With respect to the UBC budget, the President said that UBC has fared much better than we had worried earlier in the pandemic, and we are in a very fortunate state compared to many institutions. Our early signs are for robust enrolment on both campuses, and an increase in applications to resume living in student residences. Overall, the budget impact of the pandemic has been small on UBC.

Secondly, Dr Ono said that earlier in the day UBC announced that it was revising its Public Affairs guidelines to deviate from the Canadian Press Style Guide and allow the title of Doctor/Dr to be used to refer to research doctorate holders and not just medical doctors.

PROVOST'S REMARKS

The Vice-President Academic & Provost, Dr Ananya Mukherjee-Reed advised that with the date change to the start of Term 2, there were some administrative issues identified and these have now been resolved.

A survey on teaching & learning during COVID-19 has been prepared and customized by faculties, and will shortly be sent out to faculty members collect information of the impact of this pandemic on teaching and learning and what gaps need to be addressed for the next term. A similar town hall format has been used to collect student feedback.



Dr Mukherjee-Reed noted the continuing concerns regarding the new Scheduling system in place. Earlier in the new year, a communique will be sent to faculty members to advise on what we have learned and what we will be addressing for next year. Early in the new year she said she could update the Senate.

With respect to anti-racism initiatives, the Provost said that yesterday an announcement was made that we are partnering with you, UBC Health and on January 14 we are hosting BC Human Rights Commissioner, who has just published a report on this disaggregated data collection and using this disaggregated data as a way to address systemic racism. Later in January we will be having three indigenous scholars talking about indigenous ways of knowing, particularly perspectives and science; we will have our very own Jeanette Armstrong speaking about indigenous perspectives on climate science and climate change, a Mi'kmaq elder – Albert Marshall, who is known as the pioneering thinker on Two-eyed seeing and who is known for formulating the methodology which has been adopted by CIHR, and then a young Mi'kmaq scholar who will be joining him to speak on Indigenous health research.

In closing, Dr Mukherjee-Reed noted that we were continuing to work on enrolment planning for next year. At the next meeting, the annual Enrolment Report will come forward for information, and in February, the Enrolment Targets for approval.

Senator Cioe asked about plans for instruction in the Summer session, noting that it may be premature to know what the University may do. He asked when decisions may be made so that students can plan their year.

The Provost said that we hoped early in the new year. She said that we have some indication from the faculties on what they may do in the summer if in-person instruction is possible under the evolving health guidelines. We have received strong feedback from International students saying that we should make more required courses available online so that they can progress through their programs.

Academic Policy Committee

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

UPCOMING BUSINESS

Senator Cioe advised Senate that his Committee was working on some major proposals over the next few months.

- 1) An ongoing policy on use of digital assessment tools;
- 2) Revisions to the Academic Year to extend the length of the fall break to make it a full week, this will require consequential changes to shorten the length of the Examination Term by 2 days;



- 3) A modification to the Examination policy to bring closer to the new policy used at the Vancouver campus; and
- 4) Creation of a course syllabus policy.

Admission & Awards Committee

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

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Tamara Ebl Patricia Lasserre	}	<i>That Senate accept the new awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
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Approved

Agenda Committee

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

SUSPENSION OF RULES 20/21 OF THE RULES AND PROCEDURES OF SENATE

Jan Cioe Barb Marcolin	}	<i>That Rules 20 and 21 of the Rules and Procedures of Senate be suspended until 31 December 2021 and be replaced by the following amended rule during that time:</i>
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*20. Senators may only attend and participate in debate at Meetings of Senate in person **or via such remote attendance means deemed acceptable to the Secretary.***

~~21. Section 20 notwithstanding, the chancellor or President may participate in debate via videoconference upon recognition of the chair, but shall not be considered in attendance while doing so; their participation in such a manner shall be minuted appropriately;~~

Approved



SUSPENSION OF RULE 25 21 OF THE RULES AND PROCEDURES OF SENATE

Jan Cioe } *That Rules 25(d) of the Rules and Procedures of*
Peter Arthur } *Senate be suspended until 31 December 2021 and*
be replaced by the following amended rule during
that time:

Agenda Committee (to - by a resolution of 3/4 in
favour when a quorum is established as being
*present **either in person or by such remote***
attendance means deemed acceptable to the
***Secretary** - approve any matter - except for*
amendments to the Rules and Procedures of
Senate- on behalf of the Senate ~~during the months~~
~~of June to August (inclusive).~~ Matters approved
under this power must be reported to Senate at its
next regular meeting for information).

Senator Eikenaar noted that with the Agenda Committee quorum being five, four would need at a minimum to be in favour, he suggested that a simple majority of the entire committee should be sufficient.

Senator Cioe said that the the idea of $\frac{3}{4}$ was to protect the rights of Senate.

Senator Ebl asked if Senator Eikenaar meant a simple majority of those present or of the entire voting membership of the Committee.

The Clerk clarified that Senator Eikenaar's proposal would be for a simple majority of the Committee's entire voting membership to be required.

By general consent, the proposal was amended for the approval threshold to be an absolute majority of the Agenda Committee

Jan Cioe } *That Rules 25(d) of the Rules and Procedures of*
Peter Arthur } *Senate be suspended until 31 December 2021 and*
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that time:

Agenda Committee (to - by a resolution approved
by an absolute majority of the Committee's
membership when a quorum is established as
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attendance means deemed acceptable to the



Secretary - approve any matter - except for amendments to the Rules and Procedures of Senate- on behalf of the Senate ~~during the months of June to August (inclusive)~~. Matters approved under this power must be reported to Senate at its next regular meeting for information).

Approved as
Amended

NB: Senator Metcalfe abstained

Curriculum Committee

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

See Appendix B: Curriculum Report

Yves Lucet Barb Marcolin	}	<i>That the new courses, new programs, and revised programs brought forward by the Faculties of Arts and Social Sciences and Creative and Critical Studies be approved.</i>
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Senator Cioe praised the Faculty of Creative and Critical studies for their innovative program design.

Approved

Learning & Research Committee

The Chair of the Senate Learning & Research Committee, Dr Karen Ragoonaden presented.

EMERITUS APPOINTMENTS

See Appendix C: Emeritus Report

Karen Ragoonaden Seconder	}	<i>That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus and Associate Professor Emeritus, be added to the Roll of Convocation.</i>
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Senator Cioe noted that Drs Wetterstrand and Rasmussen were listed as both professors and associate professors emeritus and asked what their correct ranks will be.

Dr Ragoonaden clarified that they were associate professors and would be associate professors emeritus.

Approved

Report from the Registrar

The Registrar, Dr Kate Ross, presented.

TRIENNIAL ELECTION RESULTS

REPRESENTATIVES OF THE FACULTIES TO SENATE

Dr Ross noted that Further to the call for nominations for faculty members from the Faculties of Arts and Social Sciences, Management, and Science to fill the one (1) position for representatives of each Faculty on the Okanagan Senate issued on 23 November 2020, three (3) valid nominations have been received (one per Faculty). Therefore, pursuant to Section 15 of the *University Act*, the following faculty members were acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- Dr Ruth Frost, Associate Professor, Faculty of Arts and Social Sciences
- Dr Sandy Hilton, Associate Professor of Teaching, Faculty of Management
- Dr Karen Hodges, Professor, Faculty of Science

REPRESENTATIVES OF THE CONVOCATION TO SENATE

Dr Ross advised that further to the call for nominations for convocation members to fill the one (1) position for a representative of the Convocation on the Okanagan Senate issued on 23 November 2020, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following convocation member was acclaimed as elected as representative of the Convocation on the Okanagan Senate for a term beginning on 1 September 2020 and ending 31 August 2023 and thereafter until a successor is elected:

- Mistaya Arthur

Student Representatives of the Faculties to Senate

Dr Ross advised that further to the call for nominations for students registered in the Faculty of Education to fill the one (1) position for a representative of the Faculty on the Okanagan Senate issued on 23 November 2020, one (1) valid nomination has been received. Therefore, pursuant to



Section 15 of the *University Act*, the following student was acclaimed as elected as representative of the Faculty on the Okanagan Senate for a term beginning on 1 October 2020 and ending 30 September 2021 and thereafter until a successor is elected:

- Melanie Lunde

Senator Ebl thanked those who put their names forward.

Senator Cioe expressed his concern at the difficult in filling these seats, and noted that Vancouver had similar challenges. He noted that Senates were not functional places at some institutions and he expressed his thanks that this wasn't the case at UBC, but said that ensuring Senate's functions was critical and we needed to ensure that people were willing to serve. He asked that Senators shared any thought that they may have why it is difficult to fill seats with senate committee chairs who could bring them forward to the administration.

Dr Ono said that he would like to interview Dr Cioe for his podcast on the importance of governance and bicameralism at the University as a way of getting that message out.

Senator Mukerjee-Reed said that she was encouraged to see the involvement of students on Senate. For Faculty she said that workload was a component, but another idea could be to make Senate meetings livelier by having more fundamental strategic discussions and inviting general faculty members to attend.

Dr Ono agreed and said we should organize these discussions for the upcoming year.

The Clerk said that this had been a worrisome trend over recent decades. The Council Elections Committee will be working on encouraging candidates and turnout over the next year as it reviewed the University's elections regulations. He said that it was worrisome when seats are filled by acclamation, and noted that faculty members had many opportunities and demands on their time for service.

Dr Lucet said that the collective agreement disincentivized service from junior faculty who were focused on achieving tenure and promotion through research and teaching.

Senator Ebl noted that as a lecturer, she hoped that recognition could be considered for those in the non-tenure-track ranks as well.

Senator Cormack said that people wanted to do things that mattered and made a difference to the institution. She said that having more strategic discussions could re-invigorate Senate.

Senator Le Normand said that as a new member, she was surprised by how little deliberation happened at Senate meetings themselves with the agenda being mostly committee reports and resolutions. She asked for more general deliberative discussions at Senate itself.



Senator Morgan expressed the thanks for the students for the work of Senate over the past year.

Other Business

In response to a question from Senator Cioe, the President advised that they would work on having Senator Frank present on cross-campus collaboration at a future meeting.

Adjournment

Seeing no other business, the meeting was adjourned at 4:48 p.m.



Appendix A: Awards Report

NEW AWARDS

Dawn Stinson Memorial Award in Nursing

A \$2,000 award has been made available through an endowment established by Mitch Stinson, along with family and friends, in memory of Dawn Stinson (1962-2020), for undergraduate nursing students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference will be given to a mature student in good academic standing. Dawn was born in Liverpool, England. She received her nursing degree while raising her young family in Kelowna, British Columbia, undertook training in England and completed her practicum in Belize. Dawn practiced outpost and transition nursing, touching the lives of many patients in British Columbia and Washington. This award was established in recognition of Dawn's accomplishments as a nurse and her belief in the importance of lifelong learning. The award is made on the recommendation of the School of Nursing. (First award available for the 2020/21 Winter Session)

Walker Wood Foundation Centennial Scholars Entrance Award

Four \$20,000 entrance awards (payable at \$5,000 per year) have been made available annually through a gift from the Walker Wood Foundation, along with matching funds from the University of British Columbia, to first-year domestic undergraduate students at the University of British Columbia, Okanagan campus. Preference will be given to students who have demonstrated significant financial need, academic strength and have given back to their community. These awards are renewable for a second-, third- and fourth-year subject to the students maintaining academic standing. These awards are made on the recommendation of the adjudication committee. (First awards available for the 2021/22 Winter Session)

Dr. Roger Gale Graduate Entrance Award for Leaders of Tomorrow

A \$12,000 entrance award has been made available through an endowment established by Roger Gale, along with matching funds from The University of British Columbia, for students in the Interdisciplinary Graduate Studies (IGS) Program of the College of Graduate Studies. This award has been specifically designed to assist IGS master's students pursuing research involving philosophy, political Science and economics (PPE) at the University of British Columbia, Okanagan campus. This award will both recognize and encourage leadership skills while reducing financial barriers for graduate students. Preference given to international students. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Arts and Social Sciences. (First award available for the 2022/23 Winter Session)



Appendix B: Curriculum Report

FACULTY OF ARTS AND SOCIAL SCIENCES

POLI 441 – New course

FACULTY OF CREATIVE AND CRITICAL STUDIES

Bachelor of Arts, French, Major in Languages

Bachelor of Arts, Spanish, Major in Languages

Bachelor of Arts, World Literatures and Intercultural Communication

WRLD 150 – New course

WRLD 156 – New course

WRLD 157 – New course

WRLD 158 – New course

WRLD 480 – New course

WRLD 482 – New course

WRLD 497 – New course

WRLD 498 – New course

WRLD 499 – New course

**Appendix C: Emeritus Report**

Last Name	First Name	Faculty	Emeritus Title
Wetterstrand	Gregory	Education	Associate Professor Emeritus
Mathieson	Cynthia	Barber School, Faculty of Arts and Social Sciences	Professor Emeritus
Rasmussen	Brian	Faculty of Health & Social Development	Associate Professor Emeritus



28 January 2021

Okanagan Senate

THE UNIVERSITY OF BRITISH COLUMBIA

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Office of the Senate

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Kelowna, BC Canada V1V 1V7

www.senate.ubc.ca/okanagan

To: Okanagan Senate
From: Senate Admissions and Awards Committee
Re: English Proficiency Test Options
Date: 28 January 2021

The Senate Admissions and Awards Committee has reviewed the materials submitted by Enrolment Services and has enclosed the proposed English Proficiency Test Options they deem ready for consideration by the Senate for approval:

THAT THE Senate approves the proposed English Language Test Options as presented for admission to the 2021 Session Winter only.

Respectfully submitted by,
Tamara Ebl, Chair, Senate Admissions and Awards Committee

Additional English Proficiency Test Options for Admission in 2021W

Prepared by UBC Undergraduate Admissions and the International Student Initiative
November 2020

Overview

As you are aware, all applicants to UBC's undergraduate programs must satisfy the English Language Admissions Standard (ELAS) in some form in order to gain admission. For many applicants, this requirement is satisfied by submitting an English proficiency test with a score suitable for one of our entry points.

The tests most commonly submitted to UBC are IELTS and TOEFL tests which are normally completed by students in a controlled environment in a physical testing center. However, the ongoing pandemic continues to force testing centers to close, sometimes on short notice, and often for unspecified lengths of time making it difficult for students to prepare for and meet this important admission requirement.

Last admission cycle, in March 2020, test center shut downs in Asia arising from the pandemic occurred after the UBC deadline to meet ELAS had passed. While we did extend our deadlines and provided additional means to satisfy ELAS through waiver requests for students who had been affected, a significant majority of applicants already had a proficiency test score that they could use for the purposes of completing their application. The impact of the pandemic in its early stages were not pronounced in our admission process at that time.

This 2021W admission cycle is, at least in its early stages, different. Many students are being impacted by current test center closures and our previous approach of encouraging students to submit waiver requests may not be sustainable. The volume of individual waiver requests that would require review by Undergraduate Admissions may be large and time consuming and the ISI reports that some schools have voiced concerns that the additional requirement to produce letters of support attesting to English language proficiency for students to submit waivers is onerous.

To ensure that UBC can receive completed applications from a diverse set of applicants, and maintain an efficient English language review process during this admission cycle, this proposal recommends that UBC accept additional language tests, offered via online platforms. The tests recommended and some notes about them are submitted below for consideration. Please note that the recommendations contained in this proposal are being made for the 2021W admission cycle only.

Additional English Tests Considered and Recommendations

The Undergraduate Admission reviewed a handful of English proficiency tests and identified 3 tests that could address the challenges noted above. All of the tests considered are offered through online platforms and are taken by individuals outside of a physical test center location (most often the student's home for safety reasons). The main points of consideration for each surrounded the skills being tested within the test and the security features being employed.

1. TOEFL iBT – Special Home Edition
2. CAEL Online
3. Duolingo English Test

TOEFL iBT – Special Home Edition

Overview

The TOEFL iBT – Special Home Edition (SHE) is identical in content, format, scoring and on-screen experience to the iBT test taken at a test center. ETS has made this version of the test highly available given the current test center shutdowns and official scores are also available to students from ETS within 6 to 10 days after the test is taken.

This online test is taken at home and monitored by a human proctor online. The test has a fairly rigorous check in process to ensure that test conditions are adequate. Test takers must show the proctor their ID through webcam on their computer, they need to show the computer screen they are using with a small mirror, and they must complete a 360° camera sweep of the room that they are situated in.

No headphones or earphones are permitted while the test is being taken and test takers must also remain in view of the camera at all times. The computer that test takers use is locked down by the testing software so that test takers cannot browse when the test is being administered. The entire test, from the check-in process to the completion of the test itself, is real-time human monitored ensuring a high standard of security.

It is currently offered everywhere that the traditional in-person TOEFL iBT is offered with the exception of China and Iran. This is an important limitation of the exam given the volume of applications we receive from mainland China.

Recommendation

The TOEFL iBT-SHE is identical to the TOEFL iBT that students take in test centers in structure, content, scoring, and on-screen experience. Considering UBC's long-standing use of this test and that the online version has a sufficient security approach with real-time human monitoring of the test

conditions, our recommendation is to accept the TOEFL iBT-SHE at the same score thresholds currently in use for the TOEFL iBT.

CAEL Online

Overview

The CAEL Computer Edition test is operated by Paragon Testing Enterprises (a private subsidiary of UBC) and is an approved test to meet our current ELAS requirements. Much like the TOEFL iBT – SHE, the CAEL Online version is also identical to the Computer Edition test that completed in approved test centers and does assess for reading, writing, listening, and speaking ability.

Much like the TOEFL iBT – SHE, CAEL Online is real-time human proctored for the entire duration of the test (around 3.5 hrs). Students are held to an ID check and also need to fulfill a room sweep with their camera before the start of the test. The test is written in one sitting but students are provided three optional breaks of short duration. Additionally, the ratio of proctors to test takers is 1:2 which promotes a substantial degree of in-test security and reliability.

The CAEL Online test is expected to be offered on an ongoing basis even after the pandemic subsides according to information provided to UBC from Paragon staff, but it is currently only available in Canada and the United States. Although plans to expand the test to international regions have been discussed, it does not appear that additional test availability exists outside of these regions.

Recommendation

The CAEL Online test, much like TOEFL – iBT SHE, is identical test to its in-person offering and has appropriate security measures and proctoring in place to ensure reliable, consistent, and accurate scoring. For these reasons, we recommend that we accept the CAEL Online test to satisfy our ELAS requirements at the same score thresholds that we accept the Computer Edition test.

Duolingo English Test (DET)

Overview

The Duolingo English Test (DET) has gained momentum in the last year with the closing of traditional English language testing centers due to the ongoing pandemic. Unlike the other more common English Language proficiency tests such as the TOEFL and IELTS, it is only offered online (no test centers exist) and is a computer adaptive test (CAT) in which test prompts become harder or easier depending on how well a student might have completed previous items in the test. Of the tests recommended, this feature is unique to the DET and makes the duration of the test much shorter than its more commonly available counterparts (the DET test is completed in under an hour while TOEFL and IELTS tests typically take ~3 hours). The shorter duration of the test along with its much lower cost (a DET is ~\$50 while other tests can exceed \$200) are attractive features that are being marketed as a way to promote accessibility. A complete overview of the DET test is available via the most recent [DET Technical Manual \(August 2020\)](#) which describes the design, delivery, item descriptions, and scoring of the test. The technical manual also outlines (Section 7.3) the most recent approach to establish correlations between the TOEFL and IELTS test. Their studies demonstrated that the DET correlates strongly to both tests (at least as well as the TOEFL and IELTS test correlate to each other). This evidence suggests that UBC could use the DET to gain a reasonable and comparable assessment of English ability that is provided with the more commonly available English tests. Although the DET has tested for all 4 important language skills, sub scores have only recently been introduced in July 2020 which report measures of combined/integrated skills. They are labelled Literacy (reading and writing), Conversation (listening and speaking), Comprehension (reading and listening), and Production (writing and speaking).

It is important to note that the DET test is not without criticism. One significant area of criticism is that the DET's unique test tasks are not reflective of, and do not directly assess for academic discourse level English that is needed in a university setting. One example of this is this DET's use of C-test items. C-tests are test prompts that ask test takers to fill in missing words taken out sentences in a short paragraph. It is debated that while this may assess some form of reading ability, it is not the type of reading exercises that students would utilize while attending an English medium university. There is [research paper](#) that discusses this concern and others quite broadly and is relevant in this discussion.

With respect to security, the DET does have a well-developed security protocol similar to what has been described for the other online tests. ID verification and camera sweeps of the room that the student is taking a test in are required, but the one area where the approach to security is slightly different than the TOEFL iBT-SHE as the CAEL Online is that the proctoring is completed post-test using AI augmentation and expert human proctoring. Their approach to security has been described

in a [paper](#) produced by the Duolingo team. A unique feature of the DET test is that it contains an ungraded video interview. This video is made available to admissions staff and can be used to assist in back-end fraud detection (Note: UBC does a form of this - we contrast TOEFL and IELTS test photos to UBC student card photos when students arrive to campus to check for instances of contract cheating)

At this time, many Canadian post-secondary institutions, including McGill, Queen's, Dalhousie, University of Toronto, and the University of Alberta have approved the DET as suitable to meet their English Language requirements. Additionally, the DET can be taken in mainland China whereas the TOEFL iBT-SHE and CAEL Online cannot. This helps resolve a significant test access issue for our prospective applicant pool.

Recommendation

For the 21W admissions cycle, we recommend that UBC approve the use of the DET to meet UBC's ELAS. Although the test is relatively new and assesses English language ability differently than a TOEFL or IELTS test, there appears to be sufficient evidence that the DET does correlate well to the judgements that those tests reach about English ability. The acceptance of the DET would be for this year only and we can review the outcomes achieved this year with our own institutional data on the test to consider a more formal approach that can be established for future admission cycles.

The DET is graded on a scale of 160 and the concordance data that they have generated suggests that ~105-110 would be equivalent to a 6.5 IELTS Overall; and a 115 would be ~92-96 on the TOEFL iBT Overall. Considering that the DET is a newer test that uses somewhat unique methodology, and that we want to ensure that students are adequately prepared, we are recommending that DET scores to meet traditional entry pathways be set at 125 overall on a single sitting of the test. Students who submit scores from 105–120 would be considered for the English Foundation Program pathway. The 125 score threshold for traditional entry is conservative and should provide UBC with enough of a buffer to reliably identify those candidates that would have met our ELAS standard if they were to take one of the other approved tests.

Additionally, given the challenges described above, we recommend restricting submissions of the DET to only those students who do not have access to the TOEFL -iBT SHE or the CAEL Online test. This will reduce the volumes of DET test submitted and improve our ability to manage the uncertainty associated with the short format CAT methodology used by the DET. And lastly, we also recommend a case-by-case review of the ungraded video interview question, and the ungraded writing sample that is provided by DET. This additional material, while brief, will assist in deciding whether scores at the 125 threshold could either meet the traditional standard or be stewarded to the EFP program.

For the 20W admission cycle, a small handful of students did submit DET tests as part of their ELAS waiver requests which we are also referencing when making this recommendation. Our experience in reviewing these specific waiver requests was that the additional supporting documentation received on behalf of students who produced test scores in the 115-130 range was sufficient and indicative of a level of preparation that was suitable for English level study at UBC (i.e. the documentation submitted was aligned with other waiver requests that we had approved in the past). Considering this experience, the novel approach of the DET test, and the concerns about validity above, we believe a score threshold of 125 for traditional entry, along with the submission restrictions and individual review of video and writing samples discussed above will be sufficient as an English language measure we can use for this year.

Summary

After considering and reviewing a handful of English proficiency tests, the Undergraduate Admissions Office, along with the International Student Initiative, feel that utilizing the combination of these three tests with the scoring recommendations made above, would allow UBC to support students who currently don't have safe access to traditional tests in testing centers. It will also promote the completion of admission applications, especially from international regions and applicants, to assist in the achievement of our overall enrolment goals. At this time, many of our peer institutions across Canada are adopting or have adopted similar recommendations to the ones we have made above, and formal approval of these recommendations for the 21W undergraduate admission cycle would help us move into greater alignment with these peers in what is shaping up to be another challenging and unpredictable enrolment cycle.



28 January 2021

Okanagan Senate

THE UNIVERSITY OF BRITISH COLUMBIA

Docket Pages 23 of 230

Office of the Senate

University Centre | UNC 322

3333 University Way

Kelowna, BC Canada V1V 1V7

www.senate.ubc.ca/okanagan

To: Okanagan Senate
From: Senate Admissions and Awards Committee
Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee
Date: 28 January 2021

The Senate Admissions and Awards Committee has reviewed the materials submitted by Development and Alumni Engagement, Okanagan Campus and has enclosed the list of awards they deem ready for consideration by the Senate for approval:

THAT THE Senate accept the new and revised awards as listed, that they be sent to the Board of Governors for approval, and that letters of thanks be sent to the donors.

Respectfully submitted by,
Tamara Ebl, Chair, Senate Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA**January 11, 2021****Development and Alumni Engagement**

The University of British Columbia | Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211

<http://supporting.ok.ubc.ca/welcome.html>

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus**To: Okanagan Senate Admissions and Awards Committee****Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee**

New awards for consideration:

Proposed Title: **Lesley Cormack Travel and Research Enhancement Award**

Travel awards totalling \$2,000, ranging in value from \$250 to \$1,000, have been made available through an endowment established by Lesley Cormack, along with matching funds from The University of British Columbia, to full-time graduate students at the University of British Columbia, Okanagan campus. Candidates must be presenting their work or research at major national and/or international conferences or are **travelling** to develop their research. Preference given to students in non-stem disciplines. The awards will be adjudicated by the College of Graduate Studies. (First awards available for the 2025/26 Winter Session)

Revisions:

Previously approved award with changes in terms or funding source:

Existing description (2020):

Award Title: UBC Okanagan Management Student Association Scholarship

~~Six~~ ~~Three~~ \$2,000 scholarships have been made available annually through a gift from the UBC Okanagan Management Student Association, **along with matching funds from The University of British Columbia**, for continuing undergraduate students in the Faculty of Management at

the University of British Columbia, Okanagan campus. The scholarships will be adjudicated by Enrolment Services. (First awards available for the 2020/21 Winter Session)

Amended Description: UBC Okanagan Management Student Association Scholarship

Six \$2,000 scholarships have been made available annually through a gift from the UBC Okanagan Management Student Association, along with matching funds from The University of British Columbia, for continuing undergraduate students in the Faculty of Management at the University of British Columbia, Okanagan campus. The scholarships will be adjudicated by Enrolment Services. (First awards available for the 2020/21 Winter Session)

Rationale: The University has matched the donor funds

Existing description (2017):

Award Title: Paul Jubinville Memorial Bursary in Engineering

A \$2,000 bursary **has been made available through an endowment established** ~~is offered~~ by the family and friends of Paul Jubinville, **along with matching funds from The University of British Columbia,** to an ~~fourth-year~~ electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a **fourth-year** student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. **The bursary will be adjudicated by Enrolment Services.**

Amended Description: Paul Jubinville Memorial Bursary in Engineering

A \$2,000 bursary has been made available through an endowment established by the family and friends of Paul Jubinville, along with matching funds from The University of British Columbia, to an electrical engineering student in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a fourth-year student who demonstrates an assessed financial need. Paul was from Kamloops and attended Thompson Rivers University before UBC Okanagan, where he received his undergraduate Engineering degree in spring of 2016, shortly before he passed away from brain cancer. In loving memory, Paul is remembered as a witty and intelligent young man of strong character who was just starting his journey in life. The bursary will be adjudicated by Enrolment Services.

Rationale: The family has decided to endow the award



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

28 January 2021

To: Senate
From: Agenda Committee
Subject: Senate Meeting Schedule 2021-2022

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

15. Regular Meetings

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

The Senate Agenda Committee would therefore recommend:

That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2021-2022 be established as follows:

- *30 September 2021*
- *28 October 2021*
- *25 November 2021*
- *16 December 2021*
- *27 January 2022*
- *24 February 2022*
- *31 March 2022*
- *28 April 2022*
- *19 May 2022*



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28 January 2021

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 the new courses, revised courses, discontinued course, and revised programs brought forward by the Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, and Health and Social Development be approved.*

- a. From the Faculty of Applied Science
 - i. APSC 530 – New course
 - ii. APSC 547 – New course
 - iii. Master of Engineering, Program Requirements

- b. From the Faculty of Arts and Social Sciences
 - iv. ANTH 210 – New course
 - v. ANTH 277 – New course
 - vi. PHIL 240 – New course
 - vii. Bachelor of Arts Programs, Degree Requirements for students entering the program in 2021/2022 or later

c. From the Faculty of Creative and Critical Studies

- viii. CCS 510 – New course
- ix. CCS 511 – New course
- x. CCS 512 – New course
- xi. CRWR 580 – Discontinuation of course
- xii. CRWR 581 – New course
- xiii. CRWR 582 – New course
- xiv. College of Graduate Studies, Fine Arts, Program Requirements (M.F.A. Specialization in Creative Writing)
- xv. CULT 360 – New course
- xvi. CORH 360 – New course
- xvii. Bachelor of Arts Programs, Cultural Studies

d. From the Faculty of Health and Social Development

- xviii. HES 515 – New course
- xix. HES 516 – New course
- xx. HES 525 – New course
- xxi. HES 526 – New course
- xxii. HES 535 – New course
- xxiii. HES 536 – New course
- xxiv. NRSG 554 – Revised course
- xxv. NRSG 580 – Revised course
- xxvi. NRSG 601 – Revised course

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Engineering Dept./Unit: Applied Science Faculty/School Approval Date: 2020.02.10 Effective Session: 2021W	Date: 2020.02.10 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: Creation of this graduate course will strengthen and diversify the course selection available for graduate students (and high performing undergraduate students) in the School of Engineering, Faculty of Applied Science. This is especially important as the School expands its intake of M.Eng students as many civil engineering M.Eng. students will likely take this course. Furthermore, this course contributes toward the newly launched Resilient Infrastructure Management Option in Civil Engineering. A directed studies version of this course has already been taught to graduate students.</p> <p>As provinces like BC implement dam safety regulations there is growing need for engineers with training on dam design and dam safety to ensure the safety of ~ 10,000 earth dams and 1000's of kilometres of dikes in Canada. Furthermore these structures are aging and deteriorating and vulnerable to climate change effects.</p>	
Proposed Academic Calendar Entry: <u>APSC 530 (3) Earth Dams and Dikes</u> <u>Understand design criteria and regulatory requirements and apply failure consequence classification; evaluate embankment stability, deformation and seepage; seepage control, erosion protection and filter design; techniques for deficiency identification; maintenance and repair strategies; dam safety management systems.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form New Course – Okanagan Campus

Category: 1	
School of Engineering Applied Science Faculty Approval Date: 2020.02.10 Effective Session: 2020W	Date: 2020.02.07 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
<p>Rationale: This course will provide graduate students with an introduction to design and selection of advanced drinking water treatment processes used to treat challenging source water conditions. This course will ensure graduate students in environmental engineering have a broad exposure to current knowledge in the discipline. The intention is for this course to complement parallel courses that focus on biological wastewater systems. The planned course was offered as a direct studies course in 2019, which received good feedback from graduate students. There is current demand for drinking water courses, evident from high numbers of graduate students auditing related undergraduate courses (e.g. ENGR 441). In this graduate course, there will be greater emphasis on risk assessments, current academic literature, and recent technologies.</p> <p>The course will introduce risk-based approaches to set treatment objectives, address concerns with emerging contaminants, and rationale for water reuse scenarios. Theoretical fundamentals and design considerations of advanced treatment process design will then be covered.</p>	
Proposed Academic Calendar Entry: <u>APSC 547 (3) Advanced Drinking Water Treatment</u> <u>Theory and design of advanced drinking water treatment processes used for challenging source water conditions. Risk-based treatment approaches, removal of emerging contaminants, regulated and unregulated disinfection by-products, and other current issues in potable water treatment and quality.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None



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

Category: 1	
Faculty of Applied Science School of Engineering Faculty Approval Date: 2020.11.25 Effective Session: 2021W	Date: 2020.11.25 Contact Person: Dr. Rudolf Seethaler Phone: 250.807.8801 Email: Rudolf.seethaler@ubc.ca
Type of Action: Change of Program Requirements for M.Eng	
Rationale: The program has evolved since its inception more than 10 years ago. It is now shorter in length due to more courses availability at UBCO. Also the option to take courses in Vancouver is no longer available.	
Proposed Academic Calendar Entry: Program Requirements This degree requires a minimum of 30 credits of coursework, at least 24 of which must be at the 500 level, with at least 12 of the 24 in a preferred discipline. A student's selection of courses is made in consultation with the program to suit career interests, and requires the approval of the program. A typical completion time for full-time students taking the M.Eng. program is 12 –24 months (3 –6 terms), depending on the number of courses the student undertakes each term.	Draft Academic Calendar URL: N/A http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,981,1164 Present Academic Calendar Entry: Program Requirements This degree requires a minimum of 30 credits of coursework, at least 24 of which must be at the 500 level, with at least 12 of the 24 in a preferred discipline. A student's selection of courses is made in consultation with the program to suit career interests, and requires the approval of the program. During a transition period expected to last the next several years, a number of graduate courses will be delivered in collaboration with the UBC Vancouver campus component of the Faculty of Applied Science, either in Vancouver or in Kelowna, or by distance.



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	<p>A typical completion time for full-time students taking the M.Eng. program is 20–24 months (5-6 terms), depending on the number of courses the student undertakes per each term.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS Dept./Unit: CCGS/Anthropology Faculty/School Approval Date: 20201208 Effective Session: 2021W	Date: 20200921 Contact Person: Dr. Neha Gupta Phone: 250.807.8403 Email: neha.gupta@ubc.ca
Type of Action: New Course	
Rationale: This new course fills the need for a foundational course that examines the discipline and profession of archaeology and its practice and method. The course introduces key concepts such as the social context of archaeology, and theory and method that enable the interpretation of archaeological data.	
Proposed Academic Calendar Entry: <u>ANTH 210 (3) Archaeological Inquiry and Practice</u> <u>Examines challenges and opportunities for archaeologists in the 21st century, including tensions in the discipline, the composition and differing interests of the archaeological community, the impact of the digitization of archaeology and ownership of the past and historical perspectives in archaeological thinking. [3-0-0]</u> <u>Prerequisite: ANTH 103.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1 or 2 1	
Faculty/School: FASS Dept./Unit: CCGS/Anthropology Faculty/School Approval Date: 2020-10-19 Effective Session: 2021W	Date: 2020-10-20 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: christine.schreyer@ubc.ca
Type of Action: [delete other choices] New Course	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties] This course fills a gap in the current linguistic anthropology curriculum – a focus on literacy. It also draws on the research expertise of both linguistic anthropologists, Schreyer and Ward, both of whom plan to teach this course on rotation. As well, there is currently only one second-year course in Linguistic Anthropology – ANTH 270 – Phonology, but this course is technical, drawing on theoretical linguistics. This new course, which only has second-year standing as its prerequisite, will garner interest from all Anthropology majors, but across the BA programs as well.	
Proposed Academic Calendar Entry: ANTH 277 [3-0-0] Critical inquiry into the development and role of reading and writing in cross-cultural context. Emphasis on the origins of writing from archaeological evidence, the impact of writing systems on societies past and present, the social functions of writing, and innovations in new media. Prerequisite: Second-year standing.	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.)



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: Economics, Philosophy and Political Science Faculty/School Approval Date: 20201117 Effective Session: 2021W	Date: October 14, 2020 Contact Person: Dr. Manuela Ungureanu Phone: 250.807.9375 Email: manuela.ungureanu@ubc.ca
Type of Action: New Course	
<p>Rationale: The new course is designed to fill a significant gap in the current course offerings in humanities and social sciences at UBC Okanagan. The course introduces students to current debates in epistemology and philosophy of science on the social determinants of scientific inquiry and the influences of scientific practices on society at large. The study of the more recent history of science and technology has played a critical role in directing philosophers to interpret scientific knowledge-production as (i) aiming at an intersubjective invariance of observation aided by technological advances and specialized training, and (ii) grounded in a justificatory, institution-based practice of challenge and response. But philosophers have also brought to the forefront questions concerning (iii) the social and moral significance of developments such as the atomic bomb, or of cloning technologies, which can be inadequately managed by institutions, political leaders or the lay public.</p> <p>This course will be of interest to students from Philosophy and PPE, and also from many natural and social sciences programs. Given the game-based methods of teaching and the contemporary literature covered in the course, students will acquire critical thinking skills while investigating the modern management of knowledge-production in a lively interactive context. Through their research presentations, students will also hone their analytical skills through debates on the place and meaning of science and technology in democratic societies, examining the evolution of science production in a variety of political settings, including non-democratic ones.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>PHIL 240 (3) Science, Technology and Society</u> <u>The study of social determinants and significance of scientific knowledge in contemporary epistemology. Examines claims of objectivity and rationality by scientists and philosophers of science, given interactions of multiple perspectives, including those from technological breakthroughs and state-sponsored research policies. [3-0-0]</u> <u>Prerequisites: Second-year standing.</u></p>	<p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS & FCCS Dept./Unit: Dean's Offices Faculty/School Approval Date: 20201204 Effective Session: 2021W	Date: 20201021 Contact Person: Bernard Momer (FASS), Jordan Stouck (FCCS) Phone: 250.807.9406 Email: ikbcurriculum.ubco@ubc.ca
Type of Action: Adding courses to the Foundational and Distribution BA categories for students entering the Bachelor of Arts Program in 2021 or later.	
Rationale: The revised and approved Bachelor of Arts degree structure will require courses for each of the requirements (Foundational and Distributional) to be included in each category. These courses have been approved by the BA Implementation Committee, comprised of members from both IKBSAS and FCCS.	
Proposed Academic Calendar Entry: <b style="color: #8B873E;">Degree Requirements for students entering the program in 2021/2022 or later <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 style="text-align: center;">[19725]</p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1480 Present Academic Calendar Entry: <b style="color: #8B873E;">Degree Requirements for students entering the program in 2021/2022 or later <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 style="text-align: center;">[19725]</p>



- Communication (12 credits)
- Critical Thinking (3 credits)
- Indigenous Content (3 credits)
- Scientific Literacy or Numeracy (3 credits)

[19726] Note that courses used to satisfy the foundational courses requirement may also be used to satisfy a program requirement, but a course may not be used to satisfy both the foundational requirement and the distribution requirement.

