



SUBJECT	UNDERGRADUATE AND NON-THESIS-BASED GRADUATE PROGRAM TUITION INCREASES FOR INTERNATIONAL STUDENTS FOR 2016-2017, 2017-2018 & 2018-2019
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MEETING DATE	DECEMBER 3, 2015
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Forwarded to the Board of Governors on the Recommendation of the President

APPROVED FOR  
SUBMISSION

Martha C. Piper, Interim President and Vice-Chancellor

DECISION REQUESTED	<p><b>DECISION REQUESTED</b></p> <p>IT IS HEREBY REQUESTED that <i>the UBC Board of Governors approve:</i></p> <ol style="list-style-type: none"><li><i>An increase in tuition for new incoming international students effective May 1, 2016 and for the two succeeding academic years:</i><ol style="list-style-type: none"><li><i>International undergraduate students (including baccalaureate and post-baccalaureate programs):</i><ul style="list-style-type: none"><li><i>15% increase for all programs (listed in Appendix A), except the Bachelor of Education (0% increase) and the Bachelor of Commerce (23.5% increase) for 2016-2017</i></li><li><i>15% increase for all programs (listed in Appendix A), except the Bachelor of Education (0%) and the Bachelor of Commerce (23.5%) for 2017-2018</i></li><li><i>A range of increases from 0% to 15%, as specified in Appendix A, for 2018-2019.</i></li></ul></li><li><i>Non-thesis-based international graduate students:</i><ul style="list-style-type: none"><li><i>A range of increases from 3% to 100%, for programs specified in Appendix A, for 2016-2017</i></li><li><i>A range of increases from 3% to 57.7%, for programs specified in Appendix A, for 2017-2018</i></li><li><i>A range of increases from 3% to 57.7%, for programs specified in Appendix A, for 2018-2019.</i></li></ul></li></ol></li><li><i>A maximum 5% increase in tuition per year for the subsequent four years from the first year of entry or until graduation from their current degree program, whichever is shorter, for new international undergraduate students entering their degree programs in 2016-2017, 2017-2018, or 2018-2019.</i></li><li><i>A maximum 3% increase in tuition per year until graduation from their current degree program for new international non-thesis-based graduate students entering their degree programs in 2016-2017, 2017-2018, or 2018-2019.</i></li></ol> <p><i>continued...</i></p>
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	<p><b>4. An increase in tuition for continuing international students effective May 1, 2016:</b></p> <p><b>(a) International undergraduate students:</b></p> <ul style="list-style-type: none"> <li>• <b>3% increase for students who entered their degree program on or after May 1, 2015</b></li> <li>• <b>2% increase for students who entered their degree program prior to May 1, 2015.</b></li> </ul> <p><b>(b) International non-thesis-based graduate students:</b></p> <ul style="list-style-type: none"> <li>• <b>2% increase for students who entered their degree program prior to May 1, 2016.</b></li> </ul>
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<b>Report Date</b>	November 22, 2015
<b>Presented By</b>	Dr. Angela Redish, Provost & Vice-President Academic <i>pro tem</i> Dr. Louise Cowin, Vice-President Students Dr. Deborah Buszard, Deputy Vice-Chancellor & Principal, Okanagan Dr. Cynthia Mathieson, Provost & Vice-Principal, Okanagan Andrew Simpson, Vice-President Finance

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## EXECUTIVE SUMMARY

UBC's international tuition is substantially below that of our peer institutions. Having international students' tuition that is lower than that of peer institutions limits UBC's ability to make investments that will strengthen the teaching, learning and research mission and excellence of the University. In June 2015, the Board of Governors approved the following resolution:

*The Board of Governors requests that the Administration set international student tuition fees at levels that reflect UBC's standing as a global university and the value of a UBC degree. While ensuring that the University maintains healthy enrolment of international students and attracts and retains a diverse range of students, the fees should support the mission and excellence of the University and should be comparable to those at peer institutions.*

Program-specific tuition increases are proposed over the next three years to set international student tuition at levels comparable to those at peer institutions, reflecting UBC's standing as a global university and the value of a UBC degree. This will bring international students' tuition for most programs in line with tuition at peer institutions by 2019. The proposed increases will be introduced over a three-year period to minimize the impact in any one year. The effects of such increases, with respect to enrolment, diversity, and the calibre of students seeking admission will be reviewed at the end of each academic year.

Proposed increases for new international undergraduate students' tuition:

- 15% increase for all programs (listed in Appendix A), except the Bachelor of Education (0% increase) and the Bachelor of Commerce (23.5% increase) for 2016-2017
  - 15% increase for all programs (listed in Appendix A), except the Bachelor of Education (0%) and the Bachelor of Commerce (23.5%) for 2017-2018
  - A range of increases from 0% to 15%, as specified in Appendix A, for 2018-2019.
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Proposed increases for new non-thesis-based international graduate students' tuition:

- A range of increases from 3% to 100%, for programs specified in Appendix A, for 2016-2017
- A range of increases from 3% to 57.7%, for programs specified in Appendix A, for 2017-2018
- A range of increases from 3% to 57.7%, for programs specified in Appendix A, for 2018-2019.

It is further proposed to limit annual increases for continuing international undergraduate students to 5% for the subsequent four years, or until graduation from their current degree program, whichever is shorter. This applies to international undergraduate students entering their degree programs in 2016-2017, 2017-2018, or 2018-2019. Annual tuition increases will be limited to 3% for continuing international students entering non-thesis-based graduate programs in the same three academic years.

Continuing international undergraduate students who entered UBC on or after May 1, 2015 and before May 1, 2016 will have their tuition increased at 3% per annum for their current degree program. Those who entered UBC prior to May 1, 2015 will have their tuition increased at 2% per annum for their current degree program.

Continuing non-thesis-based international graduate students who entered their degree program prior to May 1, 2016 will have their tuition increased at 2% per annum for their current degree program.

The proposed increases do not apply to research-focused programs, including the MSc, MA, MASc, and PhD programs.

The proposed program-specific tuition was determined through a rigorous process of benchmarking against peer institutions. The analysis took into consideration international demand for UBC's programs, the quality of the student applicant pool, program-specific labour market prospects for UBC's graduates, and data from student surveys, including information about the primary factors international students consider when they select a university. International students decide to attend UBC because of the institution's reputation and the reputation of the program. Any English-speaking public institution within UBC's rank band (+/- 15 spots from UBC's placement in the 2014-15 *Times Higher Education (THE) World University Rankings*) offering a comparable program was considered a comparator. The list of comparators were fine-tuned based on faculty members' feedback about their specific programs. For relatively unique programs, other institutions outside of the initial criteria were added as comparators, based on faculty input. The benchmarking process revealed that for the undergraduate programs with proposed increases, about 40% are between 15% and 29.9% below benchmark and 60% of the programs are 30% to 50% below benchmark. For the non-thesis-based graduate programs, about 70% range between 16% to 260% below benchmark.

These proposed tuition increases are necessary to maintain and enhance UBC's ability to make investments that will strengthen the teaching, learning and research mission and excellence of the University. A significant portion of the incremental tuition revenue from international undergraduate students, for the Vancouver campus, will be allocated to a Strategic Investment Fund (61.02%) to support excellence in research, teaching and learning and the student experience. Revenue allocated to the Faculties (19.83%) will support current priorities related to teaching, learning and research. Additional allocations will be made to international students' financial support programs (7.47%), to the administrative units (7.95%) to support existing University priorities, to advance the University's commitment to ensuring a diverse student population (2.73%), and to offset unpaid tuition and fees

(1.0%). Note that the commitment to diversity plus the student financial support combine to slightly more than 10% of the incremental undergraduate revenue.

In compliance with Policy 71, the Vancouver and Okanagan Provosts, VP Students and AVP Students, Okanagan consulted with the elected student leadership and the student body regarding the proposed tuition increases. A communication campaign, including a student consultation website, was developed to provide information and to encourage feedback regarding the proposed 2016-2017, 2017-2018, 2018-2019 international undergraduate and non-thesis-based graduate students' tuition. The Administration met with the elected student leaders on several occasions, held town hall meetings on both campuses, and provided for confidential web-based feedback from the student body. In addition, the Deans met with students to discuss the implications of the proposal.

Appendix A. Proposed International Undergraduate and Non-Thesis-Based Graduate Tuition 2016-2019

Appendix B. UBC International Tuition Benchmarking – attached not appended

Appendix C. Administration's response to the Alma Mater Society/International Student Association joint submission

Click [here](#) for the Student Consultation Report.

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#### INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

✓ Learning

✓ Research

☐ Innovation

✓ Engagement  
(Internal / External)

✓ International

or ☐ Operational

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#### DESCRIPTION & RATIONALE

##### Rationale

International students' tuition is an important contributor to ensure that the University's ambitions in, teaching and learning and research are met. Historically, the University's international tuition for new incoming students has increased at a modest rate of 2% to 4%, per annum. As a result, the University's international tuition has fallen well behind that of peer institutions. While peer Canadian institutions, such as the University of Toronto and McGill University, have had annual international tuition increases in the range of 6% to 13%, for many programs, in the last four years, UBC has consistently increased its international tuition by 3% annually over the same period. Having international students' tuition that is lower than peer institutions' limits UBC's ability to make investments that will strengthen the teaching, learning and research mission and excellence of the University.

In June 2015, the Board approved a policy to set international tuition at levels comparable to those of peer institutions, reflecting the value of a UBC degree and UBC's standing as a global university. This policy established a consistent and transparent approach to international students' tuition setting that is responsive to changes in the international education landscape.

The proposed program-specific tuition was determined through a rigorous process of benchmarking against peer institutions. The analysis took into consideration international demand for UBC's programs, the quality of the student applicant pool,

program-specific labour market prospects for UBC's graduates, and data from student surveys, including information about the primary factors international students consider when they select a university. International students decide to attend UBC because of the institution's reputation and the reputation of the specific program. Any English-speaking public institution within UBC's rank band (+/- 15 spots from UBC's placement in the 2014-15 *Times Higher Education (THE) World University Rankings*) offering a comparable program was considered a comparator. The list of comparators were fine-tuned based on faculty members' feedback about their specific programs. For relatively unique programs, other institutions outside of the initial criteria were added as comparators, based on faculty input. The benchmarking process revealed that for the undergraduate programs with proposed increases, about 40% are between 15% and 29.9% below benchmark and 60% of the programs are 30% to 50% below benchmark. For the non-thesis-based graduate programs, about 70% range between 16% to 260% below benchmark.

Details of the proposed increases are listed in Appendix A and the benchmark findings are provided in Appendix B.

## Incremental Revenue Allocation

### Incremental Revenue from Proposed Tuition Increases

The estimated incremental revenue from the proposed international tuition increases is reflected in the tables below. The incremental tuition revenue is the difference between the proposed new tuition and the revenue base (i.e., with no increase in tuition or enrolment anticipated).

#### *Projected Incremental Tuition Revenue*

##### *Vancouver Campus*

Undergraduate Programs	(in millions)			
	2016-2017	2017-2018	2018-2019	%
Provision for 'bad debt'	\$ 0.10	\$ 0.34	\$ 0.62	1.00%
SFA	\$ 0.73	\$ 2.52	\$ 4.63	7.47%
Central/Admin units	\$ 0.77	\$ 2.68	\$ 4.92	7.95%
Commitment to diversity	\$ 0.27	\$ 0.92	\$ 1.69	2.73%
Faculties	\$ 1.93	\$ 6.68	\$ 12.28	19.83%
Strategic Investments	\$ 5.94	\$ 20.56	\$ 37.79	61.02%
<b>Total incremental</b>	<b>\$ 9.74</b>	<b>\$ 33.70</b>	<b>\$ 61.93</b>	<b>100.00%</b>

Graduate Programs	2016-2017	2017-2018	2018-2019	%
Provision for "bad debt"	\$ 0.01	\$ 0.03	\$ 0.05	1.00%
central	\$ 0.23	\$ 0.67	\$ 1.15	24.75%
Faculties	\$ 0.70	\$ 2.01	\$ 3.46	74.25%
<b>Total incremental</b>	<b>\$ 0.94</b>	<b>\$ 2.71</b>	<b>\$ 4.66</b>	<b>100.00%</b>

Total incremental	(in millions)			%
	2016-2017	2017-2018	2018-2019	
Provision for 'Bad debt'	\$ 0.11	\$ 0.36	\$ 0.67	1.00%
SFA	\$ 0.73	\$ 2.52	\$ 4.63	6.95%
Central	\$ 1.01	\$ 3.35	\$ 6.08	9.13%
Commitment to diversity	\$ 0.27	\$ 0.92	\$ 1.69	2.54%
Faculties	\$ 2.63	\$ 8.69	\$ 15.74	23.64%
Strategic Investments	\$ 5.94	\$ 20.56	\$ 37.79	56.75%
<b>Total incremental</b>	<b>\$ 10.68</b>	<b>\$ 36.41</b>	<b>\$ 66.59</b>	<b>100.00%</b>

### Okanagan Campus

Total incremental (Undergraduate and Graduate)	(in millions)			% Allocation
	2016-17	2017-18	2018-19	
Provision for "Bad Debt"	\$ 0.01	\$ 0.03	\$ 0.06	1.00%
SFA	\$ 0.08	\$ 0.25	\$ 0.48	7.47%
Central	\$ 0.11	\$ 0.33	\$ 0.65	10.00%
Faculties	\$ 0.51	\$ 1.51	\$ 2.97	45.84%
Strategic Investments	\$ 0.40	\$ 1.17	\$ 2.31	35.69%
<b>Total incremental</b>	<b>\$ 1.11</b>	<b>\$ 3.29</b>	<b>\$ 6.47</b>	<b>100.00%</b>

### *Commitment to Diversity*

UBC strives to achieve a diverse student population. International students are highly valued because they contribute to the diversity and internationalization of UBC's classrooms and community. They add different perspectives, and enhance mutual understanding and appreciation of differences found around the world. Similarly, diversity of the entire student population is important; we need to enhance the diversity of our student population across the board, including that of domestic students. Therefore, a share of the incremental revenue allocated to 'central' will be further allocated to support the goal of a diverse undergraduate student population: an additional \$.3m in 2016/17, \$1m in 2017/18, and \$2m in 2018/19.

### Vancouver Campus

In 2010, UBC adopted a budget model in which incremental tuition revenue "followed the students;" that is, the revenue is allocated to Faculties depending on their incremental student numbers. This model has had significant benefits as some Faculties have been able to take advantage of international students' demand for their programs and have had scale advantages to offset the impact of decreasing

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provincial block grant funding and inflationary cost pressures. There have, however, been costs to the budget model, of which the two most significant are: (a) Faculties without international student demand or without scale economies have struggled financially and (b) the University as a whole does not have funding for University-wide priorities. While the University has made efforts to diversify its revenue sources, the majority of incremental revenue has come from tuition.

### *Strategic Investment Fund*

UBC is proposing to amend the budget model with respect to the revenues from the proposed increase in tuition for international students, to create a strategic investment fund. On the Vancouver campus the existing tuition allocation model formula will be used for approximately one third of the incremental revenue – maintaining the benefits of the model – the remaining two thirds will be used to create a central Strategic Investment Fund (after allocations are made for International Student Financial Aid (7.47%) and providing for a “bad debt” allowance (1%)). Note that by 2018-2019, this is projected to generate a fund of approximately \$37.8 million,

### *Purpose of the Strategic Investment Fund*

There is one characteristic among the factors that could be considered that inarguably distinguishes world class universities from all the others: having a high concentration of talented students, researchers, and teachers. Most of the revenue generated from increases in international student tuition will be committed to ensuring that UBC recruits, retains, and sufficiently supports outstanding students and faculty.

Outstanding students seek admission to universities such as UBC because they have exceptional learning environments, excellent teachers, and opportunities to engage in research, service learning, and other forms of experiential learning. Over the past decade, UBC, perhaps more than any other large public research university, has focused on developing an outstanding learning environment for undergraduate students. The *Carl Wieman Science Education Initiative* was launched to support research-informed changes in how classes are taught; that is, research results that demonstrate how to improve learning outcomes are applied. Consequently, the Faculty of Science has transformed undergraduate teaching in many of its departments. *Flexible Learning* has seen an investment across the campus in curriculum renewal, blended classes, and classroom redesign.

Overall, this is a success story that we have likely understated, but the world of higher education is changing and we can do more. While we have many accomplishments, critics can point to gaps: average class sizes continue to rise; experiential learning opportunities are growing but still limited; and student advising is variable. We also

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recognize that students must have a sense of wellbeing to reach their full potential. They must be resilient and able to overcome challenges. They cannot achieve academically if they have mental health issues and are not provided the support they need. Last year, we made a significant investment in student mental health by employing more counsellors and providing cross-campus support for mental health awareness.

We have recruited outstanding international students – students who have high academic achievement, who provide significant leadership to various communities, and who enrich our classrooms. We recognize that such students may require additional support to ensure their success; students with different cultural and academic backgrounds have differing needs. Some of these multilingual students seek additional English language support to ensure that they have effective communication skills. Some of these students are sponsored by agencies or governments, and require knowledgeable personnel to liaise with their sponsoring institutions. Accordingly, we propose to better support international students with specialized advising, situated in their home faculties or departments/schools, to provide enhanced English language support, and other requisite resources.

To further advance the supports provided to students and to ensure that they are provided the opportunity for transformative learning through outstanding teaching and enriched educational experiences, we propose that the University invest in more experiential learning opportunities, including community and international service learning and summer work-learn opportunities, employ more teaching and learning fellows, and establish more attractive funding packages for outstanding graduate students. Students are seeking more English language support and greater career development support.

In the research arena, it has been noted that across the globe and within disciplines, research-intensive universities (and their funding agencies) have shifted from a model of solo-researchers to teams of cross-disciplinary and cross-institutional researchers benefiting from multiple perspectives and scaled up research investments. In Canada, the Canada First Research Excellence Fund (CFREF) is the most recent incarnation of this approach and has led to significant financial support for a few research teams (five Canadian research clusters, including UBC's Quantum Matter Institute, were awarded between \$33.5 million and \$113.9 million, over seven years, in the first competition). This approach has required a more strategic approach in support of research. No longer is it sufficient to expect that researchers will independently compete for scarce resources. What has become clear, in this new environment, is the importance of scaffolding for success – awards at the regional level precede national awards and small team grants precede successful applications for larger ones. Research infrastructure, from grant-writing facilitation to high performance computing, matters.

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Success depends on both depth and breadth – we must ensure that all our researchers have the support that they need to succeed, but we must also support excellence. To do so, it is proposed that the University invest in the support of research clusters in various stages of development, from those that are emerging to those that are the next CFREF recipients. In addition, we must have the flexibility to recruit distinguished faculty members and to recognize excellent faculty members. We must celebrate our success and lay the groundwork for more to come. This can only be accomplished by providing much needed research infrastructure from grant-writing support and review to high performance computing capability.

These are but a few of the important and innovative activities that could further support our teaching and learning endeavours. The development of a strategic investment fund is the first step. Broad consultation with the University community and ongoing evaluation are critical to ensuring that the funds are allocated appropriately and effectively such that our goals are met. Strategic nimbleness is essential in a fast changing environment. We want to be proactive so that we can respond when opportunities arise. Committing funding that won't be realized for three years will serve to blunt our reflexes – being strategic means versatility. Consequently, rather than propose specific expenditures for the next three or more years, we have articulated the goals and outlined a process whereby timely allocations will be made to support the student experience, and future innovations and advancements in research, and teaching and learning.

#### *Principles of the Strategic Investment Fund*

An overall guiding principle is that all strategic investment fund allocations should be consistent with our vision to be one of the world's leading universities, and the best in Canada, by creating 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 key principles underlying this work are excellence, sustainability, nimbleness effectiveness, accountability and transparency. These principles rest on a foundation of rational and collaborative decision making, responsible stewardship of valuable resources, and trust.

**Excellence** is a large and perhaps vague word, but at UBC it implies that we invest to become Canada's pre-eminent university, which means adopting throughout the campus teaching and learning approaches founded on evidence-based understandings of effectiveness; we will invest in research outcomes that change the world, and in transformative student experiences – inside and outside the classroom – for all students.

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The other principles are equally important. These funds must be **sustainable** so that we can build a university not just for today, but have the capacity to invest in strategic priorities on an on-going basis. We will not invest recurring funds, however, it is anticipated that many expenditures (e.g., faculty hiring support) will be for a 5-7 year term, and others will be shorter term (e.g., PhD support), or one-time allocations. The governance of the fund (see below) must ensure that the process is sufficiently **nimble** that the University is not precluded from seizing opportunities that arise (for example, outside the standard budget timelines). And finally, it is important that the fund be used in a financially strategic manner, meeting the goal of **effectiveness**, so that we can benefit from opportunities to leverage sources of funds such as those provided by granting agencies, international partnerships, and donations.

#### *Governance of the Strategic Investment Fund*

Core principles for the strategic investment fund are **transparency** and **accountability**. The fund will be ring-fenced in the university budget and the allocations proposed from the fund will be presented to the Board of Governors annually as part of the budget approval process. Additionally, the Provost will make annual presentations to the Board and to the Senate Budget Committee on the expenditures from the fund and their impact at the end of each fiscal year.

Annually, the Provost will develop a recommendation for Executive approval. In developing that recommendation the Provost will receive input from:

- The VP Students, who will meet annually with the elected student leadership to discuss priorities and the outcomes of the previous year's allocations,
- The VP Research and International, who will meet with the President's Academic Advisory Committee to discuss priorities and the outcomes of the previous year's allocations,
- The Committee of Deans, and
- The Senate Budget Committee

Following Executive approval, the proposed allocations will be included in the annual budget proposal to the Board of Governors. Furthermore, the Provost will report on actual expenditures, and their impact, on an annual basis.