[19727] 2. Distribution Requirement (12 credits): *See below for the list of approved distribution requirement courses.*

[19728]

- Creativity (3 credits)
- Digital Literacy (3 credits)
- Power, Diversity, and Cultures (3 credits)
- Sustainability (3 credits)

[19729] Courses taken to satisfy this requirement must be in at least two different disciplines. Courses that satisfy program requirements can also satisfy distribution requirements.

[19730] 3. Program Requirement (min. 48 credits): *See major program pages for the list of required courses.*

[19731]

- 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.

[19732] 4. Elective Requirement (credit count varies):
[19733]

- 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.

- Communication (12 credits)
- Critical Thinking (3 credits)
- Indigenous Content (3 credits)
- Scientific Literacy or Numeracy (3 credits)

[19726] Note that courses used to satisfy the foundational courses requirement may also be used to satisfy a program requirement, but a course may not be used to satisfy both the foundational requirement and the distribution requirement.

[19727] 2. Distribution Requirement (12 credits): *See below for the list of approved distribution requirement courses.*

[19728]

- Creativity (3 credits)
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- Sustainability (3 credits)

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[19730] 3. Program Requirement (min. 48 credits): *See major program pages for the list of required courses.*

[19731]

- 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.

[19732] 4. Elective Requirement (credit count varies):
[19733]

- 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.



- A minimum of 12 credits of elective courses must be at the 300/400 level.

[19734] A minimum graduating grade average (GGA) of 60% is required to be eligible for graduation with the B.A. degree.

[19735] Foundational Requirement

[19736] The Foundational Requirement provides the essential skills and knowledge that every student requires to progress successfully across the curriculum. Together, the four areas within this requirement serve to build the competencies that graduates require to become lifelong learners and engaged citizens.

[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]

- 3 credits of ENGL 109, 112, 114, or 150, 151, 153
- 3 credits of ENGL 203, **CORH 203, 204, 205** or similar approved communications courses.
- 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following:
 - **ANTH 170, 270, 370, 377**
 - CHIN 100, 101
 - FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345
 - GERM 100, 110, 200, 210

- A minimum of 12 credits of elective courses must be at the 300/400 level.

[19734] A minimum graduating grade average (GGA) of 60% is required to be eligible for graduation with the B.A. degree.

[19735] Foundational Requirement

[19736] The Foundational Requirement provides the essential skills and knowledge that every student requires to progress successfully across the curriculum. Together, the four areas within this requirement serve to build the competencies that graduates require to become lifelong learners and engaged citizens.

[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]

- 3 credits of ENGL 109, 112, 114, or 150, 151, 153
- 3 credits of ENGL 203 or similar approved communications courses.
- 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following:
 - CHIN 100, 101
 - FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345
 - GERM 100, 110, 200, 210
 - JPST 100, 101, 200, 201
 - KORN 100, 101



- JPST 100, 101, 200, 201
- KORN 100, 101
- SPAN 101, 102, 201, 202
- WRLD 151, 152, 153,
154, 155, 382

[19740]

- 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.
- Students who are fluent in and can demonstrate competency through examination in another language may use additional English or communication courses to satisfy the language acquisition or language/linguistic

- SPAN 101, 102, 201, 202
- WRLD 151, 152, 153,
154, 155, 382

[19740]

- 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.
- Students who are fluent in and can demonstrate competency through examination in another language may use additional English or communication courses to satisfy the language acquisition or language/linguistic appreciation requirement upon approval from the



appreciation requirement upon approval from the Faculty of Creative and Critical Studies.

- Students whose first language is not English may use additional English or communication courses to satisfy the language acquisition or language/linguistic appreciation requirement upon presentation of an official transcript indicating completion of secondary school in their first language.
- American Sign Language: all four levels of the American Sign Language Basic Certificate offered through an accredited institution will be deemed to have satisfied the language acquisition or language/linguistic appreciation requirement. Note: these courses cannot be used as credit towards the B.A. degree.

[19741] Critical Thinking

[19742] Critical thinking is the ability to engage in reflective and independent thinking; it is at the root of a democratic society. This requirement provides students with the skills they need to separate facts from opinions, to examine issues from all sides, and to think independently. Critical thinking is

Faculty of Creative and Critical Studies.

- Students whose first language is not English may use additional English or communication courses to satisfy the language acquisition or language/linguistic appreciation requirement upon presentation of an official transcript indicating completion of secondary school in their first language.
- American Sign Language: all four levels of the American Sign Language Basic Certificate offered through an accredited institution will be deemed to have satisfied the language acquisition or language/linguistic appreciation requirement. Note: these courses cannot be used as credit towards the B.A. degree.

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essential to make connections across disciplines and understand content on a deeper level. It therefore enhances overall academic performance.

[19743] Students must complete 3 credits chosen from:

[19744]

PHIL 120, 121

PSYO 270

[19745] Indigenous Content

[19746] In its commitment to think beyond the inherited thought processes replicating colonial assumptions of past practices and honour the knowledge, political, and social systems of Indigenous communities, UBC Okanagan requires that students develop a competence in understanding Indigenous ways of knowing.

[19747] Students must complete 3 credits chosen from:

[19748]

INDG 100

[19749] Scientific Literacy or Numeracy

[19750] Along with the Critical Thinking requirement, the Scientific Literacy or Numeracy requirement ensures graduates develop a habit of mind that enables them to think critically and independently while providing them with the mathematical or scientific concepts needed to navigate their workplace and life in general.

[19751] Students must complete 3 credits chosen from:

[19752]

All 1st-year BIOL, CHEM, PHYS, or MATH¹

DATA 101, 301²

COSC 301²

EESC 101, 104, 106, 111, 121

GEOG 108, 109

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[19743] Students must complete 3 credits chosen from:

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Subject-Code	Course-number
PHIL 120, 121	
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[19751] Students must complete 3 credits chosen from:

[19752]

Subject-Code	Course-number
All 1st-year BIOL, CHEM, PHYS, or MATH ¹	
DATA 101, 301 ²	
COSC 301 ²	
EESC 101, 104, 106, 111, 121	
GEOG 108, 109	



PSYO 271

SOCI 271

STAT 121, 124

[19753] Distribution Requirement

[19754] Distribution requirement courses fulfill the need to graduate students who are well-rounded, informed, and engaged citizens. This requirement exposes students to different ways of thinking and experiences in areas outside their specialization. Courses in this requirement are accessible to students who have not acquired the specialized knowledge typically possessed by students majoring in a discipline.

[19755] In addition to the specific learning outcomes identified in the distribution areas, any course satisfying the Distribution Requirement should substantially fulfill at least one of the following conditions:

[19756]

1. Demonstrates the ways in which the discipline understands, obtains, and categorizes its knowledge, along with defining the problems addressed by the discipline and the methods by which it solves or answers those problems;
2. Surveys the historical development of the discipline and the shape of its current practices; or,
3. Surveys the central ideas, theories, and debates central to the discipline.

[19757] Creativity

[19758] Learning to think creatively requires many different skills, such as the ability to see objects and ideas in new ways. This requirement aims to develop the capacity to combine or synthesize existing ideas, images, or expertise in original ways and to experience thinking, reacting, and working in an imaginative way, characterized by a high-degree of innovation, divergent thinking, and risk-taking. Creativity is not only essential for the innovation process, but it is also an

PSYO 271

SOCI 271

STAT 121, 124

[19753] Distribution Requirement

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[19755] In addition to the specific learning outcomes identified in the distribution areas, any course satisfying the Distribution Requirement should substantially fulfill at least one of the following conditions:

[19756]

4. Demonstrates the ways in which the discipline understands, obtains, and categorizes its knowledge, along with defining the problems addressed by the discipline and the methods by which it solves or answers those problems;
5. Surveys the historical development of the discipline and the shape of its current practices; or,
6. Surveys the central ideas, theories, and debates central to the discipline.

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observable and valuable component of the social and economic enterprise that becomes a force of great value when it is applied to causes that benefit humankind and the world at large.

[19759] Students must complete 3 credits chosen from:

[19760]

COSC 123

CRWR 150, 160, 205, 210

FILM 103²

PSYO 317

THTR 101, 102, 103², 104, 201,
202, 212, 280, 313², 412

VISA 102, 104, 106, 110, 137, 290A

WRLD 313²

[19761] Digital Literacy

[19762] Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as well as, cultural and societal issues related to the use of technology.

[19763] Students must complete 3 credits chosen from:

[19764]

ARTH 370², 375²

COSC 122

CULT 316², 317²

DIHU 370², 375²

FILM 100, 103², 303², 371²

MDST 110, 120, 210, 220

SOCI 492

THTR 303²

VISA 106

WRLD 370², 375²

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Subject Code	Course number
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COSC 123

CRWR 150, 160, 205, 210

FILM 103²

PSYO 317

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202, 212, 280, 313², 412

VISA 102, 104, 106, 110, 137, 290A

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DIHU 370², 375²

FILM 100, 103², 303², 371²

MDST 110, 120, 210, 220

SOCI 492

THTR 303²

VISA 106

WRLD 370², 375²



[19765] Power, Diversity, and Cultures

[19766] The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

[19767] Students must complete 3 credits chosen from:

[19768]

ANTH 218

ARTH 309², 370², 375²

CULT **101²**, 230², 340², 346², 380², 480²

DIHU 370², 375²

ENGL 224², 379², 384²

GEOG 255

GWST 100, 110, 215

HIST 317

POLI 100

SOCI 121, 429

THTR 304², 309², 411²

WRLD 100, 304², 310, 360, **370²**, **375²** 382

[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

[19765] Power, Diversity, and Cultures

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[19767] Students must complete 3 credits chosen from:

[19768]

Subject Code	Course number
ARTH	309 ² , 370 ² , 375 ²
CULT	230 ² , 340 ² , 346 ² , 380 ² , 480 ²
ENGL	224 ² , 379 ² , 384 ²
GEOG	255
GWST	100, 110, 215
HIST	317
POLI	100
SOCI	121, 429
THTR	304 ² , 309 ² , 411 ²
WRLD	100, 304 ² , 310, 360, 382

[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



<p>while respecting social and cultural diversity. Sustainability education is holistic and transformational.</p> <p>[19771] Students must complete 3 credits chosen from:</p> <p>[19772]</p> <p>EESC 101 SOCI 228 SUST 100</p> <p>[19773] ¹Excluding MATH 125, 126, and 160.</p> <p>[19774] ²Check cross-listings.</p> <p>[19775] Progression Requirements</p> <p>[19776]</p> <table> <tr> <td>First Year</td> <td>0–23 credits</td> </tr> <tr> <td>Second Year</td> <td>24–47 credits</td> </tr> <tr> <td>Third Year</td> <td>48–77 credits</td> </tr> <tr> <td>Fourth Year</td> <td>78 or more credits</td> </tr> </table>	First Year	0–23 credits	Second Year	24–47 credits	Third Year	48–77 credits	Fourth Year	78 or more credits	<p>while respecting social and cultural diversity. Sustainability education is holistic and transformational.</p> <p>[19771] Students must complete 3 credits chosen from:</p> <p>[19772]</p> <table> <thead> <tr> <th>Subject Code</th> <th>Course number</th> </tr> </thead> <tbody> <tr> <td>EESC 101</td> <td></td> </tr> <tr> <td>SOCI 228</td> <td></td> </tr> <tr> <td>SUST 100</td> <td></td> </tr> </tbody> </table> <p>[19773] ¹Excluding MATH 125, 126, and 160.</p> <p>[19774] ²Check cross-listings.</p> <p>[19775] Progression Requirements</p> <p>[19776]</p> <table> <tr> <td>First Year</td> <td>0–23 credits</td> </tr> <tr> <td>Second Year</td> <td>24–47 credits</td> </tr> <tr> <td>Third Year</td> <td>48–77 credits</td> </tr> <tr> <td>Fourth Year</td> <td>78 or more credits</td> </tr> </table>	Subject Code	Course number	EESC 101		SOCI 228		SUST 100		First Year	0–23 credits	Second Year	24–47 credits	Third Year	48–77 credits	Fourth Year	78 or more credits
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative & Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 2020/10/30 Effective Session: 2021W	Date: 2020/01/03 Contact Person: Dr. Hussein Keshani Phone: 250.807.XXXX Email: hussein.keshani@ubc.ca
Type of Action: Other: New Courses	
Rationale: The Department of Creative Studies, with the recent integration of the Art History & Visual Culture Program, is developing a Curation Option to the current structure of the M.F.A. Specialization in Interdisciplinary Studies. This proposal adds courses to support that option.	
<p style="color: red; text-decoration: underline;"> CCS 510 (3/6) d Curation as Creative Practice Examination of curation as a form of creative practice and the tradition of artist-led curation. Topics in a given year may include one or more of the following: Indigeneity and Curation, Decolonizing Curation, Curating Live Performance, Curating New Media and Curating with Artists. With different topics this course may be taken more than once for credit. Prerequisite: Restricted to students in the MFA program or permission of the Department of Creative Studies. </p>	
<p style="color: red; text-decoration: underline;"> CCS 511 (3) Digital Media for Interpretive Centres The art and practice of using digital media for cultural institutions like art galleries, museums, botanic gardens, science centres, heritage sites and parks. Critical perspectives will be employed and approaches may include project-based learning, working with cultural institutions and digital art history methods. Credit will be granted for only one of CCS 511, ARTH 411, DIHU 411. Prerequisite: Restricted to students in the MFA program or permission of the Department of Creative Studies. </p>	



<p><u>CCS 512 (3) Politics of Exhibition and Representation</u> <u>Politics of exhibition and representation of world arts and visual cultures in contexts of colonialism and postcolonial activism. Credit will be granted for only one of CCS 512 or ARTH 451.</u> <u>Prerequisite: Restricted to students in the MFA program or permission of the Department of Creative Studies.</u></p>	
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1 (Revised)	
Faculty/School: Creative and Critical Studies	Date: 20200802
Dept./Unit: Creative Studies	Contact Person: Nancy Holmes
Faculty/School Approval Date: 20201030	Phone: 250.807.9369
Effective Session: 2020W	Email: nancy.holmes@ubc.ca
Type of Action: Discontinuation of Course	
Rationale: We propose to discontinue CRWR 580 and replace it with two more specialized courses, one in lyric (CRWR 581) and one in narrative (CRWR 582). This change should provide a much-needed focus in the course work in the MFA specialization in CRWR and make our program more attractive to incoming students – most MFA programs around the continent offer genre-specific courses so this changes brings our MFA more into alignment with other programs.	
Proposed Academic Calendar Entry: N/A	Draft Academic Calendar URL: URL http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=CRWR Present Academic Calendar Entry: CRWR 580 (3/6) d Graduate Workshop in Creative Writing For students who have a significant creative component to their graduate degree, including a creative thesis. An intensive manuscript production course that offers students at the graduate level opportunity for in-depth discussion and workshopping about their chosen genre. No more than 6 credits in total will be granted for CRWR 580, IGS 580, or any combination thereof. Prerequisite: The submission of a portfolio and permission of the Department of Creative Studies.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 20201030 Effective Session: 2021W	Date: 20200802 Contact Person: Nancy Holmes Phone: 250.807.9369 Email: nancy.holmes@ubc.ca
Type of Action: New Courses	
Rationale: <p>Our current multi-genre workshop is becoming too unwieldy for the students as the classes are growing larger. With growing numbers in CRWR 580 (currently an all-genres course), students do not get the expert peer attention they need as they embark on a major writing project. With an incoming new faculty member, we will have the resources to offer two genre-specific workshops instead of a single multi-genre one. This change encourages the students to truly focus on their disciplinary field by requiring them to take a full 6 credits in their field of writing. They will still have the option to work in a secondary field by taking a 3-credit option outside their main genre, or as many students have requested, having a second CRWR option at the graduate level. We propose to cancel CRWR 580 and replace it with two more specialized courses, one in lyric (CRWR 581) and one in narrative (CRWR 582). Students will choose which “mode” they are focusing on and will take one of these courses twice (“lyric” generally maps onto poetry and poetic practices and “narrative” generally maps onto fiction and other story-telling forms). This change should provide a much-needed focus in the course work in the MFA specialization in CRWR and make our program more attractive to incoming students – most MFA programs around the continent offer genre-specific courses so this change brings our MFA more into alignment with other programs.</p> <p>We are also clarifying the prerequisite language. All creative writing students in the MFA program have had their portfolios accepted and they can all take this course. If students outside the CRWR MFA program wish to take the course, they are the ones who will need to submit a portfolio.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>CRWR 581 (3/6) d Graduate Workshop in Creative Writing- Lyric Manuscript production course for in-depth discussion and workshopping of lyric forms. No more than 6 credits in total will be granted for CRWR 581, CRWR 580, or any combination thereof. Prerequisite: Admission into the MFA CRWR program, or submission of a portfolio and permission of the Department of Creative Studies.</u></p> <p><u>CRWR 582 (3/6) d Graduate Workshop in Creative Writing- Narrative Manuscript production course for in-depth discussion and workshopping of narrative forms. No more than 6 credits in total will be granted for CRWR 582, CRWR 580, or any combination thereof. Prerequisite: Admission into the MFA CRWR program, or submission of a portfolio and permission of the Department of Creative Studies</u></p>	<p>Draft Academic Calendar URL: URL http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=CRWR</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 20201030 Effective Session: 2021W	Date: 2020 08 02 Contact Person: Nancy Holmes Phone: 250.807.9369 Email: nancy.holmes@ubc.ca
Type of Action: Revision to program requirements	
Rationale: <p>We are responding to the needs of a growing program. Our graduate students will benefit from taking courses that are more focused in their particular genre. This change to the program creates an MFA CRWR degree that allows students to study in-depth in their field of writing. Students will choose which “mode” they are focusing on and will take one of these courses twice (“lyric” generally maps onto poetry and poetic practices and “narrative” generally maps onto fiction and other story-telling forms). They will take one course each year just as they currently take CRWR 580. Besides offering the students the opportunity to take a core course with two different professors in our discipline over the two-year MFA program, the goal in having coursework spread over the two years of their degree is that the students are at significantly different stages of their thesis work in year one and year two. Often students will change direction within 8 months of their writing. The second year workshop thus provides them with the opportunity to get feedback on any new formal directions. This change should provide a much-needed focus in the course work in the MFA specialization in CRWR and make our program more attractive to incoming students – most MFA programs around the continent offer genre-specific courses so this change brings our MFA more into alignment with other programs. The new configuration also offers students the opportunity, if they choose, to take as their elective a second graduate level creative writing course, something they have not been able to do.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>[16282] M.F.A. Specialization in Creative Writing</p> <p>[16283] Students selecting the Specialization in Creative Writing must complete the following 30 credits:</p> <p>[16284]</p> <ul style="list-style-type: none"> • CCS 506 (3) M.F.A. Graduate Colloquium I; • CCS 507 (3) M.F.A. Graduate Colloquium II (including the presentation in this course in their second year); • <u>CRWR 581 Graduate Workshop in Creative Writing- Lyric (taken twice for a total of 6 credits) OR CRWR 582 Graduate Workshop in Creative Writing-Narrative (taken twice for a total of 6 credits);</u> • one additional 3-credit course which may be selected from other graduate programming <u>in Creative Writing or</u> in the Faculty of Creative and Critical Studies; or, at the discretion of the supervisor and supervisory committee, selected from other graduate-level courses outside of the Faculty of Creative and Critical Studies. With the approval of the supervisor and supervisory committee, students may successfully complete an upper-level undergraduate course to satisfy this requirement; and • CCS 599 (15) M.F.A. Thesis comprising of a substantial creative writing work and a support paper or introductory essay: a full-length work of publishable quality (book-length poetry, fiction or non-fiction manuscript, full-length stage play, or screenplay) with an accompanying support paper or introductory essay (minimum 2,500 words) and an oral defence of both the creative writing work and the support paper or introductory essay. The oral 	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1071,1308</p> <p>Present Academic Calendar Entry:</p> <p>[16282] M.F.A. Specialization in Creative Writing</p> <p>[16283] Students selecting the Specialization in Creative Writing must complete the following 30 credits:</p> <p>[16284]</p> <ul style="list-style-type: none"> • CCS 506 (3) M.F.A. Graduate Colloquium I; • CCS 507 (3) M.F.A. Graduate Colloquium II (including the presentation in this course in their second year); • CRWR 580 (3/6) d Graduate Workshop in Creative Writing (taken twice for 3 credits for a total of 6 credits); • one additional 3-credit course which may be selected from other graduate programming in the Faculty of Creative and Critical Studies; or, at the discretion of the supervisor and supervisory committee, selected from other graduate-level courses outside of the Faculty of Creative and Critical Studies. With the approval of the supervisor and supervisory committee, students may successfully complete an upper-level undergraduate course to satisfy this requirement; and • CCS 599 (15) M.F.A. Thesis comprising of a substantial creative writing work and a support paper or introductory essay: a full-length work of publishable quality (book-length poetry, fiction or non-fiction manuscript, full-length stage play, or screenplay) with an accompanying support paper or introductory essay (minimum 2,500 words) and an oral defence of both the creative writing work and the support paper or introductory essay. The oral defence will normally be held within six
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<p>defence will normally be held within six weeks of the creative writing thesis submission.</p>	<p>weeks of the creative writing thesis submission.</p>
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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: 20201030 Effective Session: 2021 W1	Date: 2020-10-15 Contact Person: David Jefferess Phone: 250.807.9359 Email: David.jefferess@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>This new course provides an introduction to critical heritage studies, focusing on practices of public memory and commemoration, specifically in terms of how they are designed to produce ideas of place and identity, as well as how they are experienced, interpreted, and engaged with by diverse audiences. Drawing upon cultural theory, specifically related to discourse, narrative, rhetoric, and visual culture, the course is designed to provide a broad overview of public memory practices, engaging with how these practices are used to produce national and local community identities, as well as to commemorate trauma and confront histories of oppression and violence.</p> <p>The course provides instruction in critical analysis, using cultural theory, but also formally introduces students to questions of research ethics, the methodology of oral history/ethnographic research, and the methodology of archival research (focusing specifically on archives of historical photographs/images). Students will be required to complete TCPS2 CORE.</p> <p>CULT 360 - The course contributes to the newly reconfigured “Identities and Power” course list of the Cultural Studies program, providing an introduction to an area of study that has long been part of the field of Cultural Studies (Hall 2008, Haslam 2016, Longhurst, et al 2016) but has previously not had a dedicated course in the CULT program; aspects of the study of public memory are often included in CULT 100, CULT 101, CULT 320, CULT 340, CULT 346, and CULT 437.</p> <p>Ethnographic and archival research are common within the field of Cultural Studies, particular at the graduate level. A number of undergraduate CULT courses utilize research created through oral history/ethnographic methodologies, including 215, 230, 312, 340, and 346. By providing an introduction to oral history practice, this course provides a companion to CULT 315, which provides an introduction to media ethnography practice. I have previously provided oral history and auto-ethnography methods and archival research as optional research approaches in CULT 340 and CULT 437; CULT 300 and 305 also regularly provide students the option of conducting research using ethnographic methods. This course will be unique within the program in that it will integrate the instruction of these methods as a primary learning outcome.</p>	



CORH 360 The course provides a senior-level course for the Communications and Rhetoric program (CORH), aligning with the goals identified in the Certificate and Minor in Communications and Rhetoric Program proposal.

Drawing on approaches to rhetorical analysis (LO 2, 4) and developing student skills in a range of modes of research (LO 4, 5) and research communication (LO 6, 7), CORH 360 supports the CORH program goals of fostering an understanding of theories of rhetoric and enhancing the ability of students to “apply knowledge of communication, composition, and rhetoric to produce multimodal texts and creative artefacts.” The readings, classroom activities, and assignments specifically fulfill the CORH program Learning Outcomes 1, 4, 5, 6, and 7.

1. Demonstrate an interdisciplinary understanding of theoretical and conceptual frameworks in communication, sociocultural constructs, and intercultural aspects of the interactions of the self with other individuals, groups, and communities;
4. Demonstrate knowledge of composition and academic writing conventions for various genres across the curriculum and in the disciplines, and adapt discourse for lay and expert audiences;
5. Identify, analyze, and critique the use of rhetorical modes and discourse in written, oral, digital, visual, creative, and multimodal forms;
6. Demonstrate an awareness of communication and rhetorical literacies to generate a range of multimodal texts or create original media artefacts, fulfilling the expectations of diverse and culturally distinct audiences;
7. Conduct original and ethical research using appropriate research methodologies to address current concerns in the field of communication and rhetoric;

This proposal is also part of a larger interdisciplinary initiative to expand curation and interpretation studies at the UBCO that is led by the Art History & Visual Culture program and aims to develop a minor, certificates, and an MFA option in the area.

The course has been designed to complement other offerings related to heritage and museum studies within FCCS, including ARTH 451, which focuses on the politics of exhibition of African and Indigenous arts and visual culture, and DIHU 320, which focuses specifically on digital practices of commemoration.



<p>Proposed Academic Calendar Entry:</p> <p><u>CULT 360 (3) Public Memory, Commemoration, and Identity</u> <u>Critical examination of commemoration practices, including museums, monuments, and heritage sites, specifically in terms of the construction of place, community, and identity. Credit will be granted for only one of CULT 360 or CORH 360.</u> <u>Prerequisite: 3 credits of 200 level CULT, CORH 204, or CORH 205.</u> <u>Equivalency: CORH 360</u></p> <p><u>CORH 360 (3) Public Memory, Commemoration, and Identity</u> <u>Critical examination of commemoration practices, including museums, monuments, and heritage sites, specifically in terms of the construction of place, community, and identity. Credit will be granted for only one of CORH 360 or CULT 360.</u> <u>Prerequisite: 3 credits of 200 level CORH or 3 credits of 200 level CULT</u> <u>Equivalency: CULT 360</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p>
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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: 20201030 Effective Session: 2021 W1	Date: 20201015 Contact Person: Dr. Kyong Yoon Phone: 250.807.8897 Email: kyong.yoon@ubc.ca

Type of Action: Revision to Calendar Description

1. Redefining **three** thematic lists to **two** thematic lists
 From (a) Media and Popular Culture **(b) Global Cultural Studies (c) Cultural Theory**
 To (a) Media and Popular Culture **(b) Identities and Power** (i.e., existing (b) and (c) combined)
2. Reducing Credits of 200-level required (from 9 credits to 6 credits)
3. Updating the available 100 and 200 level courses
4. Removing the Major requirement of 70% average in 12 credits of first and second year Cultural Studies
5. Revising upper level requirements (including particular credits of 4th year CULT-designated courses in majors, combined majors, and minors).
 - o CULT majors take minimum 6 credits of 4th year designated CULT courses
 - o CULT combined majors and minors take 3 credits of 4th year designated CULT courses
6. Updating the available upper level courses

Rationale

The rationale for the proposed changes is to update course lists and the curriculum structure in response to (a) the introduction of the UBCO’s new BA structure, (b) the external departmental reviewers’ recommendations (2020), and (c) recent changes in socio-cultural circumstances in which the themes of identities, diversity, power, and social justice have emerged as required areas of cultural literacy in higher education.

1. Redefining **three** thematic lists to **two** thematic lists
 From (a) Media and Popular Culture **(b) Global Cultural Studies (c) Critical and Cultural Theory**
 To (a) Media and Popular Culture **(b) Identities and Power** (i.e., existing (b) and (c) combined)

In recent years, the theme of identities and power has emerged an important area in higher education, especially in response to socio-cultural needs for addressing diversity, inclusion, and social justice. As a program that has rigorously addressed the area of identities and power, the Cultural Studies program (CULT hereafter) aims to more explicitly engage in



the theme by redefine the existing two thematic lists (Global Cultural Studies and Critical/Cultural Theory) as Identities and Power.

Also, the new thematic area of Identities and Power (rather than the existing areas of Global Cultural Studies and Critical/Cultural Theory) effectively addresses some aspects of the new BA's Power, Diversity, and Cultures requirement. By this proposed theme Identities and Power, students can take more thematically focused courses addressing power relations in diverse forms of identities. Moreover, new BA students can have synergy with other courses in the new BA's Power, Diversity, and Cultures courses. Furthermore, as students choose from two lists rather than from three lists, students can have more flexibility and focus in their degree planning.

2. Reducing credits of 200-level required (from 9 credits to 6 credits)

The recent external department review report (2020) suggested that CULT reduce the number of lower level credits required. This reduction will allow students to easily access and enter the CULT degree program, while more freely exploring other programs' courses. While the credits are reduced, more focused 100 and 200 level courses (see Section 3 below) will be offered and thus students will still be sufficiently prepared for upper level courses.

3. Updating the available 100 and 200 level courses

The current list of available courses to fulfill the required 100 and 200-level 3 credits includes an extremely broad range of courses. Thus, the list of the required courses has been refined for a focused structure and scope of CULT degree. This updated list of courses that are closely aligned with Cultural Studies' key themes will prepare students better for upper level CULT courses and complete the degree.

4. Removing the Major requirement of 70% average in 12 credits of first and second year Cultural Studies

Other programs in the BA like Art History, Gender and Women's Studies, Geography, and Anthropology do not have this type of entrance requirement. CULT aims to provide a similar level of accessibility for students.

5. Revising upper level requirements: CULT major and minor students take minimum number of credits of 4th year CULT courses.

This action will ensure that students in the program have the experience of taking 4th year courses that are more concentrated in content and are offered in a seminar form. By taking seminar type 4th year CULT course, students can improve their in-depth knowledge and skills of cultural studies. Given that CULT at UBCO doesn't offer an honour's program, it would be beneficial for students to take seminar type 4th year courses for in depth study of the program.

6. The list of available upper level courses updated

The fully updated course list will accurately inform students and help them better plan their degree. Moreover, it will keep the CULT curriculum focused in accordance with the two revised themes – especially the newly established Identities and Power List. By having a more focused course list rather than a list of very wide range of available courses, students can gain a coherent knowledge of the subject. Part of this updating include the deletion and removal of nine CULT courses that are crosslisted with other disciplines:

- Four cross-listed ENGL courses (the program does not intend to offer them again): CULT 341, 345, 375, 435 and 445.
- Two cross-listed JPST courses (the program does not intend to offer them again): CULT 364 and 366.
- One cross-listed FREN course (the course has not been taken by CULT students): CULT 362
- One cross-listed VISA course (the course has not been taken by CULT students): CULT 309

7. Additional changes

- Courses that have been in the curriculum but are missing from the Academic Calendar's degree requirements page: CULT 308, 313, 316, 317, 380,
- Courses that are moved from one list to the other, due to the relevance of the content: ARTH 301, 410, CULT 480, 485



- Previously approved change to course title for CULT 340
- New course proposal: CULT 360
- Previously approved rename of CULT 490
- Renumbering of ANTH 401
- Addition of GWST 419

Proposed Academic Calendar Entry:

[14211] Major in Cultural Studies

[14212] First and Second Years

[14213] B.A. requirements, including the following:

[14214]

- CULT 100, 101;
- 3 credits of CULT courses numbered from 200 to 229;
- 3 credits of CULT courses numbered from 230 to **299**; and
- 3 credits of **200-level courses from: ANTH 205, 218, 252; ARTH, CRWR 205, 210, 219, 250, 260; DIHU, GEOG 255; GWST, INDG 201, 202, 203, SOCI 212, 216, 217, 219, 226, 228, 231, 249; THTR 204, 211, 212, VISA 200, 201, 206, 244, 261, 266, 268, 269**

[14215] Third and Fourth Years

[14216] 30 credits from the 300- and 400-level courses below with **at least 9 credits of CULT designated courses in each of the two lists (Media and Popular Cultures and Identities and Power), including at least 6 credits of CULT designated courses at the 400-level.**

Media and Popular Cultures Course List

- CULT 300 Documentary and Docudrama (ENGL 378)
- CULT 305 English-Canadian Screen Culture (ENGL 377)
- CULT 308 Spoken Word (THTR 384; CRWR 384)**
- CULT 310 Advanced Photography (VISA 362)
- CULT 311 Advanced Media Communications (VISA 382)
- CULT 312 Internet Culture
- CULT 313 Topics in Transnational Asian Pop Culture**
- CULT 315 Television Studies (ENGL 376)
- CULT 316 Narrative Film Production (FILM 303; THTR 303)**
- CULT 317 Digital Documentary Production (FILM 371)**
- CULT 320 Creative Activism: Art, Media, and Social Justice (ARTH 323)
- CULT 325 Media and the Politics of Identity
- CULT 400 Topics in Popular Culture (ENGL 493)
- CULT 401 Topics in Media Studies
- CULT 405 Reading Gothic Film (ENGL 455)
- CULT 410 Asian Cinema
- ARTH 301 Critical Viewing - Advanced Studies**
- ARTH 410 Gender, Art, and Space in the Islamic World**

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,1225>

Present Academic Calendar Entry:

[14211] Major in Cultural Studies

[14212] First and Second Years

[14213] B.A. requirements, including the following:

[14214]

- CULT 100, 101;
- 3 credits of CULT courses numbered from 200 to 229;
- ~~3 credits of CULT courses numbered from 230 to 269;~~
- ~~3 credits of CULT courses numbered from 270 to 289; and~~
- ~~3 credits of 100- or 200-level CRWR, DIHU, GWST, INDG, SOCI, THTR, VISA; and~~
- **70% average in 12 credits of Cultural Studies.**

[14215] Third and Fourth Years

[14216] 30 credits from the 300- and 400-level courses below with at least 9 credits **in each of the three streams (media and popular cultures, global, and theory), and at least 3 credits of CULT in each of the three streams.**

Media and Popular Cultures Course List

- CULT 300 Documentary and Docudrama (ENGL 378)
- CULT 305 English-Canadian Screen Culture (ENGL 377)
- ~~CULT 309 Advanced Practice in Printmaking (VISA 336)~~
- CULT 310 Advanced Photography (VISA 362)
- CULT 311 Advanced Media Communications (VISA 382)
- CULT 312 Internet Culture
- CULT 315 Television Studies (ENGL 376)
- CULT 320 Creative Activism: Art, Media, and Social Justice (ARTH 323)
- CULT 325 Media and the Politics of Identity
- CULT 400 Topics in Popular Culture (ENGL 493)
- CULT 401 Topics in Media Studies
- CULT 405 Reading Gothic Film (ENGL 455)
- CULT 410 Asian Cinema
- ~~CULT 480 Performance Studies (THTR 411)~~
- ~~CULT 485 Masculinities, Media, and Performance~~
- ~~VISA 371 Digital Documentary Production~~



<p>Identities and Power List</p> <p>CULT 340 Colonialism and Decolonization (ENGL 379)</p> <p>CULT 346 Human Rights, Literature, and Culture (ENGL 384)</p> <p>CULT 350 Indigenous Literature: Intellectual Traditions (ENGL 387)</p> <p>CULT 351 Settler Studies, Literature, and Culture (ENGL 385)</p> <p>CULT 360 Public Memory, Commemoration, and Identity</p> <p>CULT 371 Modern Critical Theory and Interdisciplinary Methods (ENGL 309)</p> <p>CULT 375 Auto/Biography Survey (ENGL 342)</p> <p>CULT 380 Performance Art: Global Perspectives (ARTH 309, THTR 309)</p> <p>CULT 437 Postcolonial Studies (ENGL 437)</p> <p>CULT 450 Studies in Indigenous Literature and Criticism (ENGL 473)</p> <p>CULT 460 Posthumanism and Critical Animal Studies (ENGL 457)</p> <p>CULT 470 Interdisciplinary Studies in Critical Theory (ENGL 412)</p> <p>CULT 475 Topics in Auto/Biography (ENGL 456)</p> <p>CULT 480 Performance Studies (THTR 411)</p> <p>CULT 485 Masculinities, Media, and Performance</p> <p>CULT 490 Topics in Identities and Power</p> <p>ANTH 355 Ethnography of Development</p> <p>ANTH 401 Contemporary Theory in Anthropology</p> <p>ANTH 377 Sociolinguistics</p> <p>GEOG 359 Culture, Space, and Politics</p> <p>GEOG 480 Advanced Seminar in Critical Geography</p> <p>GWST 333 Perspectives on Gendered Bodies</p> <p>GWST 335 Gender and Women's Studies in Humanities</p> <p>GWST 419 (3) Gender, Dress, and Fashion: Histories and Theories</p> <p>HIST 352 Class and Culture in Latin America</p> <p>INDG 301 Examining Indigenous Methodology: En'owkinwixw</p> <p>INDG 303 Indigenous Studies Theory and Methodology</p> <p>INDG 305 Indigenous Justice</p> <p>INDG 306 Indigenous Land Claims</p> <p>INDG 308 Indigenous Culture, Heritage, and Intellectual Property</p> <p>INDG 310 Gender Nation State Resistance</p> <p>INDG 420 Indigenous Perspectives on Food, Place, Identity, and Biodiversity</p> <p>INDG 440 Residential Schools and Reconciliation</p> <p>INDG 450 Women Feminisms Activisms</p>	<p>Global Cultural Studies Course List</p> <p>ANTH 355 Ethnography of Development</p> <p>ANTH 473 Endangered Languages</p> <p>ARTH 302 Global Contemporary Art</p> <p>ARTH 410 Gender, Art, and Space in the Islamic World</p> <p>CULT 340 Postcolonial Literary and Cultural Studies (ENGL 379)</p> <p>CULT 341 Globalization, Literature, and Culture (ENGL 341)</p> <p>CULT 345 Studies in Backgrounds to International Literature in English (ENGL 345)</p> <p>CULT 346 Human Rights, Literature, and Culture (ENGL 384)</p> <p>CULT 350 Indigenous Literature: Intellectual Traditions (ENGL 387)</p> <p>CULT 351 Settler Studies, Literature, and Culture (ENGL 385)</p> <p>CULT 364 Modern Japanese Literature in Translation (JPST 364)</p> <p>CULT 366 Modern Japanese Women Writers in Translation (JPST 366)</p> <p>CULT 435 African Studies (ENGL 435)</p> <p>CULT 437 Postcolonial Studies (ENGL 437)</p> <p>CULT 445 Studies in International Literature in English (ENGL 480)</p> <p>CULT 450 Studies in Indigenous Literature and Criticism (ENGL 473)</p> <p>GERM 303 Topics in German Studies (in English)</p> <p>FREN 420 Selected Topics in French Literature and Culture (in French)</p> <p>HIST 352 Class and Culture in Latin America</p> <p>INDG 302 Indigenous Governance</p> <p>INDG 304 Pre-field Methods</p> <p>INDG 306 Indigenous Land Claims</p> <p>INDG 308 Indigenous Culture, Heritage, and Intellectual Property</p> <p>INDG 310 Gender Nation State Resistance</p> <p>INDG 420 Indigenous Perspectives on Food, Place, Identity, and Biodiversity</p> <p>INDG 440 Residential Schools and Reconciliation</p> <p>INDG 450 Women Feminisms Activisms</p> <p>PHIL 437 Philosophy and the Global State</p> <p>SOCI 301 Sociology of Development and Underdevelopment</p> <p>SOCI 430 Labour in a Global Economy</p> <p>SOCI 467 Social Movements</p> <p>Critical and Cultural Theory Course List</p> <p>ARTH 301 Critical Viewing – Advanced Studies</p> <p>ANTH 300 Contemporary Theory in Anthropology</p> <p>ANTH 377 Sociolinguistics</p> <p>CULT 371 Modern Critical Theory and Interdisciplinary Methods (ENGL 309)</p> <p>CULT 375 Auto/Biography Survey (ENGL 342)</p> <p>CULT 460 Posthumanism and Critical Animal Studies (ENGL 457)</p> <p>CULT 470 Interdisciplinary Studies in Critical Theory (ENGL 412)</p> <p>CULT 475 Topics in Auto/Biography (ENGL 456)</p>
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<p>SOCI 301 Sociology of Development and Underdevelopment SOCI 313 Advanced Studies in Sociology of Gender SOCI 320 Cultural Studies in Sociology SOCI 371 Deviance and Social Control SOCI 415 Feminist Theory SOCI 430 Labour in a Global Economy SOCI 467 Social Movements</p>	<p>CULT 480 Performance Studies (THRT 411) FREN 435 Critical Approaches to French Studies GEOG 358 Gender, Place, and Culture GEOG 359 Culture, Space, and Politics GEOG 480 Advanced Seminar in Critical Geography GWST 333 Perspectives on Gendered Bodies GWST 335 Gender and Women's Studies in Humanities GWST 336 Feminist Cultural Studies INDG 301 Examining Indigenous Methodology: En'owkinwixw INDG 303 Indigenous Studies Theory and Methodology INDG 305 Indigenous Justice INDG 307 Traditional Ecological Knowledge SOCI 303 Ethnic and Racial Inequality SOCI 313 Advanced Studies in Sociology of Gender SOCI 320 Cultural Studies in Sociology SOCI 371 Deviance and Social Control SOCI 415 Feminist Theory</p>
<p>Other Cultural Studies Courses</p>	<p>Other Cultural Studies Courses</p>
<p>CULT 495 Directed Studies CULT 499 Community-Engaged Research in Cultural Studies</p> <p>[14217] Not all courses will be offered each year; the program will publish the list of offered courses on a year-to-year basis at Cultural Studies. [14218] Some of this program's third and fourth year course options are from other established programs, which may have program-based prerequisites that will limit students' choices. Students are advised to make themselves aware of these prerequisites as they plan their degrees.</p> <p>[15906] Combined Major with Cultural Studies [15907] A combined major is created by satisfying the requirements for a combined major in Cultural Studies and another B.A. program that offers a combined major (currently Art History and Visual Culture, Creative Writing, and English). A single course can only fulfill the combined major requirement for one program. [15908] The Cultural Studies requirements for the combined major include the following:</p> <p>[15909] First and Second Years [15910] B.A. requirements, including the following: [15911]</p> <ul style="list-style-type: none"> • CULT 100, 101; • 6 credits of 200-level CULT, with at least 3 credits from CULT 200 to 229 and 3 credits from CULT 230 to 299. <p>[15912] Third and Fourth Years [15913]</p>	<p>CULT 490 Topics in Cultural Studies CULT 495 Directed Studies CULT 499 Community-Engaged Research in Cultural Studies</p> <p>[14217] Not all courses will be offered each year; the program will publish the list of offered courses on a year-to-year basis at Cultural Studies. [14218] Some of this program's third and fourth year course options are from other established programs, which may have program-based prerequisites that will limit students' choices. Students are advised to make themselves aware of these prerequisites as they plan their degrees.</p> <p>[15906] Combined Major with Cultural Studies [15907] A combined major is created by satisfying the requirements for a combined major in Cultural Studies and another B.A. program that offers a combined major (currently Art History and Visual Culture, Creative Writing, and English). A single course can only fulfill the combined major requirement for one program. [15908] The Cultural Studies requirements for the combined major include the following:</p> <p>[15909] First and Second Years [15910] B.A. requirements, including the following: [15911]</p> <ul style="list-style-type: none"> • CULT 100, 101; • 6 credits of 200-level CULT, with no more than 3 credits from any one of the following groups: <ul style="list-style-type: none"> • 3 credits of CULT 205, CULT 210, or CULT 215 • 3 credits of CULT 230 or CULT 250 • 3 credits of CULT 270 or CULT 275; • 70% average in 12 credits of CULT. <p>[15912] Third and Fourth Years [15913]</p>



<ul style="list-style-type: none"> • 21 credits of 300- and 400-level courses from the course lists provided for the major, with: <ul style="list-style-type: none"> • At least 6 credits of CULT designated courses from each of the following: 1) Media and Popular Cultures 2) Identities and Power; and • including 3 credits of CULT designated courses at the 400-level. <p>[14219] Minor in Cultural Studies [14220] To complete a Minor in Cultural Studies, students must complete the following: [14221]</p> <ul style="list-style-type: none"> • CULT 100, 101; • 6 credits of 200-level CULT; and • at least 18 credits of 300- or 400-level courses applicable to the Major in Cultural Studies, at least 3 credits of which must be CULT designated courses at the 400-level. 	<ul style="list-style-type: none"> • 21 credits of 300- and 400-level courses from the course lists provided for the major, with: <ul style="list-style-type: none"> • 3 credits from each of the following: 1) Media and Popular Cultures, 2) Global Cultural Studies, 3) Critical and Cultural Theory; and • 12 credits from courses designated as CULT. <p>[14219] Minor in Cultural Studies [14220] To complete a Minor in Cultural Studies, students must complete the following: [14221]</p> <ul style="list-style-type: none"> • CULT 100, 101; • 6 credits of 200-level CULT; and • at least 18 credits of 300- or 400-level courses applicable to the Major in Cultural Studies.
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/SHES Dept./Unit: Health and Exercise Sciences Faculty/School Approval Date: 20201028 Effective Session: 2021W	Date: 20201028 Contact Person: Dr. Chris McNeil Phone: 250.807.9664 Email: hes.grad@ubc.ca
Type of Action: New Course	
<p>Rationale: This course is one of six being introduced to revamp the graduate curriculum in the School of Health and Exercise Sciences. Of the 13 500-level courses currently listed on the academic calendar, only the statistics, research methods, special topics, and thesis courses (HMKN 505, 506, 545, and 549, respectively) are delivered regularly. In the revised curriculum, these four courses will be complemented by two new courses in each of the School's three primary research areas, to provide robust options for graduate students in the MSc program to develop a broad knowledge base. Consistent offering of these new courses will reduce the reliance on HMKN 545 (directed studies with a student's research supervisor) to meet program coursework requirements, which will foster the development of a more cohesive cohort of graduate students and provide formal opportunities for students to learn from research faculty other than their primary supervisor. The course codes are also being updated to "HES" from "HMKN" to align with changes at the undergraduate level. This particular course will provide foundational knowledge in the area of neuromuscular physiology and sensorimotor neuroscience.</p>	
Proposed Academic Calendar Entry: <u>HES 515 (3) Advanced Neuromuscular Physiology and Sensorimotor Neuroscience</u> <u>Neuromuscular and neuroanatomical processes involved in the control of muscle contraction and movement. Special emphasis on physiological adaptations within the nervous and muscular systems as a result of acute (e.g., exercise, fatigue, injury, hypoxia) and chronic (e.g., training, age, disease) perturbations.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/SHES Dept./Unit: Health and Exercise Sciences Faculty/School Approval Date: 20201028 Effective Session: 2021W (Cannot be the current session)	Date: 20201028 Contact Person: Dr. Chris McNeil Phone: 250.807.9664 Email: hes.grad@ubc.ca
Type of Action: [delete other choices] New Course	
Rationale: This course is one of six being introduced to revamp the graduate curriculum in the School of Health and Exercise Sciences. Of the 13 500-level courses currently listed on the academic calendar, only the statistics, research methods, special topics, and thesis courses (HMKN 505, 506, 545, and 549, respectively) are delivered regularly. In the revised curriculum, these four courses will be complemented by two new courses in each of the School's three primary research areas, to provide robust options for graduate students in the MSc program to develop a broad knowledge base. Consistent offering of these new courses will reduce the reliance on HMKN 545 (directed studies with a student's research supervisor) to meet program coursework requirements, which will foster the development of a more cohesive cohort of graduate students and provide formal opportunities for students to learn from research faculty other than their primary supervisor. The course codes are also being updated to "HES" from "HMKN" to align with changes at the undergraduate level. This particular course will foster skill development in data collection and analysis with a variety of cutting-edge laboratory techniques in the area of neuromuscular physiology and sensorimotor neuroscience.	
Proposed Academic Calendar Entry: <u>HES 516 (3) Laboratory Techniques and Analysis in Neuromuscular Physiology and Sensorimotor Neuroscience</u> <u>Practical experience with cutting-edge techniques and analyses used in the areas of neuromuscular physiology and sensorimotor neuroscience.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/SHES Dept./Unit: Health and Exercise Sciences Faculty/School Approval Date: 20201028 Effective Session: 2021W (Cannot be the current session)	Date: 20201028 Contact Person: Dr. Chris McNeil Phone: 250.807.9664 Email: hes.grad@ubc.ca
Type of Action: [delete other choices] New Course	
<p>Rationale: This course is one of six being introduced to revamp the graduate curriculum in the School of Health and Exercise Sciences. Of the 13 500-level courses currently listed on the academic calendar, only the statistics, research methods, special topics, and thesis courses (HMKN 505, 506, 545, and 549, respectively) are delivered regularly. In the revised curriculum, these four courses will be complemented by two new courses in each of the School’s three primary research areas, to provide robust options for graduate students in the MSc program to develop a broad knowledge base. Consistent offering of these new courses will reduce the reliance on HMKN 545 (directed studies with a student’s research supervisor) to meet program coursework requirements, which will foster the development of a more cohesive cohort of graduate students and provide formal opportunities for students to learn from research faculty other than their primary supervisor. The course codes are also being updated to “HES” from “HMKN” to align with changes at the undergraduate level. This particular course will provide foundational knowledge in the area of health behaviour change.</p>	
Proposed Academic Calendar Entry: <u>HES 525 (3) Behaviour Change Taxonomies and Theories of Health Behaviour Change: Overlap, Integration, and Application</u> <u>An in-depth examination of behavior change taxonomies and associated techniques, and how these relate and compare to theories of health behaviour change. Critical analysis of how techniques and theories can be applied will occur through discussion, debate, article synopses, presentations, and written assignments.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



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

Category: 1	
Faculty/School: FHSD/SHES Dept./Unit: Health and Exercise Sciences Faculty/School Approval Date: 20201028 Effective Session: 2021W (Cannot be the current session)	Date: 20201028 Contact Person: Dr. Chris McNeil Phone: 250.807.9664 Email: hes.grad@ubc.ca
Type of Action: [delete other choices] New Course	
Rationale: This course is one of six being introduced to revamp the graduate curriculum in the School of Health and Exercise Sciences. Of the 13 500-level courses currently listed on the academic calendar, only the statistics, research methods, special topics, and thesis courses (HMKN 505, 506, 545, and 549, respectively) are delivered regularly. In the revised curriculum, these four courses will be complemented by two new courses in each of the School's three primary research areas, to provide robust options for graduate students in the MSc program to develop a broad knowledge base. Consistent offering of these new courses will reduce the reliance on HMKN 545 (directed studies with a student's research supervisor) to meet program coursework requirements, which will foster the development of a more cohesive cohort of graduate students and provide formal opportunities for students to learn from research faculty other than their primary supervisor. The course codes are also being updated to "HES" from "HMKN" to align with changes at the undergraduate level. This particular course will foster skill development related to literature reviews, including critical analysis of existing reviews and learning how to conduct a rigorous, high-quality review.	
Proposed Academic Calendar Entry: <u>HES 526 (3) Introduction to Narrative, Scoping, and Systematic Reviews in Health and Exercise Sciences</u> <u>This course will provide an in-depth and applied learning experience on what narrative, scoping, and systematic reviews are, steps involved in conducting a rigorous review, how to interpret and evaluate the quality of reviews, and how to prepare a protocol for a review.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



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

Category: 1	
Faculty/School: FHSD/SHES Dept./Unit: Health and Exercise Sciences Faculty/School Approval Date: 20201028 Effective Session: 2021W (Cannot be the current session)	Date: 20201028 Contact Person: Dr. Chris McNeil Phone: 250.807.9664 Email: hes.grad@ubc.ca
Type of Action: [delete other choices] New Course	
Rationale: This course is one of six being introduced to revamp the graduate curriculum in the School of Health and Exercise Sciences. Of the 13 500-level courses currently listed on the academic calendar, only the statistics, research methods, special topics, and thesis courses (HMKN 505, 506, 545, and 549, respectively) are delivered regularly. In the revised curriculum, these four courses will be complemented by two new courses in each of the School's three primary research areas, to provide robust options for graduate students in the MSc program to develop a broad knowledge base. Consistent offering of these new courses will reduce the reliance on HMKN 545 (directed studies with a student's research supervisor) to meet program coursework requirements, which will foster the development of a more cohesive cohort of graduate students and provide formal opportunities for students to learn from research faculty other than their primary supervisor. The course codes are also being updated to "HES" from "HMKN" to align with changes at the undergraduate level. This particular course will provide foundational knowledge in the area of cardiovascular and pulmonary physiology.	
Proposed Academic Calendar Entry: <u>HES 535 (3) Advanced Integrative Human Physiology I</u> <u>Human oxygen uptake, transport mechanisms and the coordination of physiological systems.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



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

Category: 1	
Faculty/School: FHSD/SHES Dept./Unit: Health and Exercise Sciences Faculty/School Approval Date: 20201028 Effective Session: 2021W (Cannot be the current session)	Date: 20201028 Contact Person: Dr. Chris McNeil Phone: 250.807.9664 Email: hes.grad@ubc.ca
Type of Action: [delete other choices] New Course	
<p>Rationale: This course is one of six being introduced to revamp the graduate curriculum in the School of Health and Exercise Sciences. Of the 13 500-level courses currently listed on the academic calendar, only the statistics, research methods, special topics, and thesis courses (HMKN 505, 506, 545, and 549, respectively) are delivered regularly. In the revised curriculum, these four courses will be complemented by two new courses in each of the School’s three primary research areas, to provide robust options for graduate students in the MSc program to develop a broad knowledge base. Consistent offering of these new courses will reduce the reliance on HMKN 545 (directed studies with a student’s research supervisor) to meet program coursework requirements, which will foster the development of a more cohesive cohort of graduate students and provide formal opportunities for students to learn from research faculty other than their primary supervisor. The course codes are also being updated to “HES” from “HMKN” to align with changes at the undergraduate level. This particular course will provide foundational knowledge in the area of metabolism and apply integrative physiology concepts to different populations and environmental conditions.</p>	
Proposed Academic Calendar Entry: <u>HES 536 (3) Advanced Integrative Human Physiology II</u> <u>Muscle oxygen utilization and the integration of physiological systems across the lifespan and environmental stressors.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/SON Dept./Unit: Nursing Faculty/School Approval Date: 20200928 Effective Session: 2021S (Cannot be the current session)	Date: 20201005 Contact Person: Dr. Kathy Rush Phone: 250.807.9561 Email: Kathy.rush@ubc.ca
Type of Action: [delete other choices] Revision to Calendar Description	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties] NRSRG 554 is tailored to students in the PhD in Nursing program; Masters-level students and students in other programs must obtain permission from the graduate program coordinator to register.	
Proposed Academic Calendar Entry: NRSRG 554 (3) Advanced Research Methods Research design issues relevant to nursing and health research, including the conduct of interdisciplinary research, issues in quantitative and qualitative research, design and conceptual complexities of mixed and multiple method designs, community-based research. This course is restricted to students in the PhD in Nursing program (PHD-O, NRS) unless permission is given by the program coordinator <i>Prerequisite:</i> All of NRSRG 506, NRSRG 507. Or equivalent graduate level quantitative and qualitative methods courses.	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar– not the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: NRSRG 554 (3) Advanced Research Methods Research design issues relevant to nursing and health research, including the conduct of interdisciplinary research, issues in quantitative and qualitative research, design and conceptual complexities of mixed and multiple method designs, community-based research. <i>Prerequisite:</i> All of NRSRG 506, NRSRG 507. Or equivalent graduate level quantitative and qualitative methods courses.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/SON Dept./Unit: Nursing Faculty/School Approval Date: 20200928 Effective Session: 2021S (Cannot be the current session)	Date: 20201005 Contact Person: Dr. Kathy Rush Phone: 250.807.9561 Email: Kathy.rush@ubc.ca
Type of Action: [delete other choices] Revision to Calendar Description	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties]	
NRSRG 580 is tailored to students in the PhD in Nursing program; Masters-level students and students in other programs must obtain permission from the graduate program coordinator to register.	
Proposed Academic Calendar Entry: NRSRG 580 (3) Philosophy of Evidence in Nursing Philosophical foundation upon which students can create informed claims about knowledge, theory and evidence regarding phenomena of concern to the discipline. <u>This course is restricted to students in the PhD in Nursing program (PHD-O, NRS) unless permission is given by the program coordinator</u> <i>Prerequisite:</i> NRSRG 500.	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar – not the current, posted Academic Calendar. Note: URL not required for individual courses.]
Present Academic Calendar Entry: NRSRG 580 (3) Philosophy of Evidence in Nursing Philosophical foundation upon which students can create informed claims about knowledge, theory and evidence regarding phenomena of concern to the discipline. <i>Prerequisite:</i> NRSRG 500.	



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD/SON Dept./Unit: Nursing Faculty/School Approval Date: 20200928 Effective Session: 2021S (Cannot be the current session)	Date: 20201005 Contact Person: Dr. Kathy Rush Phone: 250.807.9561 Email: Kathy.rush@ubc.ca
Type of Action: [delete other choices] Revision to Calendar Description	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties]	
NRS 601 is tailored to students in the PhD in Nursing program; Masters-level students and students in other programs must obtain permission from the graduate program coordinator to register.	
Proposed Academic Calendar Entry: NRS 601 (3) Doctoral Seminar Phenomena relevant to nursing science, academia, the process of undertaking doctoral thesis research, and building sustainable careers. <u>This course is restricted to students in the PhD in Nursing program (PHD-O, NRS) unless permission is given by the program coordinator</u>	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar – not the current, posted Academic Calendar. Note: URL not required for individual courses.]
Present Academic Calendar Entry: NRS 601 (3) Doctoral Seminar Phenomena relevant to nursing science, academia, the process of undertaking doctoral thesis research, and building sustainable careers.	Present Academic Calendar Entry: NRS 601 (3) Doctoral Seminar Phenomena relevant to nursing science, academia, the process of undertaking doctoral thesis research, and building sustainable careers.



THE UNIVERSITY OF BRITISH COLUMBIA

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28 January 2021

To: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

Re: Admissions and Curriculum Proposals – Undergraduate Certificate in Communications and Rhetoric (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculty of Creative and Critical Studies and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the Undergraduate Certificate in Communications and Rhetoric and new courses brought forward by the Faculty of Creative and Critical Studies be approved.*

- a. From the Faculty of Creative and Critical Studies
 - i. Undergraduate Certificate in Communications and Rhetoric
 - ii. CORH 206 – New course
 - iii. CORH 216 – New course
 - iv. CORH 321 – New course
 - v. CORH 331 – New course
 - vi. CORH 499 – New course

For the Committees,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee



Executive Summary

Undergraduate Certificate in Communications and Rhetoric

1. AN OVERVIEW OF THE ORGANIZATION

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

The Faculty of Creative and Critical Studies (FCCS) on UBC's Okanagan campus was established in 2005. It includes the departments of Creative Studies, Languages and World Literatures, and English and Cultural Studies, and offers both undergraduate and graduate degree options. The proposed Undergraduate Certificate is part of the faculty and campus's ongoing curriculum renewal process, designed to educate citizens for the 21st century.

2. PROPOSED CREDENTIAL TO BE AWARDED, INCLUDING THE LEVEL AND CATEGORY OF THE DEGREE AND THE SPECIFIC DISCIPLINE OR FIELD OF STUDY

Undergraduate Certificate in Communications and Rhetoric (CORH)

3. LOCATION OF WHERE THE NEW DEGREE PROGRAM WILL BE OFFERED

The University of British Columbia – Okanagan Campus

4. FACULTY (AND SCHOOL, IF APPLICABLE) OFFERING THE PROPOSED NEW DEGREE PROGRAM

The Faculty of Creative and Critical Studies

5. ANTICIPATED PROGRAM START DATE

September 2021

6. ANTICIPATED COMPLETION TIME IN YEARS

One to three years

7. A SUMMARY OF THE PROPOSED PROGRAM:

The Undergraduate Certificate in Communications and Rhetoric offers students value-added professional credentials to their academic degree in order to enhance employability and professional progression through core competencies that will allow them to communicate effectively in their university and post-university careers. It enables the development of effective communications skills so that students communicate persuasively through different media, within personal, professional, and digital contexts. Besides gaining conceptual and theoretical understanding of communication from an interdisciplinary perspective, students apply their knowledge through engagement in community service learning projects and experiential practice within professional and community settings.



The Undergraduate Certificate in Communications and Rhetoric draws on disciplinary/interdisciplinary expertise in the departments at FCCS and at various faculties/departments at UBCO, and develops the academic, professional, and cross-cultural communication skills crucial to active citizenship in our increasingly interconnected world. The 15-credit structure of the CORH Undergraduate Certificate includes courses from four thematic interdisciplinary and relational clusters, and a final capstone project. Students will select one course from each thematic cluster: The Self, The Individual and Others, The Community, and The Media. The final Communication Capstone will combine different disciplinary strands in a research-centric collaborative project.

a. Aims, goals and/or objectives of the proposed program

i. Aims

In developing the proposed program, we wish to align interdisciplinary expertise in FCCS and other faculties at the university to develop a distinct cross-disciplinary identity for communications and rhetoric that differs from programs offered at other institutions. In consultation with other faculties/departments, a committee of CORH and advisory board members will select courses in other programs that align with the themes and learning outcomes in the four CORH thematic clusters. These will be included in the list of courses for the Undergraduate Certificate. To facilitate this as an equitable and pedagogically sound process, we are developing a template similar to that used for the revised BA to identify the alignment of courses from other programs with CORH cluster learning outcomes. Besides fostering an interdisciplinary focus, with an emphasis on collaborative, experiential, and reflective learning, this approach aims to develop engagement and commitment to relationality among individuals and communities. This will allow students to pursue communications topics with reference to their primary disciplines of study, and to navigate and adapt with confidence within various professional, cross-cultural, and societal domains.

ii. Goals

The program goals are:

1. To provide students with interdisciplinary knowledge in a range of communication concepts, theories, and skills, so that they can interact and navigate efficiently in academic, professional, and diverse sociocultural contexts.
2. To foster an understanding of theories of rhetoric and the use of rhetoric in oral, written, visual, and digital discourse in cross-disciplinary settings.
3. To enhance the ability of students to apply knowledge of communication, composition and rhetoric, so they can produce multimodal texts and creative artefacts in a range of professional, community, and intercultural settings to enable varied career opportunities.

iii. Objectives

The focus of the CORH program emphasizes the following objectives:

- development of communications skills that are transferable to diverse, non-academic contexts and promote self-directed and continuous learning;
- creation of pedagogical spaces connecting theory and praxis with creative knowledge-production through interdisciplinary collaboration and inclusive world-views;
- establishment of intra-/inter-departmental and faculty liaisons across the disciplines to align multidisciplinary and multimodal translation of knowledge to collaboratively address existing and



- potential real-world problems; and
- authentic integration of UBCO's Truth and Reconciliation commitments through instructional design and content that includes Indigenous perspectives, spirituality, knowing and learning, and decolonization of teaching and learning.

8. ANTICIPATED CONTRIBUTION OF THE PROPOSED PROGRAM TO THE MANDATE AND STRATEGIC PLAN OF THE INSTITUTION

We have identified connections with [UBC's Strategic Plan 2018–2028](#) (p. 55), to support the conceptualization and development of the CORH program objectives. The principles of [interdisciplinary and innovative education](#) are grounded in the structure of the Undergraduate Certificate, with the five thematic clusters, and courses that include content from a range of disciplines. Eventually, courses from other programs at UBCO that align with appropriate thematic clusters will be included to count towards the Undergraduate Certificate. The course design includes opportunities for [collaborative, transformative learning](#) through the development of [core, transferable skills/competencies of critical thinking and communication](#). Each course includes readings from different disciplines and motivates links between theoretical frameworks in communication and rhetoric, with personal and professional experiences or current local and global issues in communication through critical observation and reflection on its transformative impact. An understanding of effective communication skills and modes is juxtaposed with reflection on social justice, power hierarchies, ethical issues, and community engagement. A dedicated course on Indigenous engagement has been included in the Undergraduate Certificate, and a number of other courses will include readings in Indigeneity and offer possibilities for deeper engagement with [inclusivity and Indigenous engagement](#).

The Undergraduate Certificate structure and content are geared towards offering [core-competency-acquiring education](#) (p.6) with a disciplinary/interdisciplinary focus through [diverse, inclusive post-secondary learning "pathways"](#) following the principles embedded in [UBCO's Outlook 2040](#), (p. 9).

9. LINKAGES BETWEEN THE LEARNING OUTCOMES AND THE CURRICULUM DESIGN, AND WHETHER A WORK EXPERIENCE/WORKPLACE TERM IS REQUIRED FOR DEGREE COMPLETION

Please see Appendices 2 and 3 for the learning outcomes of the thematic clusters of the CORH Certificate, and the curriculum mapping with course and program learning outcomes. As part of the initial planning processes to pilot the Undergraduate Certificate, and identify opportunities for work experience, we have commenced work with UBCO's Community Service Learning office to identify community and experiential learning opportunities for students in the program.

10. PROGRAM LEARNING OUTCOMES

Upon completion of the CORH Undergraduate Certificate, graduates are expected to be able to:

1. Demonstrate an interdisciplinary understanding of theoretical and conceptual frameworks in communication, sociocultural constructs, and intercultural aspects of the interactions of the self with other individuals, groups, and communities;
2. Explore, examine, and critically analyze the history and theories of rhetoric and their use in cross-disciplinary settings;



3. Apply communication concepts in personal interactions, academic, professional, local and global interfaces, intercultural and community settings, and digital and media platforms for varied purposes and audiences;
4. Demonstrate knowledge of composition and academic writing conventions for various genres across the curriculum and in the disciplines, and adapt discourse for lay and expert audiences;
5. Identify, analyze, and critique the use of rhetorical modes and discourse in written, oral, digital, visual, creative, and multimodal forms;
6. Demonstrate an awareness of communication and rhetorical literacies to generate a range of multimodal texts or create original media artefacts, fulfilling the expectations of diverse and culturally distinct audiences;
7. Conduct original and ethical research using appropriate research methodologies to address current concerns in the field of communication and rhetoric;
8. Demonstrate knowledge of the ways of knowing and learning of the Indigenous Peoples, their history, culture, relationships with the land and the community, and processes of decolonization, revitalization, resistance, and truth and reconciliation;
9. Engage in interdisciplinary collaborative projects in communication with academic or community partners, or small groups, to address issues of sustainability, diversity, power, social justice, difference, "otherness," or other current concerns;
10. Display their expertise in various aspects of communication to facilitate the pursuit of higher education and enhanced employability in their selected professions.

11. POTENTIAL AREAS/SECTORS OF EMPLOYMENT FOR GRADUATES AND/OR OPPORTUNITIES FOR FURTHER STUDY

With the support of the Office of Planning and Institutional Research at UBCO (OPAIR), we conducted an initial needs assessment through an environmental scan of job postings in BC. The data highlighted the following:

- a. **The importance of work/hands-on experience for enhancing employability competitiveness as demonstrated in identified samples.** The CORH Undergraduate Certificate has been designed to grant opportunities for such practical experience through experiential and community service learning.
- b. **The CORH Certificate can potentially be a good complement for other UBC Okanagan degrees in Science, Arts, Management, Media Studies, Nursing and Social Work (according to top industries, job postings in sample, and lists of skills).** Our consultation with the Advisory Committee has highlighted the need for courses that offer additional professional credentials targeted toward enhancing employment opportunities. The CORH Certificate courses aim to fulfil this need.

We visualize this pilot project as an initial step towards developing a sustainable undergraduate CORH Minor in the future. We anticipate that the Undergraduate Certificate (and eventually the Minor) will promote written, digital, and oral communication skills among UBCO graduates. Students who have taken the CORH Certificate will be able to show future employers that they are not only knowledgeable in their major areas, but exceptional communicators. Communication skills are highly valued in most industries and identified as essential employment skills by the [Government of Canada](#) as well as a core expectation from a university degree by the [National Association of Colleges and Employers](#). The list of



high opportunity occupations in the [British Columbia Labour Market Outlook: 2019 Edition](#) consistently identifies communication skills, critical thinking, and social perceptiveness as among the top three skills and competencies.

12. DELIVERY METHODS

Program delivery will use a range of instructional methods, from traditional lectures to hybrid and flexible delivery models, to opportunities to interact with experts in the field through invited lectures. Students will also engage in the design and creation of diverse multimodal artefacts, digital, textual, audio, and/or other visual forms of communication, the creation of online blogs and e-portfolios, and participation in digital platforms such as UBC Blogs. Community service learning and collaborations with community and industry partners in the profession, and project-based collaborations, will grant opportunities to apply conceptual knowledge through professional practice. The final communication capstone, a collaborative research-centric project and presentation will be linked with future career or educational goals. In identifying courses for the CORH Certificate, those that offer experiential and transformative learning using real-world issues, hands-on practice, and self-reflection will be prioritized.

13. PROGRAM STRENGTHS

The proposed Undergraduate CORH Certificate is distinct in addressing an identified need for a more diverse, inclusive and laddered approach to developing students' skills in multimodal communication and rhetoric (oral, written, performative, digital, and creative) through an interdisciplinary framework. Our approach to the study of communication draws on the many subdisciplines in communication studies as a scholarly discipline, but foregrounds the use of rhetoric to compose and communicate ideas strategically and meaningfully in personal, professional, digital, and community contexts. The CORH Certificate courses will allow students not simply to explore, master, and critique present modes of communication, but to invent new ones that will allow them to contribute to UBC's ongoing goal of "transforming communities worldwide and promoting social justice" (UBC's Strategic Plan, p. 69). Throughout the CORH Certificate, and particularly in the capstone project, students will be encouraged to align their coursework with future professional and academic goals.

14. PROGRAM CREDITS

To earn an Undergraduate Certificate in Communications and Rhetoric, students must complete a minimum of 15 credits (four 3-credit courses from the 200-level or higher, and a final communication capstone). They are required to select at least one course from each of the four thematic clusters listed below (note that some of these courses have cross-listings and/or prerequisites):

1. **The Self:** Understandings of self and how the self impacts relationships with others are a foundation for effective personal and professional communication.
3 credits from:
CORH 321
2. **The Individual and Others:** Interpersonal communication skills across a range of digital, written, and oral platforms can enhance students' abilities to navigate professional, personal, and academic contexts.
3 credits from:
CORH 331



3. **The Community:** Communication genres and styles are agreed upon within communities; this cluster offers students in-depth understanding of communications expectations, needs, and challenges within a range of communities.

3 credits from:

CORH 203
CORH 204
CORH 205
CORH 206

4. **The Media:** Digital, textual, audio and visual media play a central role in contemporary communication theory and practice.

3 credits from:

CORH 216

6 of these credits must be from CORH courses. Up to two courses (6 credits) used to satisfy a program requirement may also be used to satisfy the Undergraduate CORH Certificate requirements.

5. In addition, all students must complete the mandatory course, **CORH 499, Communication Capstone.**

15. PROGRAM SPECIALIZATIONS (FOR EXAMPLE, 'MAJORS')

N/A

16. TARGETED STUDENTS

The CORH Undergraduate Certificate is interdisciplinary in scope, and so will impact students across campus. While the CORH Certificate will initially be offered to students in the Faculty of Creative and Critical Studies, if and when approval from other faculties is obtained, we anticipate B.Sc., B.A.Sc., B.A., B.H.K., B.Mgt., B.F.A and B.M.S students may potentially elect to take either the CORH Certificate or the Minor that is yet to be developed. We have designed the CORH Certificate so that students in professional programs, who have limited numbers of electives, can use those limited electives, along with 2-3 additional courses, to fulfill the CORH Certificate requirements. The cross-campus advisory committee will meet regularly during the course of the project to provide input on curriculum opportunities and communications expectations in every faculty.

To ensure that the thematic cluster of courses for the CORH Certificate addresses the interests of UBCO students, a survey to receive direct feedback from the community was prepared with advice from the Okanagan Planning and Institutional Research (OPAIR) team. This survey was launched online via Canvas and student newsletter on 27 January 2020. Furthermore, OPAIR organized on-campus face-to-face survey venues in multiple locations.

The survey questions asked students to rate their interest in the interdisciplinary course "containers" identified for the program and the likelihood of them taking the CORH Undergraduate Certificate or the yet to be developed Minor. It was encouraging to note that all online survey participants reported that all thematic containers were 'very important' or 'important' to develop their communications skills. Furthermore, 61.3% of face-to-face participants and 33.3% of online respondents rated the development



of communications skills as part of undergraduate studies as 'very important.' None of the participants thought that the proposed program was unimportant for their studies and future career and the likelihood of students enrolling in such a program is high given the current data. We also consulted similar Canadian communications programs at other universities (specifically, Calgary, Ottawa, Simon Fraser, and Waterloo).

Similarly, students surveyed for the revised Okanagan campus B.A. repeatedly noted the value of communication both for their university studies and for their future careers (OPAIR, 2017). As noted above, in an increasingly globalized world, the ability to communicate with others and to identify and utilize the communication expectations within a community will be vital skills.

Given that UBC's Vancouver campus does not offer Communications programming, the Undergraduate Certificate (and eventually the Minor) in Communications and Rhetoric will be a unique opportunity available to students at UBC's Okanagan campus. In this sense, it will contribute to the campus' identity and strengthen its program offerings. The Undergraduate CORH Certificate or Minor will potentially offer UBCO students in any degree program a valuable additional credential.