#### **Okanagan campus**

Since the inception of the Okanagan campus, 10 years ago, the international student body has grown to 682 FTEs and represents approximately 10% of the total FTEs. In 2015-16, the Okanagan campus implemented a new budget model that aligns with the same principles as the Vancouver campus budget model. However, the structure of the Okanagan model involves a greater degree of centralization of academic and research support services. As a result, the percentage of revenue that is distributed across varying units on the campus differs slightly when compared with Vancouver.

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For the Okanagan campus, the Leadership Team has held preliminary discussions across the campus and has identified opportunities to invest in enhancements to the learning environment, including: experiential learning, flexible learning, interdisciplinary academic initiatives, and student support and wellbeing; research excellence (e.g., strategic faculty hires, research clusters, and distinguished faculty retention); and graduate student support. The Okanagan campus is committed to supporting the principles of the Strategic Investment Fund, articulated above, as the impact of the tuition increases are experienced.

## Benchmarking and Comparison of Fees with Peer Institutions

The selection of UBC's peers for benchmarking considered results from survey research of UBC's current international undergraduate and graduate students, which revealed that these students also considered studying in the USA (65%), the United Kingdom (34%), and Australia (22%), and selected UBC.

The benchmarking of the undergraduate programs was based on the following framework:

1. Selection of comparator institutions for UBC's major programs. Any English-speaking public institution that fell within +/- 15 spots from UBC's placement in the 2014-15 *Times Higher Education (THE) World University Rankings* and offered a comparable program, based on discussion with the Faculty, was considered a comparator. For some relatively unique programs, other institutions were selected as comparators, based on feedback received from the Faculty. The Faculty had discretion in adding or removing comparators based on their knowledge of their field and programs. And, in some instances, comparable programs at UBC were used as comparators to achieve parity across similar programs.
2. Derivation of the the program's possible international tuition range was based on the University's ranking and the benchmarked international tuition of the comparator Canadian institutions.
3. Validation and potential re-calibration of the proposed international tuition range was undertaken using the global comparator institutions' tuition.
4. Tuition placement within the international tuition range was based on program factors, such as program capacity limitations, entry GPA trends, admission rates, yield rates, enrolment forecasts and trends for the program, and program-specific labour market prospects for graduates.

A similar approach was applied for the post-baccalaureate degrees and the non-thesis-based graduate programs, although tailored to the unique attributes of the post-baccalaureate and graduate education context.

The benchmarking process revealed that for the undergraduate programs with proposed increases, about 40% are currently between 15% and 29.9% below benchmark and 60% of the programs are 30% to 50% below benchmark. For the non-

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thesis-based graduate programs, about 70% of the programs range between 16% and 260% below benchmark (see Appendix B for program-specific benchmark findings).

In some cases, if the current tuition of a particular program was found to be above or within the range of the comparators' tuition, it is proposed that UBC:

1. Maintain the current tuition over the next three years, or
2. Institute a 3% annual increase for the three-year period, in alignment with Statistics Canada's findings that on average, international students enrolled in Canadian programs experience a 3% to 5% increase in graduate and undergraduate tuition, respectively.

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<b>BENEFITS</b> Learning, Research, Financial, Sustainability & Reputational	<p>As part of the University Operating budget, tuition revenue contributes to investments in several <i>Place and Promise</i> foci, some of these include:</p> <ul style="list-style-type: none"><li>• <b>Student Experience</b> with the goals of enhancing the quality and impact of teaching, strengthening efforts to promote student success, expanding educational enrichment opportunities, and supporting student well-being, personal development, and an outstanding campus life.</li><li>• <b>Research Excellence</b> with the goals of increasing the quality and impact of UBC's research, and being a world leader in knowledge exchange and mobilization.</li><li>• <b>International Engagement</b> with the allocation of 7.47% of all international undergraduate tuition collected for financial support for international undergraduate students.</li></ul>
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<b>SCHEDULE</b> Implementation Timeline	<p>The proposed increases, if approved, will apply to new international undergraduate (baccalaureate and post-baccalaureate programs) and non-thesis-based graduate students for the academic years of 2016-2017, 2017-2018, and 2018-2019, and will take effect on May 1<sup>st</sup> of each year.</p> <p>Once new international undergraduate students commence their programs at UBC, an annual increase of not more than 5% will be implemented for the subsequent years. Annual tuition increases will be limited to 3% for international students entering non-thesis-based graduate programs in the same three academic years.</p> <p>Currently enrolled international undergraduate students admitted on or after May 1, 2015 (and before May 1, 2016) will continue to have their tuition increased by 3% per annum for the normal duration of their program. Current international undergraduate students admitted before May 1, 2015 will continue to have their tuition increase by 2% per annum.</p> <p>Currently enrolled international non-thesis-based graduate students admitted before May 1, 2016 will continue to have their tuition increased by 2% per annum.</p> <p>If a student completes an undergraduate program and enrolls in a graduate program, the graduate program enrolment will be considered a new enrolment and the new tuition will apply.</p>
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**CONSULTATION** Relevant Units, Internal & External Constituencies In compliance with Policy 71, the Vancouver and Okanagan Provosts, VP Students and AVP Students, Okanagan consulted with the elected student leadership and the student body regarding the proposed tuition increases. A communication campaign, including a student consultation website, was developed to provide information and to encourage feedback regarding the proposed 2016-2017, 2017-2018, 2018-2019 international undergraduate and non-thesis-based international graduate students' tuition. The Administration met with the elected student leaders on several occasions, held town hall meetings on both campuses, and provided for confidential web-based feedback from the student body. In addition, the Deans met with students to discuss the implications of the proposal. The formal consultation was conducted over the period of October 14 to November 12, 2015. Below we summarize the process; the full report is provided in a companion document.

Specifically, the consultation process included the following:

- Consultation meetings were held with the elected student representatives of the Alma Mater Society (AMS), Graduate Students Society (GSS) International Students Association (ISA), and Undergraduate Society Executives at UBC Vancouver, and UBC Okanagan Students' Union (UBCSUO) at UBC Okanagan:

- 9 face-to-face meetings:

Date	Topic	Materials
October 14	Peer Institutions and International Tuition	<a href="#">View presentation</a>
October 16	Student Financial Aid	<a href="#">view presentation</a>
October 22	What is Excellence	<i>No presentation, discussion only</i>
October 29	Strategic Priorities	<i>No presentation, discussion only</i>
October 29	Diversity and Recruitment	<a href="#">view presentation</a>
November 4	Supporting International Students and International Student Experience	<i>No presentation, discussion only</i>
November 16	Ideas Generator – Diversity and SFA	<i>No presentation, discussion only</i>
November 18	Consultation wrap up with student leadership	<i>No presentation, discussion only</i>
November 23	Review of Board submission with student leadership	<i>No presentation, discussion only</i>

- Town Hall sessions:
    - 2 Town Halls (UBC Vancouver campus: October 28<sup>th</sup>, November 3<sup>rd</sup>)
    - 1 Town Hall (UBC Okanagan campus: October 28<sup>th</sup>)
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- **Web Consultation:**
    - consultations.students.ubc.ca launched with materials on October 14<sup>th</sup> and regularly updated throughout the process
    - Open access website – any student could review and submit feedback through a confidential webform
  - The Deans met with the elected student representatives of the undergraduate societies and discussed the benchmarking and peer institutions for their programs, the incremental revenue that would flow to the Faculty, the budgetary context, current and strategic priorities for the Faculty, and the proposed allocation of the Faculty's incremental revenue.

The Alma Mater Society, in partnership with the International Student Association, provided a submission to the consultation process, reflecting their roles as elected student leadership for the Vancouver campus. The submission is a carefully considered and substantive contribution to the consultation. The response to the matters raised in the AMS/ISA submission is provided in Appendix D.

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<b>Previous Report Date</b>	June 9, 2015 (no documentation)
<b>Decision</b>	IT IS HEREBY RESOLVED that the Board of Governors requests that the Administration set international student tuition fees at levels that reflect UBC's standing as a global university and the value of a UBC degree. While ensuring that the University maintains healthy enrolment of international students and attracts and retains a diverse range of students, the fees should support the mission and excellence of the University and should be comparable to those at peer institutions. (June 9, 2015)
<b>Action / Follow Up</b>	Recommendations made herein.

## Appendix A

### Proposed International New Student Tuition - Undergraduate and Post-Baccalaureate Programs

Faculty	Program		Total Program Credits	Typical Annual Course Load	2015-16		Global Peer Average (3)	2016-17				2017-18			Revised 2018-19		
					Per credit Tuition	Annual Tuition		Benchmark Annual Tuition (4)	Proposed Increase in %	Per credit Tuition	Annual Tuition	Proposed Increase in %	Per credit Tuition	Annual Tuition	Proposed Increase in %	Per credit Tuition	Annual Tuition
Arts - UBCV	BA	Bachelor of Arts	120	30	\$ 879.97	\$ 26,399	\$ 37,752	\$ 35,000	15.0%	\$ 1,011.97	\$ 30,359	14.8%	\$ 1,161.57	\$ 34,847	5.0%	\$ 1,219.61	\$ 36,588
	BIE	Bachelor of International Economics	120	30	\$ 1,054.97	\$ 31,649	\$ 41,483	\$ 40,146	15.0%	\$ 1,213.22	\$ 36,396	14.8%	\$ 1,392.57	\$ 41,777	5.9%	\$ 1,475.37	\$ 44,261
	BFA	Bachelor of Fine Arts	120	30	\$ 879.97	\$ 26,399	\$ 36,678	\$ 35,000	15.0%	\$ 1,011.97	\$ 30,359	14.8%	\$ 1,161.57	\$ 34,847	5.0%	\$ 1,219.61	\$ 36,588
	BMUS	Bachelor of Music	124	31	\$ 879.97	\$ 27,279	\$ 39,659	\$ 36,167	5.0%	\$ 923.97	\$ 28,643	5.0%	\$ 970.17	\$ 30,075	5.0%	\$ 1,018.68	\$ 31,579
	BSW	Bachelor of Social Work	60	30	\$ 879.97	\$ 26,399	\$ 17,655	\$ 35,000	15.0%	\$ 1,011.97	\$ 30,359	14.8%	\$ 1,161.57	\$ 34,847	5.0%	\$ 1,219.61	\$ 36,588
	BMS	Bachelor of Media Studies	120	30	\$ 945.97	\$ 28,379	\$ 37,321	\$ 37,625	7.0%	\$ 1,011.97	\$ 30,359	14.8%	\$ 1,161.57	\$ 34,847	5.0%	\$ 1,219.61	\$ 36,588
Applied Science - UBCV	BASc	Bachelor of Applied Science	152	38	\$ 879.97	\$ 33,439	\$ 44,086	\$ 43,300	15.0%	\$ 1,011.97	\$ 38,455	15.0%	\$ 1,163.76	\$ 44,223	9.2%	\$ 1,270.37	\$ 48,274
	BSN	Bachelor of Nursing	81	41	\$ 879.97	\$ 35,639	\$ 62,153	\$ 46,149	15.0%	\$ 1,011.97	\$ 40,985	15.0%	\$ 1,163.76	\$ 47,132	5.0%	\$ 1,221.92	\$ 49,488
	BEND	Bachelor of Environmental Design	72	36	\$ 879.97	\$ 31,679	\$ 39,259	\$ 41,021	15.0%	\$ 1,011.97	\$ 36,431	15.0%	\$ 1,163.76	\$ 41,895	5.0%	\$ 1,221.92	\$ 43,989
Dentistry	BDS	Bachelor of Dental Hygiene	144	36	\$ 879.97	\$ 31,679	\$ 32,733	\$ 43,200	15.0%	\$ 1,011.97	\$ 36,431	15.0%	\$ 1,163.76	\$ 41,895	8.0%	\$ 1,256.33	\$ 45,228
Education	BKin	Bachelor of Kinesiology	120	30	\$ 879.97	\$ 26,399	\$ 35,057	\$ 36,000	15.0%	\$ 1,011.97	\$ 30,359	15.0%	\$ 1,163.76	\$ 34,913	8.0%	\$ 1,256.33	\$ 37,690
	BEd	Bachelor of Education	60	60	\$ 815.97	\$ 48,958	\$ 38,703	N/A	0.0%	\$ 815.97	\$ 48,958	0.0%	\$ 815.97	\$ 48,958	0.0%	\$ 815.97	\$ 48,958
Forestry	BSCN	Bachelor of Science in Natural Resource Conservation	121	30	\$ 879.97	\$ 26,619	\$ 36,582	\$ 36,300	15.0%	\$ 1,011.97	\$ 30,612	15.0%	\$ 1,163.76	\$ 35,204	8.0%	\$ 1,256.33	\$ 38,004
	BSCW	Bachelor of Science in Wood Products	135	34	\$ 879.97	\$ 29,699	\$ 36,582	\$ 40,500	15.0%	\$ 1,011.97	\$ 34,154	15.0%	\$ 1,163.76	\$ 39,277	8.0%	\$ 1,256.33	\$ 42,401
	BSF	Bachelor of Science in Forestry	129	32	\$ 879.97	\$ 28,324	\$ 36,582	\$ 38,625	15.0%	\$ 1,011.97	\$ 32,573	15.0%	\$ 1,163.76	\$ 37,459	8.0%	\$ 1,256.33	\$ 40,438
	BSFS	Bachelor of Science in Forest Sciences	129	32	\$ 879.97	\$ 28,331	\$ 36,582	\$ 38,634	15.0%	\$ 1,011.97	\$ 32,580	15.0%	\$ 1,163.76	\$ 37,467	8.0%	\$ 1,256.33	\$ 40,448
Law	JD	Juris Doctor	92	31	\$ 792.47	\$ 24,302	\$ 28,118	\$ 30,025	15.0%	\$ 911.34	\$ 27,948	15.0%	\$ 1,048.04	\$ 32,140	3.0%	\$ 1,079.43	\$ 33,103
Land and Food Systems	BSFN	Bachelor of Science in Food, Nutrition & Health	122	31	\$ 879.97	\$ 26,927	\$ 33,543	\$ 36,720	15.0%	\$ 1,011.97	\$ 30,966	15.0%	\$ 1,163.76	\$ 35,611	8.0%	\$ 1,256.33	\$ 38,444
	BSAB	Bachelor of Science in Applied Biology	123	31	\$ 879.97	\$ 27,059	\$ 33,543	\$ 36,900	15.0%	\$ 1,011.97	\$ 31,118	15.0%	\$ 1,163.76	\$ 35,786	8.0%	\$ 1,256.33	\$ 38,632
Medicine	BSGR	Bachelor of Science in Global Resource Systems	122	31	\$ 879.97	\$ 26,839	\$ 33,543	\$ 36,600	15.0%	\$ 1,011.97	\$ 30,865	15.0%	\$ 1,163.76	\$ 35,495	8.0%	\$ 1,256.33	\$ 38,318
	BMWR	Bachelor of Midwifery	139	35	\$ 879.97	\$ 30,579	N/A	\$ 41,700	15.0%	\$ 1,011.97	\$ 35,166	15.0%	\$ 1,163.76	\$ 40,441	8.0%	\$ 1,256.33	\$ 43,657
Sauder Science - UBCV	BMLSc	Bachelor of Medical Laboratory Science	67	34	\$ 879.97	\$ 29,479	N/A	\$ 40,200	15.0%	\$ 1,011.97	\$ 33,901	15.0%	\$ 1,163.76	\$ 38,986	8.0%	\$ 1,256.33	\$ 42,087
	BCom	Bachelor of Commerce	121	30	\$ 985.97	\$ 29,826	\$ 41,000	\$ 43,300	23.5%	\$ 1,217.33	\$ 36,824	23.5%	\$ 1,502.98	\$ 45,465	5.0%	\$ 1,578.12	\$ 47,738
	BSc	Bachelor of Science	120	30	\$ 879.97	\$ 26,399	\$ 42,990	\$ 36,000	15.0%	\$ 1,011.97	\$ 30,359	15.0%	\$ 1,163.76	\$ 34,913	8.0%	\$ 1,256.33	\$ 37,690
UBCO	BCS	Bachelor of Computer Science	70	35	\$ 879.97	\$ 30,799	\$ 59,804	\$ 42,000	15.0%	\$ 1,011.97	\$ 35,419	15.0%	\$ 1,163.76	\$ 40,732	8.0%	\$ 1,256.33	\$ 43,972
	BMgt	Bachelor of Management	123	31	\$ 879.97	\$ 27,059	\$ 41,000	\$ 36,000	15.0%	\$ 1,011.97	\$ 31,118	15.0%	\$ 1,163.76	\$ 35,786	5.3%	\$ 1,225.69	\$ 37,690
	BA-O	Bachelor of Arts	120	30	\$ 879.97	\$ 26,399	\$ 37,752	\$ 35,000	15.0%	\$ 1,011.97	\$ 30,359	14.8%	\$ 1,161.57	\$ 34,847	5.0%	\$ 1,219.61	\$ 36,588
	BFA-O	Bachelor of Fine Arts	126	32	\$ 879.97	\$ 27,719	\$ 36,678	\$ 36,750	15.0%	\$ 1,011.97	\$ 31,877	14.8%	\$ 1,161.57	\$ 36,589	5.0%	\$ 1,219.61	\$ 38,418
	BASc-O	Bachelor of Applied Science	144	36	\$ 879.97	\$ 31,679	\$ 44,086	\$ 41,021	15.0%	\$ 1,011.97	\$ 36,431	15.0%	\$ 1,163.76	\$ 41,895	9.2%	\$ 1,270.37	\$ 45,733
	BSc-O	Bachelor of Science	120	30	\$ 879.97	\$ 26,399	\$ 42,990	\$ 36,000	15.0%	\$ 1,011.97	\$ 30,359	15.0%	\$ 1,163.76	\$ 34,913	8.0%	\$ 1,256.33	\$ 37,690
Vantage	BHK	Bachelor of Human Kinetics	120	30	\$ 879.97	\$ 26,399	\$ 35,057	\$ 36,000	15.0%	\$ 1,011.97	\$ 30,359	15.0%	\$ 1,163.76	\$ 34,913	8.0%	\$ 1,256.33	\$ 37,690
	VC-BA	Bachelor of Arts	N/A	N/A	N/A	\$ 33,000	N/A	N/A	15.0%	N/A	\$ 37,950	15.0%	N/A	\$ 43,643	10.0%	N/A	\$ 48,007
	VC-BASc	Bachelor of Applied Science	N/A	N/A	N/A	\$ 33,000	N/A	N/A	15.0%	N/A	\$ 37,950	15.0%	N/A	\$ 43,643	15.0%	N/A	\$ 50,189
	VC-BSC	Bachelor of Science	N/A	N/A	N/A	\$ 33,000	N/A	N/A	15.0%	N/A	\$ 37,950	15.0%	N/A	\$ 43,643	15.0%	N/A	\$ 50,189
	VC-BMGT	Bachelor of Management	N/A	N/A	N/A	\$ 33,000	N/A	N/A	15.0%	N/A	\$ 37,950	15.0%	N/A	\$ 43,643	15.0%	N/A	\$ 50,189

N/A - Not Applicable

Errors and omissions excepted

#### Notes:

(1) Tuition shown is on an annual basis and applies to the incoming class, students currently enrolled at UBC will not be affected by this increase.

(2) This table includes only those baccalaureate or post-baccalaureate programs with a posted international tuition.

(3) The calculated global peer average includes both the universities that are the closest to UBC's ranking and other universities offering the program (as identified by the Faculty). There was an average of 12 institutions benchmarked for each of the undergraduate programs.

(4) Benchmark Tuition is the proposed tuition level at 2016/17 based on the tuition of peer institutions within the global landscape and in consideration of other program factors.