17. NAME, TITLE, PHONE NUMBER AND E-MAIL ADDRESS OF CONTACT PERSON

Name: Aisha Ravindran
Title: Associate Professor of Teaching
Phone Number: 250.807.9308
Email Address: aisha.ravindran@ubc.ca

18. APPENDICES ATTACHED

- a. **Appendix 1: Advisory Committee**
- b. **Appendix 2: Thematic Cluster Learning Outcomes**
- c. **Appendix 3: Curriculum Mapping (Course and Program Learning Outcomes)**



APPENDIX 1: ADVISORY COMMITTEE MEMBERS (ALPHABETICALLY BY FACULTY OR DEPARTMENT)

Education: Karen Ragoonaden. Director of the Centre of Mindful Engagement, Co-Chair of the Indigenous Education Council, School of Education, karen.ragoonaden@ubc.ca

Engineering: Jannik Eikenaar, PhD. Assistant Professor of Teaching, Applied Science, School of Engineering, jannik.eikenaar@ubc.ca

Natalie Forssman, PhD. Lecturer, Technical Communications, Engineering, natalie.forssman@ubc.ca

Faculty of Arts and Social Sciences: Heather Latimer PhD. Assistant Professor, Gender and Women's Studies, IKBSAS, heather.latimer@ubc.ca

FCCS: Denise Kenney, MFA. Associate Professor, Head of Creative Studies, FCCS, denise.kenney@ubc.ca

Neil Cadger, MFA. Associate Professor, Interdisciplinary Performance, Creative Studies, FCCS, neil.cadger@ubc.ca

Allison Hargreaves, PhD. Associate Professor, English and Cultural Studies, FCCS, allison.hargreaves@ubc.ca

Kerrie Charnley, PhD. Assistant Professor of Teaching, English and Cultural Studies, FCCS, kerrie.chnarnley@ubc.ca

Anne Claret, PhD Candidate and Research Assistant, IGS, FCCS, abclaret@mail.ubc.ca

Alwyn Spies, PhD. Assoc. Professor of Teaching, Languages and World Literatures, FCCS, alwyn.spies@ubc.ca

Health and Exercise Sciences: Tanya Forneris, PhD. Associate Director of the Faculty of Health and Social Development, School of Health and Exercise Sciences, tanya.forneris@ubc.ca

Library: Amanda Brobbel. Manager, Writing and Language Learning Supports at the Student Learning Hub, UBCO Library, amanda.brobbel@ubc.ca

Sajni Lacey. Librarian, Learning and Curriculum Support, UBCO Library, sajni.lacey@ubc.ca

Management: Joanna Cockerline. Lecturer, English and Cultural Studies and Management, FCCS and Management, joanna.cockerline@ubc.ca

Nursing: Sheila Epp, MN, RN. Associate Director, Nursing, sheila.epp@ubc.ca

Faculty of Science: Stephen McNeil PhD. Associate Professor, Chemistry, stephen.mcneil@ubc.ca



APPENDIX 2: THEMATIC CLUSTER LEARNING OUTCOMES

The Self

1. Demonstrate knowledge of concepts, definitions, and theories of self from different disciplinary perspectives (for example: Indigenous knowledge, World Philosophy, Psychology, Sociology, Anthropology, Cultural Geography, Cognitive and Neurobiological Sciences) and describe their interrelationships;
2. Examine, interpret, and analyze current theoretical epistemologies of self that include materialities, animal studies, posthumanism, and science and technology studies, for an expanded understanding of self that decenters the human;
3. Explore and critically analyze the rhetorical features of intersections between gender and sexuality, race, ethnicity and class, the body, mental and physical ability and disability, immigration and nationality, space and location, deviance, intersectionality, and other ideological and discursive constructs in conceptions of self, identity, and subjectivity;
4. Apply understandings of self-knowledge (for example: self-awareness, self-concept, self-esteem, self-perceptions, self-deception) for self-management and self-care of personal, professional, public, and digital identities;
5. Demonstrate the ability to communicate experiences of self through written, oral, digital, and/or creative modes, for lay and expert audiences in diverse contexts, with an understanding of genre and scholarly conventions;
6. Recognize, critically evaluate, and engage in reflective analysis of personal assumptions, sociocultural and systemic norms, practices, and representations of self, identity, and subjectivity to explore agentive practices of advocacy, and resistance to power structures.

The Individual and Others

1. Develop an understanding of the dialogic process between individuals and relational experiences within groups and communities, using major theoretical approaches;
2. Identify the features of identity construction, interpersonal communication, and intercultural knowledge in relation to self, group, and community from different disciplinary perspectives;
3. Locate texts in professional, creative, digital and scholarly domains to analyze discourse and rhetorical strategies for persuasive communication and interaction in various interpersonal contexts;
4. Research and demonstrate through oral, digital, written, and/or creative modes, an exploration of interpersonal constructs (such as, for example, white supremacy, social construction of maleness, cultural binaries) that define the individual's interactions with others or experience of "otherness;"
5. Analyze the implications of changing interpretations of interpersonal behaviors and "otherness" that may impact academic, social, professional, and other conversations in the field;
6. Apply strategies for developing and maintaining interpersonal relationships, managing conflict, and resolving power inequalities in diverse communication settings.



The Community

1. Survey/ develop an understanding of major theoretical approaches to analyzing group communication;
2. Identify and examine a range of discourse communities' expectations and conventions, including those of lay, expert, and/or culturally distinct audiences;
3. Demonstrate and apply an intermediate knowledge of oral, digital, and written modes or genres of discourse used in professional, creative, and/or scholarly communities;
4. Utilize an enhanced understanding of communication within team contexts and/or a range of cultural settings;
5. Refine writing and research processes to effectively address a range of discursive situations;
6. Analyze the implications of existing communication practices for specific political, cultural, and/or social groups.

The Media

1. Develop an understanding of different media (audio, visual, digital, performance, fine arts, dance, and/or music) as forms of multi-modal communication in relation to their historical and cultural contexts;
2. Explore how theories, methodologies, discourses and rhetoric(s) related to communication illuminate individual, community, and professional media engagement;
3. Study and apply communication research methodologies to a wide variety of media and their audiences, developing expertise in analyzing their techniques, technologies, rhetorical practices and/or social, cultural and global concerns;
4. Employ the foundational genres and research conventions necessary to write about, in, and/or for multimodal media and media platforms;
5. Engage in the creation of one or more contemporary forms of media communication, employing relevant audio, visual, digital, performance, music, and/or fine arts media production tools.

Communication Capstone

1. Identify a research question, scope, niche, and methodology for a communication project through a guided review of relevant literature, assessing the implications of those choices within a communications context;
2. Employ course readings to bridge communication theory and application;
3. Understand research ethics and apply that understanding to work collaboratively in teams, and with community and professional partners;
4. Utilize skills from previous communications courses in analysis, critical thinking, research writing, and small group communication in an interdisciplinary capstone experience;
5. Demonstrate advanced presentation and metacognitive skills through a public presentation and written reflection on the project experience.



APPENDIX 3: CURRICULUM MAPPING OF COURSE AND PROGRAM LEARNING OUTCOMES

		Program Learning Outcomes									
		LO1	LO2	LO3	LO4	LO5	LO 6	LO7	LO8	LO9	LO10
Cluster I: The Self											
CORH 321	1	✓		✓		✓					✓
	2	✓	✓	✓							
	3								✓	✓	
	4	✓		✓	✓						✓
	5			✓	✓	✓	✓			✓	✓
	6	✓	✓							✓	
Cluster II: The Individual and Others											
CORH 331	1	✓	✓	✓	✓	✓	✓				
	2		✓	✓		✓					
	3			✓	✓	✓	✓				
	4						✓	✓			
	5		✓		✓	✓	✓	✓			
	6		✓		✓		✓	✓			✓
	7				✓	✓					
Cluster II: The Community											
CORH 203	1		✓	✓	✓	✓	✓				✓
	2				✓	✓	✓	✓			✓
	3					✓	✓	✓			
	4				✓	✓	✓	✓		✓	
	5					✓	✓	✓			
	6					✓	✓	✓	✓		
	7	✓		✓					✓	✓	✓
Cluster II: The Community											
CORH 204	1				✓	✓	✓	✓			
	2			✓	✓	✓	✓	✓			
	3				✓	✓	✓	✓			
	4				✓	✓	✓				
	5			✓	✓						
	6	✓	✓	✓							



Cluster II: The Community											
CORH 205	1		✓	✓	✓	✓	✓				✓
	2				✓	✓	✓	✓			✓
	3					✓	✓	✓			
	4				✓	✓	✓	✓		✓	
	5					✓	✓	✓			
	6					✓	✓	✓	✓		
	7	✓			✓					✓	✓
Cluster III: The Community											
CORH 206	1							✓	✓	✓	
	2	✓							✓		✓
	3			✓					✓		
	4			✓	✓	✓	✓		✓		
	5				✓	✓	✓		✓		✓
Cluster IV: The Media											
CORH 216	1	✓		✓	✓	✓	✓				
	2	✓	✓	✓	✓	✓	✓				
	3	✓	✓	✓							
	4			✓	✓	✓	✓				
	5		✓	✓	✓	✓	✓			✓	✓
Cluster V: Communication Capstone											
CORH 499	1	✓		✓			✓	✓			
	2	✓		✓		✓	✓				
	3			✓	✓		✓	✓			✓
	4	✓		✓						✓	
	5			✓						✓	✓
	6				✓	✓					
	7	✓									✓



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: English and Cultural Studies/Communications and Rhetoric Faculty/School Approval Date: 20201120 Effective Session: 2021 WT1	Date: 2020-10-28 Contact Person: Aisha Ravindran/Jordan Stouck/Marie Loughlin Phone: 250.807.9380 Email: aisha.ravindran@ubc.ca jordan.stouck@ubc.ca marie.loughlin@ubc.ca
Type of Action: New Calendar Description – Program Overview	
Rationale: <p>In response to a call for proposals for the Aspire Learning and Teaching Fund-2040 (ALT-2040) the Department of English and Cultural Studies, in consultation with a 16-member Advisory Committee representing faculties/departments on campus, submitted an initial LOI and a final proposal in February 2020 for funding to support the design and implementation of a Certificate (and later on a Minor) in Communications and Rhetoric. Funding to develop and implement the Certificate was approved in March 2020 through the Office of the Provost.</p> <p>The Undergraduate Certificate in Communications and Rhetoric was developed to meet the broadened communication needs of students, beyond competence in academic writing, which would grant value-added professional credentials to their academic degree in order to enhance employability and professional progression. Aligning with the principles in UBC’s Strategic Plan, Outlook 2040, the new BA and BSc structures, and the FCCS Strategic Plan, 2019 – 2024, the Certificate embeds interdisciplinary, innovative education; collaborative, transformative learning; inclusivity and Indigenous engagement (UBC Strategic Plan, p. 55); and core-competency-acquiring education (UBC Outlook 2040, p.6). The disciplinary/interdisciplinary focus offers diverse, inclusive post-secondary learning “pathways” (UBC Outlook 2040, p. 9) to the students.</p> <p>The Undergraduate Certificate in Communications and Rhetoric (CORH) draws on disciplinary/interdisciplinary expertise in the departments at FCCS and at various faculties/departments at UBCO, and develops the academic, professional, and cross-cultural communication skills crucial to active citizenship in our increasingly interconnected world. The 15-credit structure of the CORH Certificate includes courses from four thematic interdisciplinary and relational clusters, and a final capstone project. Students will select one course from each thematic cluster: The Self, The Individual and Others, The Community, and The Media. The final Communication Capstone will combine different disciplinary strands in a research-centric collaborative project.</p>	



The proposed Certificate is distinct in addressing an identified need for a more diverse, inclusive and laddered approach to developing students' skills in multimodal communication and rhetoric (oral, written, performative, digital, and creative) through an interdisciplinary framework. Our approach to the study of communication draws on the many subdisciplines in communication studies as a scholarly discipline, but foregrounds the use of rhetoric to compose and communicate ideas strategically and meaningfully in personal, professional, digital, and community contexts. The program's thematic cluster model offers students opportunities to gain core competencies that will allow them to communicate effectively in their university and post-university careers. As we imagine these competencies, the CORH Certificate courses will allow students not simply to explore, master, and critique present modes of communication, but to invent new ones that will allow them to contribute to UBC's ongoing goal of "transforming communities worldwide and promoting social justice" (UBC's Strategic Plan, p. 69). Throughout the Certificate, and particularly in the capstone project, students will be encouraged to align their coursework with future professional and academic goals.

In developing the program, we wish to align interdisciplinary expertise in FCCS and other faculties at the University to develop a distinct cross-disciplinary identity for communications and rhetoric that differs from programs offered at other institutions. In consultation with other faculties/departments, a committee of CORH and advisory board members will select courses in other programs that align with the themes and learning outcomes in the CORH thematic clusters. These will be included in the list of courses for the Certificate. To facilitate this as an equitable and pedagogically sound process, we are developing a template similar to that used for the revised BA to identify the alignment of courses from other programs with CORH-cluster learning outcomes. Besides fostering an interdisciplinary focus, with an emphasis on collaborative, experiential, and reflective learning, this approach aims to develop engagement and commitment to relationality among individuals and communities. This will allow students to pursue communications topics with reference to their primary disciplines of study, and to navigate and adapt with confidence within various professional, cross-cultural, and societal domains.



<p>Proposed Academic Calendar Entry:</p> <p><u>Undergraduate Certificate in Communications and Rhetoric</u></p> <p><u>Program Overview</u></p> <p><u>The Faculty of Creative and Critical Studies offers the Undergraduate Certificate in Communications and Rhetoric as an interdisciplinary study of communication skills and rhetoric which will help students communicate persuasively through different media, in personal, professional, and digital contexts. The Certificate offers students value-added professional credentials to their academic degree in order to enhance employability and professional progression. They will develop core competencies to communicate persuasively through different media in their university and post-university careers within personal, professional, and digital contexts. Students gain a conceptual and theoretical understanding of communication from an interdisciplinary perspective, and also apply their knowledge through engagement in community service learning and experiential practice within professional and community settings.</u></p> <p><u>Students already enrolled in a degree program offered by the Faculty of Creative and Critical Studies at UBC Okanagan are eligible to receive the Undergraduate Certificate in Communications and Rhetoric upon successful completion of the Certificate requirements.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: None.</p>
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Students must register in the Certificate program prior to registration in the capstone course.

Admission Requirements

Students must have completed the first-year English or Communication requirement for their degree program before registering for the Certificate program.

Certificate Requirements

To earn an Undergraduate Certificate in Communications and Rhetoric, students must complete a minimum of 15 credits (four 3-credit courses from the 200-level or higher, and a final communication capstone). They are required to select at least one course from each of the four thematic clusters listed below:

- 1. The Self: Understandings of self and how the self impacts relationships with others are a foundation for effective personal and professional communication.**
3 credits from:
CORH 321¹
- 2. The Individual and Others: Interpersonal communication skills across a range of digital, written, and oral platforms can enhance students' abilities to navigate professional, personal, and academic contexts.**
3 credits from:
CORH 331
- 3. The Community: Communication genres and styles are agreed upon within communities; this cluster offers students in-depth understanding of**



communications expectations, needs, and challenges within a range of communities.

3 credits from:

CORH 203

CORH 204

CORH 205

CORH 206

- 4 The Media: By researching, analyzing and creating digital, textual, audio, and visual media, students will engage with contemporary communication theory and practice.

3 credits from:

CORH 216

6 of these credits must be from CORH courses. Up to two courses (6 credits) used to satisfy a degree program requirement may also be used to satisfy the certificate requirements.

In addition, all students must complete the mandatory course, CORH 499, Communication Capstone.

Students are expected to contact their academic advisors before enrolling in the Certificate program to assess their eligibility and academic progression.

¹ Note that some of these courses have cross-listings and/ or prerequisites.

Registration

Interested students can register for the Certificate by going to the [website](#) and completing the Undergraduate Certificate in Communications and Rhetoric Option registration process.



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: 20201220 Effective Session: 2021W	Date: 2020-12-18 Contact Person: Dr. Aisha Ravindran Email: aisha.ravindran@ubc.ca
Type of Action: Revision to Calendar	
Rationale: Addition of new Undergraduate Certificate Program to faculty table of contents page.	
Proposed Academic Calendar Entry: Faculty of Creative and Critical Studies Contents Introduction → Academic Advising → Bachelor of Arts Programs → Bachelor of Fine Arts Program → Bachelor of Media Studies Program → Undergraduate Certificate in Communications and Rhetoric Graduate Programs → Academic Staff →	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/poof/edit/index.cfm?tree=18,283,0,0 Present Academic Calendar Entry: Faculty of Creative and Critical Studies Contents Introduction → Academic Advising → Bachelor of Arts Programs → Bachelor of Fine Arts Program → Bachelor of Media Studies Program → Graduate Programs → Academic Staff →



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: 20201120 Effective Session: 2021 WT1	Date: 2020-10-28 Contact Person: Kerrie Charnley Phone: 250.807.8828 Email: kerrie.charnley@ubc.ca
Type of Action: New Course	
Rationale: <p>CORH 206: The Rhetoric of Indigeneity (3) is a new course that aligns with the learning outcomes of one of the five thematic clusters of the proposed Certificate in Communications and Rhetoric: “Community.” CORH 206 allows students to develop their communication skills across the disciplines that engage with concepts of Indigeneity. Specifically, CORH 206 will provide students with the opportunity to develop their writing and research skills, as well as their oral communication competencies, by exploring the multiple and layered meanings of Indigeneity from various points of view. CORH 206 will give students the tools necessary to enter academic and public conversations about Indigeneity across the disciplines such as education, humanities, sciences and health. Students will develop their understanding of the nature and parameters of knowledge in terms of what Indigeneity means across contexts and communities and through time. They will develop the skills necessary to communicate this research and their own research effectively to academic and non-specialist audiences. By helping them navigate through a variety of genres and discursive modes in writing—verbally, orally, and digitally—this course will support students’ intensive ‘content-based’ learning in their other courses, and will allow them to enter academic and public conversations about vital issues that include Indigeneity, Indigenous peoples, restitution, restoration and social justice. It will allow them to become adept at negotiating rhetorical positions grounded in Indigenous knowledges, theories and methodologies, accompanied by disciplinary knowledge, and posit new trajectories in academic and non-academic conversation on this topic.</p> <p>CORH 206: The Rhetoric of Indigeneity has the following course-level learning outcomes, all of which reflect the program-level learning outcomes (PLO), referred to in brackets below. A full description of the CORH Certificate’s program-level learning outcomes may be found on pp. 2 - 3 of the Certificate description:</p> <p>After completing CORH 206: The Rhetoric of Indigeneity, students should be able to:</p> <ol style="list-style-type: none"> 1. Examine Indigeneity using critical Indigenous methodologies and theoretical approaches and other applicable research approaches. (PLO 1, 3, 5, 8) 	



2. Study the rhetoric of Indigeneity, associated with perceptions of self, group and community, across diverse disciplinary academic contexts and communities. (PLO 1, 2, 3, 5, 6, 8)
3. Locate kairotic texts in public spheres such as in public art and social media platforms to analyze and present rhetorical strategies that conceptualize Indigeneity. (PLO 2, 5, 6, 8, 10)
4. Research and explore constructs (such as, Aboriginal, First Nations, Métis, Inuit, mixed blood, Aboriginal, newcomer, immigrant, white, settler) that have historically and contemporarily defined Indigeneity in certain ways; and demonstrate understandings in writing and in multimodal presentation. (PLO 1, 2, 4, 5, 6, 7, 8, 9, 10)
5. Critically evaluate and develop a case study of changing interpretations, (mis)conceptions and re-conceptions of Indigeneity, its genealogy of predecessor terms, and applications, that may impact your academic, professional and/or communities of interest. (PLO 1, 2, 3, 5, 6, 7, 8, 9, 10)

CORH 206 is intended to fulfill all five of the learning outcomes in the Communication and Linguistic Appreciation Category of the new B.A. Foundational Requirements, and we are presently preparing BAIC (B.A. Implementation Committee) forms requesting this designation.

Proposed Academic Calendar Entry:

CORH 206 (3) Rhetoric of Indigeneity Language, concepts, and contexts of Indigeneity communicated historically and contemporarily in popular and academic discourse, with a focus on critical discourse analysis conducted through engagements with Indigenous Peoples' perspectives and Indigenist methodologies.

Prerequisites: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, APSC 176.

Draft Academic Calendar URL:

N/A

Present Academic Calendar Entry:

None.



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: 20201120 Effective Session: 2021W	Date: 27 October 2020 Contact Person: Dr. Marie Loughlin Phone: 250.763.2696 Email: marie.loughlin@ubc.ca
Type of Action: New course	
<p>Rationale: CORH 216: Communication and Media (3) is one of a number of second-year courses being created to serve the needs of students who will be taking it as part of the new Communication and Rhetoric (CORH) Certificate, or perhaps as an elective course fulfilling part of the new B.A.'s foundational communication requirement. As part of the new CORH certificate, this course grounds students in a set of program- and area-level learning outcomes focused on how we communicate in and through various media, ranging from the printed book to social media platforms, podcasts, websites, and other forms of written, audio, digital, and visual communication. In this course, students will analyze examples of such media in relation to communication theory, and they will then use their growing body of theoretical knowledge and critical tools to create their own communication in media of their choosing. The focus of the course is how to assess the nature, purpose, and audience of communication in various media, how such media shapes and is shaped by the content of communication—as well as its cultural, historical and ideological contexts—, and how students can translate their original academic research into a media-aware, public-facing forum in order to engage with public interest in and discussion of a specific topic (e.g., climate change, body modification, 'green' consumerism, etc.).</p> <p>CORH 216 has the following course-level learning outcomes, all of which reflect the program-level learning outcomes (PLO), referred to in brackets below. A full description of the CORH Certificate's program-level learning outcomes may be found on pp. 2 - 3 of the Certificate description:</p> <p>After completing CORH 216: Communication and Media, students should be able to:</p> <ol style="list-style-type: none"> 1. describe and evaluate different media (audio, visual, textual, digital, performance, fine arts, dance and/or music) as forms of communication in relation to their historical and cultural contexts (PLO 1 and 2); 2. Study and apply communication research theories, methodologies and rhetoric(s) to selected media in order to understand how audience and message are inter-related across community and professional audiences (PLO 2 and 10); 	



3. Analyze selected media messages in relation to their rhetoric, socio-psychological and socio-cultural contexts, as well as their semiotic structures (PLO 1, 2, and 5);
4. Create a textual, audio, visual and/or digital artifact shaped in relation to the course's exploration of communication and media (PLO 3, 6, 1 and 0); and
5. Further develop university-level research and writing skills in relation to both academic audiences and expectations and public, multi-audiences and expectations; specifically, learn and employ those genres and conventions needed to write about, in and for multimodal media and media platforms (PLO 4, 7, and 10).

CORH 216 is intended to fulfill all five of the learning outcomes in the Communication and Linguistic Appreciation Category of the new B.A. Foundational Requirements, and we are presently preparing BAIC (B.A. Implementation Committee) forms requesting this designation.

Proposed Academic Calendar Entry:

CORH 216 (3) Communication and Media
Theory and practice of communication about, in and for various media, including digital, textual, audio and/or visual forms.

Prerequisite: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, APSC 176.

Draft Academic Calendar URL:

N/A

Present Academic Calendar Entry:

N/A (new course)



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: 20201120 Effective Session: 2021 WT1	Date: 2020-10-28 Contact Person: Aisha Ravindran Phone: 250.807.79380 Email: aisha.ravindran@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>CORH 321: Personal and Professional Identity and Interpersonal Communication (3) is a new course that aligns with the learning outcomes of one of the five thematic clusters of the proposed Certificate in Communications and Rhetoric: “The Self.” The course explores interpersonal communication in personal and professional contexts with an emphasis on the self, personal and professional subjectivities, and the enactment of agency in face-to-face and online settings. Students will examine concepts of self-perception and identity from personal and social perspectives as they impact personal and professional relationships and collaborations in teams and groups. They will have opportunities to apply these concepts for effective communication to achieve interpersonal goals, maintain personal and professional relationships, and resolve conflict. Students will also critically evaluate multidisciplinary approaches to concepts of identity construction and representation through diverse theoretical frameworks, especially in contexts of power and privilege.</p> <p>CORH 321 has the following course-level learning outcomes, all of which reflect the program-level learning outcomes (PLO), referred to in brackets below. A full description of the CORH Certificate’s program-level learning outcomes may be found on pp. 2 - 3 of the Certificate description:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to communicate effectively and meaningfully in dyadic and interpersonal settings in personal relationships and professional contexts (PLOs 3 and 5); 2. Demonstrate knowledge of concepts and approaches related to the interface between communication and self, identity, and agency through interdisciplinary perspectives (PLO 1); 3. Explore and analyze current theoretical frameworks and narratives of self and subjectivity, including those that decenter the human and establish relational networks with the non-human and the environment (PLOs 8 and 9); 4. Apply reflection, self-knowledge, and self-management to effectively navigate personal, professional, public, and digital contexts (PLOs 3, 5 and 10); 5. Design ethical audience- and context-centered messages using rhetorical conventions of the genre to achieve personal and team goals and objectives (PLOs 4 and 6); 	



6. Critically evaluate identity discourses of normative representations of self and subjectivity to generate personal and collective responses for social justice advocacy and resistance to power structures (PLOs 8, 9 and 10).

CORH 321: Personal and Professional Identity and Interpersonal Communication is intended to fulfill all five of the learning outcomes in the Communication and Linguistic Appreciation Category of the new B.A. Foundational Requirements, and we are presently preparing BAIC (B.A. Implementation Committee) forms requesting this designation.

Proposed Academic Calendar Entry:

CORH 321 (3) Personal and Professional Identity and Interpersonal Communication
Multidisciplinary concepts of and approaches to identity and agency in personal and professional interpersonal communication settings, face-to-face and online. Fosters application of communication skills and enactments of agency in dyadic and collaborative contexts.
Prerequisites: Third-year standing or permission of the instructor.

Draft Academic Calendar URL:

N/A

Present Academic Calendar Entry:

None.



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: 20201120 Effective Session: 2021 WT1	Date: 2020-10-26 Contact Person: Anita Chaudhuri Phone: 250.807.78576 Email: anita.chaudhuri@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>CORH 331: Social Writing: Studies in Multimodal Communication is a new course that explores the context of social writing that connects individual thought, expression and action to digital platforms. Such public forums of interaction can inform, persuade, and challenge individual preferences, which indicate the complexity of interaction between semiotic systems. For students, understanding multimodal performances—textual, visual, aural and instantly digitized social texts—is critical for developing effective skills and strategies that make a person an <i>influencer</i> or a social-media post a <i>viral message</i>. In other words, student will learn to identify and demonstrate the application of rhetorical features such as audience awareness, voice, and style in different writing genres pertinent to academic and social contexts. This course will utilize varying levels of expertise in preparing and sharing texts on social platforms, both new platforms and platforms that learners have previously used. The objective is to develop an understanding of rhetorical strategies that communicate competency in social writing. As well, students will be able to recognize formulaic structures or features of a social platform and comment on innovative ways to develop a personal profile to participate in disciplinary communities of interest.</p> <p>CORH 331: Social Writing: Studies in Multimodal Communication has the following course-level learning outcomes, all of which reflect the program-level learning outcomes (PLO), referred to in brackets below. A full description of the CORH Certificate’s program-level learning outcomes may be found on pp. 2 - 3 of the Certificate description.</p> <p>After completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of a social medium’s rhetorical structure, expectations, and affordances (such as, ideological standpoints on power, race and culture, to name a few) by applying this knowledge in personal UBC blog. (PLO 1, 2 & 5) 2. Identify formulaic structures or features of a social platform, innovative ways to develop a personal profile to participate in communities of interest, and document these as discussion posts on Canvas. (PLO 3, 4 & 6) 3. Evaluate the multimodal and versatile nature of social writing that effectively uses rhetorical strategies and present in class discussion and social media post. (PLO 4, 5 & 9) 4. Create, review, and revise blog posts that present intermediate to advanced level understanding of effective social communication. (PLO 1, 3 & 6) 	



5. Identify a research topic, prepare a research proposal and an argumentative text that demonstrates a specific disciplinary interest. (PLO 4, 7, 8 & 9)
6. Demonstrate effective understanding of multiple genres and modes of approaching research topics in different genres to demonstrate changes in audience awareness, purpose, style, authorial stance, and voice. (PLO 3, 6 & 10)
7. Edit their own and peer texts more effectively for grammar, coherence, and cohesion. (PLO 4 & 10)

CORH 331: Social Writing: Studies in Multimodal Communication is intended to fulfill all five of the learning outcomes in the Communication and Linguistic Appreciation Category of the new B.A. Foundational Requirements, and we are presently preparing BAIC (B.A. Implementation Committee) forms requesting this designation.

Proposed Academic Calendar Entry:

CORH 331 (3) Social Writing: Studies in Multimodal Communication
Practice-based approach to social media through writing studies' scholarship, with a focus on rhetorical analysis of social writing in digital platforms that inform self-representation and connect with groups/communities.
Prerequisites: Third-year standing or permission of the instructor.

Draft Academic Calendar URL:

N/A

Present Academic Calendar Entry:

None.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20201120 Effective Session: 2021W	Date: 20201028 Contact Person: Dr. Jordan Stouck Phone: 250.807.9663 Email: jordan.stouck@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>CORH 499: Communication Capstone is the capstone course for students taking UBC Okanagan's new certificate in Communications and Rhetoric. It is vital to the 15-credit certificate design, which organizes communication skills within 4 clusters, each cluster meeting specific learning outcomes. Students must select one 3-credit course from each cluster and complete CORH 499 to then demonstrate their acquired skills. Please see the certificate description accompanying this course.</p> <p>The capstone brings together students from multiple disciplines in teams to develop a final communication project. The prerequisite requires that students have completed courses in at least 3 of the clusters before taking CORH 499 so that the course can effectively assess their learning within the certificate. We do, however, allow students to take one of the required certificate courses concurrently or after the capstone, since CORH 499 will typically be offered only in the W2 semester.</p> <p>The capstone project will be developed in consultation with the course instructor and the student teams must submit a project proposal and receive feedback on it during week 4 of the semester. The project itself must address a communication need identified by the students, giving them experience in research development and project management. Project topics can range from professional or academic to Community Service Learning. Students will cover ethics protocols and complete the TCPS 2 Core tutorial before being required to interview an expert or stakeholder as part of the project. To further ensure ethics protocols are followed and as per UBC policy, the instructor will complete a Course-Based Research Project BREB application prior to the beginning of the semester. Seminar instruction and course readings will support project development throughout the semester. A public presentation, to which the interviewees will be invited, and reflective writing will encourage these upper-year students to bridge coursework and future goals. The course will be graded on a pass/ fail basis to better accommodate a range of topics and encourage constructive teamwork.</p> <p>CORH 499: Communication Capstone has the following course-level learning outcomes, all of which align with the program-level learning outcomes (PLO), referred to in parentheses below. A full description of the CORH Certificate's program-level learning outcomes may be found on pp. 2-3 of the certificate description:</p>	



<ol style="list-style-type: none"> 1. Identify a research question, scope, niche, and methodology for their project through a guided review of relevant literature, assessing the implications of their choices within a communication context (PLO 1, 2 & 9); 2. Employ course readings to bridge communication theory and application (PLO 2, 3 & 7); 3. Understand research ethics and apply that understanding to interview a stakeholder or expert (PLO 3, 7 & 9); 4. Advance their teamwork and project management skills (PLO 1 & 9); 5. Utilize skills from previous communications courses in analysis, critical thinking, research writing, and small group communication in an interdisciplinary capstone experience (PLO 4, 5 & 6); 6. Present orally to a group of classmates and professional stakeholders, with the option to use digital media as appropriate within the presentation (PLO 6 & 10); 7. Cultivate metacognitive skills through written reflection on the project experience (PLO 2 & 5). 	
<p>Proposed Academic Calendar Entry:</p> <p><u>CORH 499 (3) Communication Capstone Team-conducted project that identifies and addresses a professional, community, or academic topic, demonstrating an awareness of audience and context. Integrates knowledge and skills acquired throughout the certificate program.</u></p> <p><u>Prerequisite: 9 credits of CORH certificate courses and third-year standing.</u></p>	<p>Draft Academic Calendar URL:</p> <p>URL n/a</p> <p>Present Academic Calendar Entry: n/a</p>



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28 January 2021

To: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

Re: Admissions and Curriculum Proposals – Master of Management Dual Degree Program Option (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculties of Management, Arts and Social Sciences, Creative and Critical Studies, Health and Social Development, Science, and Applied Science, and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the Master of Management Dual Degree Program Option brought forward by the Faculty of Management, and the related Dual Degree Program Option Calendar entries brought forward by the Faculties of Arts and Social Sciences, Creative and Critical Studies, Health and Social Development, Science, and Applied Science be approved.*

- a. From the Faculty of Management
 - i. Master of Management Dual Degree Program Option, Program Overview, Admission Requirements, Degree Requirements, Academic Regulations
- b. From the Faculty of Arts and Social Sciences
 - ii. Dual Degree Program Option: Bachelor of Arts and Master of Management
- c. From the Faculty of Creative and Critical Studies
 - iii. Dual Degree Program Option: Bachelor of Fine Arts and Master of Management

- iv. Dual Degree Program Option: Bachelor of Media Studies and Master of Management

- d. From the Faculty of Health and Social Development
 - v. School of Health and Exercise Sciences, Dual Degree Program Option: Bachelor of Health and Exercise Sciences and Master of Management

- e. From the Faculty of Science
 - vi. Dual Degree Program Option: Bachelor of Science and Master of Management

- f. From the Faculty of Applied Science
 - vii. Dual Degree Program Option: Bachelor of Applied Science and Master of Management

For the Committees,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee

Master of Management Dual Degree Program Option Summary

Executive Summary

Leveraging the currently offered “post-experience” [Master of Management](#) (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program (as approved by the Faculty offering the undergraduate program) at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame. The course descriptions are the same for both formats of the MM. A student who would normally complete their undergraduate degree in four years (acknowledging that some students or programs require more than four years for completion) would complete both their undergraduate and MM degrees in four and one half years.

The delivery of the UBC Bachelor + Master of Management dual degree program option would reflect different modes of knowing and interdisciplinarity. Its content would focus on organizational behaviour, social change, community development, global context, and the empowerment of individuals. The program connects education and employability by focusing on knowledge that enables students to make themselves suited to occupations of their choice. It provides skills, knowledge, and understanding to flourish intellectually and ethically as citizens for the betterment of societies.

This program will be administered by the Faculty of Management but involve colleagues across the UBC campus consistent with its interdisciplinarity and epistemological breadth. It is expected that the Faculties involved with the UBC Bachelor + Master of Management dual degree program option will be the following: the Faculty of Creative and Critical Studies, Faculty of Health and Social Development, Faculty of Management, Faculty of Science, Faculty of Arts and Social Science, and the School of Engineering.

Demand

Demand by prospective students and their parents was assessed by drawing on information provided by UBC Recruitment. Recruitment provided evidence from a similar dual degree program option offered by the Vancouver campus. The Vancouver dual degree program option shows significant demand, with 530 students in the program in 2019-20, encompassing students enrolled in years 1 – 4 of their undergraduate degrees. Importantly, the UBCO dual degree program option would have a focus different from that in Vancouver given 1) its focus on different ways of knowing and interdisciplinarity and 2) its broader content that encompasses social change, community development, global context, and empowerment.

Benefits for potential students

- Earn a direct entry undergraduate degree from a Faculty participating in the dual degree program option
- Be certain of acceptance into the MM, as long as continuation requirements are met (see below)
- Earn a MM degree by staying at UBC for eight months (May to December) immediately after completing your undergraduate degree program requirements
- Pursue passion for particular subjects, and enhance future career prospects
- Earn two high quality credentials in an accelerated timeframe

- During undergraduate degree studies:
 - Gain access to cohort-building, including intensive workshops, focused on personal development
 - Gain access to presentations on topical issues offered throughout the academic year
 - Gain access to MM coaches and tutors, to design an academic program tailored to particular interests and long-term goals, and combine enriched learning opportunities

Program learning outcomes

1. Identify and critically reflect on norms, values, and knowledge practices that define the various modes of knowing and disciplinary traditions of the university.
2. Apply understanding of these various modes of knowing and disciplinary traditions to identify and frame challenges and problems related to the program pillars (i.e., organizational behaviour, social change, community development, global context, and the empowerment of individuals).
3. Use reason and evidence, and sense and sensibility, to understand and manage complex environments and situations with respect to the program pillars.
4. Use communication and organisational solutions that take diverse and different perspectives into account, based on understanding and respect.
5. Critically assess, synthesize, and mobilize knowledge relating to management challenges in their respective fields.

Calendar brief description

The dual degree program option offers qualified students the option to earn, in one course of study, an undergraduate UBC degree and a UBC Master of Management (MM). In four and one half years, both degrees can be completed through intensive study. The MM uses an approach based on different modes of knowing and interdisciplinarity to focus on organizational behaviour, social change, community development, global context, and the empowerment of individuals. The program connects education and employability. It provides skills, knowledge, and understanding to flourish intellectually and ethically as citizens for the betterment of societies.

Programming during undergraduate years

Students are required to complete MGMT 100 *Introduction to Business* and MGMT 110 *Introduction to Management Thought and Social Responsibility* prior to beginning MM coursework. These courses are offered in three terms each academic year.

Week-long, full-time intensive summer workshops, scheduled in early May, will be offered to undergraduate students enrolled in the dual degree program option. Over the course of their undergraduate degree, students will be required to complete at least two workshops, and in doing so must complete reflective journals. The workshops are self-contained and can be completed in any order. They will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. Workshops will focus on social and economic issues in ways that link theory and practice. There will be particular emphasis in the workshops on Indigenous curriculum and Indigenous program elements that will allow for Indigenous

students to see themselves reflected in the program, and provide domestic students and international students with the opportunity to have this content embedded in the program. This might include topics such as Call 92¹ and regional development case studies involving local Syilx Okanagan Nation communities. Other possible study topics might include Syilx Okanagan Nation decision-making processes and leadership.

The workshops will be complemented by topical presentations offered throughout the academic year, exclusively for dual degree students. The presentations will provide foundational knowledge and skills for the graduate courses. It is expected that the students will reflect on the presentations in their journals.

At the workshops and presentations, students will have opportunities to socialise with faculty and visiting speakers.

Dual degree program option students will have log-in access to a Learning Management System where they can engage with their fellow students, as well as faculty and staff participating in the dual degree program option.

For the duration of their studies, each dual degree program option student will be assigned a personal academic tutor and a personal development coach, from whom they will receive personal guidance.

Master of Management Curriculum

The MM degree is a 32-credit program consisting of 11 courses (the table below provides a summary of these courses). Students in the dual degree program option will complete MM coursework between May and December, during full-time studies.

Note: the currently offered “post-experience” MM is delivered over 25 months of part-time and mostly online studies.

Course code	Credits*	Course Title
MGMT 534	0.5-2	Regional Development and Globalization
MGMT 535	1.5	Approaches to Learning and Research
MGMT 536	1.5-9	Enterprise and Innovation
MGMT 537	0.5-3	Leading and Citizenship
MGMT 538	0.5-1.5	Communicating
MGMT 539	0.5-1.5	Ethics
MGMT 540	0.5-1.5	Systems
MGMT 541	0.5-1.5	Practical Research Methods
MGMT 542	0.5-1.5	Career Development
MGMT 543	0.5-3	Managing Change
MGMT 544	1.5-6	Applied Project

¹ <https://indigenousworks.ca/en/partnership/what-does-intersection-mean/trc-call-action>

*The credit values above represent the smallest increment of which the course can be offered (first number) and the total credit value of the course (second number).

The 32 credits of the MM program will be delivered between May and December, immediately following the completion of students' undergraduate degrees. Study will be full-time and cohort-based. It will entail intense periods of study, delivered to enable student success by their working closely with faculty and staff over several months, enabling completion the program in four and a half years. The 8-month period spans approximately 35 weeks. It will include three week-long study-free periods, one at the end of August and two at the end of December, in consideration of students' health and wellness. Students will complete one credit per week over the 32 weeks of study, and courses will interweave to allow instructors to emphasize the benefits of integrating multiple perspectives when addressing adaptive challenges facing organizations.

Undergraduate degree, years 1 -4		Master of Management, year 5 (May – December)
Undergraduate coursework (including MGMT 100 and 110)	Undergraduate graduation	MM coursework <ul style="list-style-type: none"> • 32 weeks of FT study • 1 week-long study-free period at the end of August • 2 week-long study-free period at the end of December
MM dual degree option workshop #1 (summer)		
MM dual degree option workshop # 2 (summer)		

The MM dual degree program option will be offered to cohorts of approximately 60 students. Courses will be typically taught in classes of 60 or two sections of 30. It will be very strongly experiential, with much study in the field, especially in the Okanagan region. There will also be hybrid delivery, with some study online. The target is for one cohort of up to 30 students to enter the dual degree program option in its first offering. It is expected that the first cohort will be made up of students with second-year standing in their undergraduate programs in 2020. Subsequently, the target is for cohorts of approximately 60 students to enter the dual degree program option, beginning with students entering their first year of undergraduate study in 2020. Depending on demand and availability of classrooms and faculty, this might increase in subsequent years.

Admission

Admission to the dual degree program option will be at four entry points: first-year direct entry, first year, second year, and third year. This will enable high performing students to enter the program: those who are best suited to meet the continuation requirements and complete a graduate-level program of study. First-year direct entry students will be admitted based on university admission standards. Students applying during first year, second year, or third year will be admitted based on the continuation requirements, as below.

Students wishing to apply during their fourth and/or final year of undergraduate study will be considered for admission to the dual degree program option and, if admitted, will first need to complete the required workshops during the next summer term prior to enrolling in MM courses from May-December; therefore they must be prepared for a delay in beginning their MM studies.

Students will be admitted to and pursue their undergraduate degree program, and, provided they meet the dual degree program option requirements for continuation during the completion of their

undergraduate program (see below), they will be formally admitted to and enrolled in the MM program. While students are in the dual degree program option, they are completing their undergraduate degree and are not considered graduate students. It should be noted that a GMAT or GRE is not an admission requirement of the dual degree program option.

Anticipated Program Start Date

It is anticipated that recruitment for this program can begin immediately after the program is approved. High school students can be recruited for direct-entry. Undergraduate students in their first or second year of study in 2020W can apply for program entry immediately. Mandatory week-long, full-time intensive summer workshops will be offered the first summer following program approval for admitted dual degree program option students.

Continuation requirements

Students in the Dual Degree Program Option must meet all the continuation requirements for each year of their undergraduate program. Additionally, students must meet the following requirements:

- **First-year:** attain an average of at least 65% of all courses attempted in each Winter Session until the student completes first-year and advances to second-year;
- **Second-year to graduation:** attain an average of at least 76% of all courses attempted in each Winter Session and Summer Session, calculated at the end of each Academic Year, from advancement to second-year until the student completes all requirements for their undergraduate program.

Students who do not meet the MM dual degree program option continuation requirements will be required to withdraw from the dual degree program. Students withdrawing from the dual degree program will be permitted to continue in their undergraduate program provided they meet the continuation requirements for the undergraduate program. Students who are required to withdraw will be permitted to reapply should their academic performance improve to meet the continuation requirements.

Students who meet the MM dual degree program continuation requirements through completion of their undergraduate degree and are eligible to graduate will be admitted to the MM program.

Students conferring their undergraduate degrees at the November conferral period will join the cohort the following May. Students will be permitted to take up to one year away from their studies prior to commencing MM coursework.

Tuition

Tuition will be the sum of the undergraduate program tuition plus the MM program (currently \$29,029.24 domestic and \$43,262.61 international).

The fee structure will align with that of the dual degree offered on the Vancouver campus. Dual degree tuition increments are assessed according to the year of entry to the program, as follows:

Percent of MM Tuition

Year*	First-Year Direct Entry**	First-Year Entry**	Second-Year Entry**	Third-Year Entry**
1	5%	5%	Not applicable	Not applicable
2	5%	5%	10%	Not applicable
3	10%	10%	10%	15%
4	10%	10%	10%	15%
5	70%	70%	70%	70%

** The program length will vary depending on the length of a student's undergraduate degree, and/or if they participate in opportunities such as global exchange programs and co-op.

Fees collected during undergraduate study will be used for the creation and dissemination of access scholarships, based on academic merit and diversity. These will include scholarships for Indigenous students.

Students who withdraw from the Dual Degree Program Option during their first year or second year of their undergraduate studies will be refunded their MM tuition, less a 10% administrative fee.

Contribution to UBC's mandate and strategic plan:

This program addresses a number of points raised in the UBCO Outlook 2040 plan (<https://ok.ubc.ca/shaping-ubco-future/>), namely:

- The Okanagan campus is utilised year round, offering a comprehensive and innovative range summer programming available to all UBC students.
- UBCO will offer an array of excellent undergraduate, graduate, and professional continuing education programs, delivered through hybrid pedagogies, to a diverse and international student body.
- By 2040 UBCO will significantly grow opportunities for graduate student education and research.

The program also addresses UBC's Strategic Plan (<https://strategicplan.ubc.ca/>), including in the following ways:

- For instructors and learners, there are gains to be had in supplementing the traditional classroom experience and opening access to education through online learning. (p. 32)
- UBC will move further towards using learning outcomes as a primary organizing principle of program structure and completion. This approach will better engage student curiosity and initiative: it allows for a more individualized approach, supporting learning with clearer feedback to help students focus on competencies they have yet to master. (p. 57)
- We will further develop academic structures that foster and support opportunities for students from different perspectives and disciplines to work together on complex or emergent problems. (p. 58)
- We will expand holistic, developmental, and professional student advising and engagement to support students in determining and realizing academic, career, and personal goals. (p. 58)

The program also embraces the values included in UBC's Strategic Plan, namely:

- Excellence. A profound and aspirational value: the quality of striving to be, and being, outstanding
- Integrity. A moral value: the quality of being honest, ethical, and truthful
- Respect. An essential and learned value: regard felt or shown towards different people, ideas, and actions
- Academic freedom. A unique value of the academy: a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure
- Accountability. A personal and public value: being responsible for our conduct and actions and delivering upon our respective and reciprocal commitments

Contact people

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Appendix 1: Indigenous student access and participation in 5 Year MM Program

Author: Adrienne Vedan

Overview

Indigenous student enrolment at the Okanagan campus has grown at a continuous pace alongside the campus wide undergraduate enrolment. There are three admissions pathways available to prospective Indigenous undergraduate applicants at the Okanagan campus – direct entry, a supportive entry through the Indigenous Admissions policy and Aboriginal Access Studies.

Enrolment	Winter 2015	Winter 2016	Winter 2017	Winter 2018	Winter 2019
Undergraduate	412	454	526	531	575
BMGT-O	20	30	33	26	28
TOTAL	432	484	556	557	603

Source: OPAIR

Enrolment	Winter 2015	Winter 2016	Winter 2017	Winter 2018	Winter 2019
Graduate	41	38	37	35	44
MM-O			1	1	2
TOTAL	41	38	38	36	46

Source: OPAIR

Opportunities

The new 5-year MM program has a lot of potential to increase Indigenous student enrolment, introduce Indigenous curriculum and create unique interdisciplinary options. These goals also work to achieve fulfilling the Indigenous engagement strategy of the UBC Strategic Plan. To achieve the goal of increasing access for Indigenous learners there will need to be an outreach component in combination with a dedicated communications and recruitment plan. The outreach component could include working together with Aboriginal Programs and Services (APS) to hold management focused workshops for the youth summer camps that are hosted by APS. There are also opportunities to invite youth to campus during the academic year to learn more about management. It is critical for communications for prospective Indigenous students to include materials that highlight Indigenous Management students through visuals and testimonials so that prospective students are able to see themselves in the program. These communication materials can also be shared with Aboriginal Access Studies students and undergraduate students to apply to the program while they are eligible.

Indigenous curriculum and Indigenous program elements will allow for Indigenous students to see themselves reflected in the program as well as provide domestic students and international students with the opportunity to have this content embedded in the program. Additionally, there is the

opportunity to work towards fulfilling the campus' commitments to the Truth and Reconciliation Commission's Call to Action² as well as the Truth and Reconciliation Commission's Call 92 that is specific to Business and Reconciliation. Curriculum could include topics such as Call 92 and regional development case studies involving local Syilx Okanagan Nation communities. Other possible topic areas of study could include Syilx Okanagan Nation decision making processes and leadership. Indigenized content could be woven throughout the program.

Barriers

Program and tuition fees for the combined program could be an obstacle for prospective Indigenous students. For Indigenous students that receive third party sponsorship from First Nation communities or Indigenous organizations, there are Federal government funding guidelines that regulate how funding is distributed. Usually, funding is prioritized for undergraduate programs and many do not fund or have limited funding for graduate programs. Additionally, some funding organizations will only provide sponsorship for the last two years of an undergraduate program. An opportunity to mitigate this barrier would be awards for Indigenous MM students.

² <http://nctr.ca/reports.php>



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

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: n/a Faculty/School Approval Date: 19-Feb-2020 Effective Session: 2021W	Date: 11 February, 2020 Contact Person: Dr. Roger Sugden Phone: 250.807.9462 Email: roger.sugden@ubc.ca
Type of Action: [delete other choices] New Program	
Rationale: Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.	
Proposed Academic Calendar Entry: <u>Master of Management Dual Degree Program Option</u> <u>Program Overview</u> <u>The dual degree program option offers qualified students the option to earn, in one course of study, a select undergraduate UBC degree and a UBC Master of Management (MM). In four and one half years, both degrees can be completed through intensive study. The MM uses an approach based on different modes of knowing and interdisciplinarity to focus on organizational behaviour, social change, community development, global context, and the empowerment of individuals. The program connects education and employability. It provides skills, knowledge, and understanding to flourish intellectually and ethically as citizens for the betterment of societies.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: none



Admissions Proposal Form Okanagan Campus

Faculty/School: Faculty of Management Dept./Unit: n/a Faculty/School Approval Date: 19-Feb-2020 Effective Session: 2021W	Date: 11 February, 2020 Contact Person: Dr. Roger Sugden Phone: 250.807.9462 Email: roger.sugden@ubc.ca
Type of Action: [delete other choices] New Admissions requirements – Program level	
Rationale: Leveraging the currently offered “Post-Experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a dual degree program option whereby any student entering any undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame. The following admissions requirements reflect the multiple entry points for the dual degree program option for the MM program.	
Proposed Academic Calendar Entry: <u>Master of Management Dual Degree Program Option</u> <u>Admission Requirements</u> <u>Admission to the dual degree program option will be at four entry points during undergraduate program study: first-year direct entry, first year, second year, and third year. First-year direct entry students will be admitted based on university admission standards. Students applying during first year, second year or third year will be admitted based on the continuation requirements, as below. Students applying to the Master of Management Dual Degree Option will not be charged a Master of Management application fee.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.) None.



Students wishing to apply during their fourth and/or final year of undergraduate study will be considered for admission to the dual degree program option and, if admitted, will first need to complete the required workshops during the next summer term prior to enrolling in MM courses from May-December; therefore must be prepared for a delay in beginning their MM studies.

First-Year Direct Entry

Individuals interested in pursuing the Dual Degree Program Option must first apply to the undergraduate program(s) of their choice following normal application procedures and paying the applicable application fees. Second, they must apply to the Dual Degree Program Option by going to the program website and completing the Dual Degree Program Option application and paying the Master of Management application fee. Students applying to the Dual Degree Program Option for both their first and second choice undergraduate programs will need to complete only one dual degree application for both programs.

Successful applicants will initially be admitted to an undergraduate degree program, with subsequent admission to the Master of Management degree program, upon completion of the continuation requirements outlined below.

Entry During First, Second, or Third Year

First, second, and third year undergraduate students at UBC or transfer applicants applying to UBC in year two or three, may be accepted into the Dual Degree Program



Option starting in year two or three of their undergraduate program. Interested students should apply during Term 2 of their second year by going to the website, completing the Dual Degree Program Option application, and paying the Master of Management application fee.

Notes:

- While students are in the Dual Degree Program Option, they are completing their undergraduate degree and are not considered graduate students.
- A GMAT or GRE is not an admission requirement of the Dual Degree Program Option.

Continuation Requirements

Students in the Dual Degree Program Option must meet all the continuation requirements for each year of their undergraduate program. Additionally, students must meet the following requirements:

- First-year: attain an average of at least 65% of all courses attempted in each Winter Session until the student completes first-year and advances to second-year;
- Second-year to graduation: attain an average of at least 76% of all courses attempted in each Winter Session and Summer Session, calculated at the end of each Academic Year, from advancement to second-year until the student completes all requirements for their undergraduate program.

Students who do not meet the Dual Degree Program Option continuation requirements will be required to withdraw from the Dual



Degree Program Option. Students withdrawing from the Dual Degree Program Option will be permitted to continue in their undergraduate program provided they meet the continuation requirements for the undergraduate program. Students who are required to withdraw will be permitted to reapply should their academic performance improve to meet the Dual Degree Program Option continuation requirements.

Students who meet the Dual Degree Program Option continuation requirements through completion of their undergraduate degree and are eligible to graduate will be admitted to the MM program.

Students conferring their undergraduate degrees at the November conferral period will join the cohort the following May. Students will be permitted to take up to one year away from their studies prior to commencing MM coursework.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: N/A Faculty/School Approval Date: 2019-Feb-19 Effective Session: 2021W	Date: 11 February, 2020 Contact Person: Dr. Roger Sugden Phone: 250.807.9462 Email: roger.sugden@ubc.ca
Type of Action: [delete other choices] New Program	
Rationale: <p>Leveraging the currently offered “Post-Experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a dual degree program whereby any student entering any undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame. A student who would normally complete their undergraduate degree in four years (acknowledging that some students or programs require more than four years for completion) would complete both degrees in four and one half years.</p> <p>The delivery of the dual degree MM will reflect different modes of knowing and interdisciplinarity. Its content will focus on organizational behaviour, social change, community development, global context, and the empowerment of individuals. The program connects education and employability by focusing on knowledge that enables students to make themselves suited to occupations of their choice. It provides skills, knowledge, and understanding to flourish intellectually and ethically as citizens for the betterment of societies.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>Master of Management Dual Degree Option</u></p> <p><u>Degree Requirements</u></p> <p><u>The Master of Management Dual Degree Option is completed over 8 months of full-time study and requires a minimum of 32 credits, spread over 11 courses:</u></p> <p><u>MGMT 534 Regional Development and Globalization</u></p> <p><u>MGMT 535 Approaches to Learning and Research</u></p> <p><u>MGMT 536 Enterprise and Innovation</u></p> <p><u>MGMT 537 Leading and Citizenship</u></p> <p><u>MGMT 538 Communicating</u></p> <p><u>MGMT 539 Ethics</u></p> <p><u>MGMT 540 Systems</u></p> <p><u>MGMT 541 Practical Research Methods</u></p> <p><u>MGMT 542 Career Development</u></p> <p><u>MGMT 543 Managing Change</u></p> <p><u>MGMT 544 Applied Project</u></p> <p><u>Course descriptions are available here.</u></p> <p><u>The 32 credits of the MM Dual Degree Option program will be delivered between May and December, immediately following the completion of students' undergraduate degrees. Study will be full-time and cohort-based. It will entail intense periods of study, delivered to enable student success by their working closely with faculty and staff, enabling completion of the program in four and a half years. The 8-month period spans approximately 35 weeks. It will include three, week-long study-free periods, one at the end of August and two at the end of December, in</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: None.</p>
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<p><u>consideration of students' health and wellness. Students will complete one credit per week over the 32 weeks of study, and courses will interweave to allow instructors to emphasize the benefits of integrating multiple perspectives when addressing adaptive challenges facing organizations.</u></p>	
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: N/A Faculty/School Approval Date: 2020-Feb-19 Effective Session: 2021W	Date: 11 February 2020 Contact Person: Dr. Roger Sugden Phone: 250.807.9462 Email: roger.sugden@ubc.ca
Type of Action: [delete other choices] New Program	
Rationale: <p>Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program (as approved by the Faculty offering the undergraduate program) at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame. The course descriptions are the same for both formats of the MM. A student who would normally complete their undergraduate degree in four years (acknowledging that some students or programs require more than four years for completion) would complete both their undergraduate and MM degrees in four and one half years.</p>	
Proposed Academic Calendar Entry: <u>Master of Management Dual Degree Program Option</u> <u>Academic Regulations</u> <u>The progress of all students working toward the Master of Management degree will be reviewed regularly by the Program Academic Lead and the Dean of the Faculty of Management. A student may be required to</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: None.



withdraw if academic progress has not been satisfactory.

A Pass/Fail grading practice applies to all courses in the MM program.

- The Faculty of Management will use marking schemes and rubrics with a minimum pass equivalency set at B+ (76%) in UBC's standard marking system. Evaluation criteria for Pass/Fail status is available online and upon request from the Faculty of Management Dean's office.
- Students who successfully complete the MM may request a letter summarizing the Pass/Fail grading practice from the Dean's Office which they may attach to a future application to a graduate studies degree program.

A student must obtain a pass in all courses in order to be considered to be progressing satisfactorily. Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in considering the suitability of a student for promotion or graduation. The suitability of the students in their professionalism and capacity to meet the responsibilities of leading and managing fast-changing organizations will also be considered.

- Where a pass is not obtained in a course, and on the recommendation



of the Program Academic Lead and the approval of the Dean of the Faculty of Management, the student may repeat a course for higher standing. If the Program Academic Lead does not make such a recommendation, or if the recommendation is not approved by the Dean of the Faculty of Management, the student will be required to withdraw.

- If a course is repeated, both standings will appear on the transcript.

Attendance and Participation – intensive workshops

Intensive, week-long workshops will be offered to students admitted to the Dual Degree Program Option during summer terms. Students are required to complete two workshops while completing their undergraduate degree. During these workshops, students must attend all scheduled professional development activities, interviews, organized events and on-campus sessions.

Students are expected to arrange their schedules to allow full participation in the workshops in which they register. Students have up to four years to complete these two week-long workshops.

- Vacations and other personal events must not conflict with attendance at the workshops.



- Students who do not complete two workshops prior to completing their undergraduate degree requirements will not be permitted to register in MM courses.
- Students who cannot attend or fully participate in a workshop by reason of medical, emotional, or similar circumstances should apply for special consideration (see Academic Concession).

Attendance and Participation – MM Courses

Students must ensure that the minimum technical requirements for the program can be met before the program start date. The requirements can be found at the program website.

- Students will be expected to complete all assigned readings and other preparatory work; to complete and submit in a timely fashion all assigned work and to participate actively in all interactive course components, such as blogs.
- Students who do not participate fully in online and in-person course components will normally be asked to withdraw from the program.
- Students who cannot participate in a course (online or in-person) by reason of medical, emotional, or similar circumstances should apply for special consideration (see Academic Concession).



Students must complete degree requirements within two years of their enrolment into Master of Management courses. Extensions may be granted under exceptional circumstances with the permission of the Dean of the Faculty of Management.

Withdrawal, Readmission and Reinstatement

UBC Initiated Withdrawal

A candidate may be required to withdraw if progress has not been satisfactory as shown by coursework, progress on the applied project, or non-participation in courses.

When a student is required to withdraw, the academic record will indicate “required to withdraw”.

Readmission

A student who is required to withdraw will not normally be eligible to apply for readmission to the Master of Management program for at least one year.

A new application form and fee must be submitted to the Master of Management Program Office and students may be readmitted to the program, as a new applicant if all current admission requirements are met.

In exceptional circumstances and at the discretion of the Dean of the Faculty of Management, a student who applies for



readmission may have credited to their degree, coursework successfully completed prior to withdrawal from the program, provided the courses were completed no longer than two years before the date of readmission.

If readmission is granted, current registration requirements will determine the course blocks in which the student must enrol.

The Faculty of Management may impose additional requirements to ensure that the student is academically prepared to complete the degree requirements and re-integrate into a cohort in a way that will benefit both the student's and the cohort's learning.

Readmission will not be granted until a time that is suited to meeting the forgoing requirements for re-integration. Students required to withdraw from the program more than once are not thereafter eligible to be considered for admission to the program.

Request to Withdraw for Non-Academic Reasons

Students whose performance and attendance is significantly affected by reason of conflicting responsibilities or unforeseen events may apply for Academic Concession by using the Master of Management Request for Withdrawal form and consulting the Program Academic Lead.

- The academic record will indicate "voluntary withdrawal," the date of



withdrawal, and a standing of W in all courses not completed on that date, and any refund of fees will be in accordance with normal policy (see Refund of Fees).

A student who does not complete formal withdrawal procedures will be liable for all assessed fees until such procedures are completed.

Reinstatement

Students in good academic standing who have been permitted to voluntarily withdraw from the program may apply to the Master of Management Program Office to be re-instated into the program.

- Any delinquent fees or charges including tuition and continuing fees must be paid before reinstatement occurs.
- Documentation from a medical or counselling professional or from the Disability Resource Centre of a nature sufficient to satisfy the University that the student is ready to continue studies may be required before the student will be re-instated.
- If the student is reinstated, courses that have been completed will be credited to the degree, and only outstanding degree requirements must be completed.
- The Faculty of Management may impose additional requirements to



<p><u>ensure that the student is academically prepared to complete the remaining degree requirements and re-integrate into a cohort in a way that will benefit both the student's and the cohort's learning.</u></p> <ul style="list-style-type: none">• <u>Reinstatement may not be granted until a time that is suited to meeting these requirements for re-integration.</u>• <u>If a student who has asked to be reinstated does not have enough time left to complete the outstanding degree requirements within two years of enrolment in MM courses, an extension of the time limit may be requested from the Dean of the Faculty of Management (see Academic Progress).</u> <p><u>A student who is required to withdraw for academic reasons is not eligible for reinstatement.</u></p>	
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Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Arts and Social Sciences and Faculty of Creative and Critical Studies Dept./Unit: Faculty/School Approval Date: 20201016 Effective Session: 2021W</p>	<p>Date: 2020-08-01 Contact Person: Bernard Momer & Jordan Stouck Phone: Email: ikbcurriculum.ubco@ubc.ca jordan.stouck@ubc.ca</p>
<p>Type of Action: New Admissions requirements – Program level</p>	
<p>Rationale: Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.</p> <p>Students can pursue their passion through their undergraduate studies and enhance future career prospects by earning a Master of Management that draws on their undergraduate work. For example, a student completing a BA could prepare for a career in arts management upon the completion of both degrees.</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>Dual Degree Program Option: Bachelor of Arts and Master of Management</u></p> <p><u>This dual degree program option offers qualified students the opportunity to earn, in one program of study, an undergraduate Bachelor of Arts degree from the Faculty of Arts and Social Sciences and a Master of Management degree from the Faculty of Management. This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer of</u></p>	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,0,0</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>



study following the completion of their undergraduate program requirements. During the period of undergraduate study, admitted students are required to complete MGMT 100 Introduction to Business and MGMT 110 Introduction to Management Thought and Social Responsibility and at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Additional fees are required for the dual degree program option. Further information is available in the Faculty of Management section of the Academic Calendar.



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: FCCS Dept./Unit: Dean's Office Faculty/School Approval Date: 20201030 Effective Session: 2021W</p>	<p>Date: February 19, 2020 Contact Person: Dr. Jordan Stouck Phone: 250.807.9663 Email: Jordan.stouck@ubc.ca</p>
<p>Type of Action:</p> <p style="margin-left: 20px;">New Admissions requirements – Program level</p>	
<p>Rationale:</p> <p>Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor of Fine Arts + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame. Creative Studies students could find this option useful particularly if they are intending careers in Arts Management or Curation.</p>	
<p>Proposed Academic Calendar Entry:</p> <p style="color: red; text-decoration: underline;">Dual Degree Program Option: Bachelor of Fine Arts and Master of Management</p> <p style="color: red; text-decoration: underline;">This dual degree program option offers qualified students the opportunity to earn, in one program of study, an undergraduate B.F.A. degree from the Faculty of Creative and Critical Studies and a Master of Management degree from the Faculty of Management. This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer of study following the</p>	<p>Draft Academic Calendar URL:</p> <p style="color: blue; text-decoration: underline;">http://www.calendar.ubc.ca/okanagan/pr_oof/edit/index.cfm?tree=18,283,833,0</p> <p>Present Academic Calendar Entry: None.</p>



completion of their undergraduate program requirements. During the period of undergraduate study, admitted students are required to complete MGMT 100 Introduction to Business and MGMT 110 Introduction to Management Thought and Social Responsibility and at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Additional fees are required for the dual degree program option. Further information is available in the Faculty of Management section of the Academic Calendar.



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: FCCS Dept./Unit: Creative Studies Faculty/School Approval Date: 20201030 Effective Session: 2021W</p>	<p>Date: September 23, 2020 Contact Person: Jordan Stouck Phone: 250.807. 9663 Email: jordan.stouck@ubc.ca @ubc.ca</p>
<p>Type of Action:</p> <p>New Admissions requirements – Program level</p>	
<p>Rationale:</p> <p>Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.</p> <p>Students can pursue their passion through their undergraduate studies and enhance future career prospects by earning a Master of Management that draws on their undergraduate work. For example, a student completing a BMS could prepare for a career in game development and marketing upon the completion of both degrees.</p>	



Proposed Academic Calendar Entry:

**Dual Degree Program Option:
Bachelor of Media Studies and
Master of Management**

This dual degree program option offers qualified students the opportunity to earn, in one program of study, an undergraduate B.M.S. degree from the Faculty of Creative and Critical Studies and a Master of Management degree from the Faculty of Management. This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer of study following the completion of their undergraduate program requirements. During the period of undergraduate study, admitted students are required to complete MGMT 100 Introduction to Business and MGMT 110 Introduction to Management Thought and Social Responsibility and at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,0,0>

Present Academic Calendar Entry:

None.



<p><u>Additional fees are required for the dual degree program option. Further information is available in the Faculty of Management section of the Academic Calendar.</u></p>	
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Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Health and Social Development Dept./Unit: School of Health and Exercise Sciences Faculty/School Approval Date: 23 April 2020 Effective Session: 2020W</p>	<p>Date: February 27, 2020 Contact Person: Dr. Edward Taylor Phone: 250.807.8740 Email: edward.taylor@ubc.ca</p>
<p>Type of Action: [delete other choices]</p> <p>New Admissions requirements – Program level</p>	
<p>Rationale:</p> <p>Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>Dual Degree Program Option: Bachelor of Health and Exercise Sciences and Master of Management</u></p> <p><u>This dual degree program option offers qualified students the opportunity to earn, in one program of study, an undergraduate HES degree from the Faculty of Health and Social Development and a Master of Management degree from the Faculty of Management. This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,346,1061,0</p> <p>Present Academic Calendar Entry: None.</p>



one summer of study following the completion of their undergraduate program requirements.

During the period of undergraduate study, admitted students are required to complete MGMT 100 Introduction to Business and MGMT 110 Introduction to Management Thought and Social Responsibility and at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Additional fees are required for the dual degree program option. Further information is available in the Faculty of Management section of the Academic Calendar.



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Science Dept./Unit: Faculty/School Approval Date: 20201016 Effective Session: 2021W</p>	<p>Date: 2020-08-01 Contact Person: Bernard Momer Phone: Email: ikbcurriculum.ubco@ubc.ca</p>
<p>Type of Action: New Admissions requirements – Program level</p>	
<p>Rationale: Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.</p> <p>Students can pursue their passion through their undergraduate studies and enhance future career prospects by earning a Master of Management that draws on their undergraduate work. For example, a student completing a BSc could prepare for a career in arts management upon the completion of both degrees.</p>	
<p>Proposed Academic Calendar Entry:</p> <p><u>Dual Degree Program Option: Bachelor of Science and Master of Management</u></p> <p><u>This dual degree program option offers qualified students the opportunity to earn, in one program of study, an undergraduate Bachelor of Science degree from the Faculty of Science and a Master of Management degree from the Faculty of Management. This dual degree program option can be completed in four years and eight months through intensive study and scheduling that includes one summer of study following the completion of their undergraduate program requirements. During the period of undergraduate study, admitted students are required to complete</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,0,0</p> <p>Present Academic Calendar Entry: N/A</p>



MGMT 100 Introduction to Business and MGMT 110 Introduction to Management Thought and Social Responsibility and at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Additional fees are required for the dual degree program option. Further information is available in the Faculty of Management section of the Academic Calendar.



Admissions Proposal Form Okanagan Campus

Faculty of Applied Science School of Engineering Faculty/School Approval Date: 2020.11.25 Effective Session: 2020W	Date: 2020.11.05 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Admissions requirements – Program level	
Rationale: Leveraging the currently offered “post-experience” Master of Management (MM) program at UBC’s Okanagan campus, we propose a UBC Bachelor + Master of Management dual degree program option whereby any student entering a select undergraduate degree program at UBC could earn their undergraduate degree and an MM degree in an accelerated time frame.	
Proposed Academic Calendar Entry: <u>Dual Degree Program Option:</u> <u>Bachelor of Applied Science and</u> <u>Master of Management</u> <u>This dual degree program option offers</u> <u>qualified students the opportunity to earn, in</u> <u>one program of study, an undergraduate</u> <u>B.A.Sc. degree from the School of Engineering</u> <u>and a MM degree from the Faculty of</u> <u>Management. This dual degree program</u> <u>option can be completed in four and one half</u> <u>years through intensive study and scheduling</u> <u>that includes one summer of study following</u> <u>the completion of their undergraduate</u> <u>program requirements.</u> <u>During the period of undergraduate study,</u> <u>admitted students are required to complete</u> <u>MGMT 100 Introduction to Business and</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,0 Present Academic Calendar Entry: None.



MGMT 110 Introduction to Management Thought and Social Responsibility and at least two intensive, week-long workshops. The workshops are offered over summer terms, are self-contained, and can be completed in any order. Workshops will focus on personal development, and enable critical thinking on equity, inclusion, diversity, enculturation, emotional intelligence, social interaction, metacognition, research, inquiry, sensibility, sustainability, well-being, communication, and presentation. These workshops will emphasize social and economic issues in ways that link theory and practice.

Additional fees are required for the dual degree program option. Further information is available in the Faculty of Management section of the Academic Calendar.



To: Senate
From: Nominating Committee
Re: Committee Adjustments and Council of Senates Appointment
Date: 22 January 2021

The Senate Nominating Committee has met to consider the vacancies on Senate Committees and on the Council of Senates in light of the changes in the membership of Senate late last year and the election of Dr Ragoonaden as Chair of the Senate Learning & Research Committee (and thus her membership ex officio on the Council of Senates in that role ex officio rather than holding a seat ad personam). After consideration of the vacancies and the new members available to appoint, the Nominating Committee is pleased to recommend that Senate resolve as follows:

That Stephen O'Leary be appointed to the Council Budget Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy;

That Silvia Tomášková and Mistaya Arthur be appointed to the Admissions & Awards Committee until 31 August 2023 and thereafter until replaced, to fill vacancies;

That Mistaya Arthur be appointed to the Learning & Research Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy; and

That Ruth Frost be elected to the Council of Senates to replace Karen Ragoonaden.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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

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

17th January 2021

To: UBC Senates (Vancouver & Okanagan)

From: Sara-Jane Finlay

RE: Endorsement of the Inclusion Action Plan

The Inclusion Action Plan

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

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

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

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

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



Building Inclusive UBC: An Inclusion Action Plan

Building Inclusive UBC

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

Two students sitting on the Pride staircase at UBC Okanagan.

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Our Commitment

Our Commitment to Inclusion

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

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

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

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

—
Santa J. Ono
President and Vice-Chancellor

Working Together to Move Ideas into Action

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

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

—
Deborah Buszard

Deputy Vice-Chancellor and Principal, UBC Okanagan

Ainsley Carry

Vice-President, Students

Barbara Meens-Thistle

Vice-President, Human Resources

Andrew Szeri

Provost and Vice-President, Academic, UBC Vancouver

Enhancing Efforts

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

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

—
Sara-Jane Finlay

Associate Vice-President, Equity & Inclusion

Introduction

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

The purpose of the IAP is to:

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



—
UBC community members at the Forestry Science Centre.

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

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

Introduction

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

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

Why Do We Need a Commitment to Inclusion?

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

What the Inclusion Action Plan Achieves

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

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

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

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

Inclusion
at UBC

1.0 Goal: Recruitment, Retention, and Success

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

—
UBC researcher working in a laboratory.

1.0 Goal:

Recruitment, Retention, and Success

Actions

A. Recruit for EDI Skills and Competencies**LEADS: Provosts; Senates; VP, Human Resources**

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

B. Equitable Recruitment and Admissions**LEADS: Provosts; VP, Human Resources; VP, Students**

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

C. Access through Affordability**LEADS: Provosts; VP, Human Resources; VP, Students**

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

D. Inclusive Spaces and Initiatives**LEADS: Provosts; VP, Human Resources; VP, Students**

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

E. EDI in Scholarship**LEADS: Provosts; Senates; VP, Human Resources**

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

F. EDI in Promotion**LEADS: Provosts; VP, Human Resources**

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

G. Enhance Performance Review Processes and Discussions**LEADS: VP, Human Resources; Provosts**

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

H. Implement Recommendations of Systems Reviews**LEADS: VP, Human Resources; VP, Students; Provosts**

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

2.0 Goal: Systems Change

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

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

Actions

A. EDI Decision-Making Principles

LEADS: All VPs, Board of Governors, Senates

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

B. Indigenous Strategic Plan

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

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

C. Inclusion Action Planning

LEADS: University Executive, Senates

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

D. Leadership and Succession Planning

LEADS: Provosts, All VPs

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

E. Degree Requirements

LEADS: Senates, Provosts

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

F. Job Descriptions and Performance Reviews

LEADS: VP, Human Resources; Provosts

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

G. Workplace Accommodations for Disability

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

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

H. Inclusive Infrastructure

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

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

I. Accessibility

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

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

J. IAP Planning, Implementation & Reporting

LEADS: Provosts; All VPs

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

K. Equity Leads

LEADS: Provosts; All VPs

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

3.0 Goal: Capacity Building

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

—
UBC Okanagan students having a discussion.

3.0 Goal:

Capacity Building

Actions



—
UBC instructor teaching at Orchard Commons.

A. EDI Education and Training Programs**LEADS: Provosts; VP, Human Resources; VP, Students; VP, Research & Innovation**

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

B. Dialogue and Engagement**LEADS: Provosts; VP, Human Resources; VP, Students; VP, External Relations**

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

C. EDI Leadership Training**LEADS: Provosts; VP, Human Resources**

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

D. EDI Curriculum and Program Requirements**LEADS: Provosts; Senates**

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



4.0 Goal: Learning, Research, and Engagement

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

—
UBC instructors and students at the Audain Art Centre.

Actions

—
*UBC student
working at the
Audain Art
Centre.*



A. EDI Awards, Funding, and Incentives

LEADS: Provosts; VP, Research & Innovation

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

B. Inclusive Teaching and Learning

LEADS: Provosts; Senates

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

C. Funding Applications and Award Nominations

LEADS: VP, Research & Innovation; Provosts

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

D. Research Funding

LEADS: Provosts, VP, Research & Innovation

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

E. Equitable Community Relationships

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

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

F. Student Learning

LEADS: Senates; VP, Students; Provosts

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

G. Indigenous Strategic Plan Alignment

LEADS: All VPs; Indigenous Engagement Committee; Provosts

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

5.0 Goal: Accountability

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

—
Staff members from UBC Financial Operations.

Actions



—
Staff working at the UBC Farm.