## International New Student Tuition - Non-Thesis-Based Graduate Programs

Faculty	Program Code	Degree Program	2015-16			2016-17				2017-18			2018-19		
			Per Credit or Per Course Fee	Typical No. of Installment	Total Program or Typical Tuition	Benchmark Tuition*	Proposed Increase in %	Per Credit or Per Course Fee	Total Program or Typical Tuition	Proposed Increase in %	Per Credit or Per Course Fee	Total Program or Typical Tuition	Proposed Increase in %	Per Credit or Per Course Fee	Total Program or Typical Tuition
Arts - UBCV	MAS	Master of Archival Studies	\$ 938.36	6	\$ 16,540	N/A	3.0%	\$ 966.51	\$ 17,037	3.0%	\$ 995.51	\$ 17,548	3.0%	\$ 1,025.38	\$ 18,074
	MLIS	Master of Library and Information Studies		4	\$ 11,027	N/A	3.0%		\$ 11,358	3.0%		\$ 11,699	3.0%		\$ 12,050
	MFA C/W	Master of Fine Arts in Creative Writing (Distance Program) (Per Credit			\$ 33,781	N/A	3.0%		\$ 34,794	3.0%		\$ 35,838	3.0%		\$ 36,913
	MSW	Master of Social Work		6	\$ 16,216	\$ 45,325	43.7%		\$ 23,297	43.7%		\$ 33,469	43.7%		\$ 48,083
	MMUS	Master of Music		6	\$ 16,216	\$ 32,500	28.6%		\$ 20,852	28.6%		\$ 26,813	28.6%		\$ 34,478
	MPPGA	Master of Public Policy and Global Affairs		5	\$ 67,000	N/A	3.0%		\$ 69,010	3.0%		\$ 71,080	3.0%		\$ 73,213
Applied Science - UBCV	MUD	Master of Urban Design (Program Fee)		3	\$ 30,090	N/A	3.0%		\$ 30,993	3.0%		\$ 31,922	3.0%		\$ 32,880
	MARCH	Master of Architecture		9	\$ 46,818	\$ 114,000	37.2%		\$ 64,239	37.2%		\$ 88,144	37.2%		\$ 120,943
	MLA	Master of Landscape Architecture		9	\$ 46,818	\$ 114,000	37.2%		\$ 64,239	37.2%		\$ 88,144	37.2%		\$ 120,943
	MCRRP	Master of Community and Regional Planning		6	\$ 37,096	N/A	3.0%		\$ 38,209	3.0%		\$ 39,355	3.0%		\$ 40,536
	MHLP	Master of Health Leadership and Policy (Program Fee)		3	\$ 46,000	N/A	3.0%		\$ 47,380	3.0%		\$ 48,801	3.0%		\$ 50,265
	MEL	Master of Engineering Leadership (Program Fee)		3	\$ 46,000	N/A	3.0%		\$ 47,380	3.0%		\$ 48,801	3.0%		\$ 50,265
	MENG	Master of Engineering		3	\$ 17,816	N/A	3.0%		\$ 18,351	3.0%		\$ 18,901	3.0%		\$ 19,468
	MENG NAME	Master of Engineering in Naval Architecture and Marine Engineering		3	\$ 40,800	N/A	3.0%		\$ 42,024	3.0%		\$ 43,285	3.0%		\$ 44,583
Education	MENG CE	Master of Engineering in Clean Energy Engineering	\$ 1,523.74	3	\$ 28,075	N/A	3.0%	\$ 1,752.30	\$ 28,917	3.0%	\$ 2,015.15	\$ 29,785	3.0%	\$ 2,317.42	\$ 30,679
	MET	Master of Educational Technology (Per Course Fee)			\$ 15,237	\$ 25,000	15.0%		\$ 17,523	15.0%		\$ 20,151	15.0%		\$ 23,174
	MEALGC	Master of Education in Adult Learning and Global Change		6	\$ 15,542	N/A	15.0%		\$ 17,873	15.0%		\$ 20,554	15.0%		\$ 23,637
	MMED	Master of Museum Education (Program Fee)		7	\$ 18,356	\$ 25,000	10.0%		\$ 20,192	10.0%		\$ 22,211	15.0%		\$ 25,542
	MEd	Master of Education		6	\$ 16,540	\$ 25,000	15.0%		\$ 19,021	15.0%		\$ 21,875	15.0%		\$ 25,156
Forestry	MA	Master of Arts in Educational Studies		6	\$ 16,540	\$ 25,000	15.0%		\$ 19,021	15.0%		\$ 21,875	15.0%		\$ 25,156
	MIF	Master of International Forestry (Program Fee)		3	\$ 28,069	\$ 38,500	3.0%		\$ 28,911	5.0%		\$ 30,357	5.0%		\$ 31,874
	MSFM	Master of Sustainable Forest Management (Program Fee)		3	\$ 28,069	\$ 38,500	3.0%		\$ 28,911	5.0%		\$ 30,357	5.0%		\$ 31,875
Law	LLM CL	Master of Laws in Common Law (Per Credit Fee)	\$ 957.24		\$ 32,546	\$ 34,173	3.0%	\$ 985.96	\$ 33,522	3.0%	\$ 1,015.54	\$ 34,528	5.0%	\$ 1,066.32	\$ 36,254
	LLM Tax	Master of Laws in Taxation (Per Credit Fee)			\$ 32,640	\$ 34,272	3.0%		\$ 33,619	3.0%		\$ 34,628	5.0%		\$ 36,359
Land and Food Systems	MFRE	Master of Food and Resource Economics (Program Fee)		3	\$ 32,604	\$ 39,000	5.0%		\$ 34,235	14.0%		\$ 39,027	6.0%		\$ 41,369
	MFS	Master of Food Science (Program Fee)		3	\$ 33,256	\$ 34,254	3.0%		\$ 34,254	3.0%		\$ 35,281	3.0%		\$ 36,340
	MLWS	Master of Land and Water Systems (Program Fee)		3	\$ 30,122	N/A	3.0%		\$ 31,025	5.0%		\$ 32,577	5.0%		\$ 34,205
Medicine	MOT	Master of Occupational Therapy (Program Fee)		6	\$ 75,770	\$ 78,043	3.0%		\$ 78,043	3.0%		\$ 80,385	3.0%		\$ 82,796
	MSc GC	Master of Science in Genetic Counselling (Program Fee)		5	\$ 37,301	\$ 38,420	3.0%		\$ 38,420	3.0%		\$ 39,573	3.0%		\$ 40,760
	MRSce	Master of Rehabilitation Science (Per 1.5 Credits)			\$ 11,824	N/A	3.0%		\$ 12,179	3.0%		\$ 12,544	3.0%		\$ 12,920
Sauder	MM	Master of Management (Program Fee)		4	\$ 39,595	\$ 40,783	3.0%		\$ 40,783	3.0%		\$ 42,006	3.0%		\$ 43,267
	MBA	Master of Business Administration (Program Fee)		4	\$ 55,756	\$ 72,562	18.3%		\$ 65,998	8.0%		\$ 71,278	8.0%		\$ 76,981
UBCO	MM-O	Master of Management (Program Fee)		7	\$ 27,355	N/A	49.1%		\$ 40,783	3.0%		\$ 42,006	3.0%		\$ 43,267
	MED-O	Master of Education		6	\$ 16,540	\$ 25,000	15.0%		\$ 19,021	15.0%		\$ 21,875	15.0%		\$ 25,156
	MENG-O	Master of Engineering		3	\$ 17,816	N/A	3.0%		\$ 18,351	3.0%		\$ 18,901	3.0%		\$ 19,468
	MSW-O	Master of Social Work		6	\$ 16,216	\$ 45,325	43.7%		\$ 23,297	43.7%		\$ 33,469	43.7%		\$ 48,083

This table includes only those non-thesis-based graduate programs with a posted international tuition.

Errors and omissions excepted

\* Benchmark Tuition is the proposed tuition level at 2016/17 based on the tuition of peer institutions within the global landscape and in consideration of other program factors.

(N/A - Not Applicable)

## Continuing International Student Tuition - Undergraduate and Post-Baccalaureate Programs

Faculty	Degree Program		Began between 2015S and 2015W			Began between 2014S and 2014W			Began between 2013S and 2013W			Began 2012W or earlier		
			2015-16	2016-17		2015-16	2016-17		2015-16	2016-17		2015-16	2016-17	
			Per credit Tuition	Proposed Increase in %	Per credit Tuition	Per credit Tuition	Proposed Increase in %	Per credit Tuition	Per credit Tuition	Proposed Increase in %	Per credit Tuition	Per credit Tuition	Proposed Increase in %	Per credit Tuition
Arts - UBCV	BA	Bachelor of Arts	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BIE	Bachelor of International Economics	\$ 1,054.97	3.0%	\$ 1,086.62	\$ 978.24	2.0%	\$ 997.80	\$ 968.75	2.0%	\$ 988.13	N/A	N/A	N/A
	BFA	Bachelor of Fine Arts	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BMUS	Bachelor of Music	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSW	Bachelor of Social Work	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BMS	Bachelor of Media Studies	\$ 945.97	3.0%	\$ 974.35	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Applied Science - UBCV	BASc	Bachelor of Applied Science	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSN	Bachelor of Nursing	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BEND	Bachelor of Environmental Design	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
Dentistry	BDSc	Bachelor of Dental Hygiene	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
Education	BKin	Bachelor of Kinesiology	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
Forestry	BSCN	Bachelor of Science in Natural Resource Conservation	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSCW	Bachelor of Science in Wood Products	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSF	Bachelor of Science in Forestry	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSFS	Bachelor of Science in Forest Sciences	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
Law	JD	Juris Doctor	\$ 792.47	3.0%	\$ 816.24	\$ 792.47	3.0%	\$ 816.24	\$ 792.47	3.0%	\$ 816.24	\$ 792.47	3.0%	\$ 816.24
Land and Food Systems	BSFN	Bachelor of Science Food Nutrition & Health	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSAB	Bachelor of Science Applied Biology	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSGR	Bachelor of Science Global Resource Systems	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
Medicine	BMW	Bachelor of Midwifery	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BMLS	Bachelor of Medical Laboratory Science	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
Sauder	BCom	Bachelor of Commerce	\$ 985.97	3.0%	\$ 1,015.55	\$ 914.27	2.0%	\$ 932.56	\$ 905.38	2.0%	\$ 923.49	\$ 896.60	2.0%	\$ 914.53
Science	BSc	Bachelor of Science	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BCS	Bachelor of Computer Science	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
UBCO	BMgt	Bachelor of Management	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BA-O	Bachelor of Arts	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BFA-O	Bachelor of Fine Arts	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BASc-O	Bachelor of Applied Science	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BSc-O	Bachelor of Science	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20
	BHK	Bachelor of Human Kinetics	\$ 879.97	3.0%	\$ 906.37	\$ 815.97	2.0%	\$ 832.29	\$ 808.04	2.0%	\$ 824.20	\$ 800.20	2.0%	\$ 816.20

N/A – Not Applicable

Vantage College Supplemental Term Fee for students who started on or after May 1, 2015 and before May 1, 2016: \$5,500

## Continuing International Student Tuition – Non-Thesis-Based Graduate Programs

Faculty	Degree Program		2015-16			Began 2015W or earlier		
			Per Credit or Per Course Fee	Typical No. of Instal-ments	Total Program or Typical Tuition	2016-17		
						Proposed Increase in %	Per Credit or Per Course Fee	Total Program or Typical Tuition
Arts - UBCV	MAS	Master of Archival Studies		6	\$ 16,540	2.0%		\$ 16,871
	MJ	Master of Journalism		5	\$ 24,734	2.0%		\$ 25,229
	MLIS	Master of Library and Information Studies		4	\$ 11,027	2.0%		\$ 11,248
	MFA CW	Master of Fine Arts in Creative Writing (Distance Program) (Per Credit Fee)	\$ 938.36		\$ 33,781	2.0%	\$ 957.13	\$ 34,457
	MA in Econ	Master of Arts in Economics		3	\$ 8,108	2.0%		\$ 8,270
	MSW	Master of Social Work		6	\$ 16,216	2.0%		\$ 16,540
	MMUS	Master of Music		6	\$ 16,216	2.0%		\$ 16,540
	MPPGA	Master of Public Policy and Global Affairs		5	\$ 67,000	2.0%		\$ 68,340
Applied Science - UBCV	MUD	Master of Urban Design (Program Fee)		3	\$ 30,090	2.0%		\$ 30,692
	MARCH	Master of Architecture		9	\$ 46,818	2.0%		\$ 47,754
	MLA	Master of Landscape Architecture		9	\$ 46,818	2.0%		\$ 47,754
	MCRP	Master of Community and Regional Planning		6	\$ 37,096	2.0%		\$ 37,838
	MHLP	Master of Health Leadership and Policy (Program Fee)		3	\$ 46,000	2.0%		\$ 46,920
	MEL	Master of Engineering Leadership (Program Fee)		3	\$ 46,000	2.0%		\$ 46,920
	MENG	Master of Engineering		3	\$ 17,816	2.0%		\$ 18,172
	MENG NAME	Master of Engineering in Naval Architecture and Marine Engineering		3	\$ 40,800	2.0%		\$ 41,616
	MENG CE	Master of Engineering in Clean Energy Engineering		3	\$ 28,075	2.0%		\$ 28,637
Education	EdD	Doctor of Education in Educational Leadership and Policy (Program Fee)		9	\$ 31,673	2.0%		\$ 32,307
	MET	Master of Educational Technology (Per Course Fee)	\$ 1,523.74		\$ 15,237	2.0%	\$ 1,554.21	\$ 15,542
	MEd ALGC	Master of Education in Adult Learning and Global Change		6	\$ 15,542	2.0%		\$ 15,853
	MMED	Master of Museum Education (Program Fee)		7	\$ 18,356	2.0%		\$ 18,723
	MED	Master of Education		6	\$ 16,540	2.0%		\$ 16,871
	MA	Master of Arts in Educational Studies		6	\$ 16,540	2.0%		\$ 16,871
	MKIN	Master of Kinesiology		3	\$ 8,270	2.0%		\$ 8,436
Forestry	MIF	Master of International Forestry (Program Fee)		3	\$ 28,069	2.0%		\$ 28,630
	MSFM	Master of Sustainable Forest Management (Program Fee)		3	\$ 28,069	2.0%		\$ 28,630
Law	LLM CL	Master of Laws in Common Law (Per Credit Fee)	\$ 957.24		\$ 32,546	2.0%	\$ 976.38	\$ 33,197
	LLM Tax	Master of Laws in Taxation (Per Credit Fee)	\$ 1,087.99		\$ 32,640	2.0%	\$ 1,109.75	\$ 33,293
Land and Food Systems	MFRE	Master of Food and Resource Economics (Program Fee)		3	\$ 32,604	2.0%		\$ 33,256
	MFS	Master of Food Science (Program Fee)		3	\$ 33,256	2.0%		\$ 33,921
	MLWS	Master of Land and Water Systems (Program Fee)		3	\$ 30,122	2.0%		\$ 30,724
Medicine	MHSc	Master of Health Science		3	\$ 8,108	2.0%		\$ 8,271
	MHA	Master of Health Administration (Program Fee)		6	\$ 27,355	2.0%		\$ 27,902
	MOT	Master of Occupational Therapy (Program Fee)		6	\$ 75,770	2.0%		\$ 77,286
	MPH	Master of Public Health		6	\$ 16,217	2.0%		\$ 16,541
	MSc GC	Master of Science in Genetic Counselling (Program Fee)		5	\$ 37,301	2.0%		\$ 38,047
	MRSc	Master of Rehabilitation Science (Per 1.5 Credits)	\$ 591.19		\$ 11,824	2.0%	\$ 603.01	\$ 12,060
	MSc OEH	Master of Science in Occupational and Environmental Hygiene		4	\$ 10,811	2.0%		\$ 11,027
Sauder	MM	Master of Management (Program Fee)		4	\$ 39,595	2.0%		\$ 40,387
	MBA	Master of Business Administration (Program Fee)		4	\$ 55,756	2.0%		\$ 56,871
UBCO	MM-O	Master of Management (Program Fee)		7	\$ 27,355	2.0%		\$ 27,902
	MED-O	Master of Education		6	\$ 16,540	2.0%		\$ 16,871
	MEng-O	Master of Engineering		3	\$ 17,816	2.0%		\$ 18,172
	MSW	Master of Social Work		6	\$ 16,216	2.0%		\$ 16,540

# UBC International Tuition Benchmarking

## Contents

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1. Undergraduate and Post-Baccalaureate Programs
2. Non-thesis-based Graduate Programs

For all graphs, international tuition is represented as 2016/17 forecasted tuition and assumes a 5% annual increase for undergraduate programs and a 3% annual increase for non-thesis-based graduate programs, over the last published fees for all universities. This is based on Statistics Canada's findings indicating that, on average, international students experienced 5% (undergraduate) and 3% (graduate) increases in tuition while attending programs within Canada.



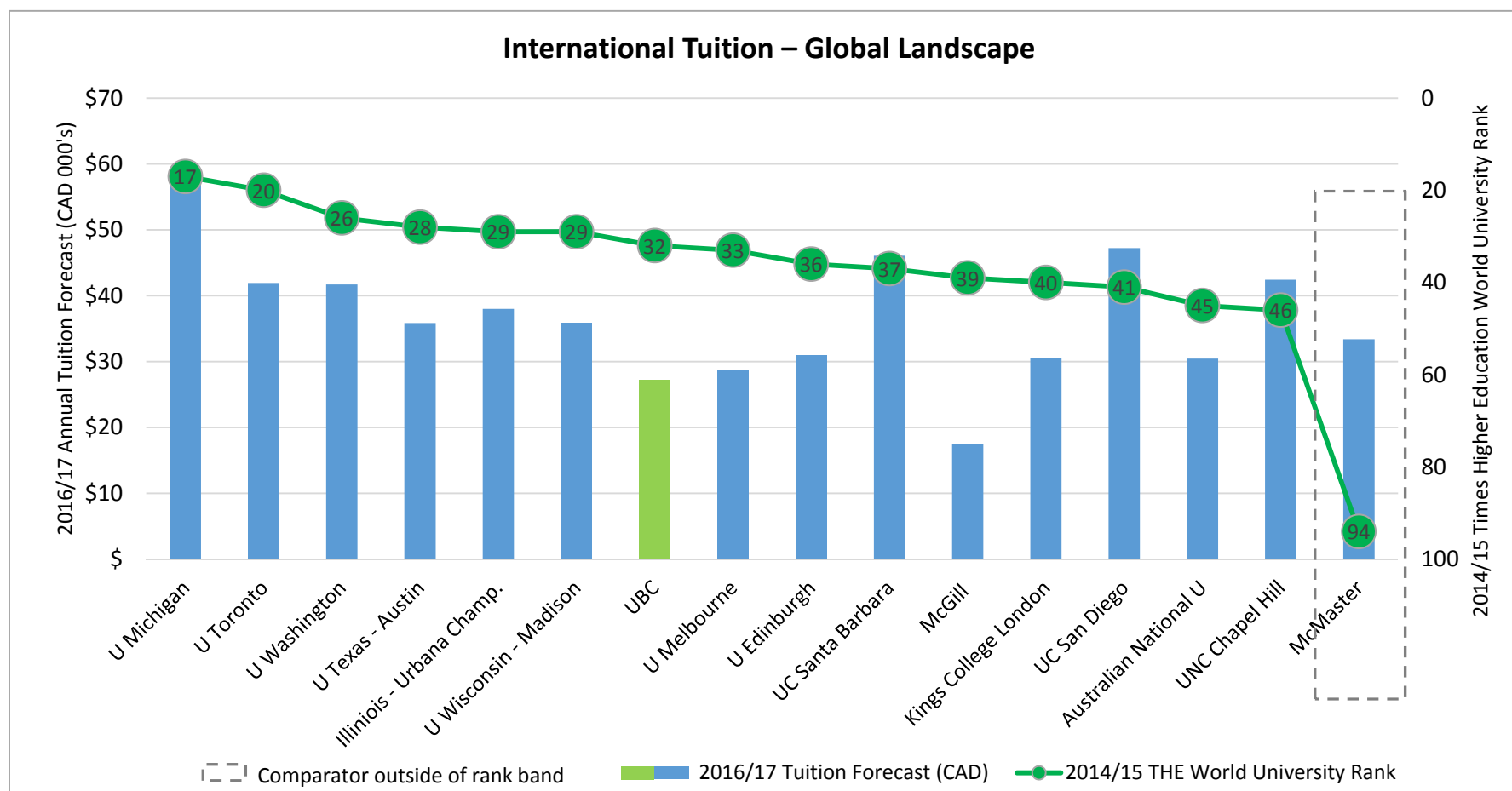
# Undergraduate and Post-Baccalaureate Programs

Faculty	Program
Arts - UBCV	BA Bachelor of Arts
	BIE Bachelor of International Economics
	BFA Bachelor of Fine Arts
	BMUS Bachelor of Music
	BSW Bachelor of Social Work
	BMS Bachelor of Media Studies
Applied Science - UBCV	BASc Bachelor of Applied Science
	BSN Bachelor of Nursing
	BEND Bachelor of Environmental Design
Dentistry	BDSc Bachelor of Dental Hygiene
Education	BKin Bachelor of Kinesiology
	BEEd Bachelor of Education
Forestry	BSCN Bachelor of Science in Natural Resource Conservation
	BSCW Bachelor of Science in Wood Products
	BSF Bachelor of Science in Forestry
	BSFS Bachelor of Science in Forest Sciences
Law	JD Juris Doctor
LFS	BSFN Bachelor of Science Food Nutrition & Health
	BSAB Bachelor of Science Applied Biology
	BSGR Bachelor of Science Global Resource Systems
Sauder	BCom Bachelor of Commerce
Science	BSc Bachelor of Science
	BCS Bachelor of Computer Science
UBCO	BMgt Bachelor of Management
	BA-O Bachelor of Arts
	BFA - O Bachelor of Fine Arts
	BASc-O Bachelor of Applied Science
	BSc-O Bachelor of Science
	BHKin Bachelor of Human Kinetics