A. Mechanisms for Annual Reporting

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

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

B. WorkDay Institutional Data

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

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

C. Enhanced Reporting Mechanisms

LEADS: VP, Human Resources; Board of Governors

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

D. External Contractors

LEAD: VP, Finance & Operations

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

E. External Reviews

LEADS: Provosts; Deans

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

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

F. Annual Reporting on this Plan

LEAD: Equity & Inclusion Office

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

Appendices

—
Inside the Earth Sciences Building at UBC Vancouver.



—
UBC community members working
in the Ridington Reading Room.

2SLGBTQIA+

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

Diversity

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

Equity

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

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

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

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

EIO

Equity & Inclusion Office: equity.ubc.ca

EDI

Equity, Diversity, and Inclusion

Historically, persistently, or systemically marginalized

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

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

IAP

Inclusion Action Plan

Inclusion

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

Intersectionality

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

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

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

LEADS

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

Inclusion Action Plan Development Process

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

An IAP Working Group comprised of equity and inclusion experts, community members with a diverse range of lived experience, influencers, and stakeholders from both UBC Vancouver and UBC Okanagan campuses was convened to consider previous strategic planning for inclusion, and to develop a framework for the IAP. They developed a definition of what inclusion means at UBC and articulated the resulting five goal areas for advancing inclusion at UBC.

An Actions Development Workshop in May 2019 led a cohort of over 70 students, staff and faculty at UBC who are champions, implementers, and/or people with lived experience, in a series of facilitated exercises to synthesize and distill action ideas into preliminary draft actions, followed by iterative team review and feedback processes, within the EIO and with UBC leadership, to refine draft actions and identify relevant, preliminary high-level metrics.

Meetings with developers of mid-level institutional plans to develop a shared understanding of approaches and measures and create synergies where possible.

Presentation to UBC Executive in October 2019 for endorsement.

Publication of the final approved IAP along with the “What We Heard” reports that clarify how campus consultations informed the IAP.

A broad scan was undertaken of the current literature, and of previous plans and reports from the UBC community.

Campus-wide consultations, guided by an Inclusion Advisory Committee, in the spring of 2019, focused on informing the UBC communities about the IAP and opportunities to get involved.

These consultations reached 1,600+ individuals and generated 5,400+ ideas for actions that would contribute to creating a more inclusive UBC.

Targeted consultations in the summer and fall (August through September) of 2019 focused on soliciting feedback on the draft actions from over 250 students, staff, and faculty across campuses with lived experience of being historically, persistently, or systemically marginalized, and hosting presentations and consultations with UBC leadership (Vice-Presidents, Deans, senior administrative and academic leaders, and university-wide committees). This feedback was reviewed and integrated into revisions to produce the current version of the plan.

Presentation to the Board of Governors in December 2019 for information.

Beginning implementation and working out the shared measures of progress and mechanisms for communication.



THE UNIVERSITY
OF BRITISH COLUMBIA



University of British Columbia Annual Enrolment Report 2020/21



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

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

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PREFACE

COVID-19 PANDEMIC IMPACT

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

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

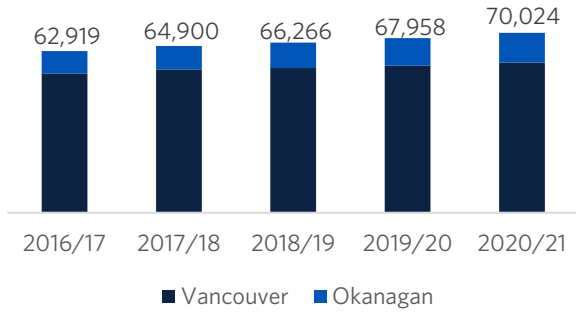
DATA INITIATIVES

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

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

EXECUTIVE SUMMARY

Total UBC Enrolment (Headcount)

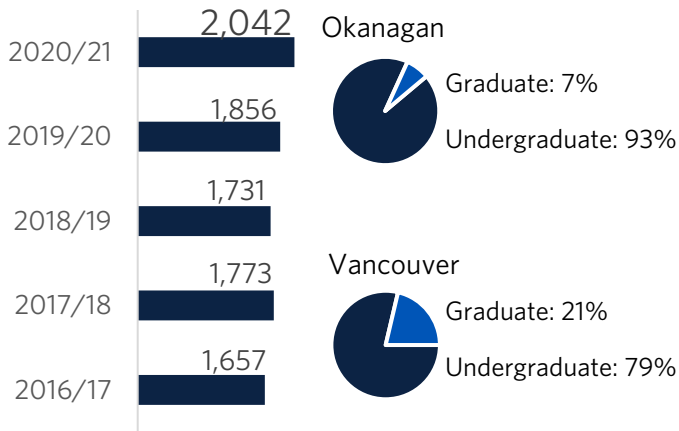


First Year Undergraduate Retention Rate **94%**

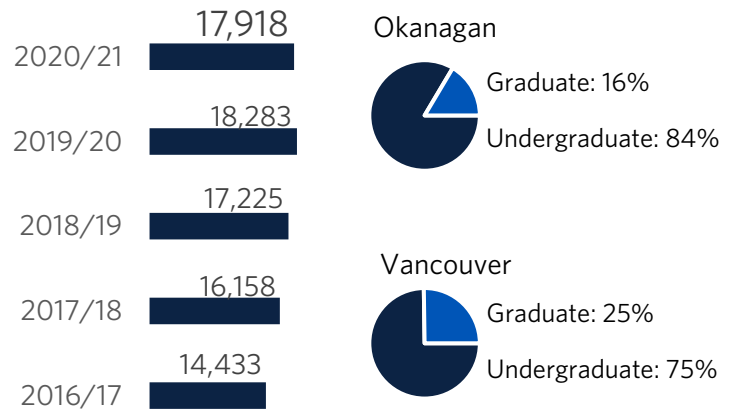
- Domestic Students: 94.2%
- Indigenous Students: 87.2%
- International Students: 93.7%

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

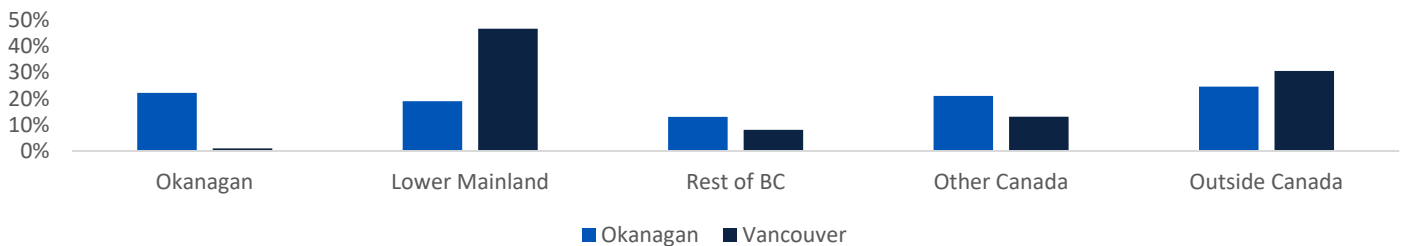
Indigenous Students



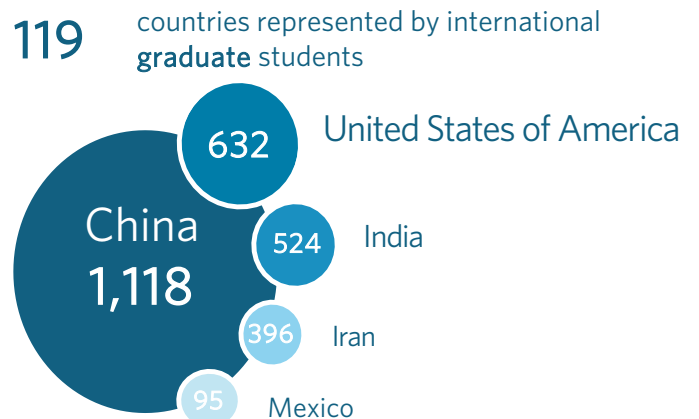
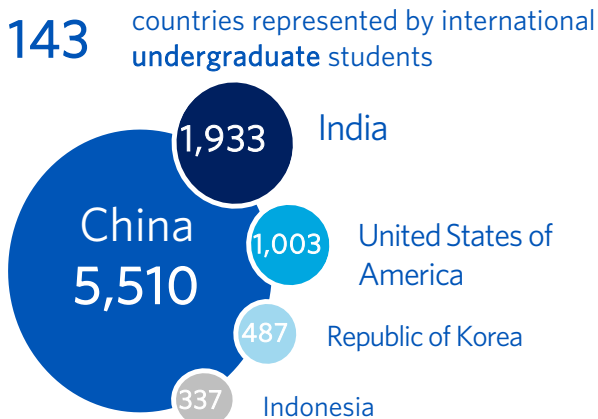
International Students



Direct-Entry Baccalaureate Students' Origins



UBC International Students' Countries or Territories of Citizenship



INTRODUCTION

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

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

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

The BC Ministry of Advanced Education and Skills Training sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2020/21 fiscal year (April 1, 2020 to March 31, 2021), UBC was government-funded for a total of 42,995 FTEs, 208 more than the previous year; 7,059 FTEs were allocated to the Okanagan campus and 35,936 FTEs were allocated to the Vancouver campus. Overall, 36,985 FTEs were funded undergraduate domestic student spaces and 6,010 were funded graduate student spaces. An additional 164 FTEs for the 20/21 year were directed to the Occupational Therapy program, Physical Therapy — North program, Bachelor of Science in Computer Science, Bachelor of Applied Science in Biomedical Engineering, and Bachelor of Applied Science in Manufacturing Engineering on the Vancouver Campus. On the Okanagan campus, the additional 44 FTE were directed to the Bachelor of Science in Computer Science and the Bachelor of Applied Science in Manufacturing Engineering.

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

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

UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

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

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

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

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

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

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

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

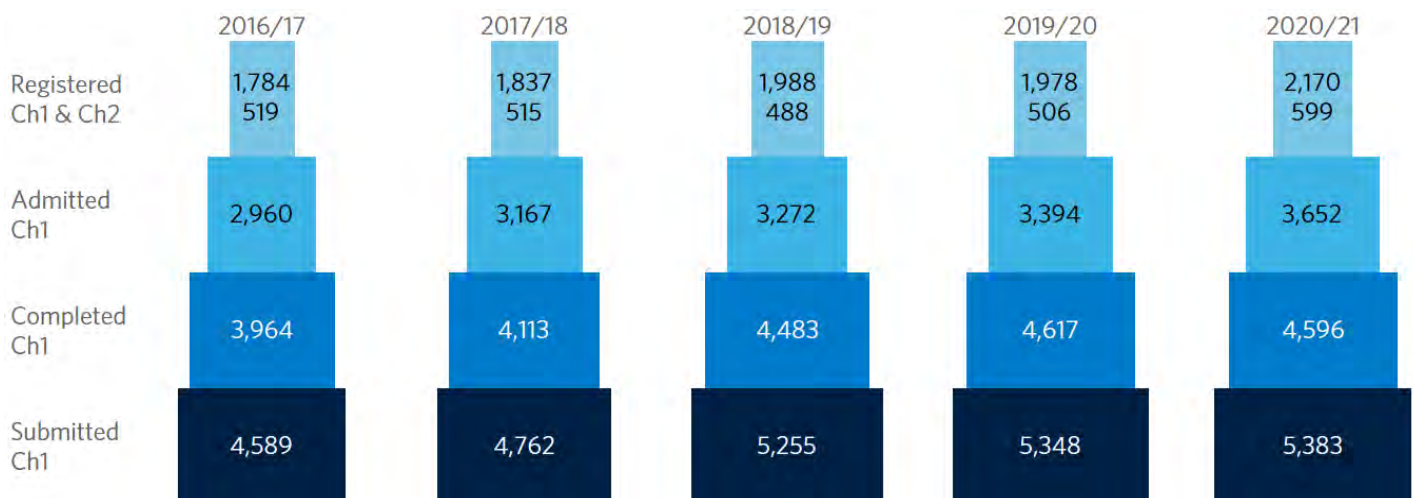
in their second choice, an alternative program on either campus (Ch2). The two counts combined provide the total number of new students registered.

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

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

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

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



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

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

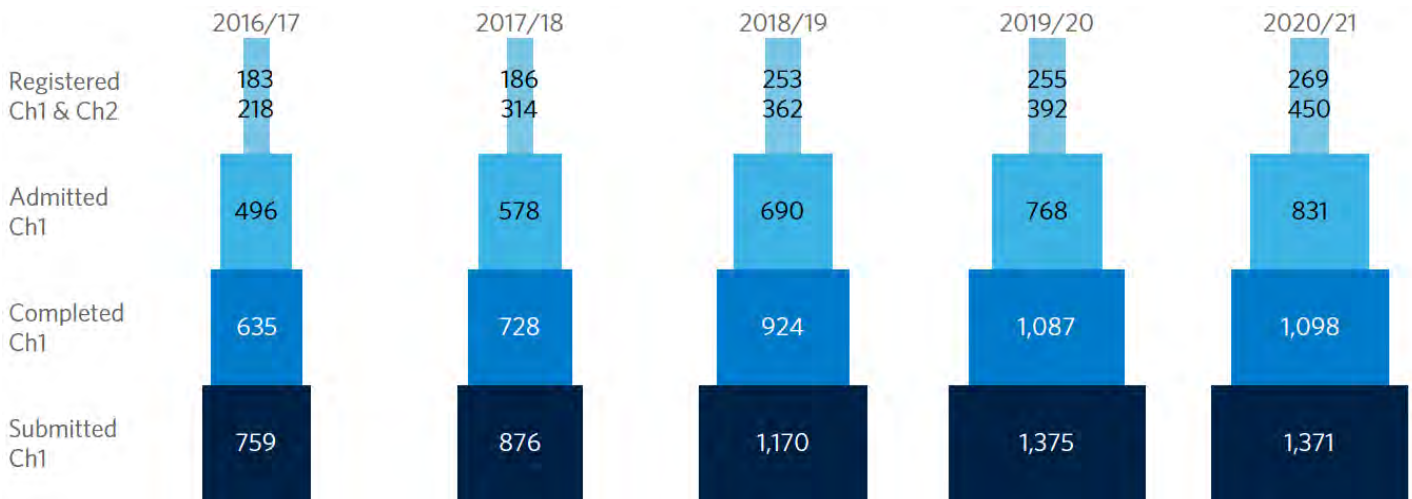


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

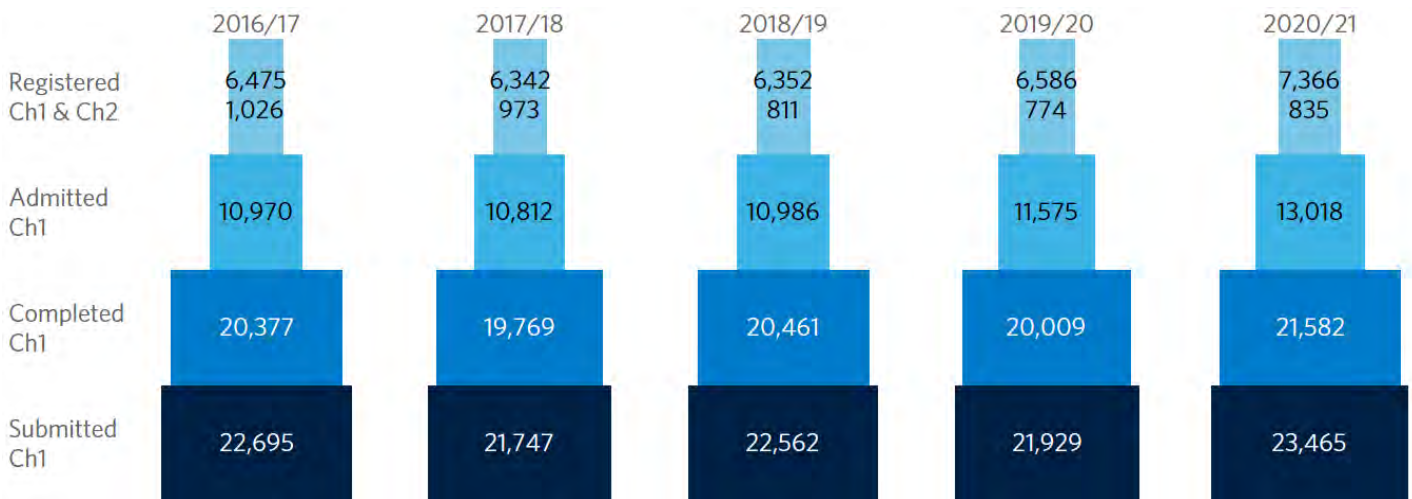


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For the Vancouver campus, the number of graduate student applicants increased by 10% over 2019/20. The domestic applicant pool increased by 14%, over 2019/20 (see Figure 7), and the international applicant pool grew by 8% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

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

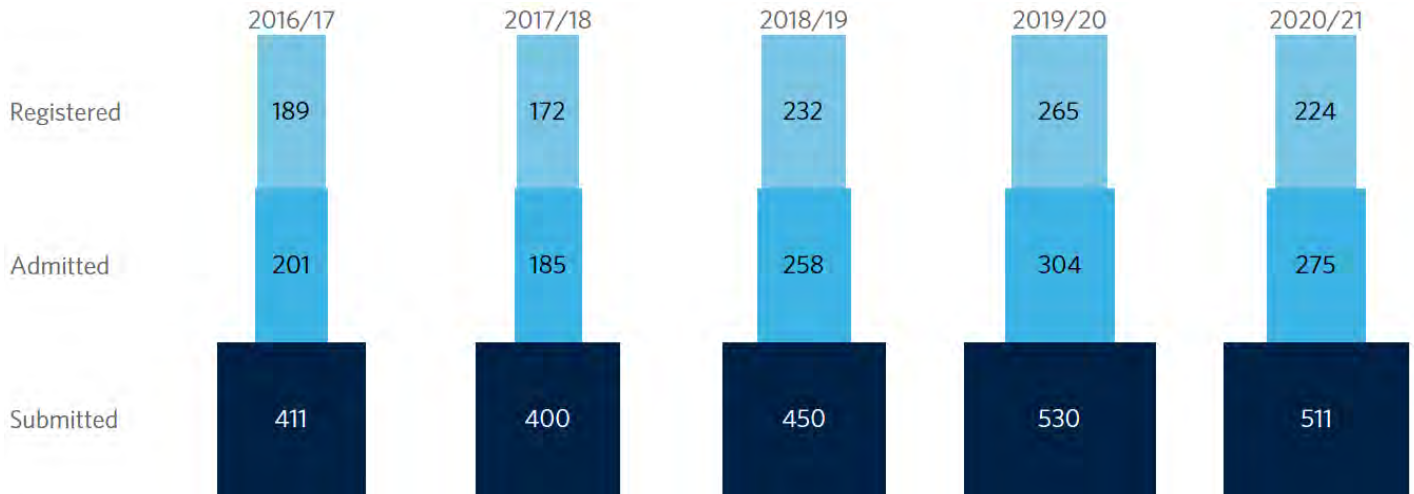


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

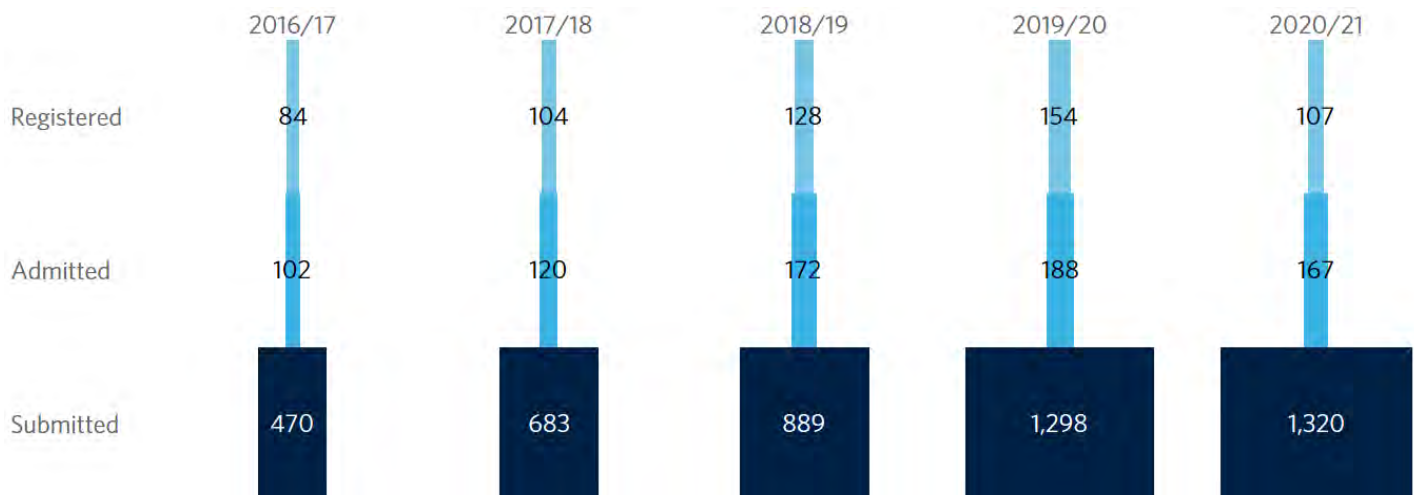


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

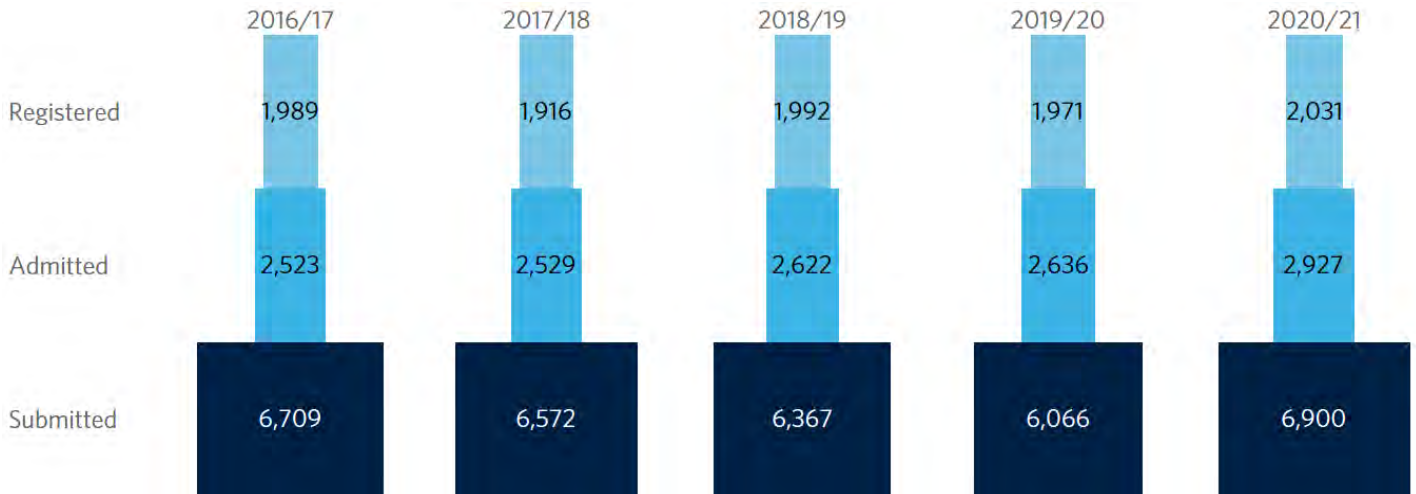


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

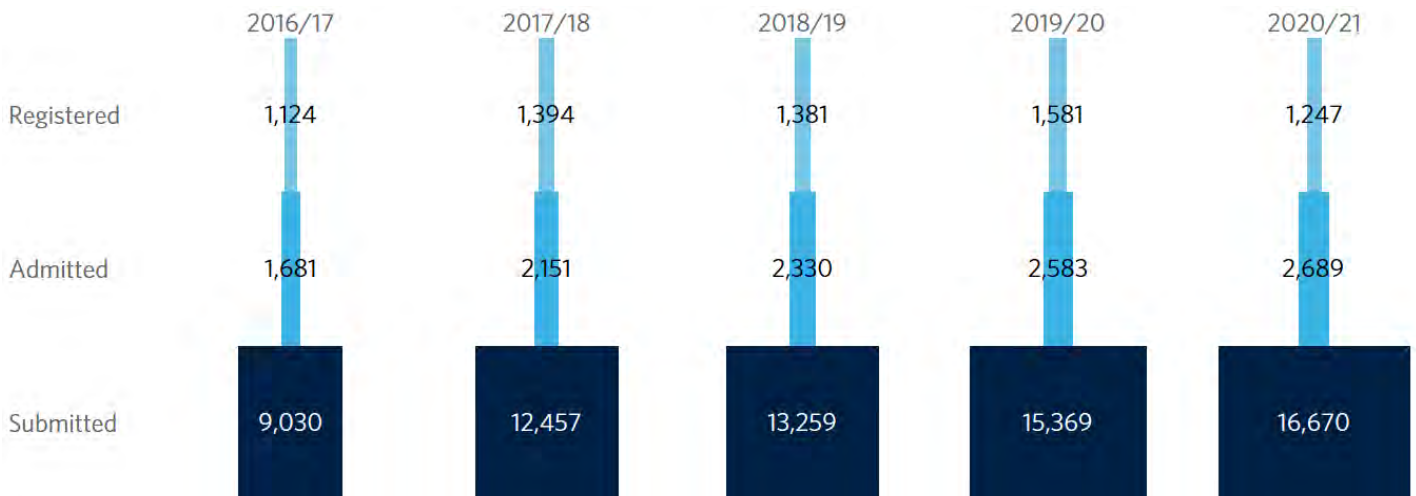


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

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

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

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

GRADUATE STUDENT RECRUITMENT

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

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

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

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

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

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

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

WHAT IS THE ACADEMIC POTENTIAL OF NEW UNDERGRADUATE STUDENTS?

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

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

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

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

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

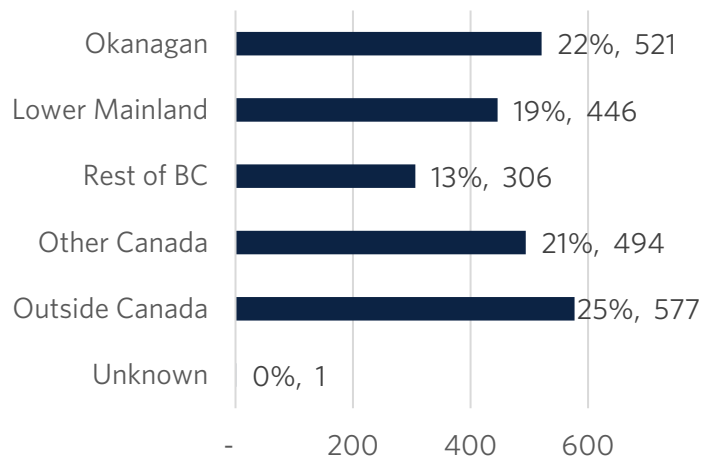
Figure 9 displays, for each campus, where 2020/21's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools outside of Canada (and are counted against the domestic enrolment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

In 2020/21, 76% of the new-to-UBC undergraduate students (N = 2,345) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Surrey and Vernon school districts.

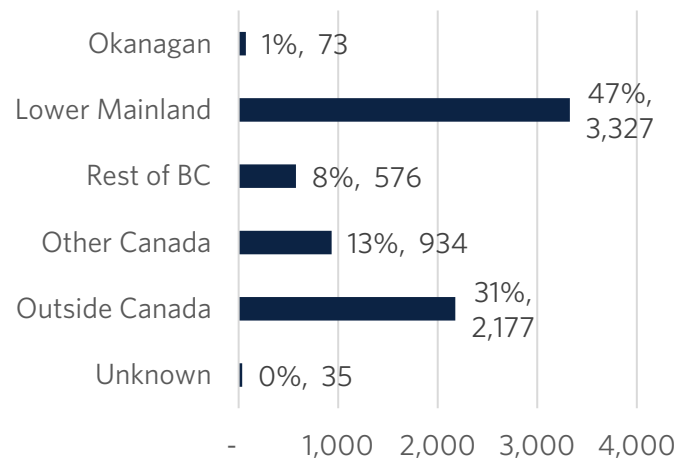
In 2020/21, 7,565 new direct-entry students, who comprised 75% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 47% (N = 3,327) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 649) including the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

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

Okanagan Campus (N = 2,354)

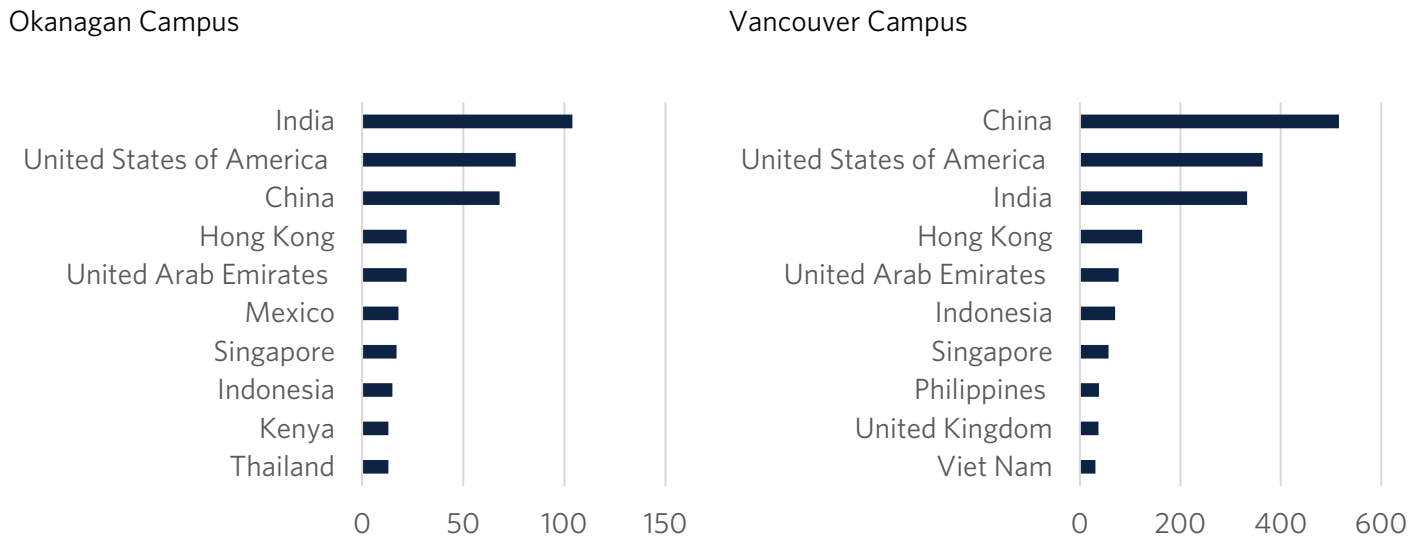


Vancouver Campus (N = 7,565)



UBC actively recruits students in approximately 81 countries and 22 states within the U.S.A., and has relationships with many secondary schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from 113 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 10.

FIGURE 10: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2020/21, BY CAMPUS



WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

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

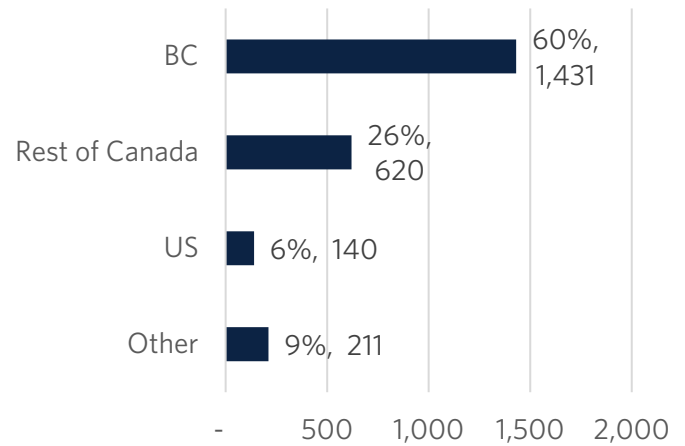
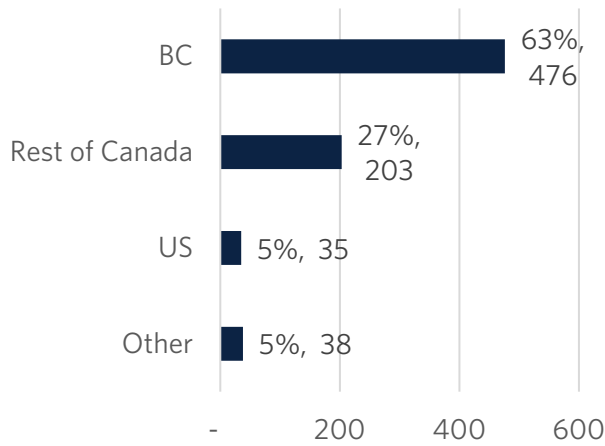
In 2020/21, 752 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 476 students (or 63% of all the post-secondary transfer students) previously attended a post-secondary institution in BC.

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

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

Okanagan Campus (N = 769)

Vancouver Campus (N = 2,436)

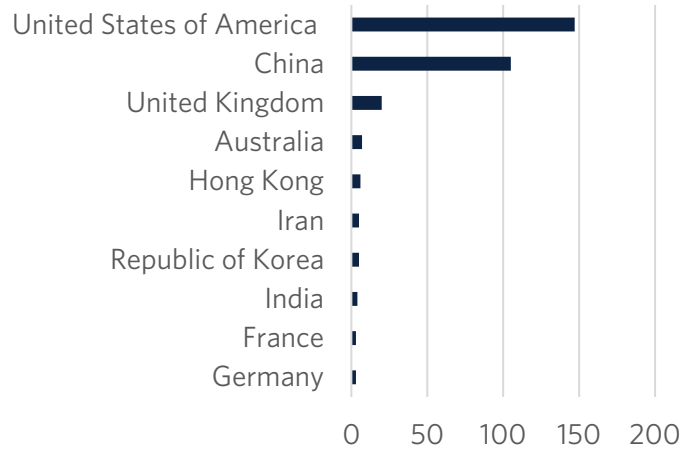
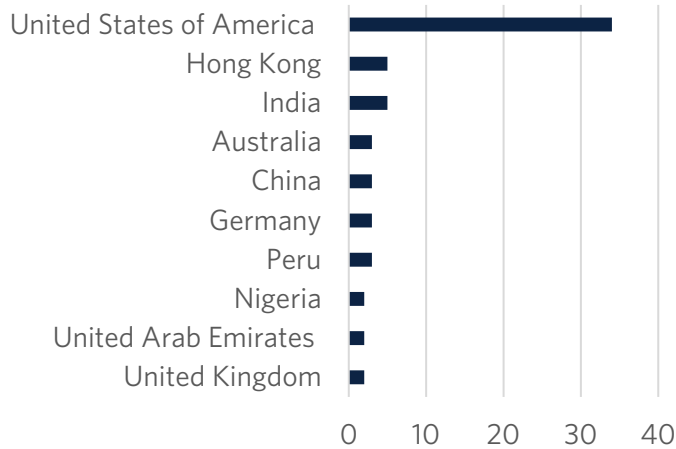


The 2020/21 new transfer students attended post-secondary institutions in over 35 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

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

Okanagan Campus

Vancouver Campus



WHERE DID INDIGENOUS STUDENTS AT UBC PREVIOUSLY STUDY?

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

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

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

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

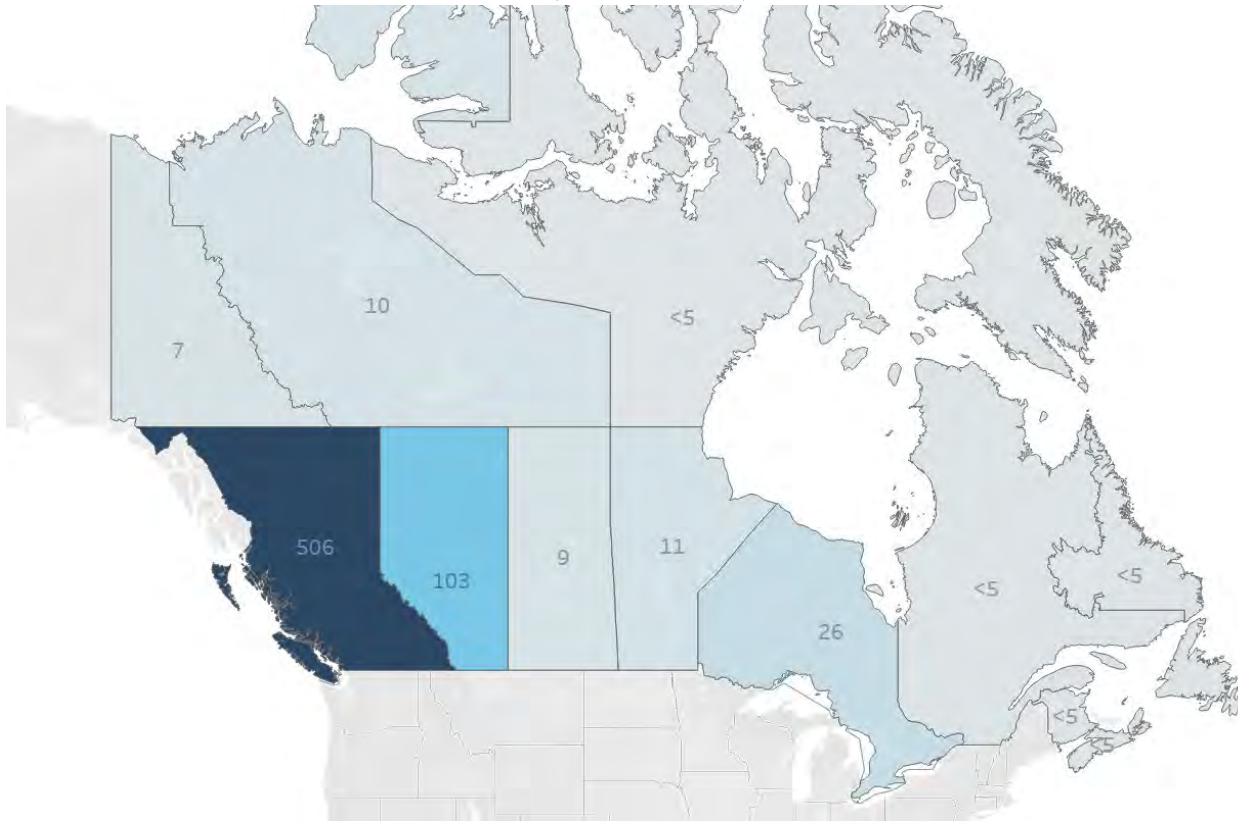
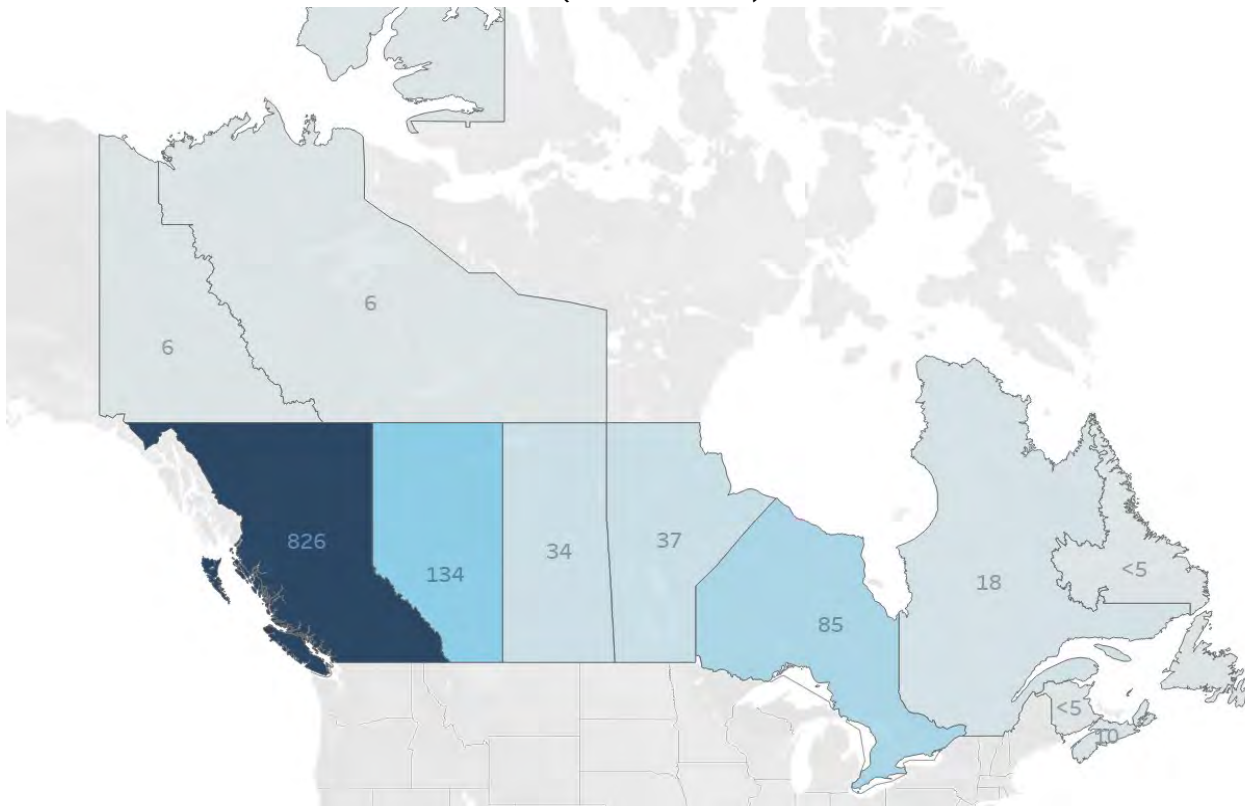


FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2020/21, VANCOUVER CAMPUS (IF IN CANADA)



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

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

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

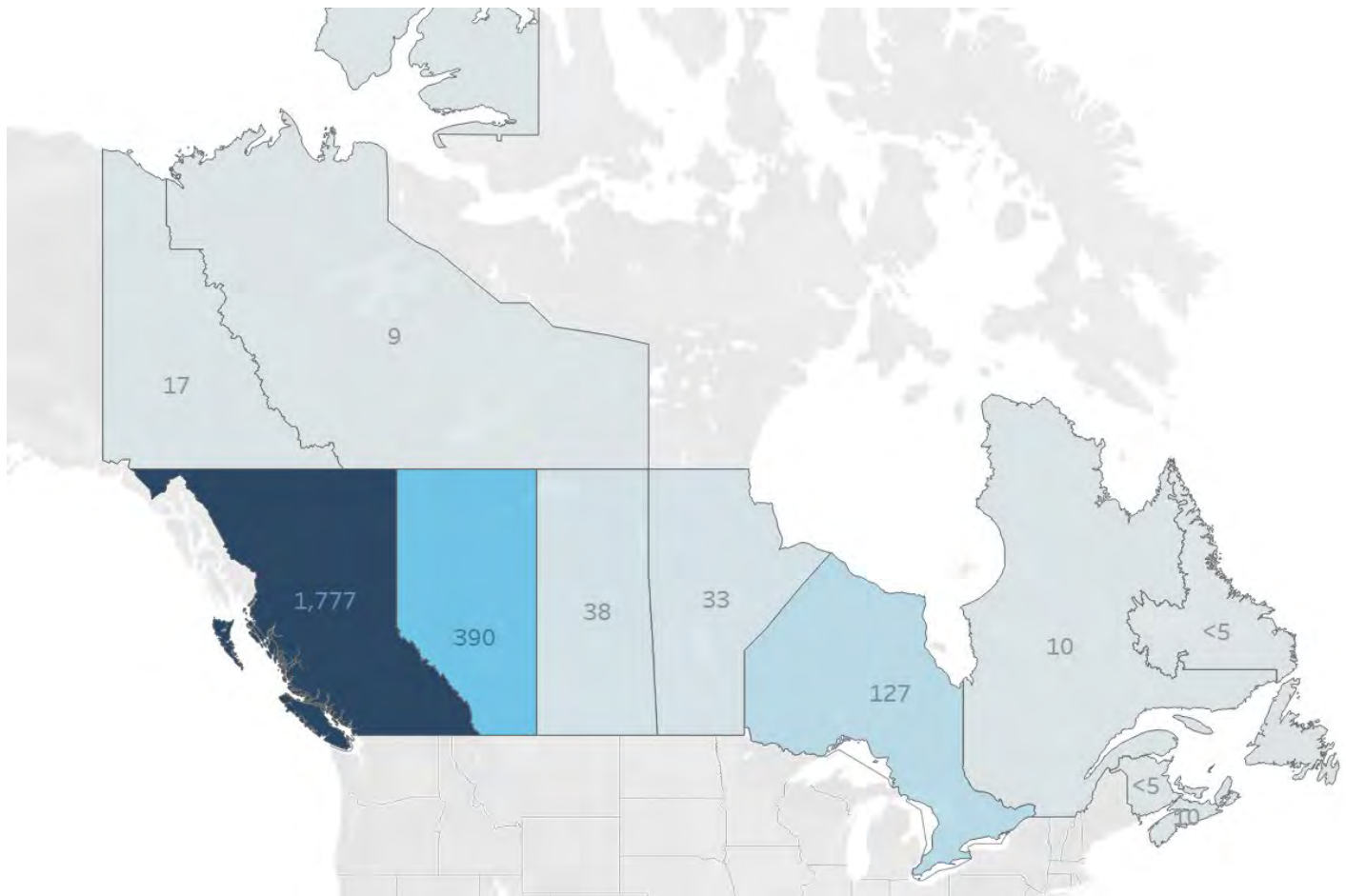
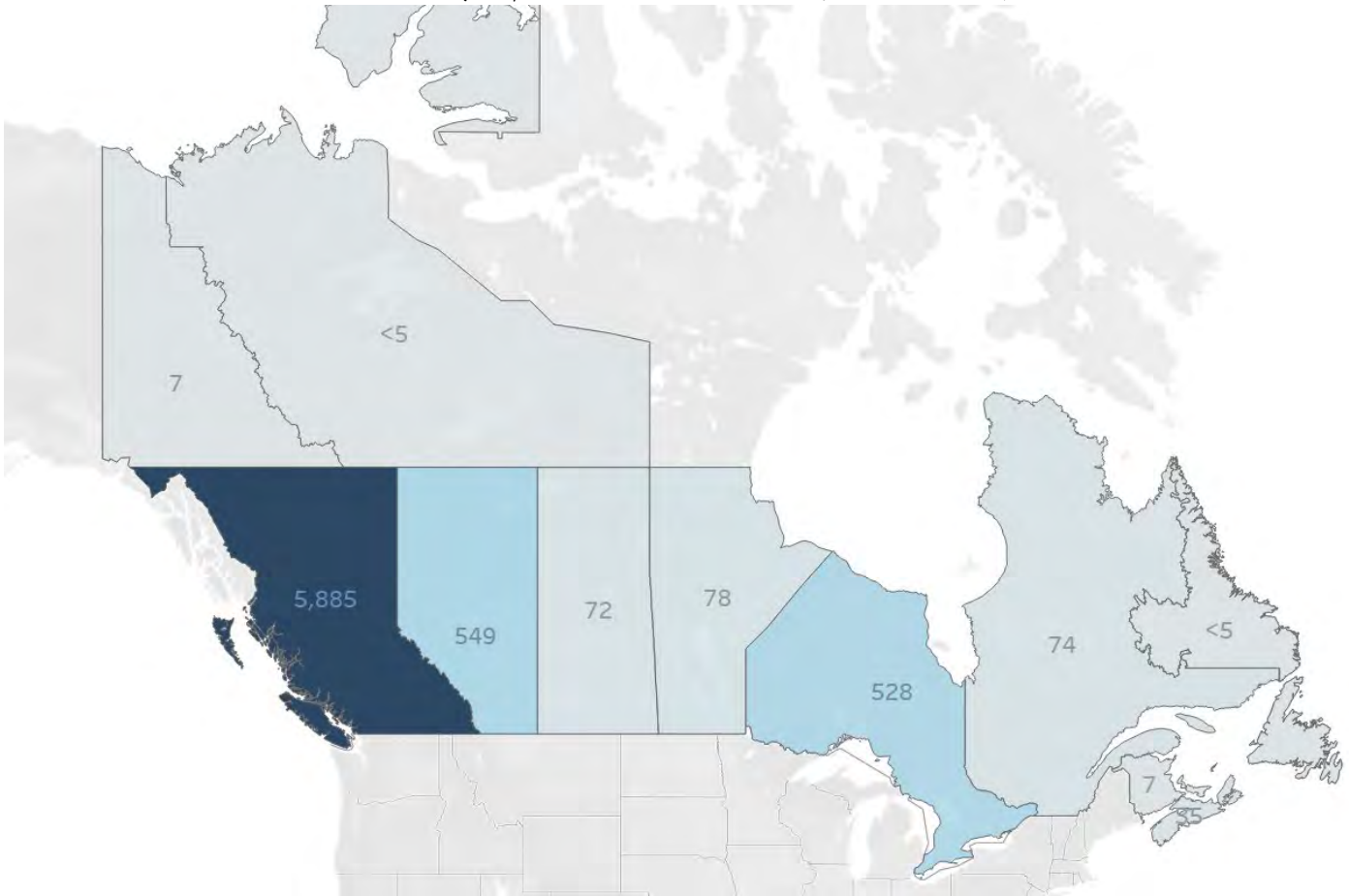


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS (IF IN CANADA)



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

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

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

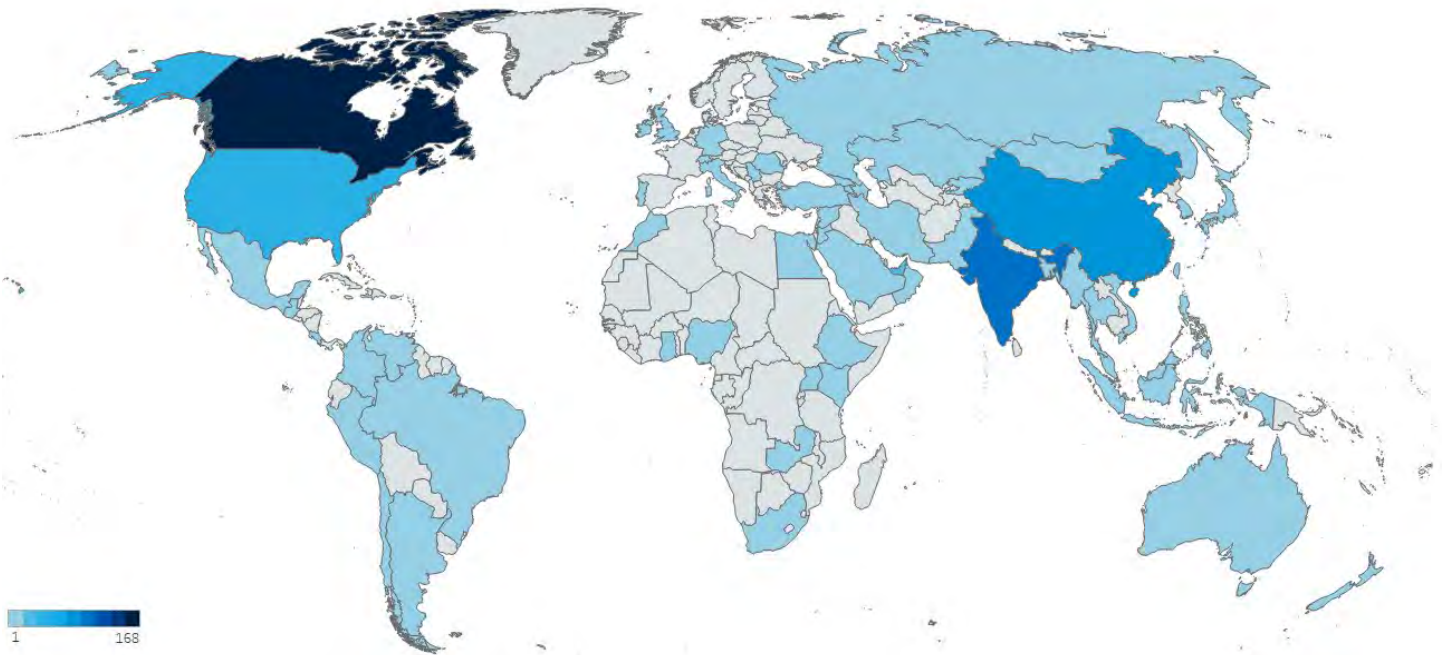
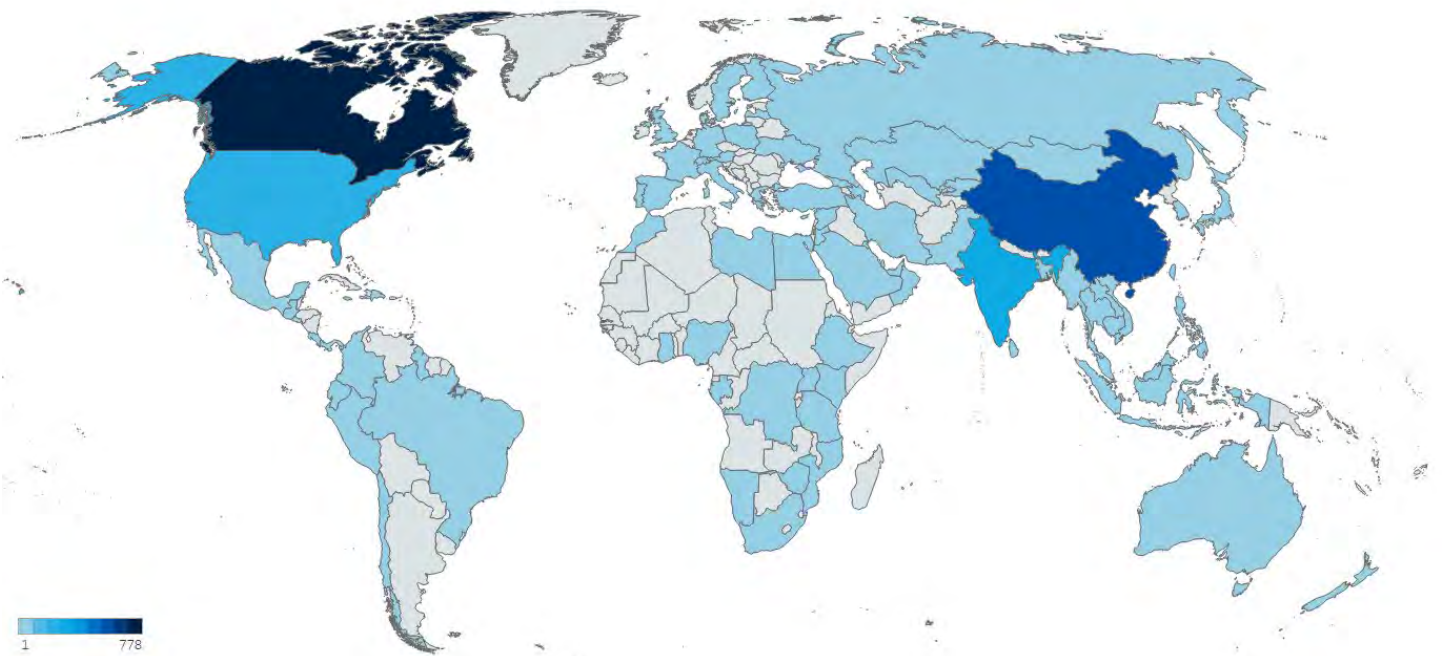


FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS



WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

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

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

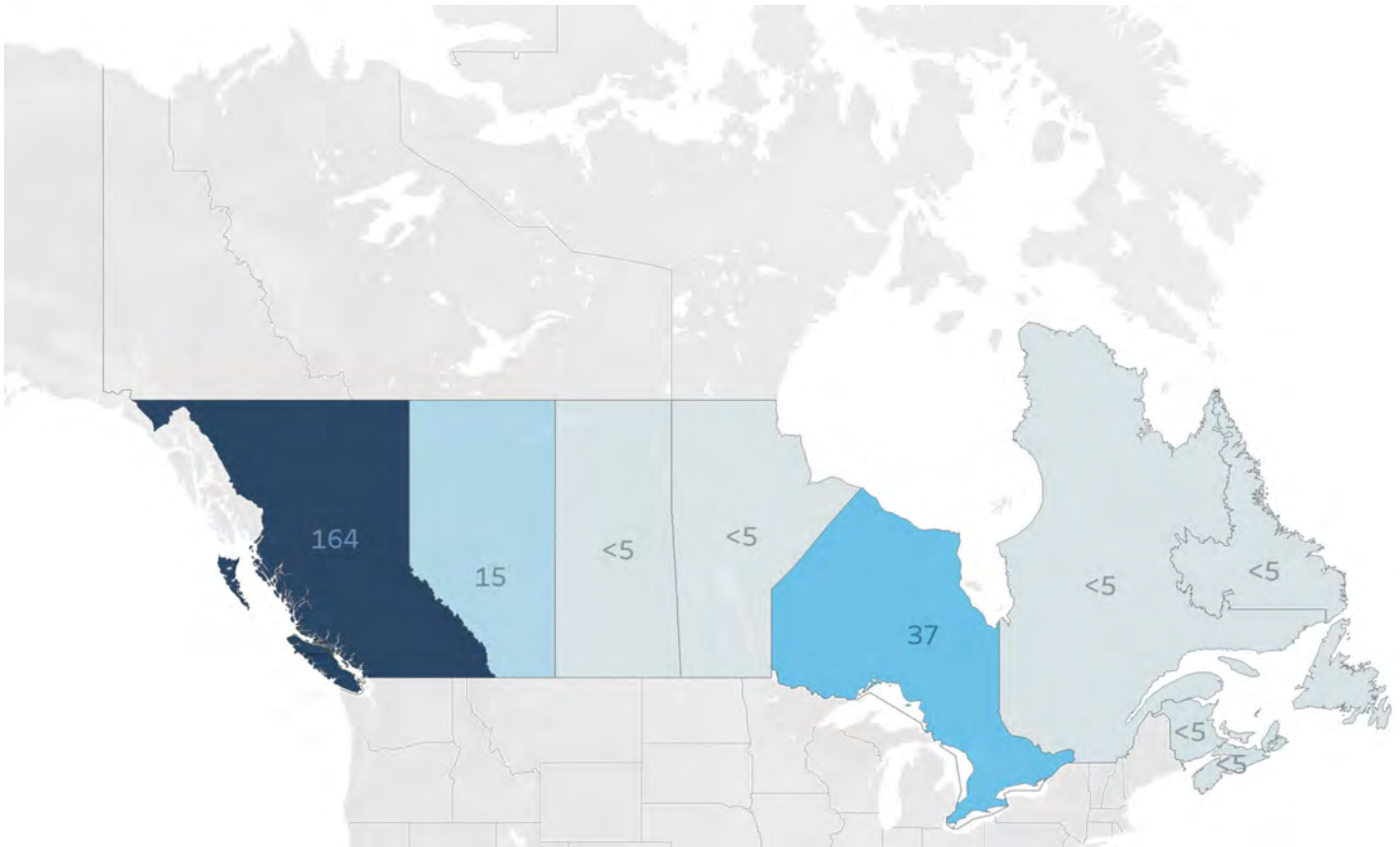
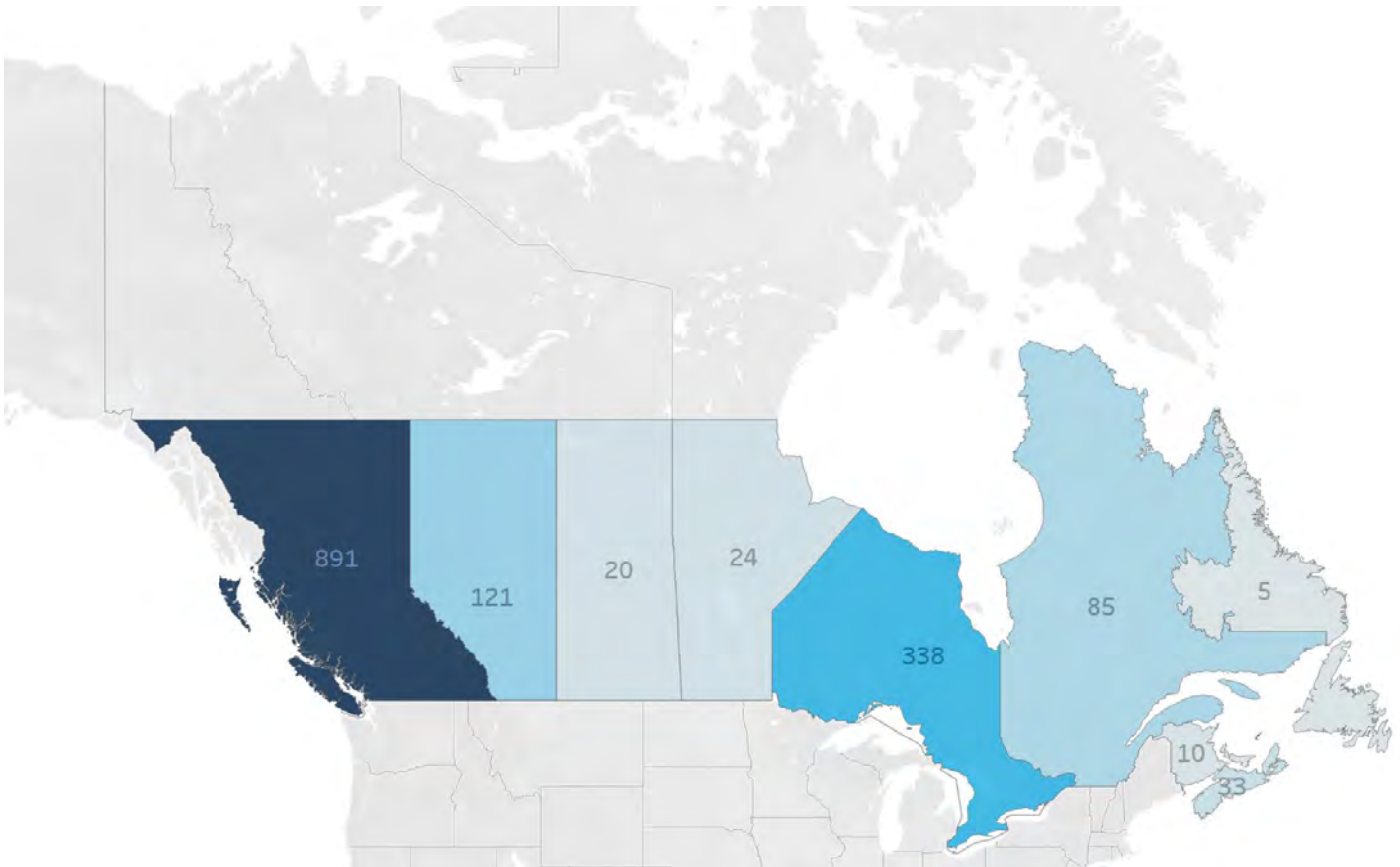


FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS



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

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

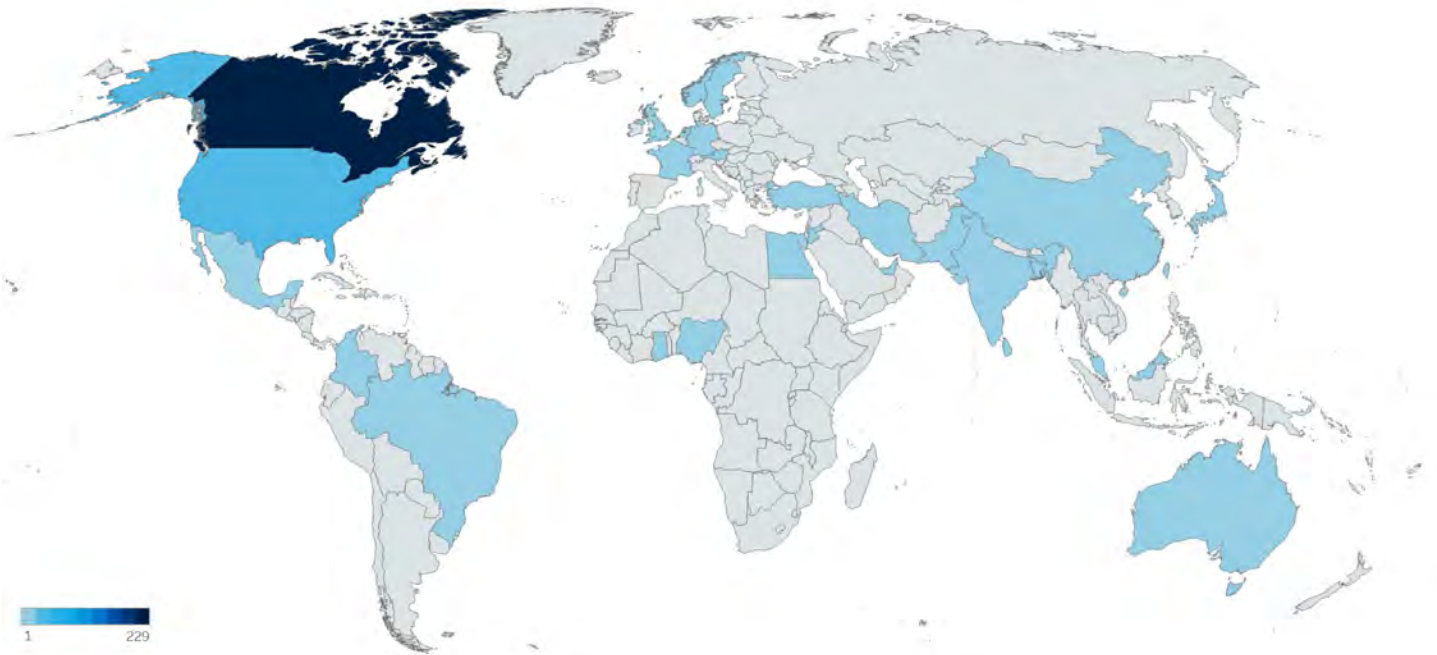
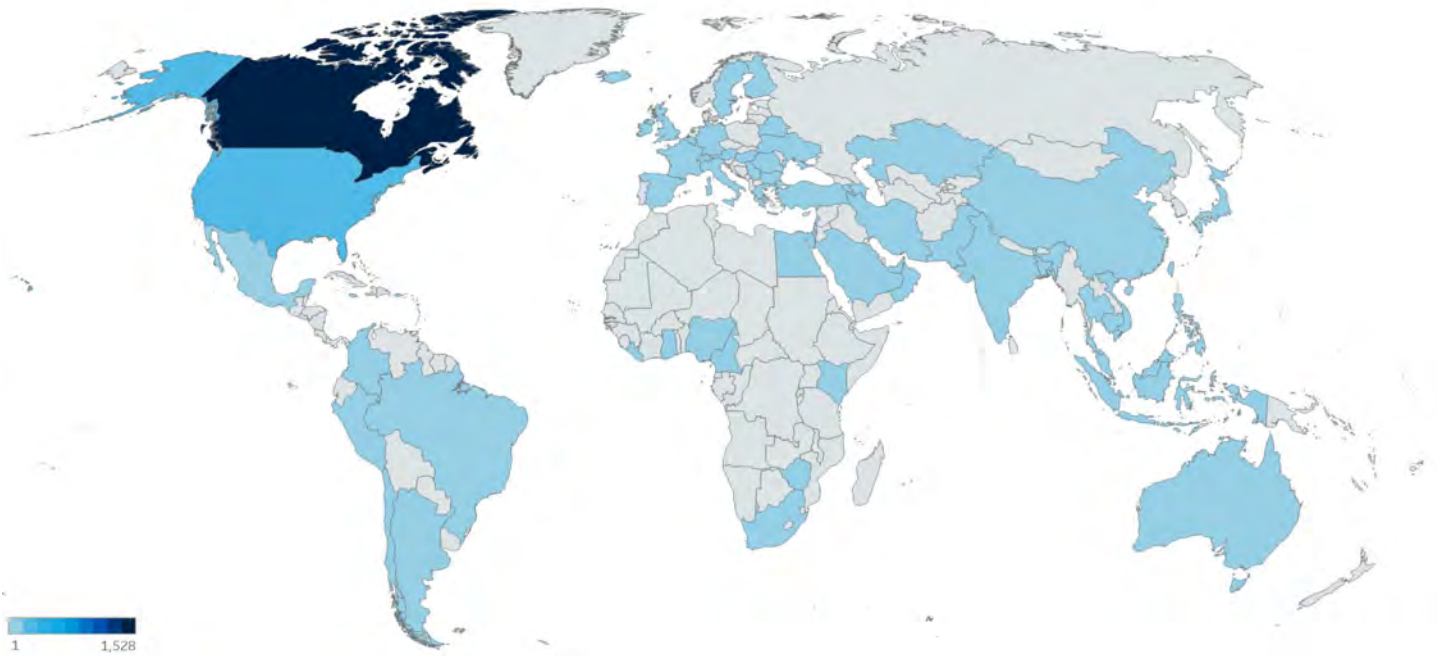


FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2020/21, VANCOUVER CAMPUS



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

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

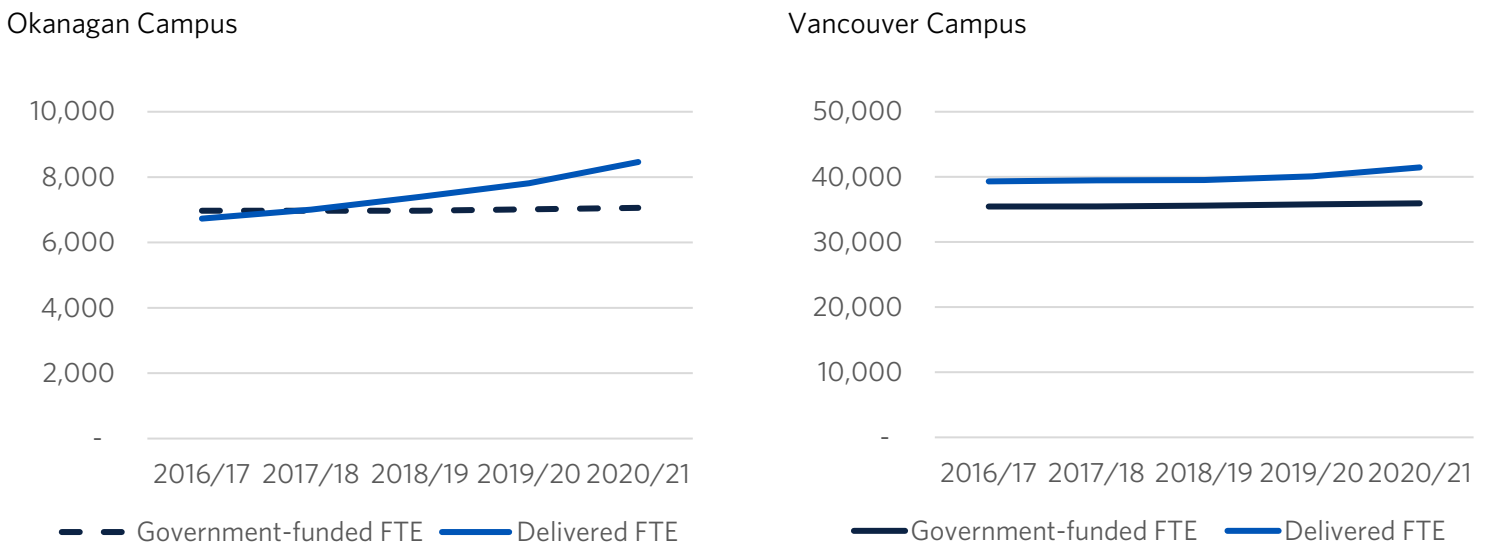
Figure 23 illustrates the historical and 2020/21 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

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

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

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

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



HOW MANY STUDENTS DID UBC ENROL IN 2020/21?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

International students are those who require a study permit issued by the Government of Canada, to attend UBC.³ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2016/17 through 2020/21, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses (11 on the Okanagan campus and 152 on the Vancouver campus).

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

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

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

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

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

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

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

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

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

Okanagan Campus

Vancouver Campus

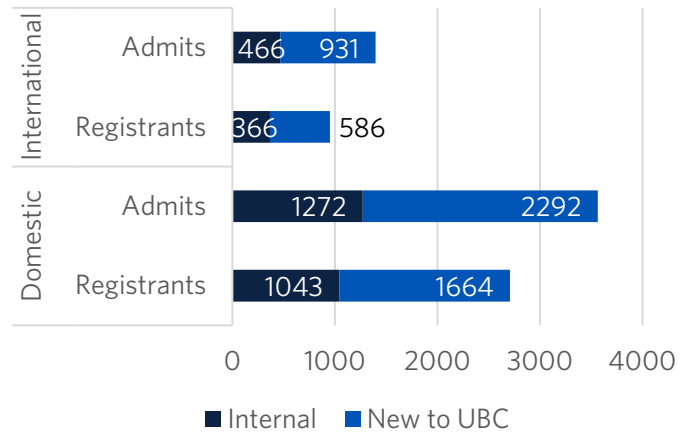
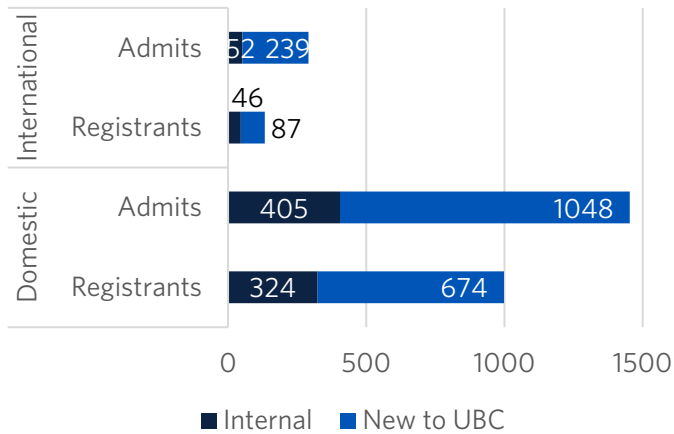
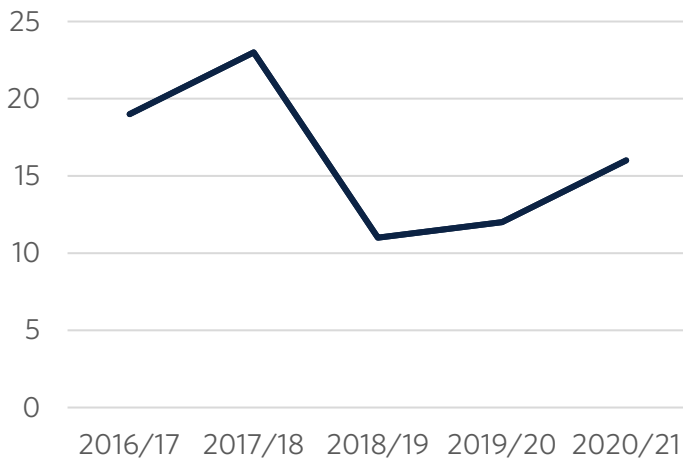


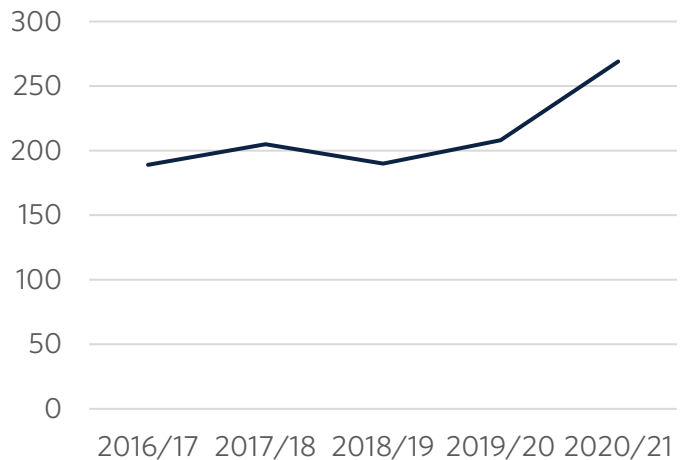
Figure 25 focuses on UBC students who transferred between programs on different campuses. In 2020/21 this included a total of 285 undergraduate students. Sixteen students transferred to the Okanagan campus from a Vancouver program, and 269 students transferred to Vancouver from the Okanagan campus.