## Bachelor of Arts

## Faculty of Arts

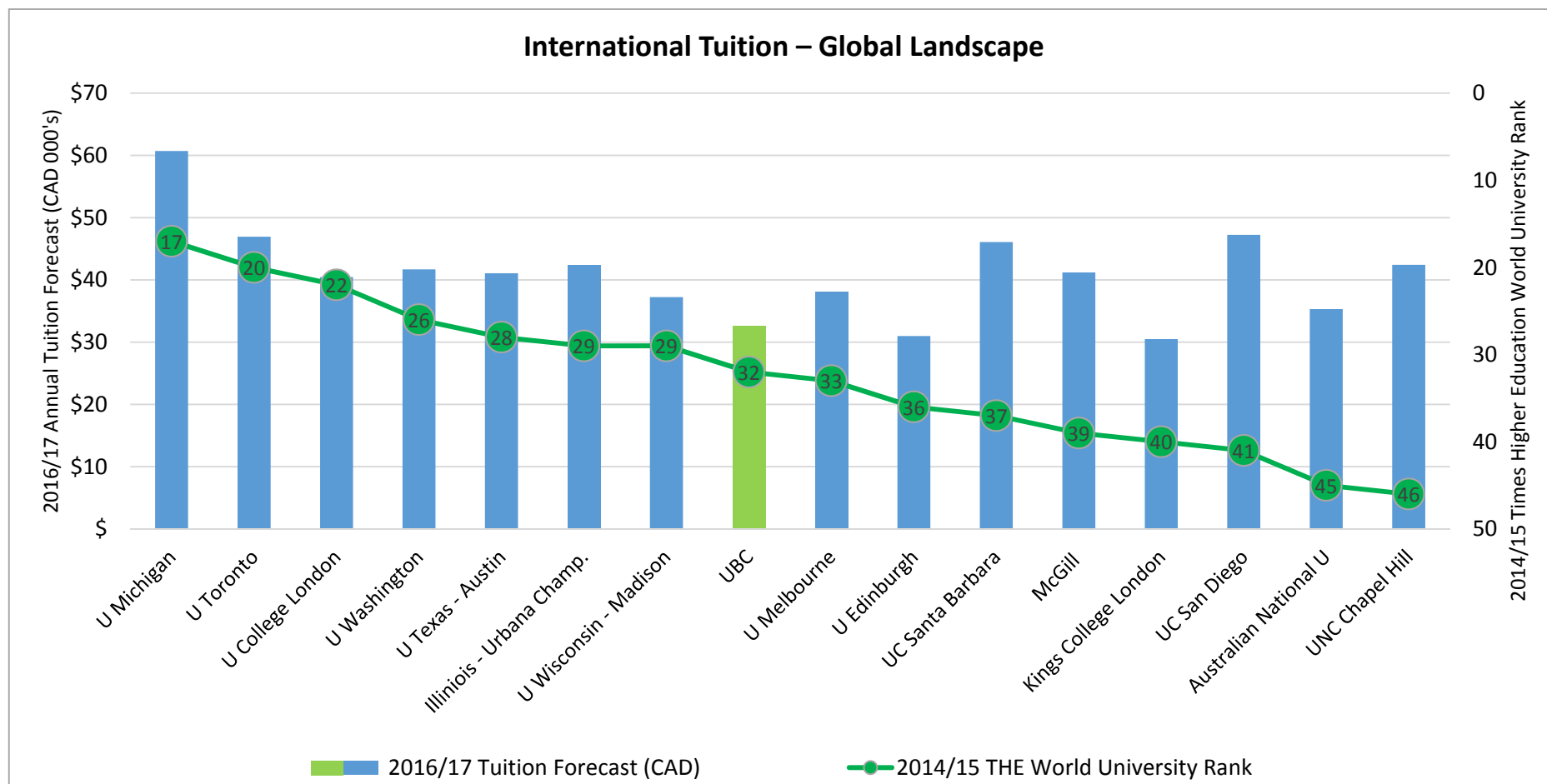


Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



## Bachelor of International Economics

## Faculty of Arts



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

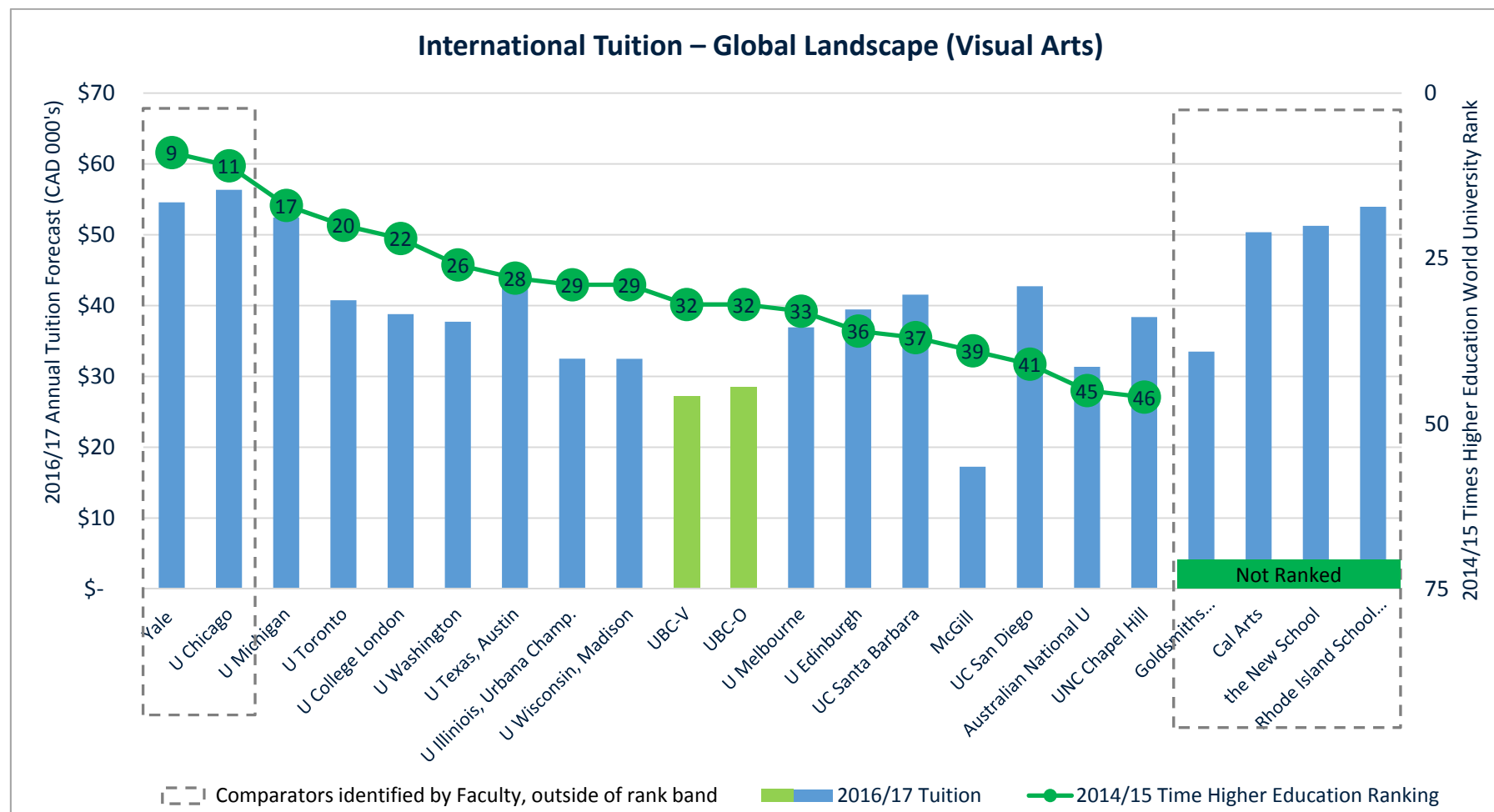


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THE UNIVERSITY OF BRITISH COLUMBIA

# Bachelor of Fine Arts (Visual Arts)

## Faculty of Arts



## Notes:

- UBC-V and UBC-O tuitions differ due to # of credits
- Includes private schools

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

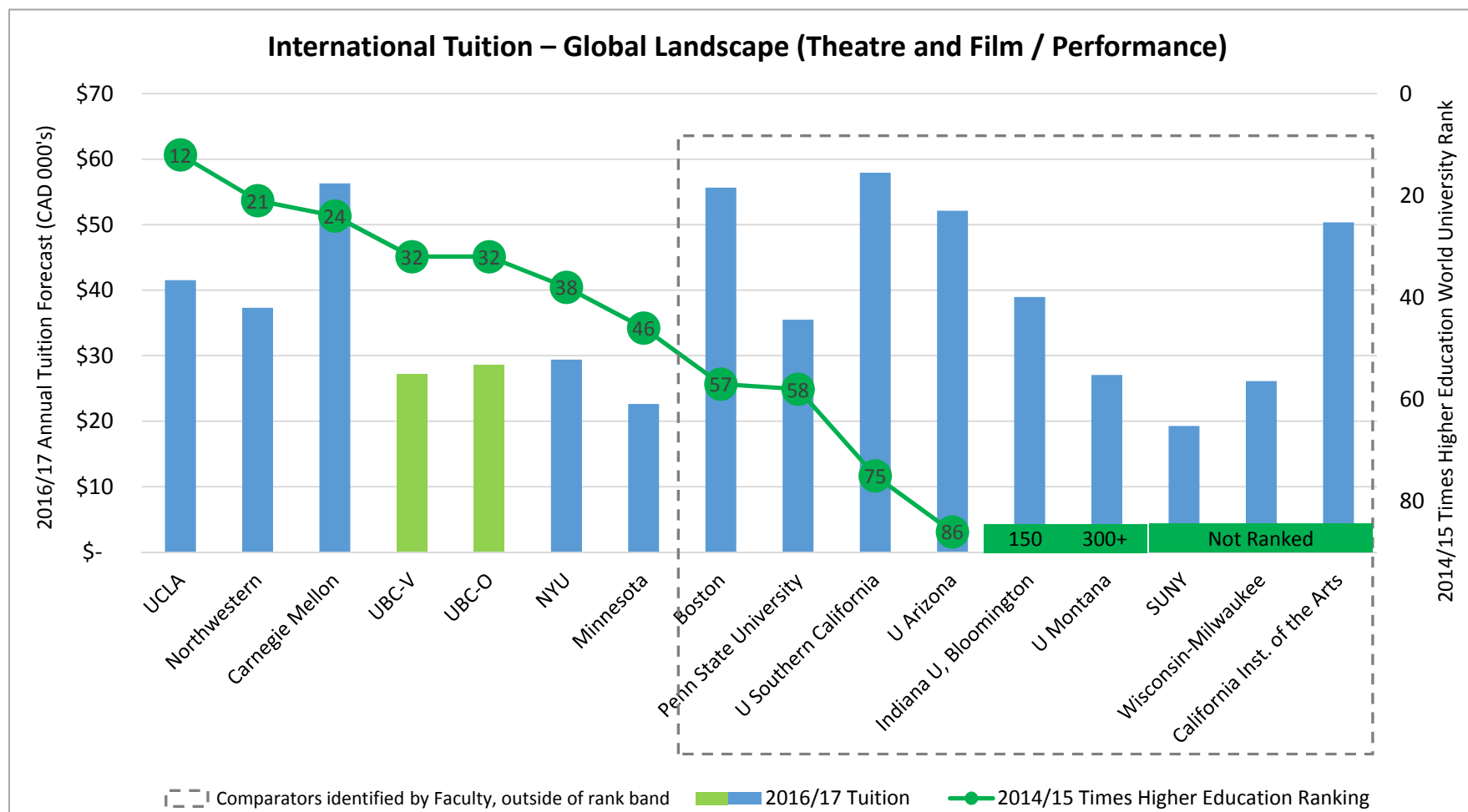


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THE UNIVERSITY OF BRITISH COLUMBIA

# Bachelor of Fine Arts (Theatre and Film / Performance)

## Faculty of Arts



### Notes:

- UBC-V and UBC-O tuitions differ due to # of credits
- Includes private schools

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

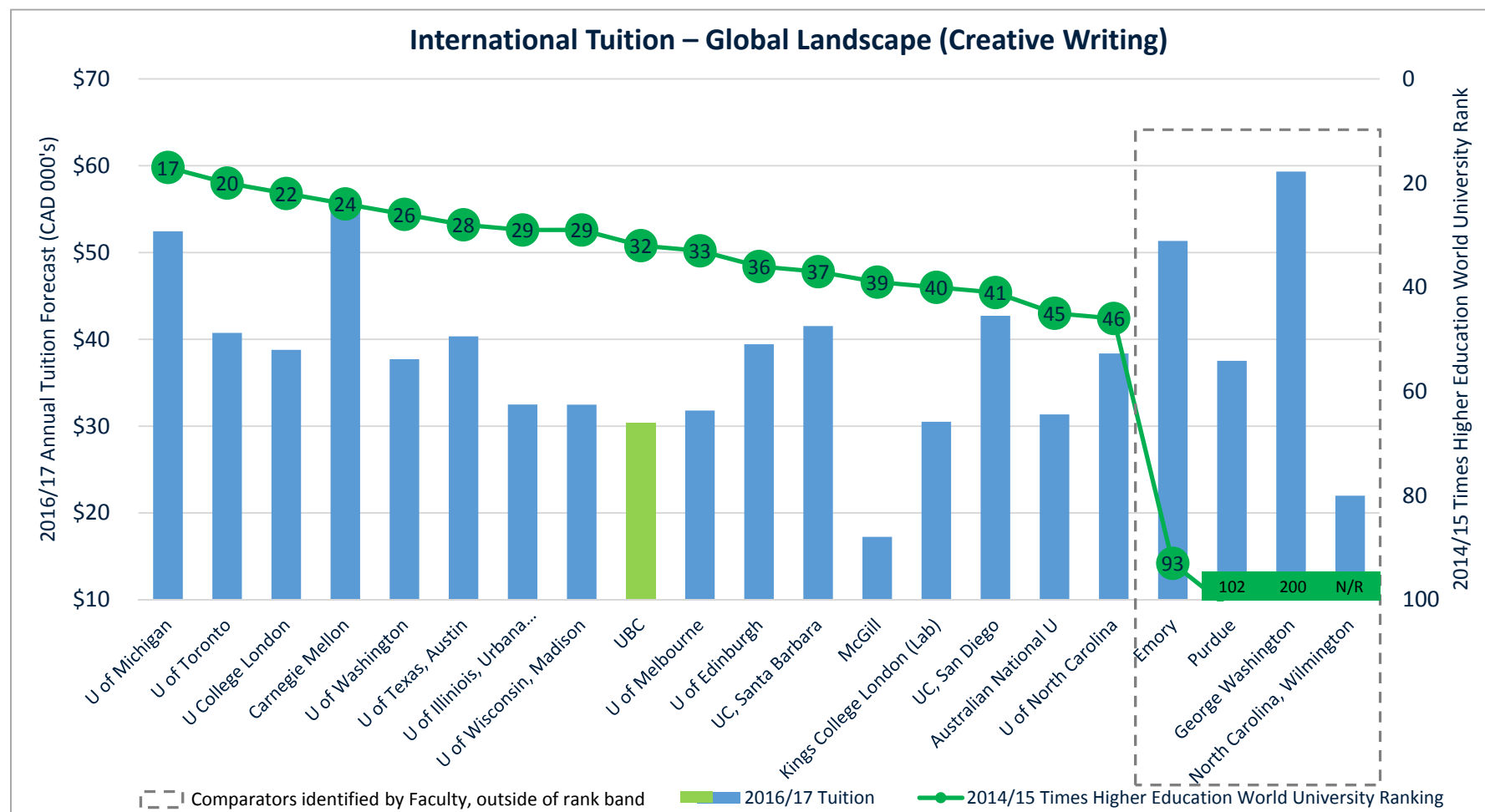


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THE UNIVERSITY OF BRITISH COLUMBIA

# Bachelor of Fine Arts (Creative Writing)

## Faculty of Arts



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

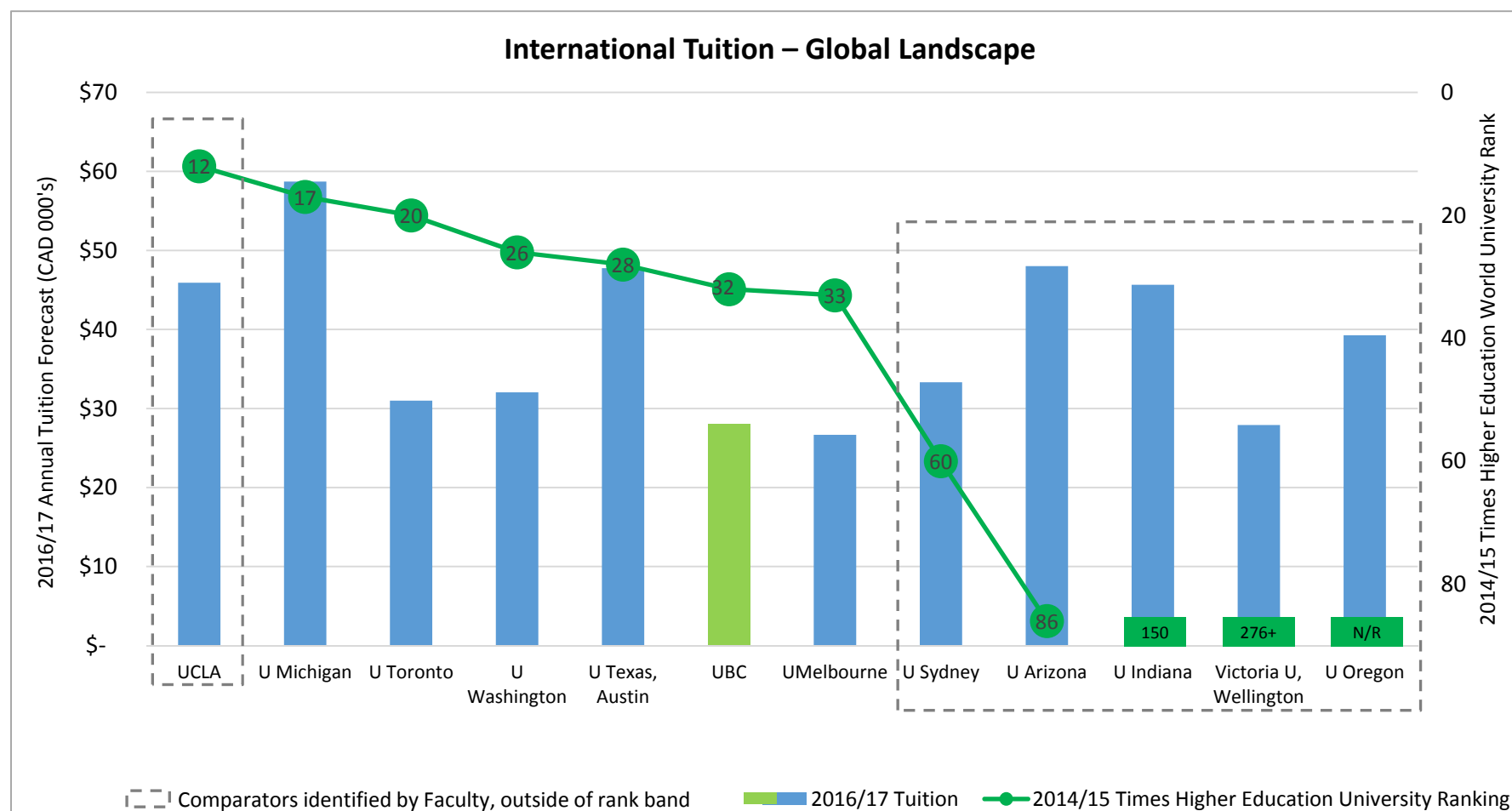


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Music

## Faculty of Arts



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

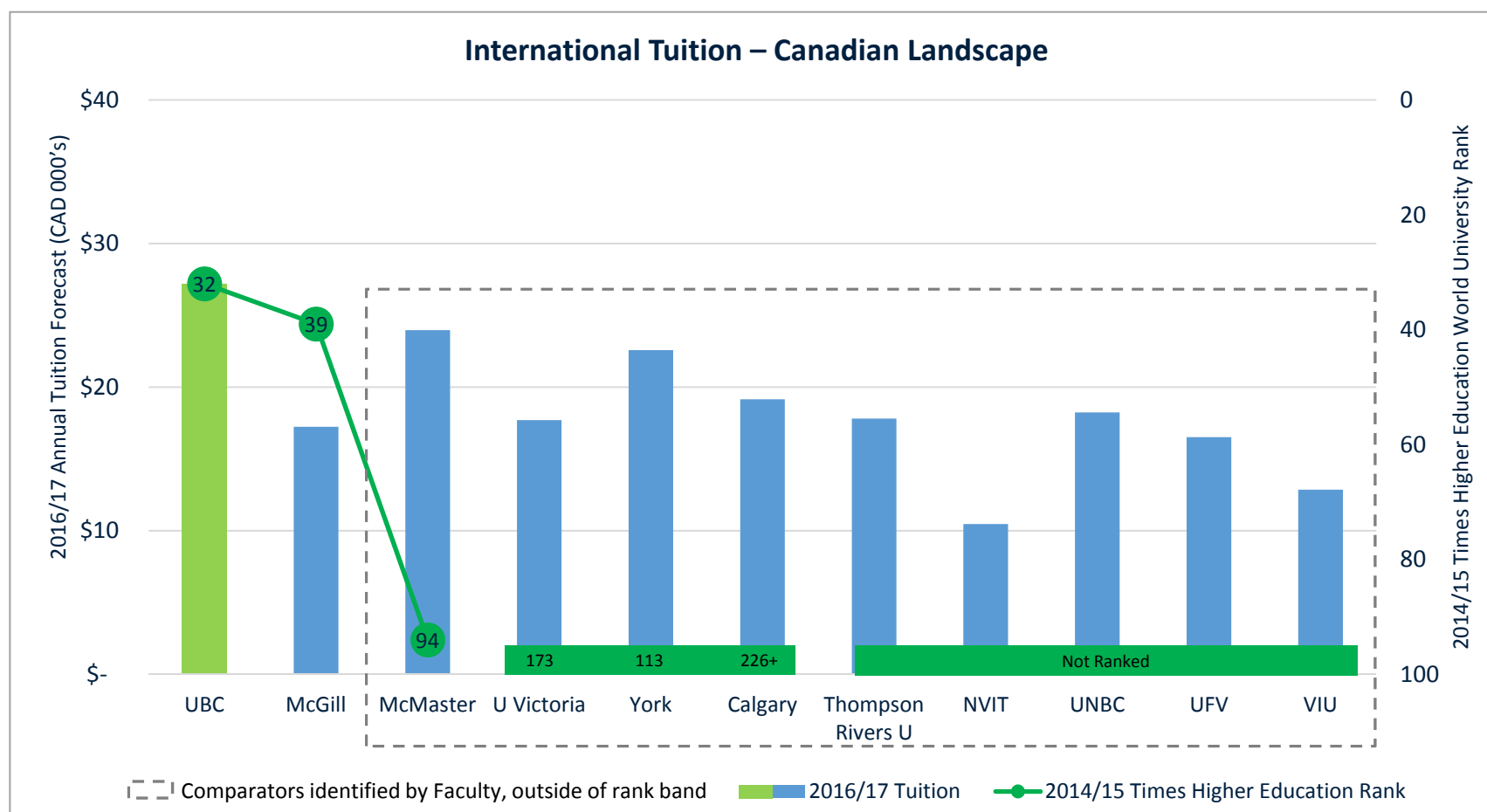


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Social Work

## Faculty of Arts

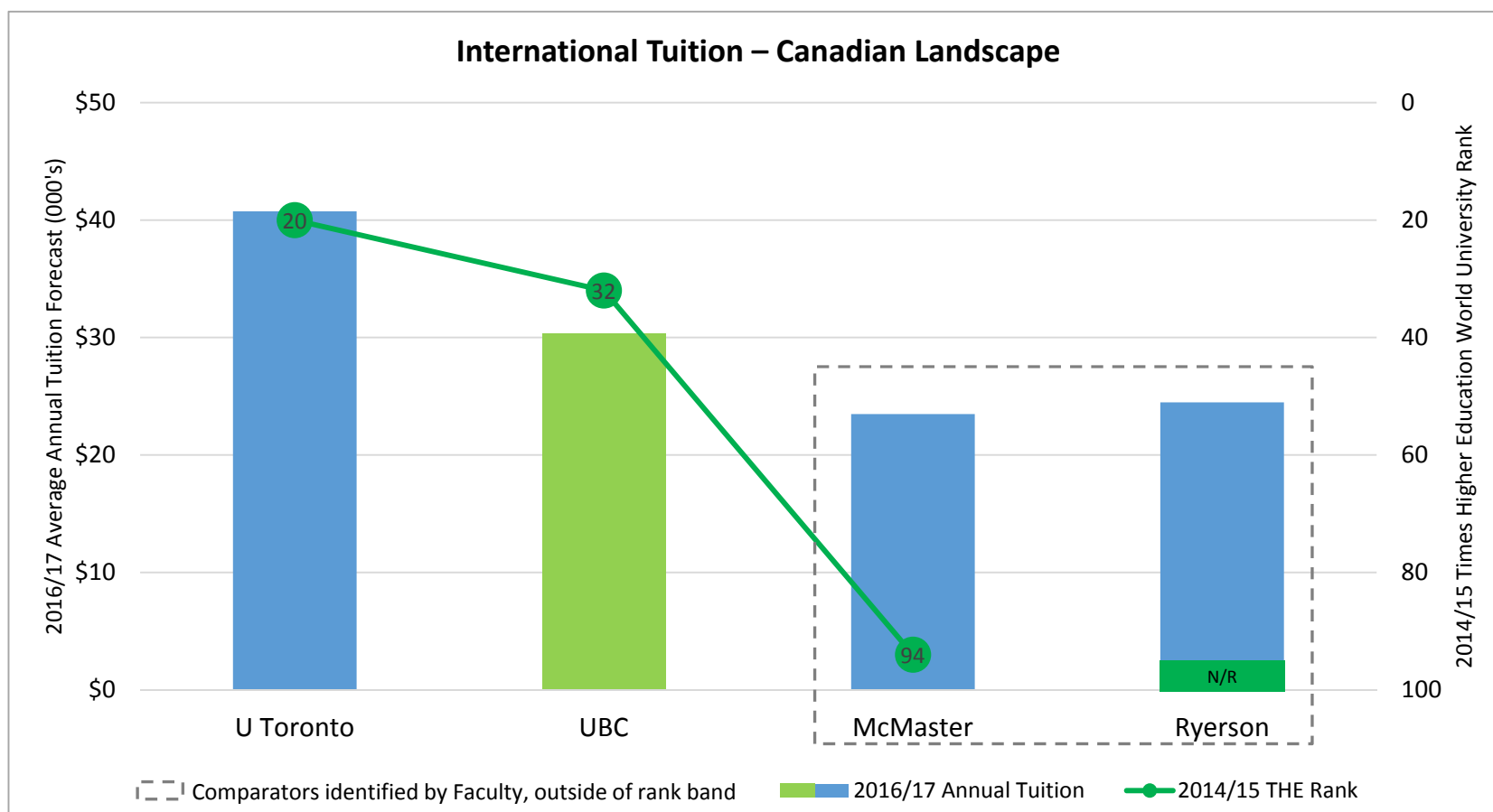


NVIT: Nicola Valley Institute of Technology; UNBC: University of Northern British Columbia; UFV: University of The Fraser Valley; VIU: Vancouver Island University