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

Vancouver to Okanagan



Okanagan to Vancouver



HOW MANY STUDENTS WERE ENROLLED IN VANTAGE COLLEGE?

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

HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

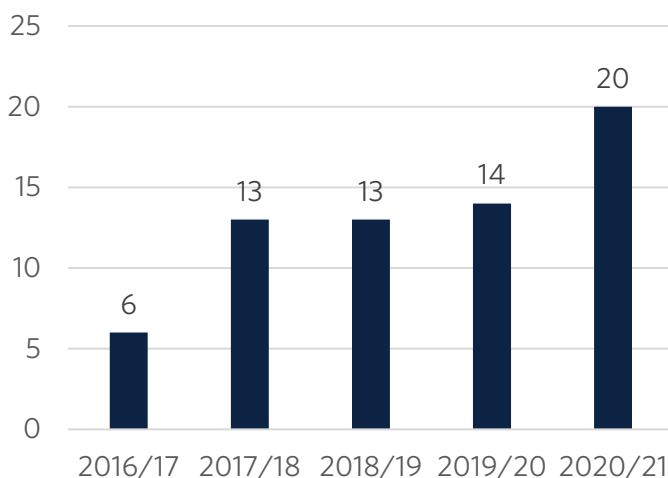
In 2013/14, UBC was one of a handful of BC post-secondary institutions that started to prioritize access for students with lived experience in government care. UBC has committed to reach out and build relationships with these prospective and current students by providing “wrap-around” support, helping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

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

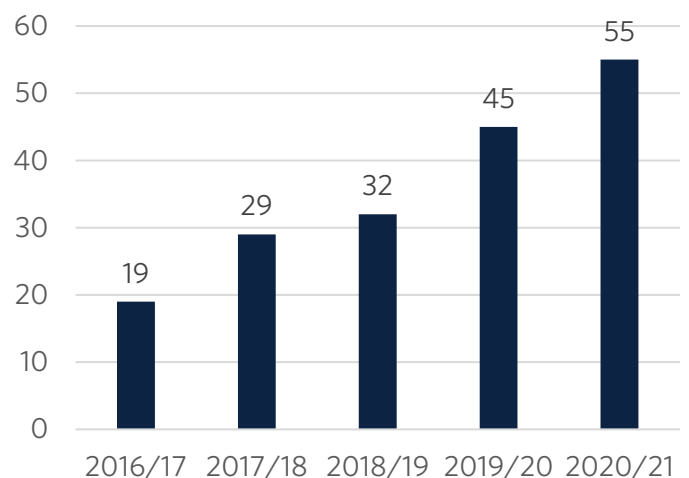
Over the past few years, the number of registered students at UBC who were “post-care” has more than doubled. There are currently 75 former youth in care studying at UBC on either a Provincial tuition waiver or a UBC waiver of tuition, a 27% increase over 2019/20. Since the inception of the program in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

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

Okanagan Campus



Vancouver Campus



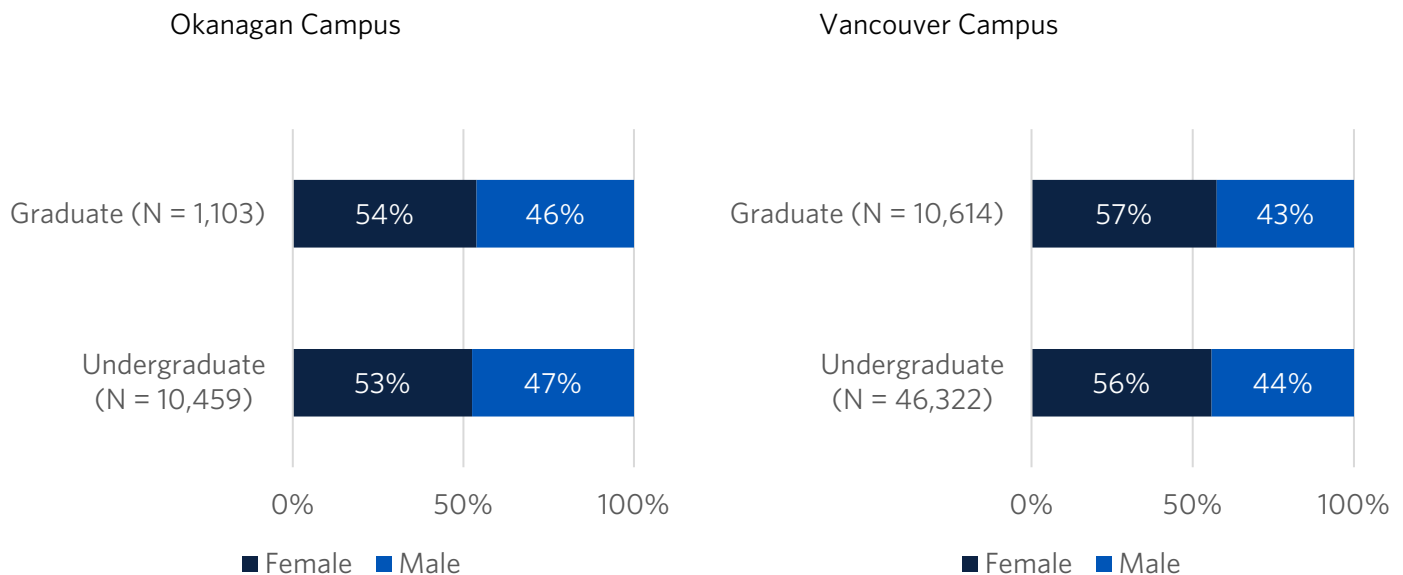
HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

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

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

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

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



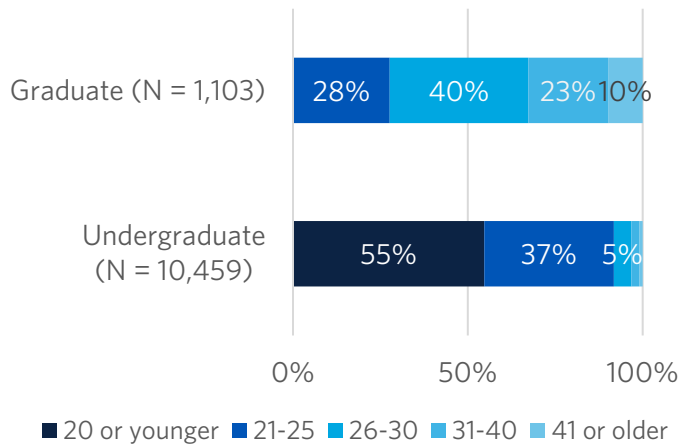
The majority of undergraduate students, in 2020/21, were 25 years of age or younger (92% of Okanagan students and 86% of Vancouver students) (see Figure 28). On the Okanagan campus, the undergraduate students' average age, in

⁴ The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

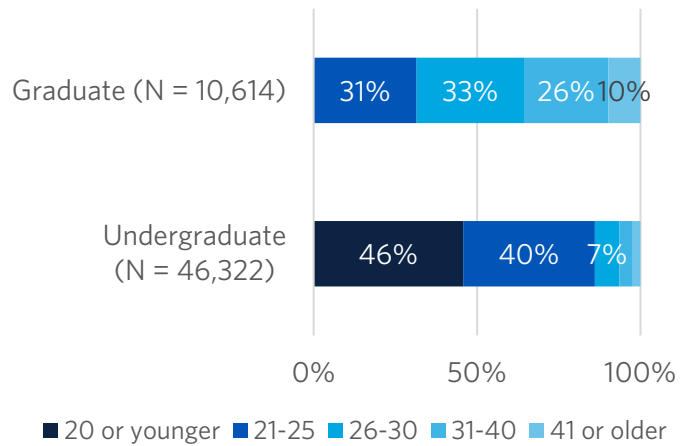
2020/21, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (40%), followed by the 21-25-year age group (28%); the average age was 30 years. On the Vancouver campus, the undergraduate students' average age was 22 years. The largest proportion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

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

Okanagan Campus



Vancouver Campus



WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

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

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

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

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

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

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

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

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

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

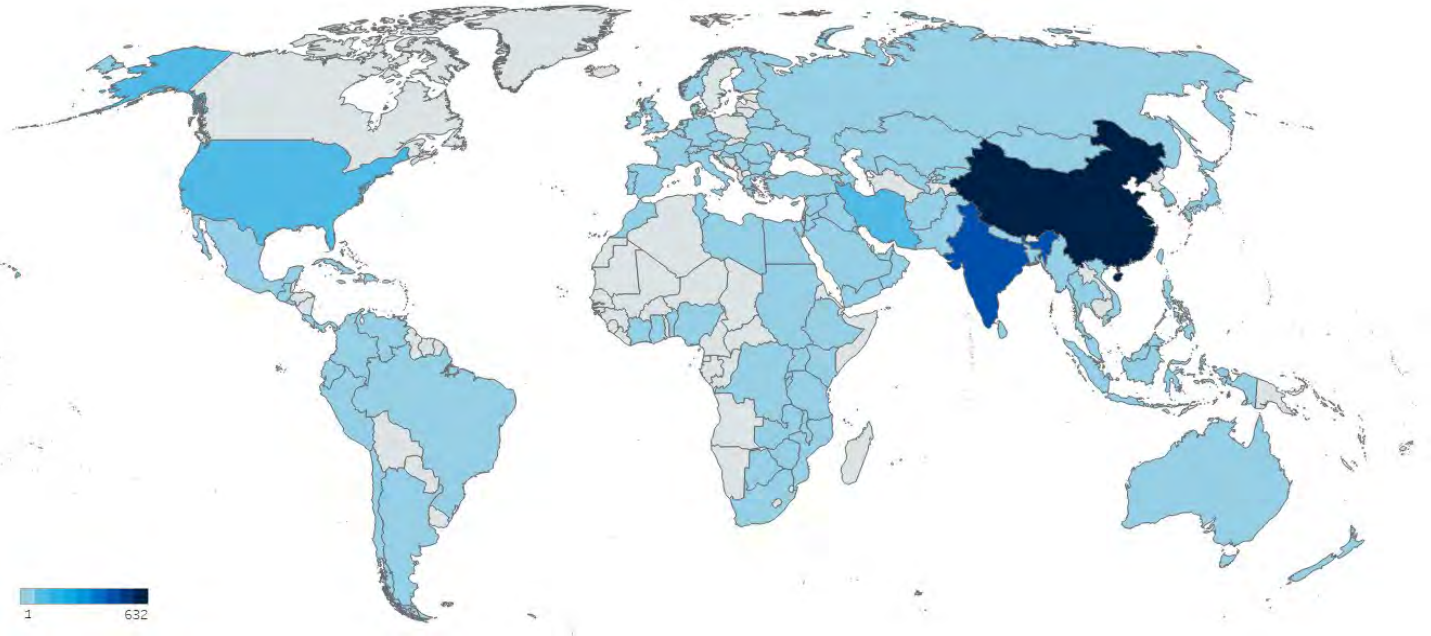
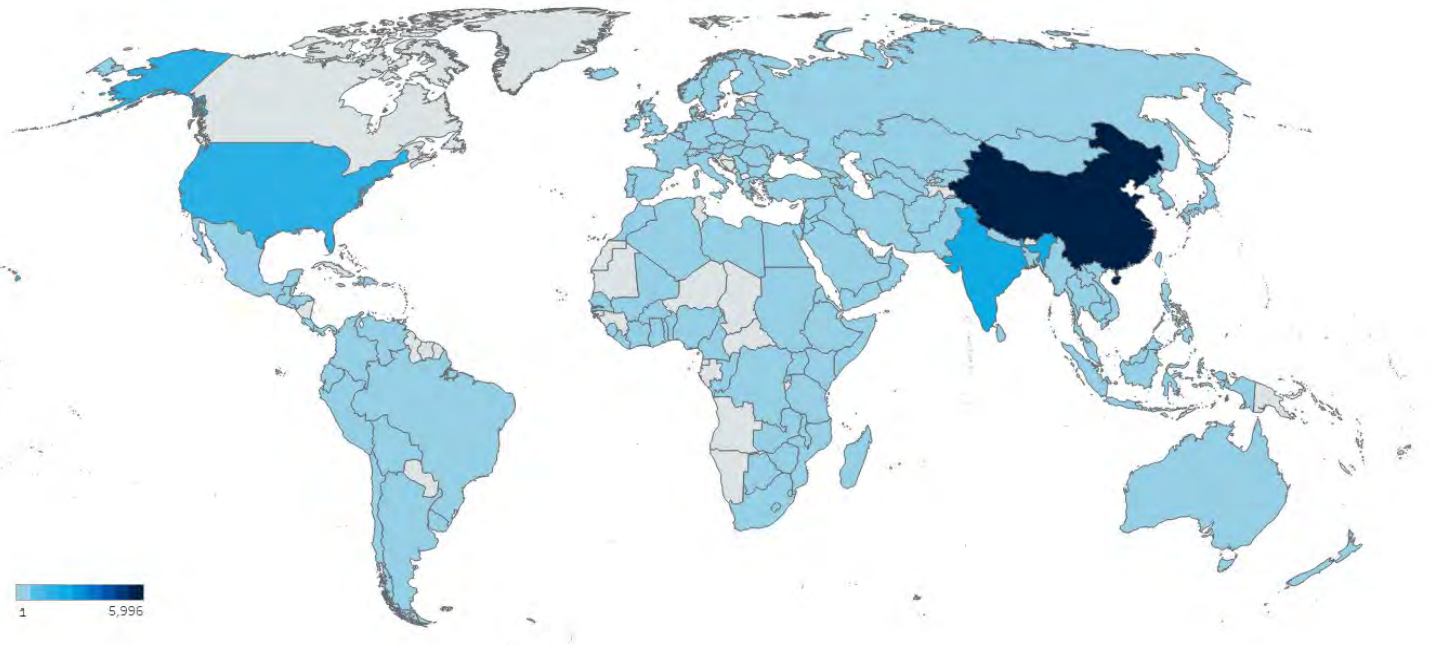


FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2020/21, VANCOUVER CAMPUS



INDICATORS OF STUDENT SUCCESS

HOW MANY CREDENTIALS DID UBC AWARD?

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

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

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

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

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

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

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

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

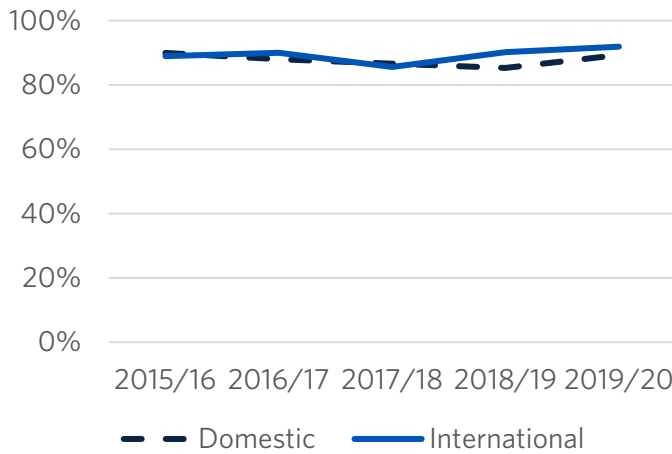
Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second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

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

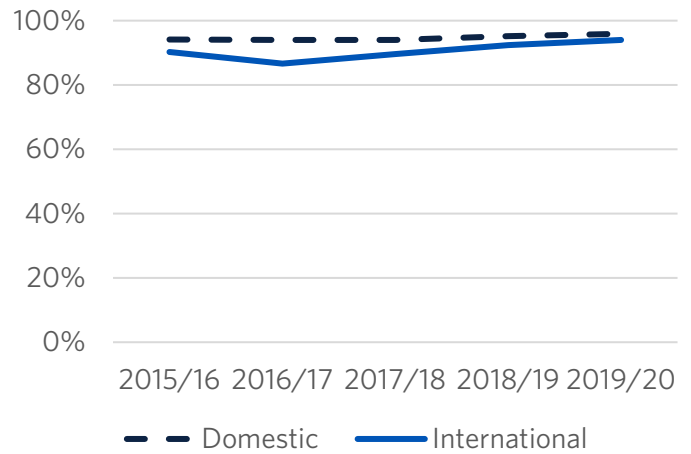
Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 31). With the most recent cohort, 96% of domestic students and 94% of international first-year students were retained from 2019/20 into 2020/21.

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

Okanagan Campus



Vancouver Campus

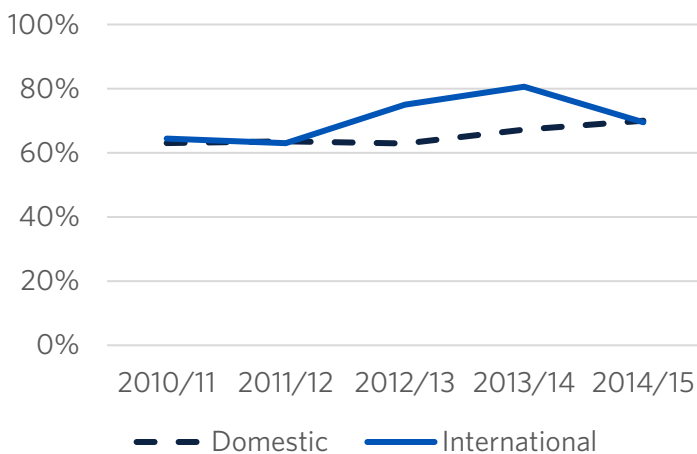


With respect to the cohort of undergraduate students who began their degree programs in 2014/15, 70% of UBC Okanagan students and 81% of UBC Vancouver students completed their programs within six years.

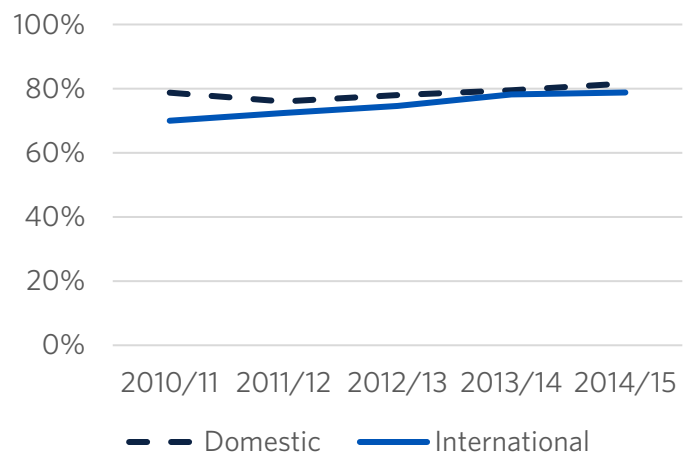
Overall, six-year completion rates have remained consistent over time, with very slight but steady increases over the last three years. Figure 32 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

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

Okanagan Campus



Vancouver Campus

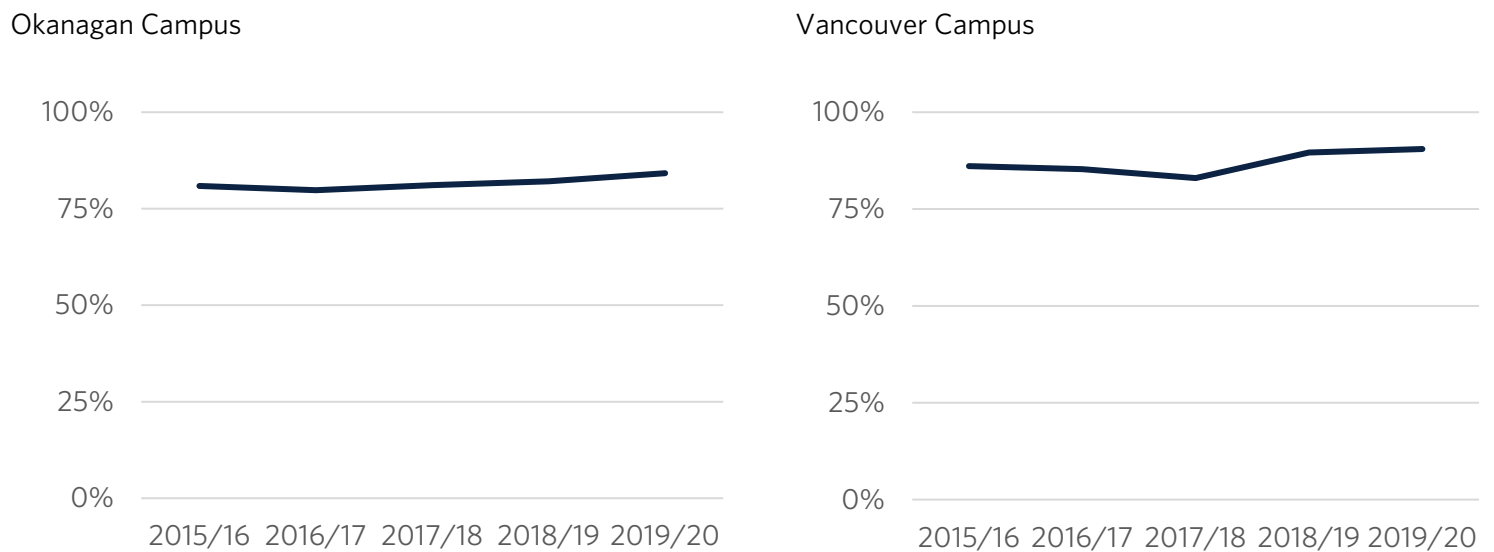


WHAT ARE UBC'S INDIGENOUS UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

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

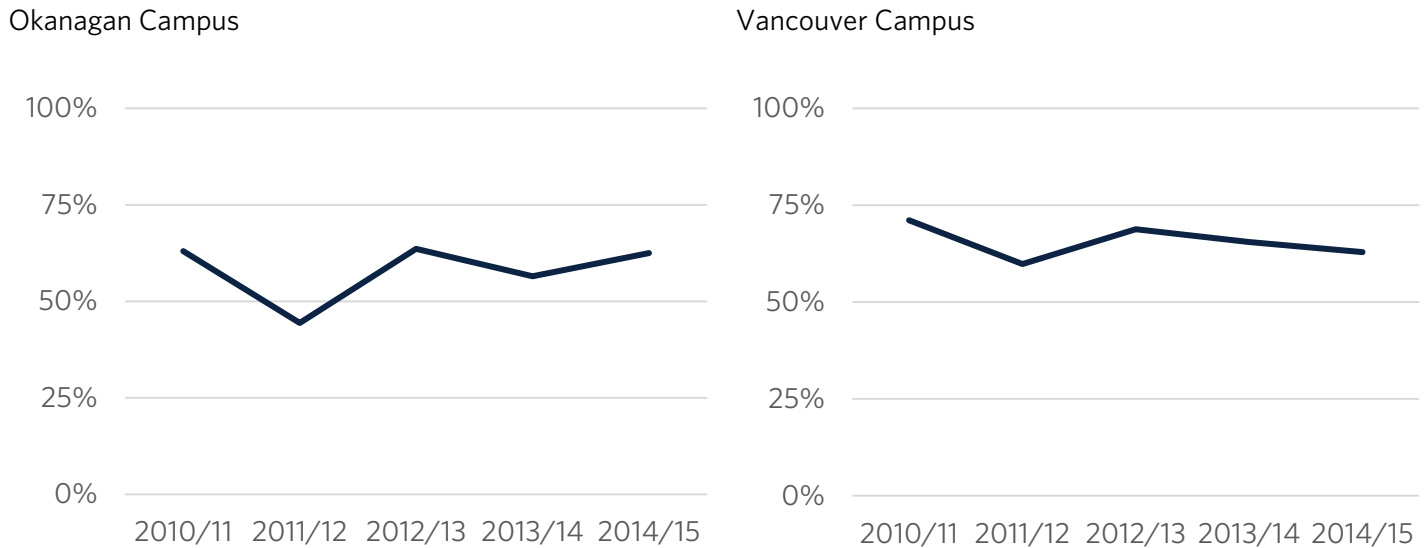
Overall, 84% of the 2019/20 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2020/21, and for UBC Vancouver, 91% were retained.

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



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

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



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

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 35 and 36 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 479; Vancouver, N = 7,864) who began their programs between 2010/11 and 2013/14, and the number of years between the start of their programs and degree completion. Okanagan course-based master's students had a graduation rate of 92% (N = 101) within 6 years and took an average of 2.2 years to complete their studies. Thesis optional students had a graduation rate of 92% (N = 146) and took an average of 2.1 years to complete their programs while 86% (N = 232) of students in programs requiring a thesis graduated in an average of 2.5 years.

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

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

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

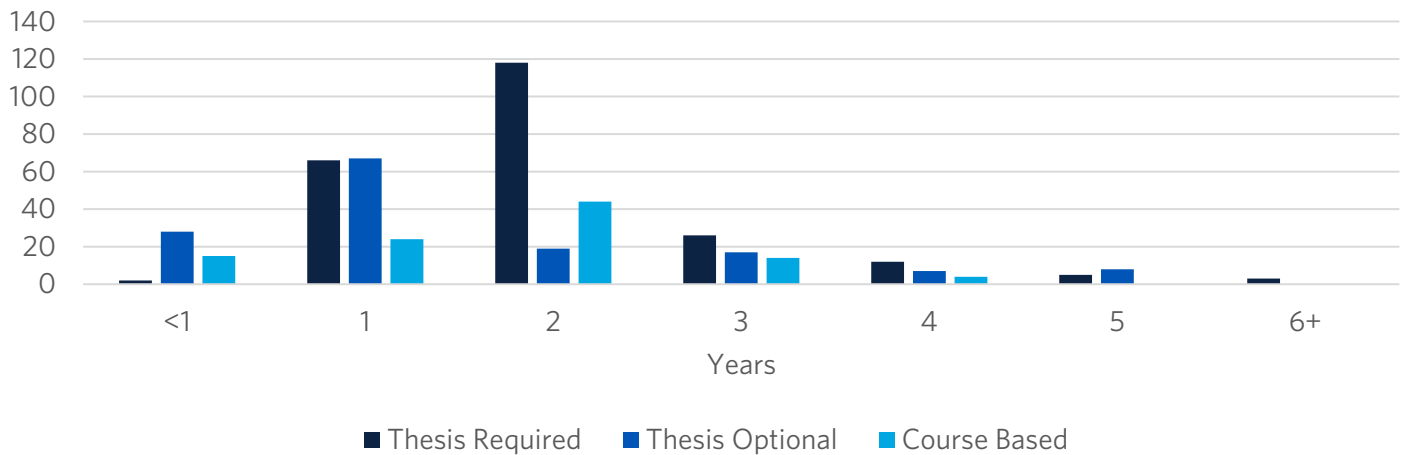
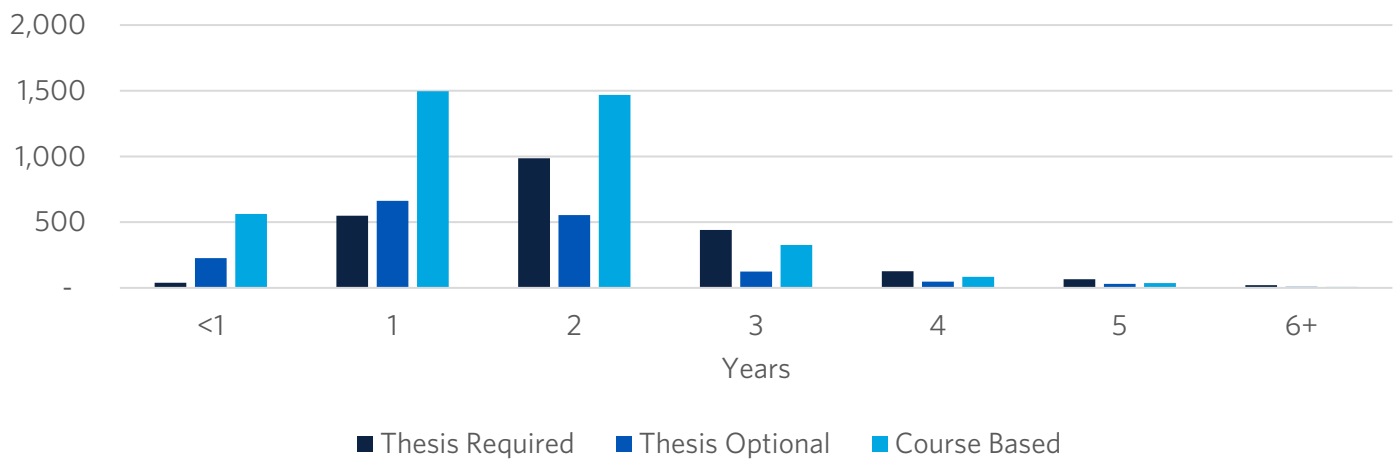


FIGURE 36: MASTER'S STUDENTS' YEARS TO COMPLETION, 2010/11-2013/14 COHORTS, VANCOUVER CAMPUS



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

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

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

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

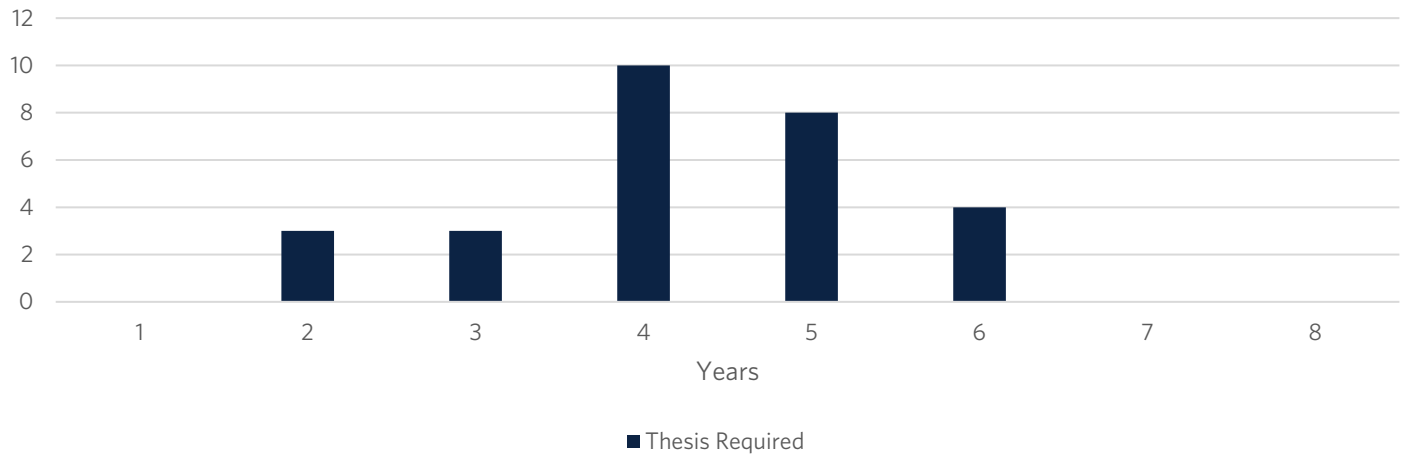
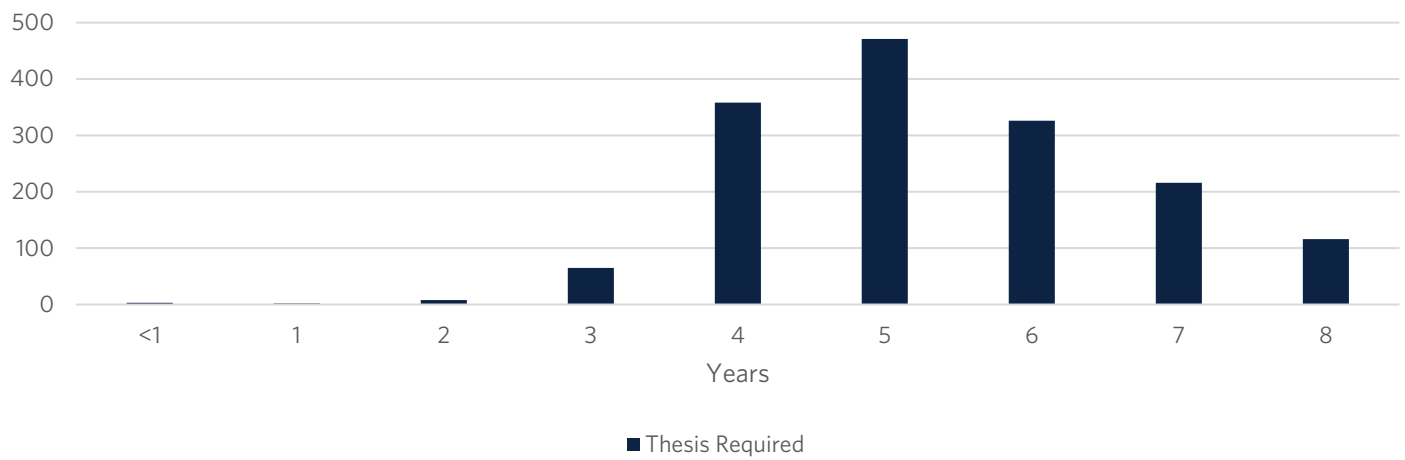


FIGURE 38: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2007/08-2010/11 COHORTS, VANCOUVER CAMPUS



APPENDIX A: HEADCOUNT ENROLMENT TABLES**OKANAGAN CAMPUS****TABLE 12: OKANAGAN STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR**

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

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

VANCOUVER CAMPUS

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

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

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

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

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

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

APPENDIX B: FTE ENROLMENT TABLES

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

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

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

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

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

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

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

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

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

APPENDIX C: DEGREES CONFERRED TABLES

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

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

Campus	Student Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	Baccalaureate Degree	1,378	1,444	1,386	1,394	1,394
		Post-Baccalaureate Degree	119	117	89	45	86
		Undergraduate Total	1,497	1,561	1,475	1,439	1,480
	Graduate	Master's Degree	145	180	162	213	263
		Doctoral Degree	39	31	42	27	45
		Graduate Total	184	211	204	240	308
		Okanagan Total	1,681	1,772	1,679	1,679	1,788
Vancouver	Undergraduate	Diploma & Certificate	572	555	571	572	608
		Baccalaureate Degree	6,452	6,511	6,889	7,215	7,632
		Post-Baccalaureate Degree	1,081	1,048	1,123	1,159	1,215
		Undergraduate Total	8,105	8,114	8,583	8,946	9,455
	Graduate	Master's Degree	2,439	2,318	2,437	2,630	2,704
		Doctoral Degree	571	552	538	531	494
		Graduate Total	3,010	2,870	2,975	3,161	3,198
Vancouver Total	11,115	10,984	11,558	12,107	12,653		
Grand Total			12,796	12,756	13,237	13,786	14,441

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

Campus	Student Level	Program Type	2015	2016	2017	2018	2019
Okanagan	Undergraduate	Baccalaureate Degree	1,285	1,331	1,257	1,285	1,233
		Post-Baccalaureate Degree	119	117	89	45	86
		Undergraduate Total	1,404	1,448	1,346	1,330	1,319
	Graduate	Master's Degree	119	148	118	162	185
		Doctoral Degree	27	17	28	17	30
		Graduate Total	146	165	146	179	215
		Okanagan Total	1,550	1,613	1,492	1,509	1,534
Vancouver	Undergraduate	Diploma & Certificate	504	503	509	507	556
		Baccalaureate Degree	5,525	5,442	5,584	5,515	5,580
		Post-Baccalaureate Degree	1,072	1,041	1,111	1,141	1,200
		Undergraduate Total	7,101	6,986	7,204	7,163	7,336
	Graduate	Master's Degree	1,814	1,635	1,768	1,813	1,797
		Doctoral Degree	401	372	354	348	305
		Graduate Total	2,215	2,007	2,122	2,161	2,102
Vancouver Total	9,316	8,993	9,326	9,324	9,438		
Grand Total			10,866	10,606	10,818	10,833	10,972

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

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

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

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

APPENDIX D: GLOSSARY

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

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

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