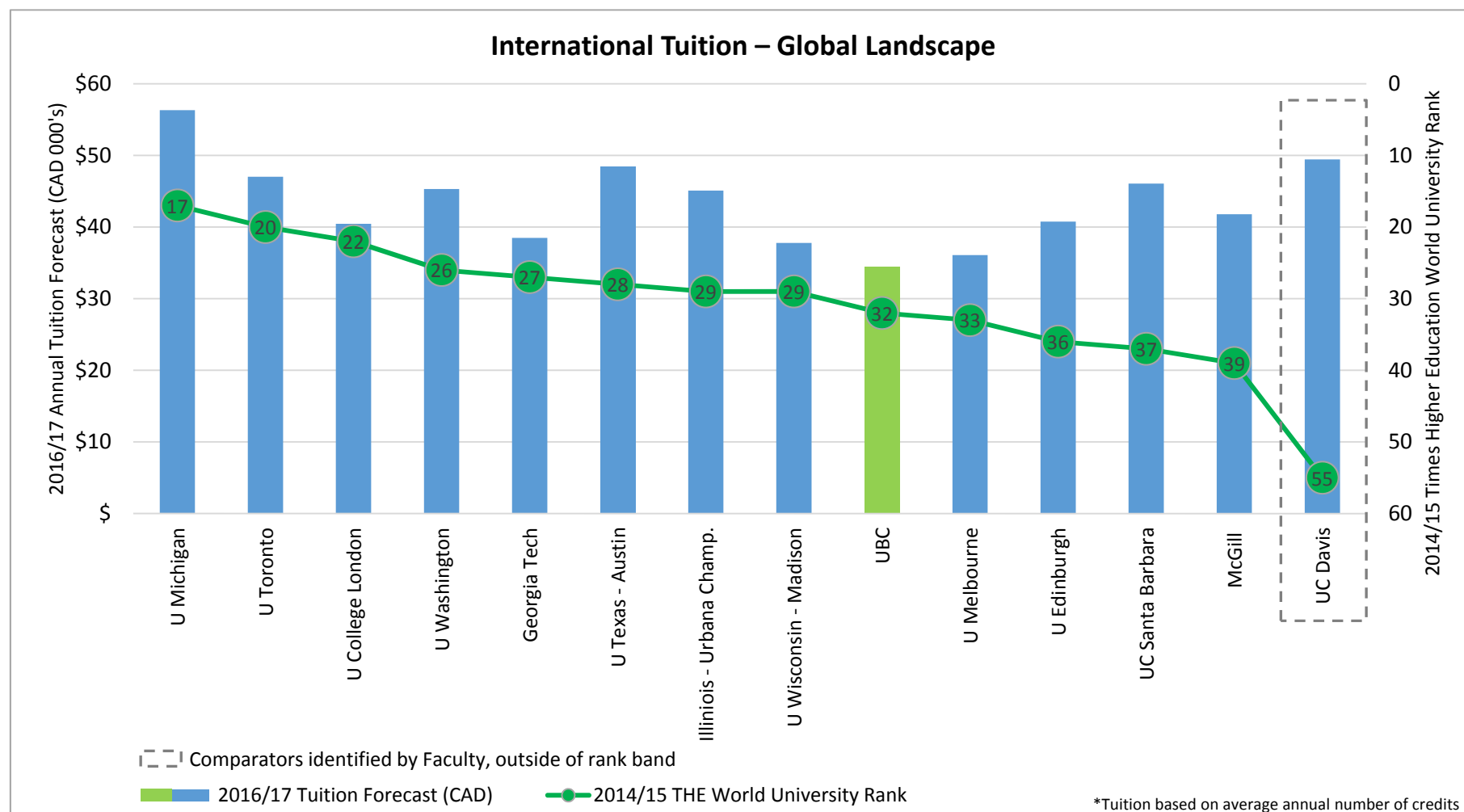
## Bachelor of Media Studies

## Faculty of Arts



## Bachelor of Applied Science

## Faculty of Applied Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

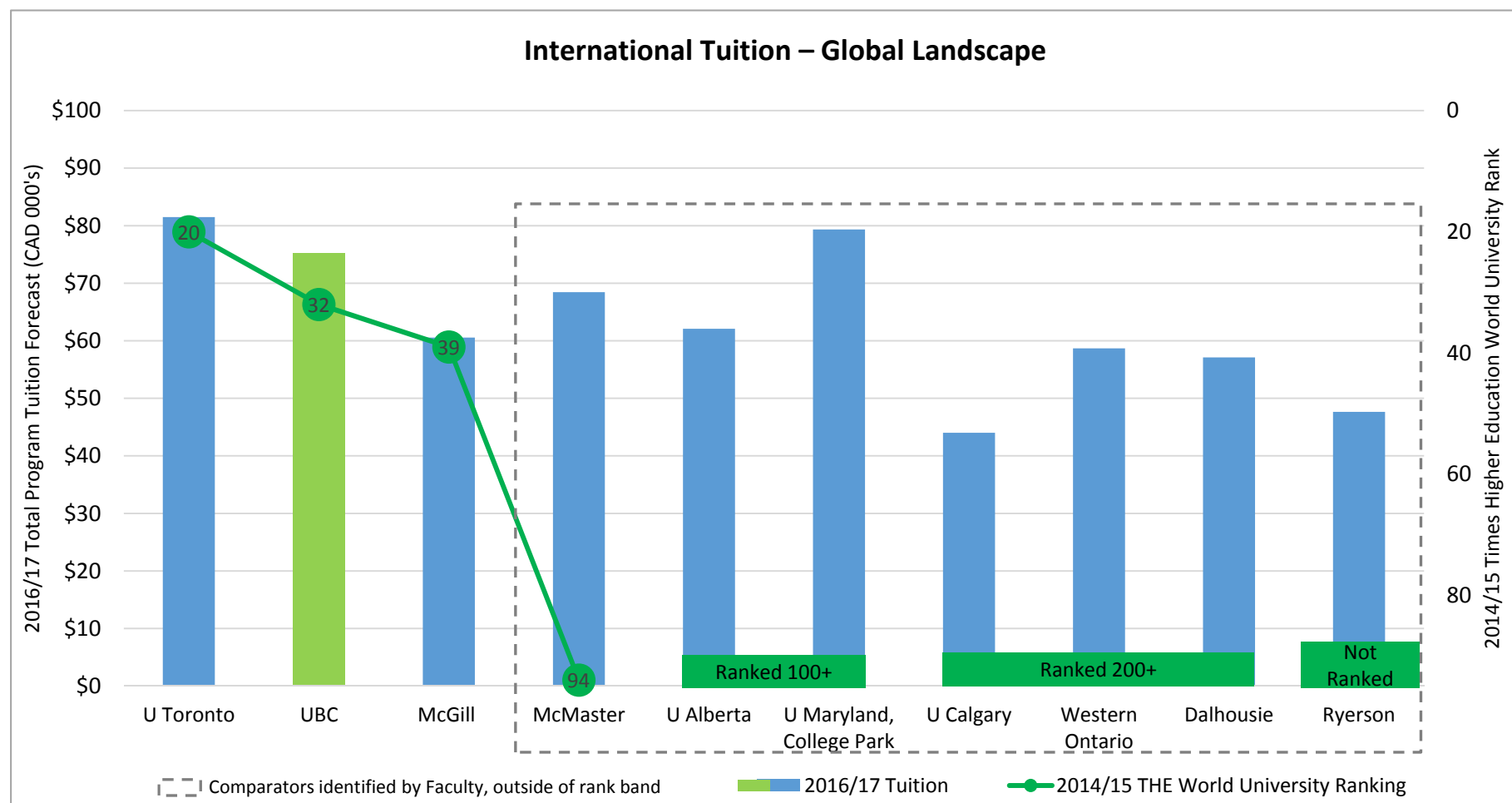


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Nursing

## Faculty of Applied Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

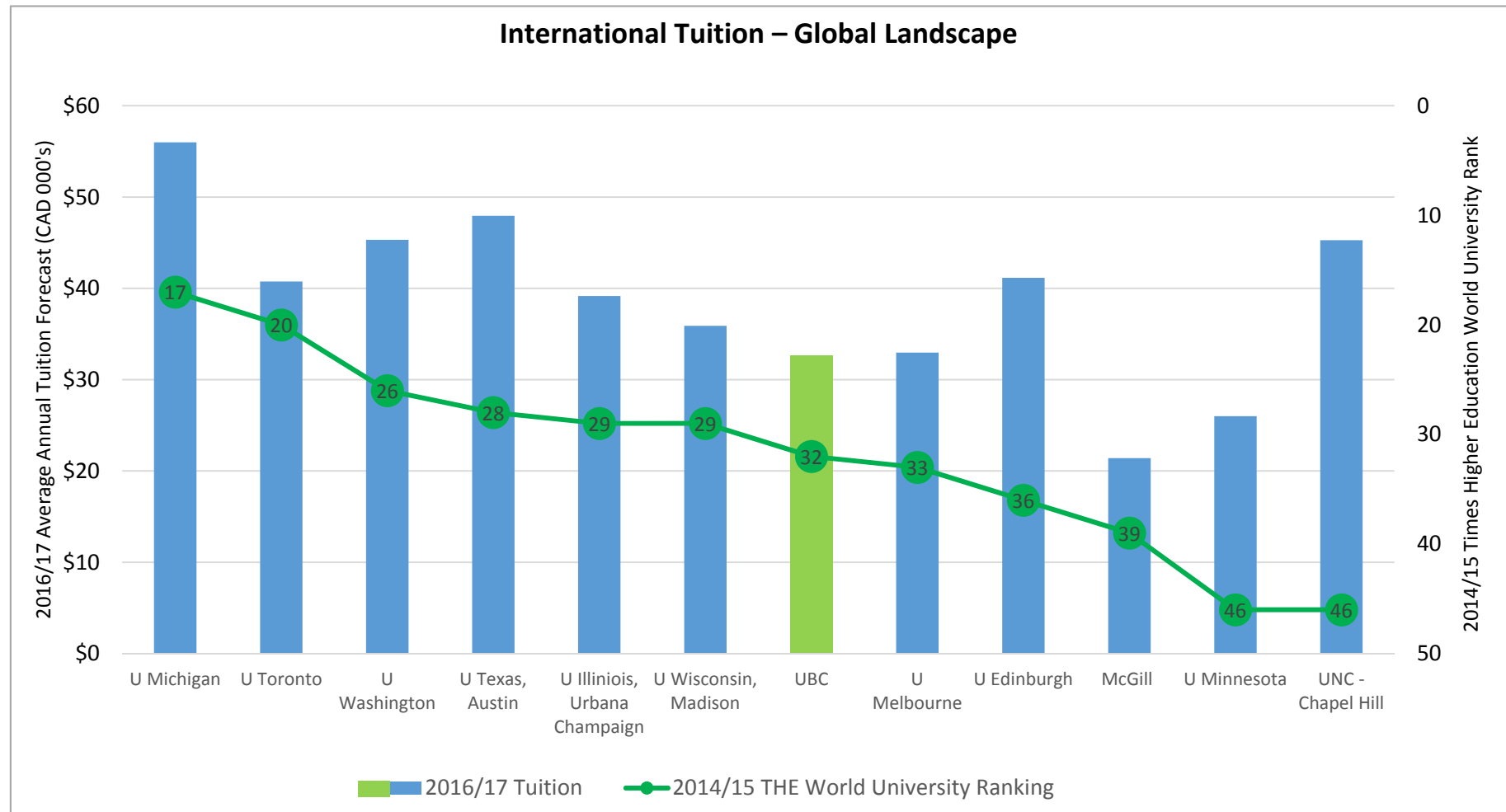


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Environmental Design

## Faculty of Applied Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

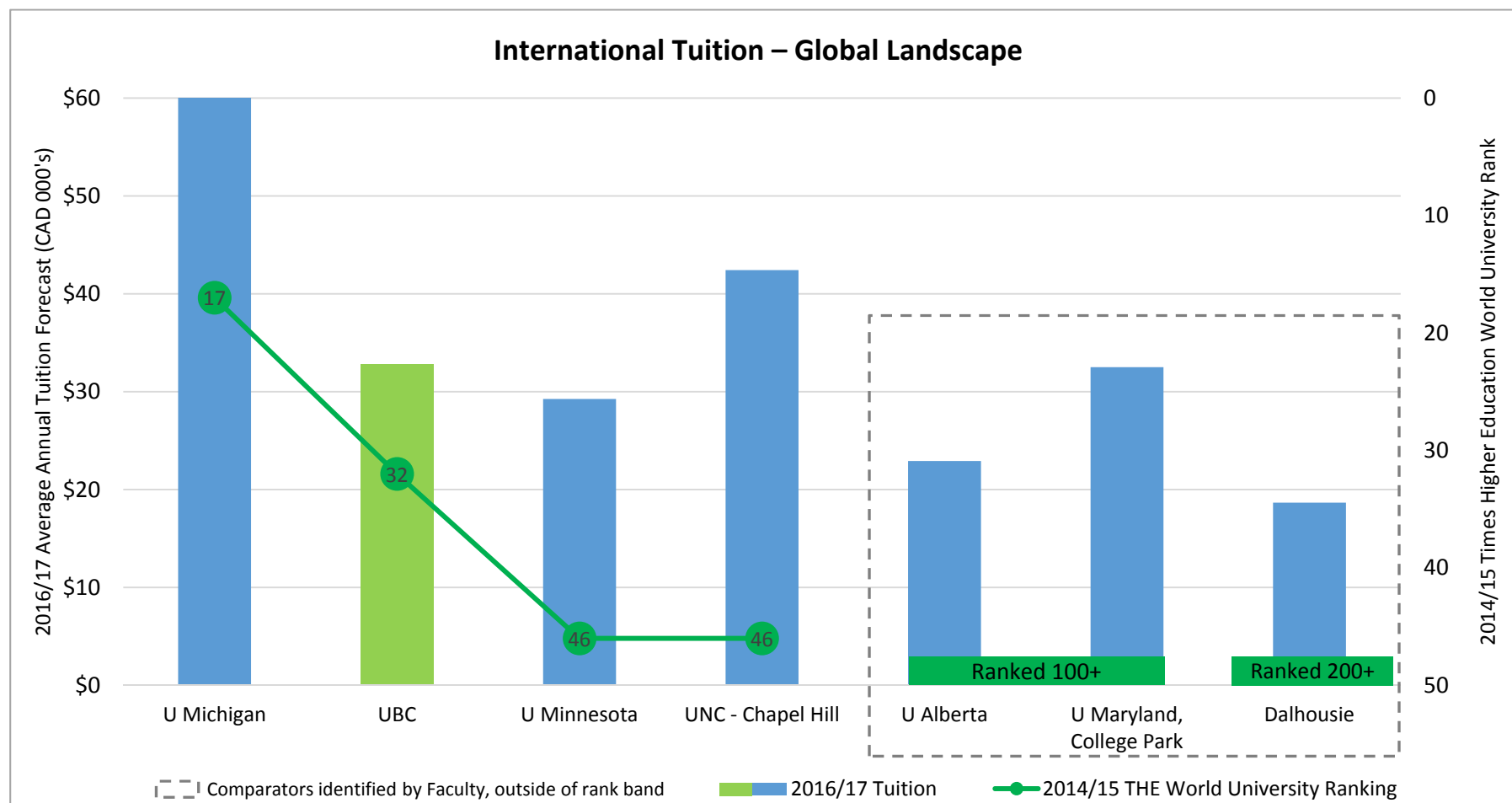


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Dental Hygiene

## Faculty of Dentistry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

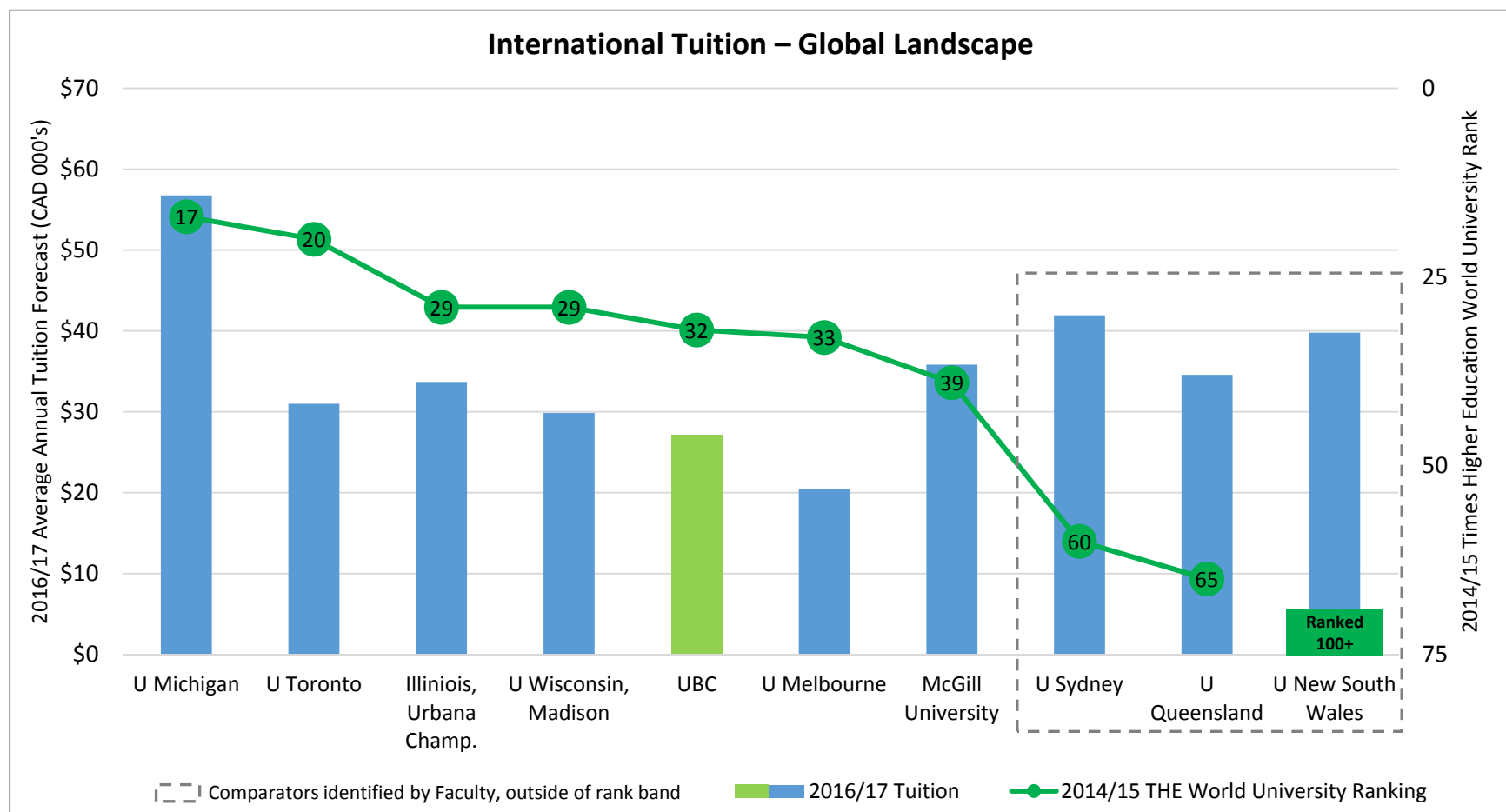


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Kinesiology

## Faculty of Education



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

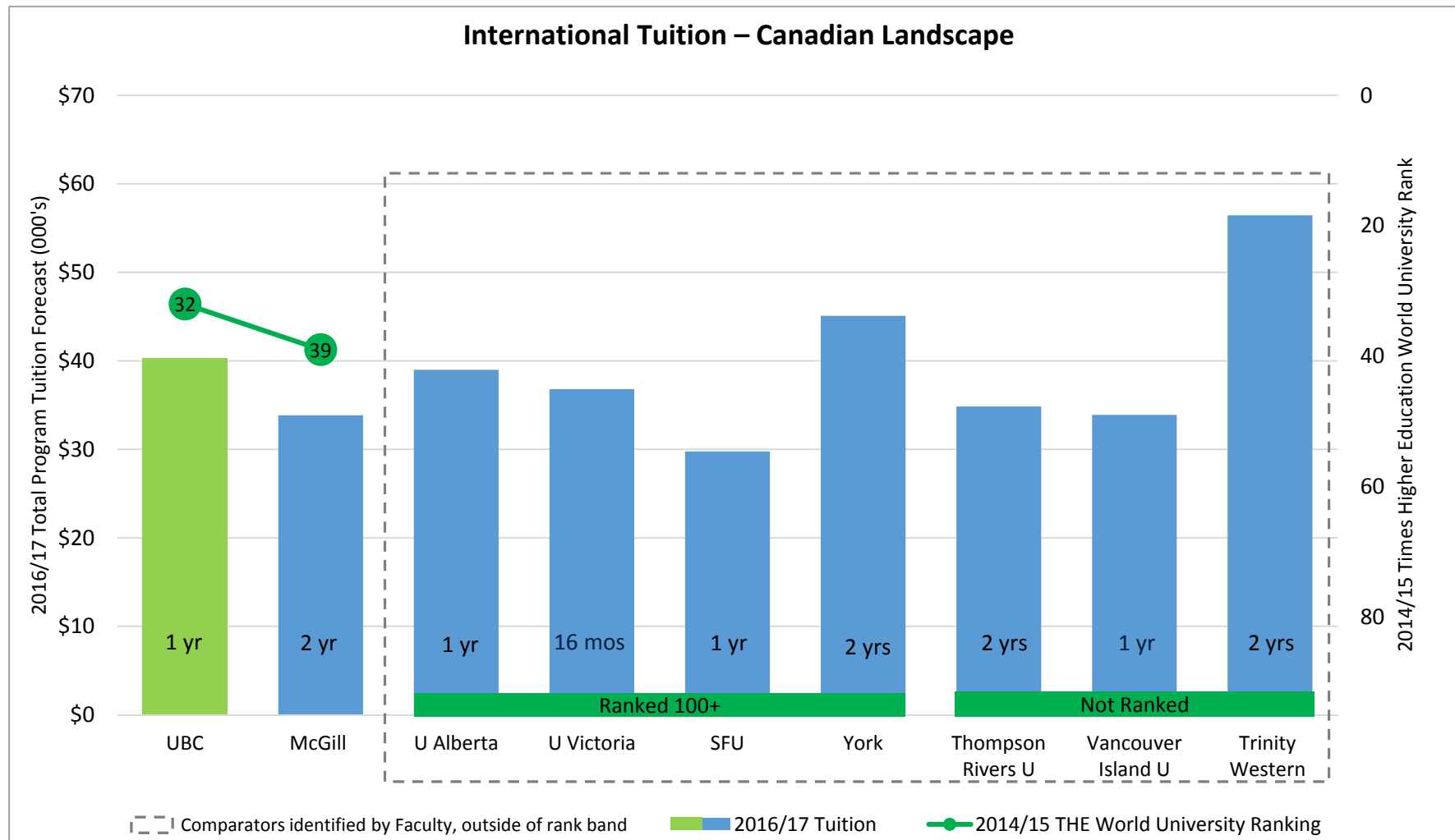


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THE UNIVERSITY OF BRITISH COLUMBIA

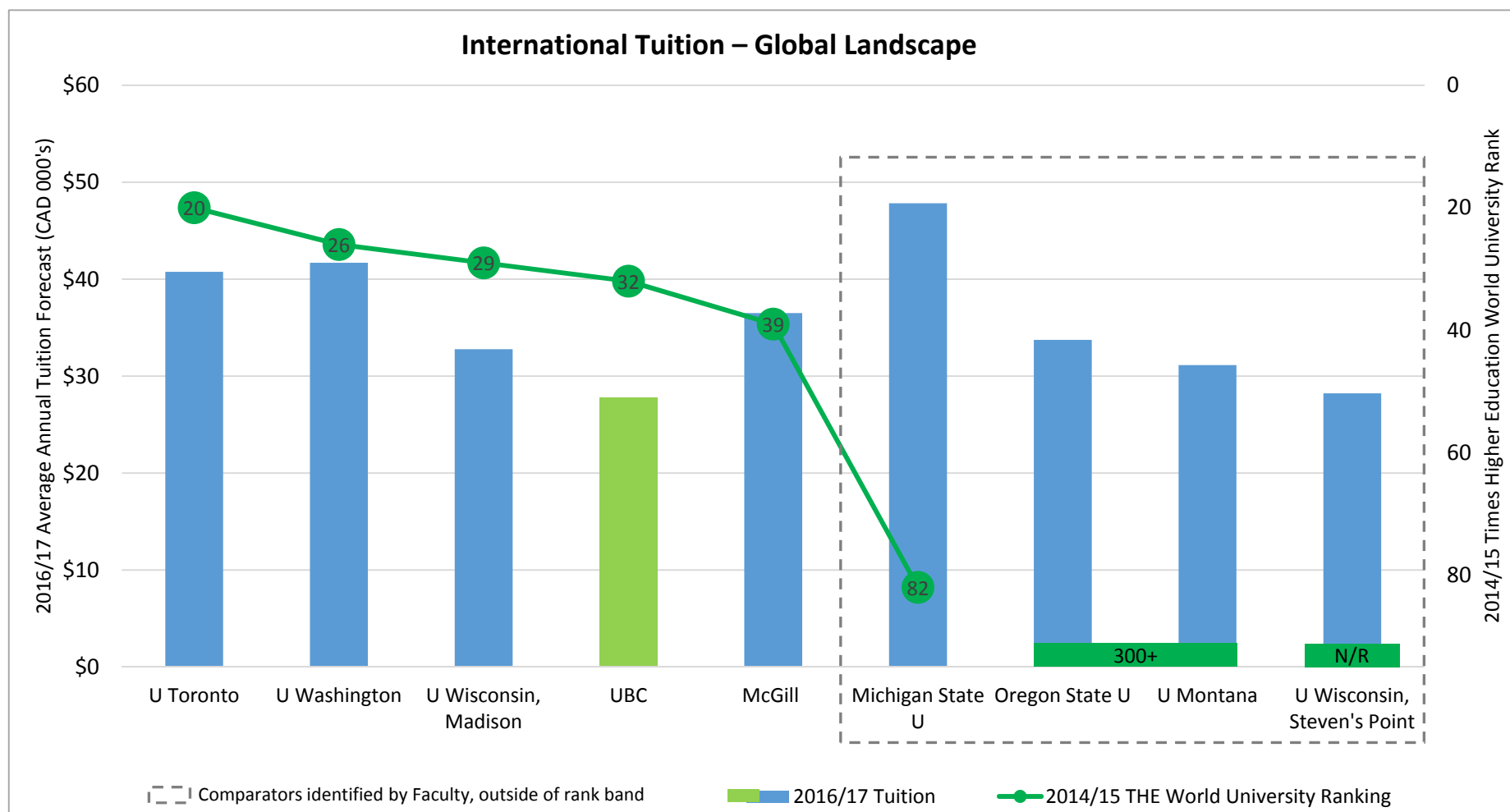
## Bachelor of Education

## Faculty of Education



## Bachelor of Science in Natural Resource Conservation

## Faculty of Forestry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

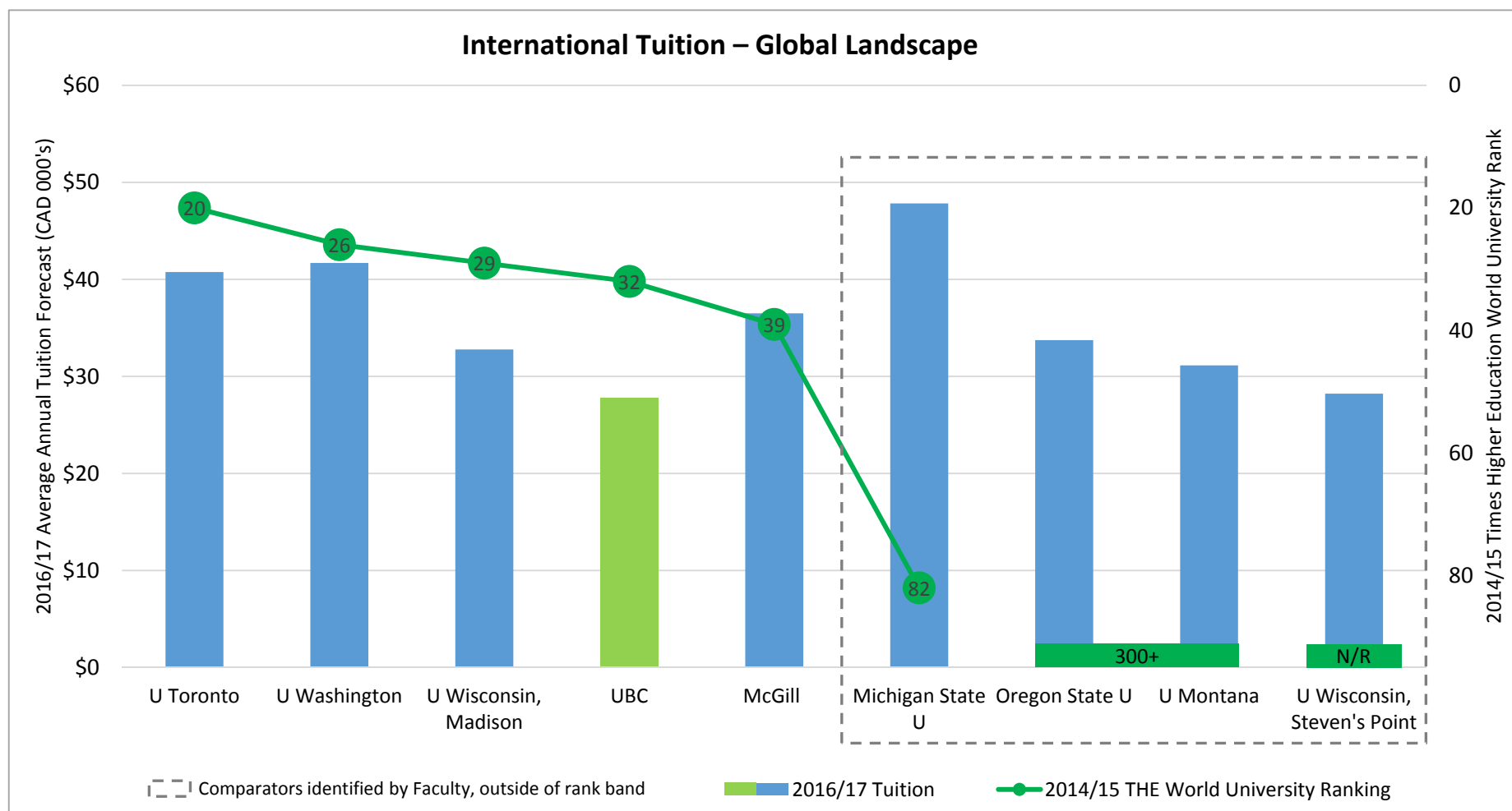


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Science in Wood Products

## Faculty of Forestry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

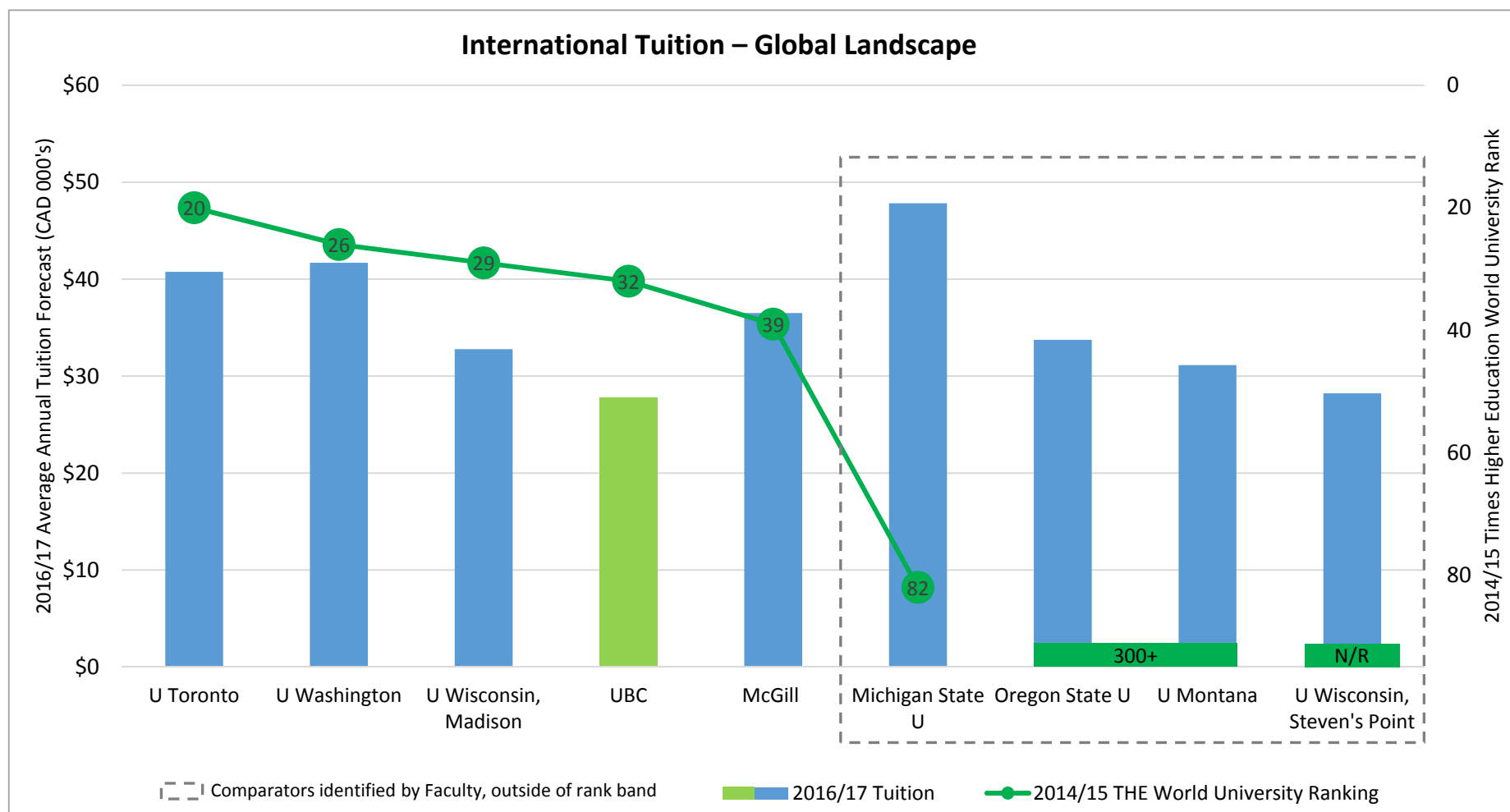


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## Bachelor of Science in Forestry

## Faculty of Forestry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

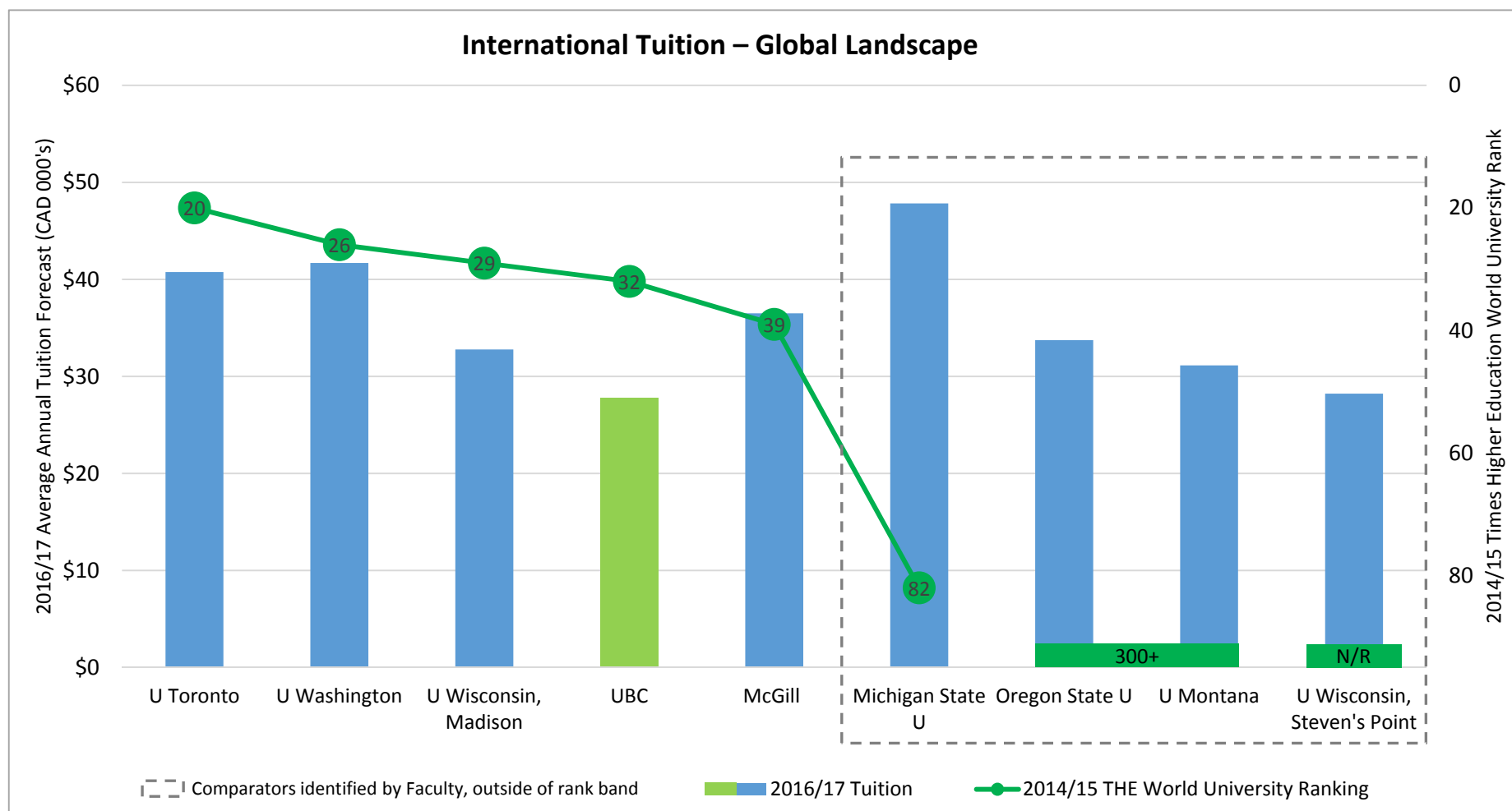


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Science in Forest Sciences

## Faculty of Forestry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

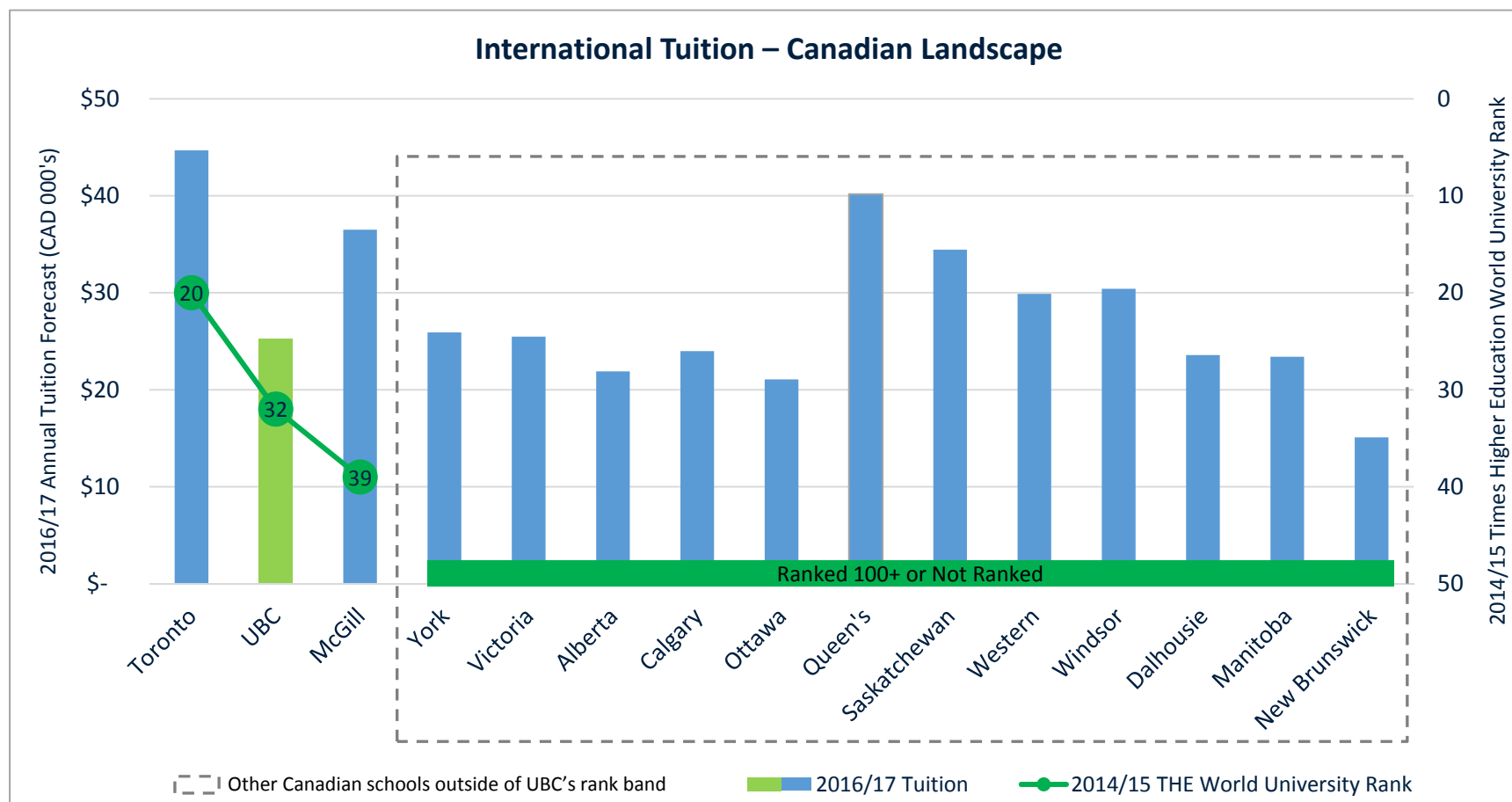


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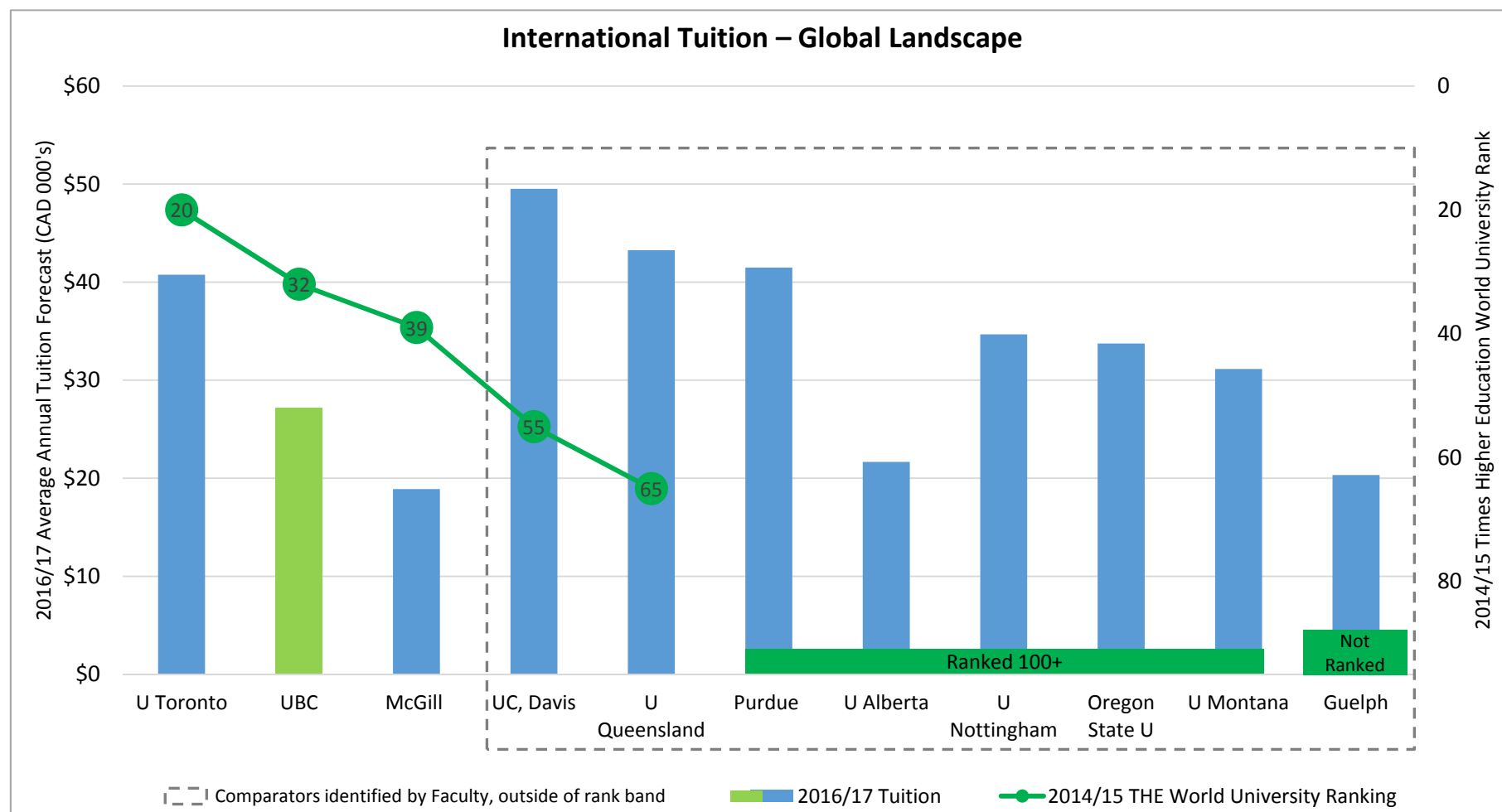
## Juris Doctor

## Faculty of Law



## Bachelor of Science Food Nutrition &amp; Health

## Faculty of Land and Food Systems



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

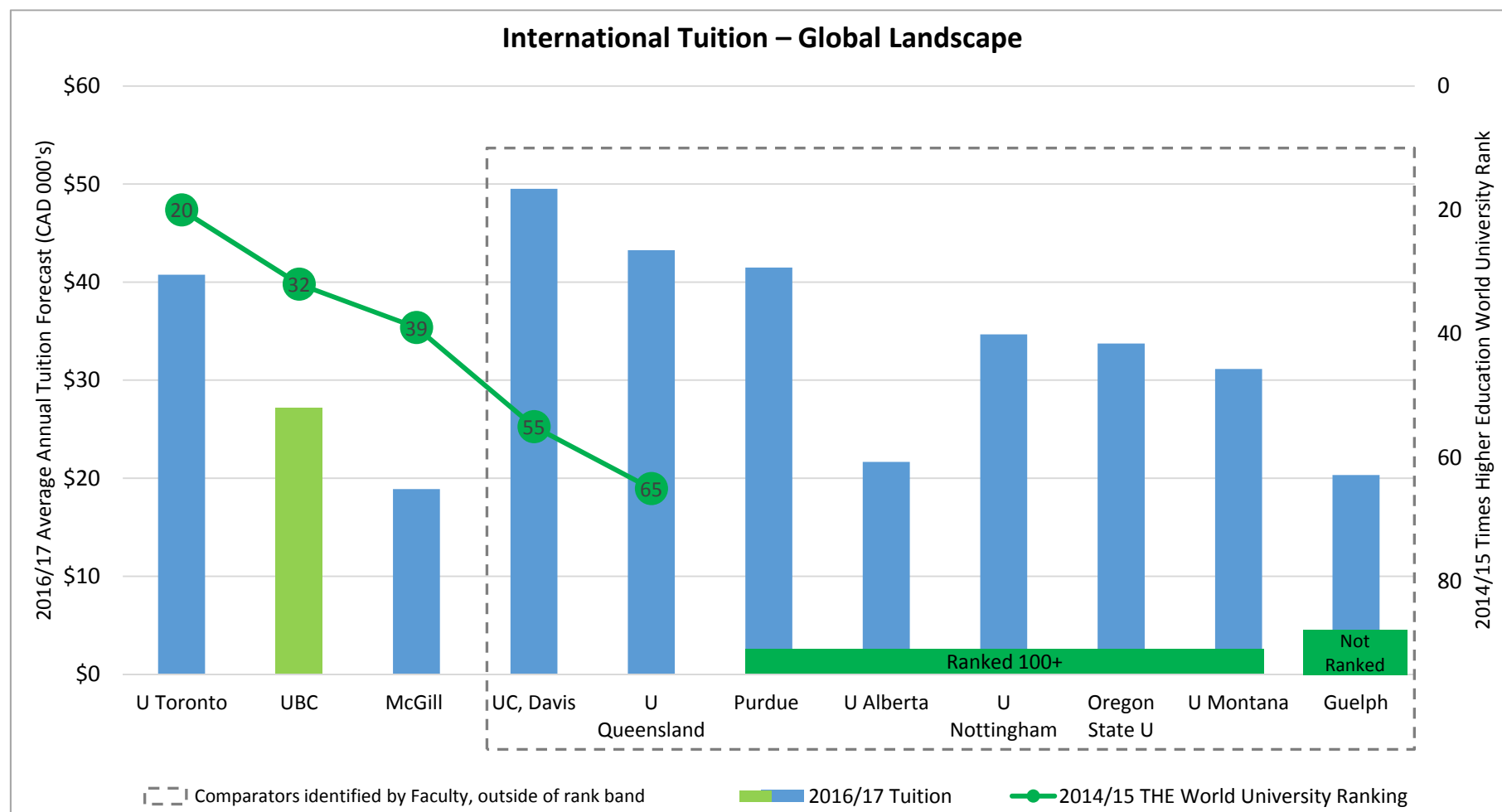


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Science Applied Biology

## Faculty of Land and Food Systems



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

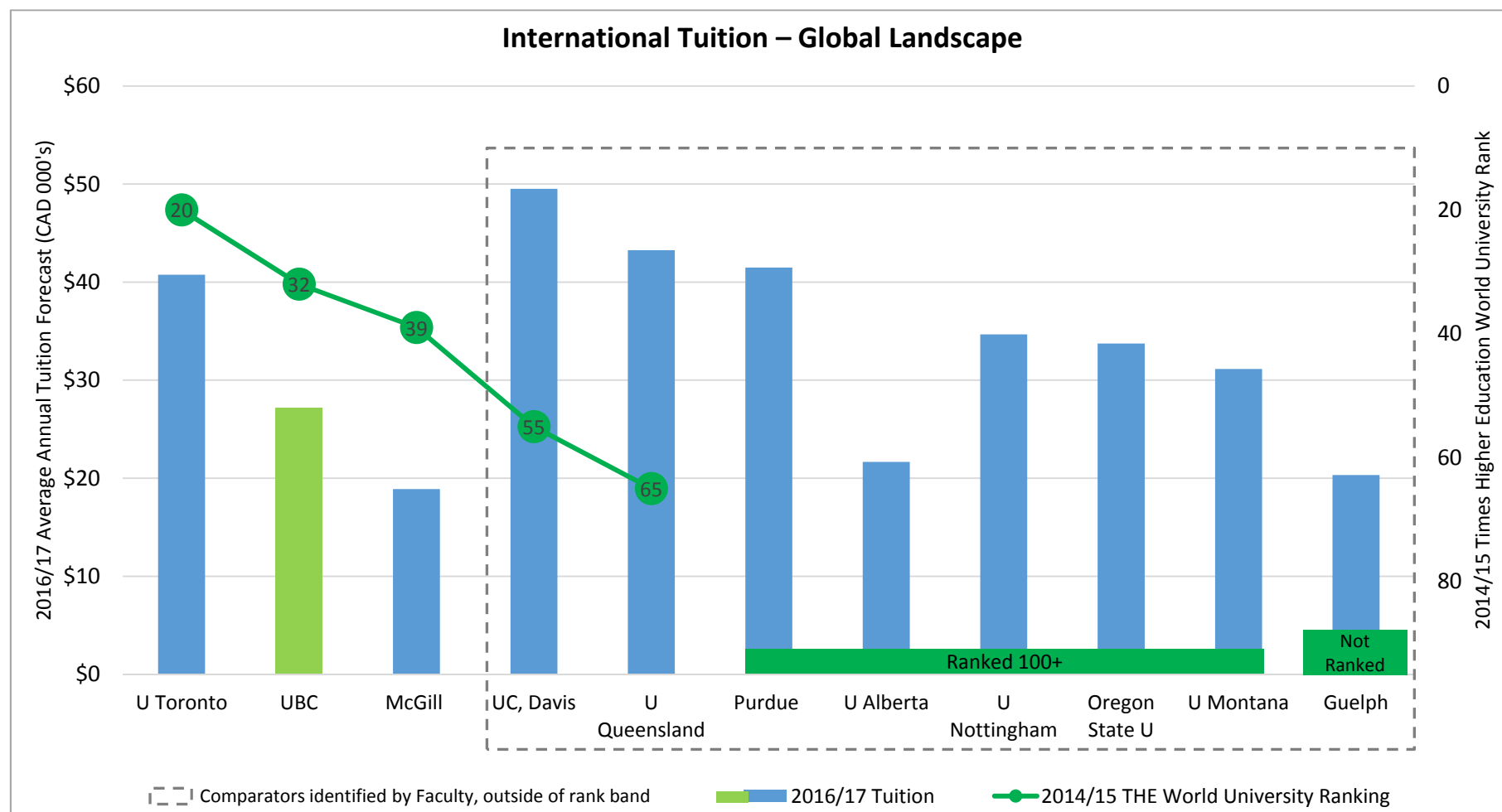


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## Bachelor of Science Global Resource Systems

## Faculty of Land and Food Systems



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

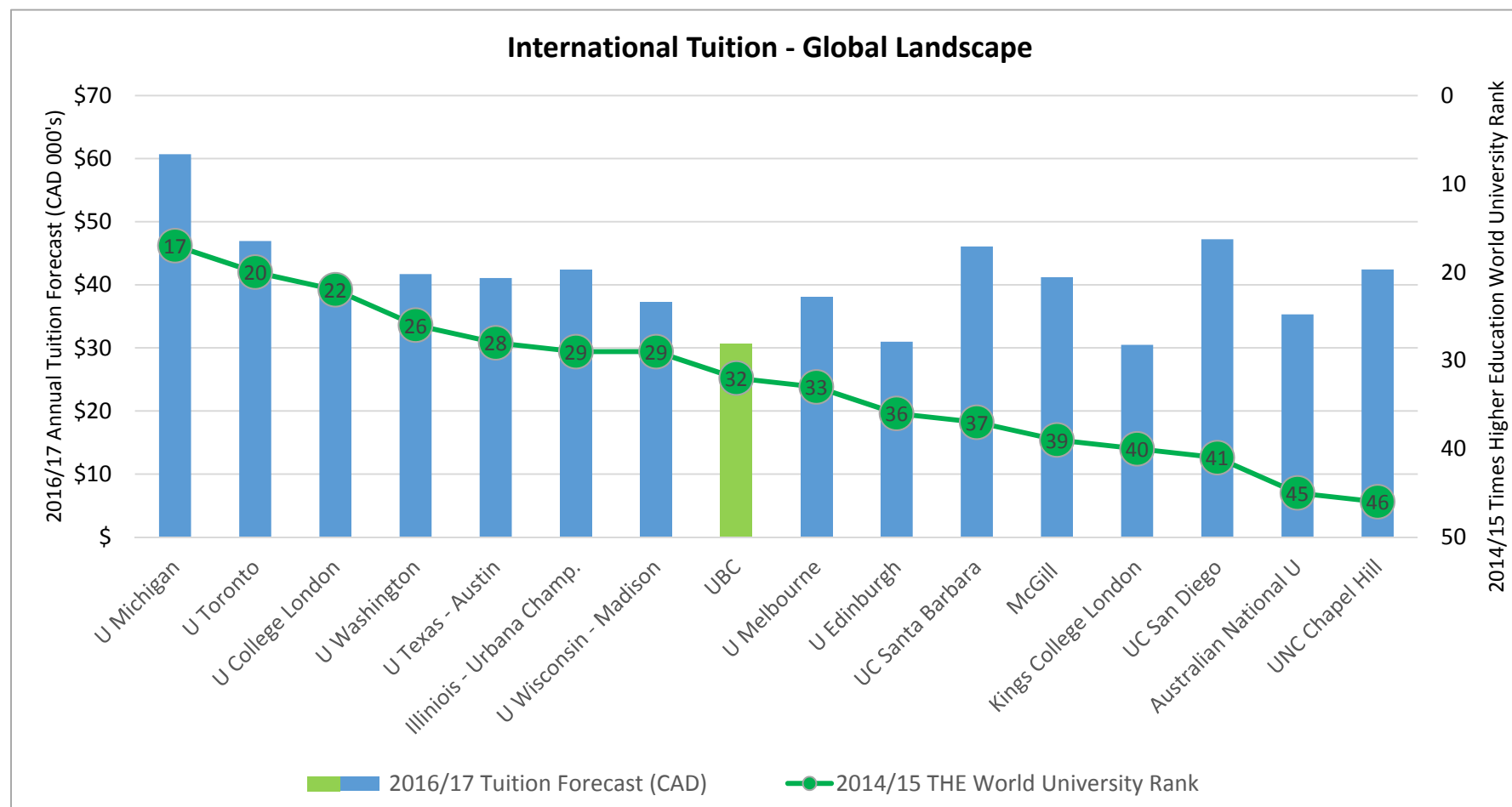


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Commerce

## Sauder School of Business



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

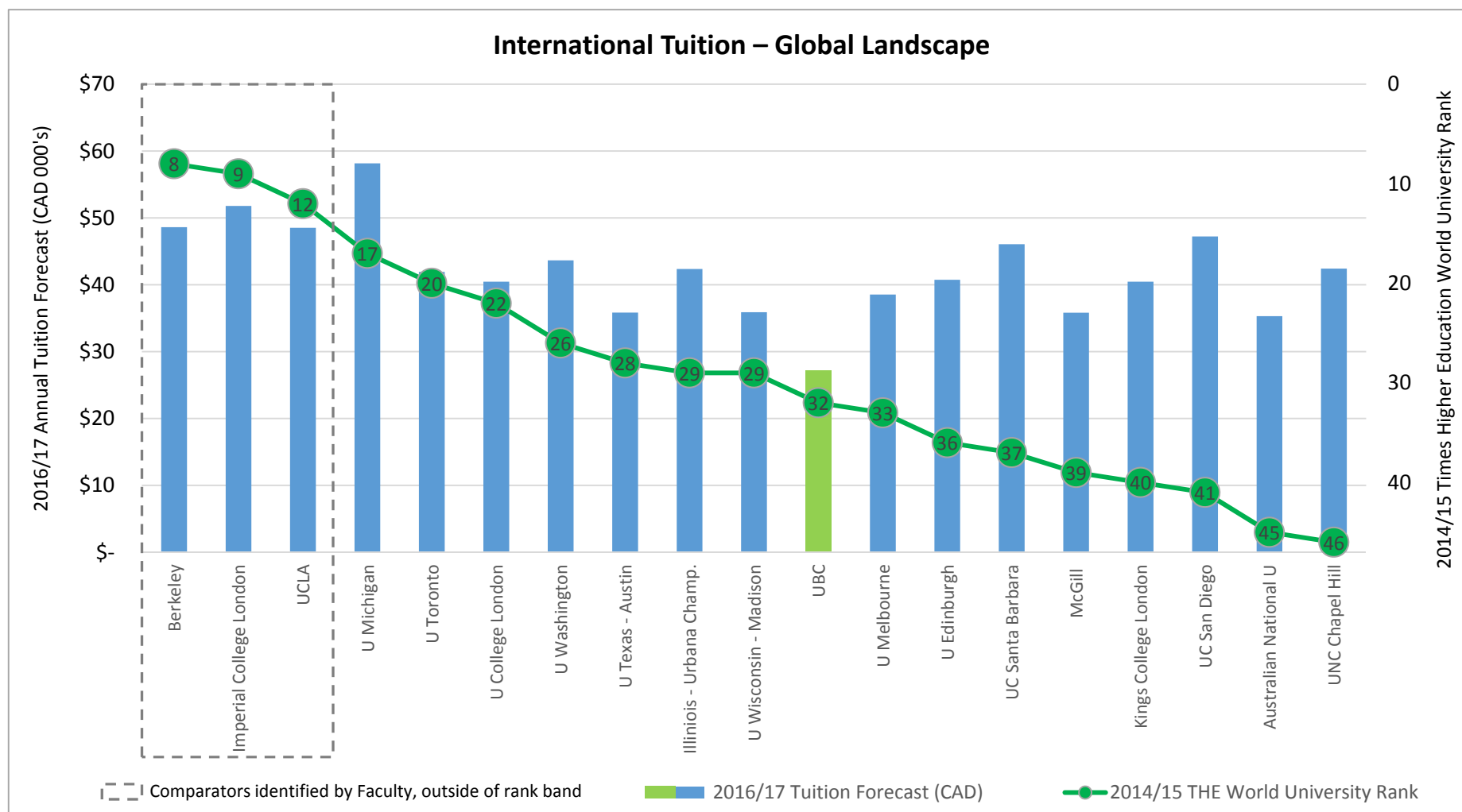


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## Bachelor of Science

## Faculty of Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

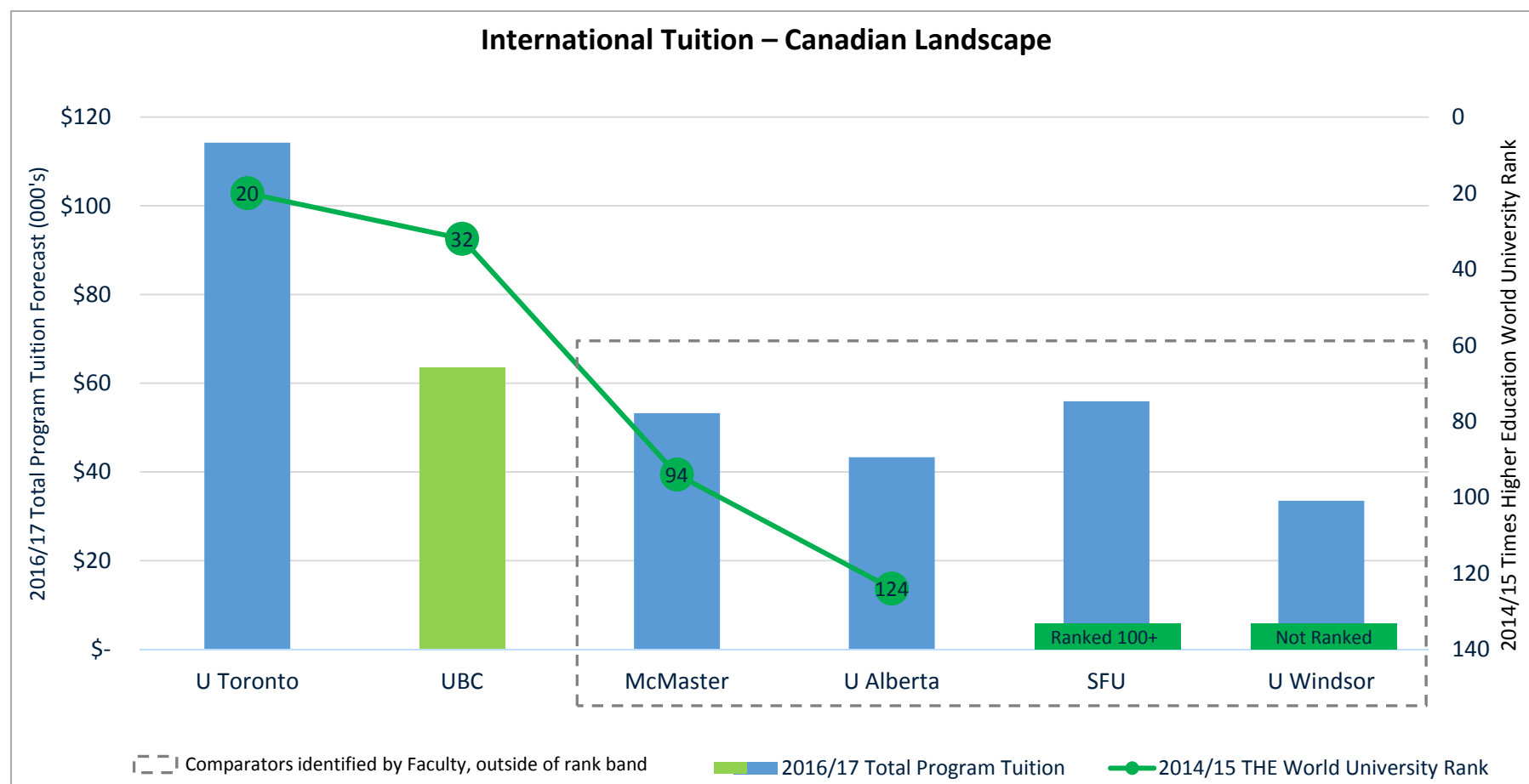


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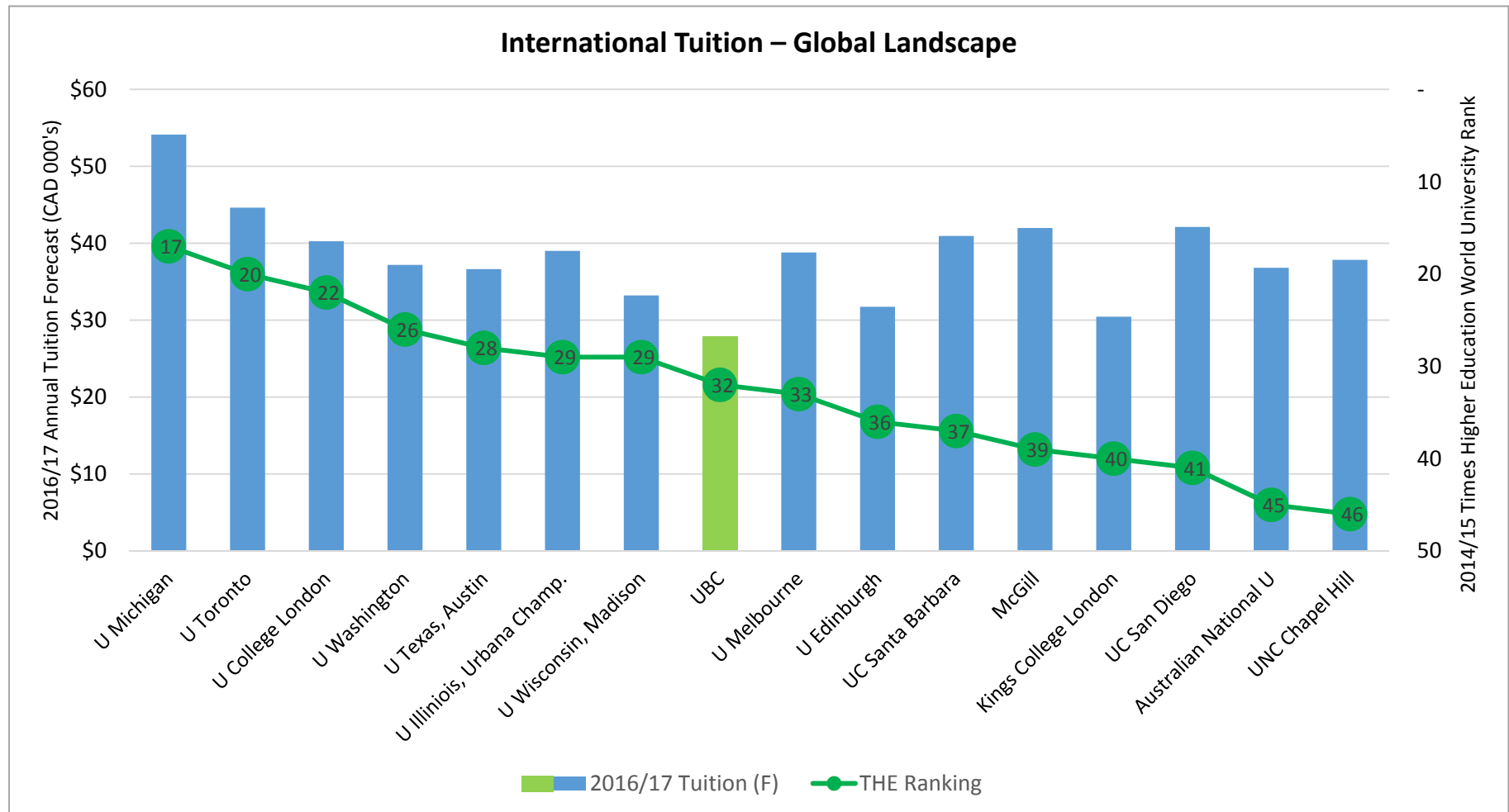
## Bachelor of Computer Science

## Faculty of Science



## Bachelor of Management - Okanagan

## Faculty of Management



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

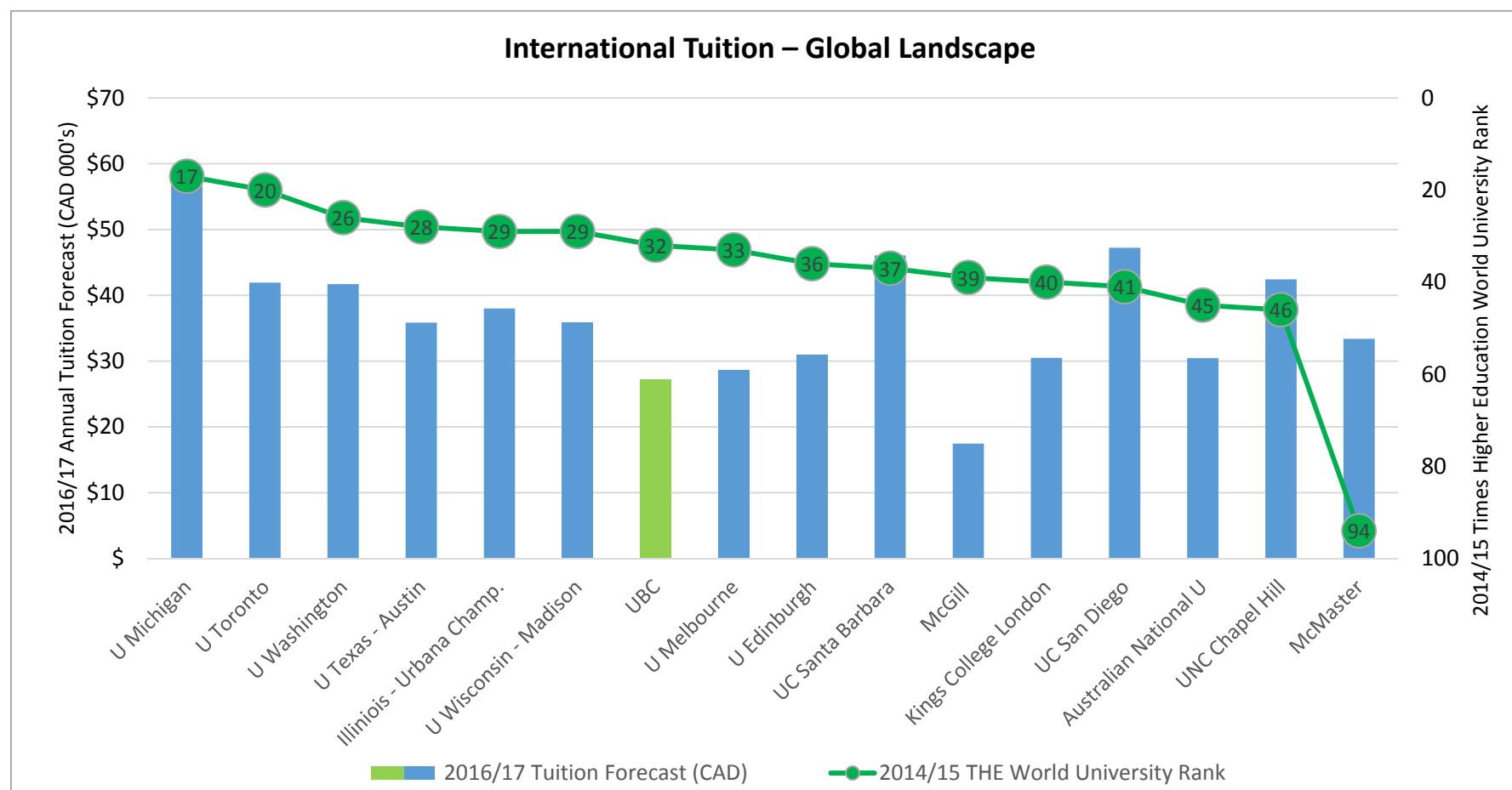


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Arts - Okanagan

## Irving K. Barber School of Arts and Sciences



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

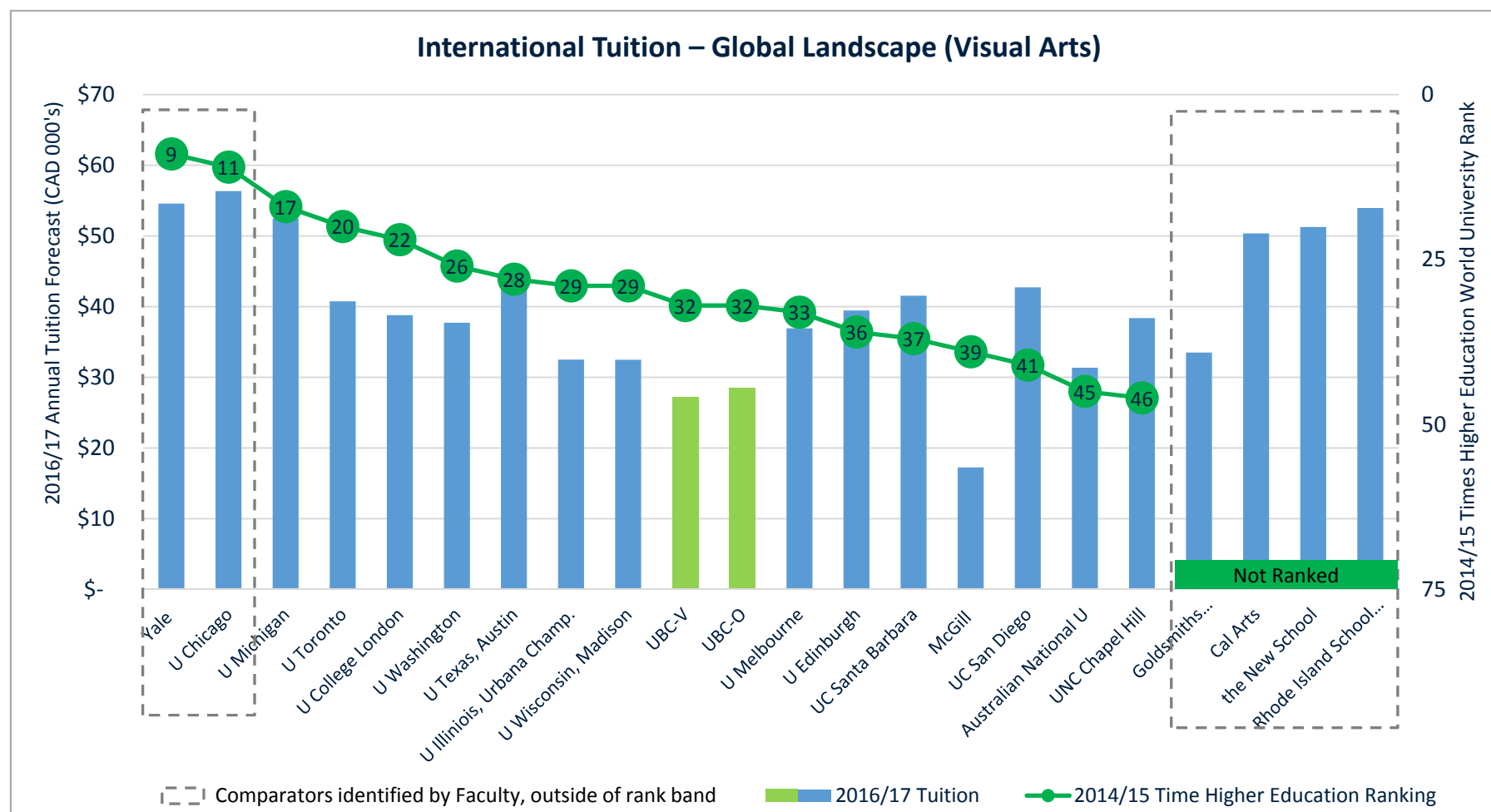


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THE UNIVERSITY OF BRITISH COLUMBIA

# Bachelor of Fine Arts - Okanagan (Visual Arts)

# Irving K. Barber School of Arts and Sciences



## Notes:

- UBC-V and UBC-O tuitions differ due to # of credits
- Includes private schools

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

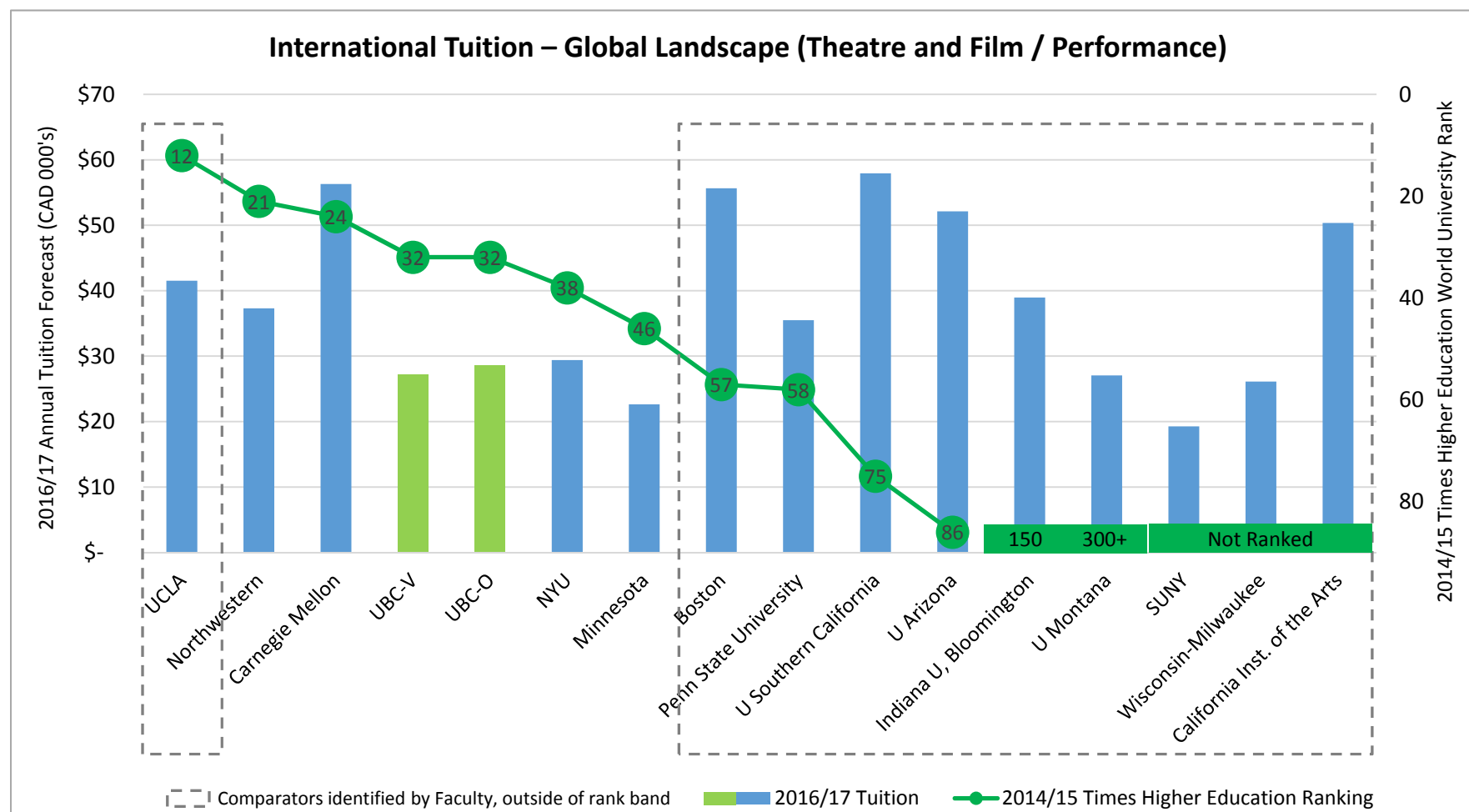


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THE UNIVERSITY OF BRITISH COLUMBIA

# Bachelor of Fine Arts - Okanagan (Theatre and Film / Performance)

# Irving K. Barber School of Arts and Sciences



## Notes:

- UBC-V and UBC-O tuitions differ due to # of credits
- Includes private schools

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

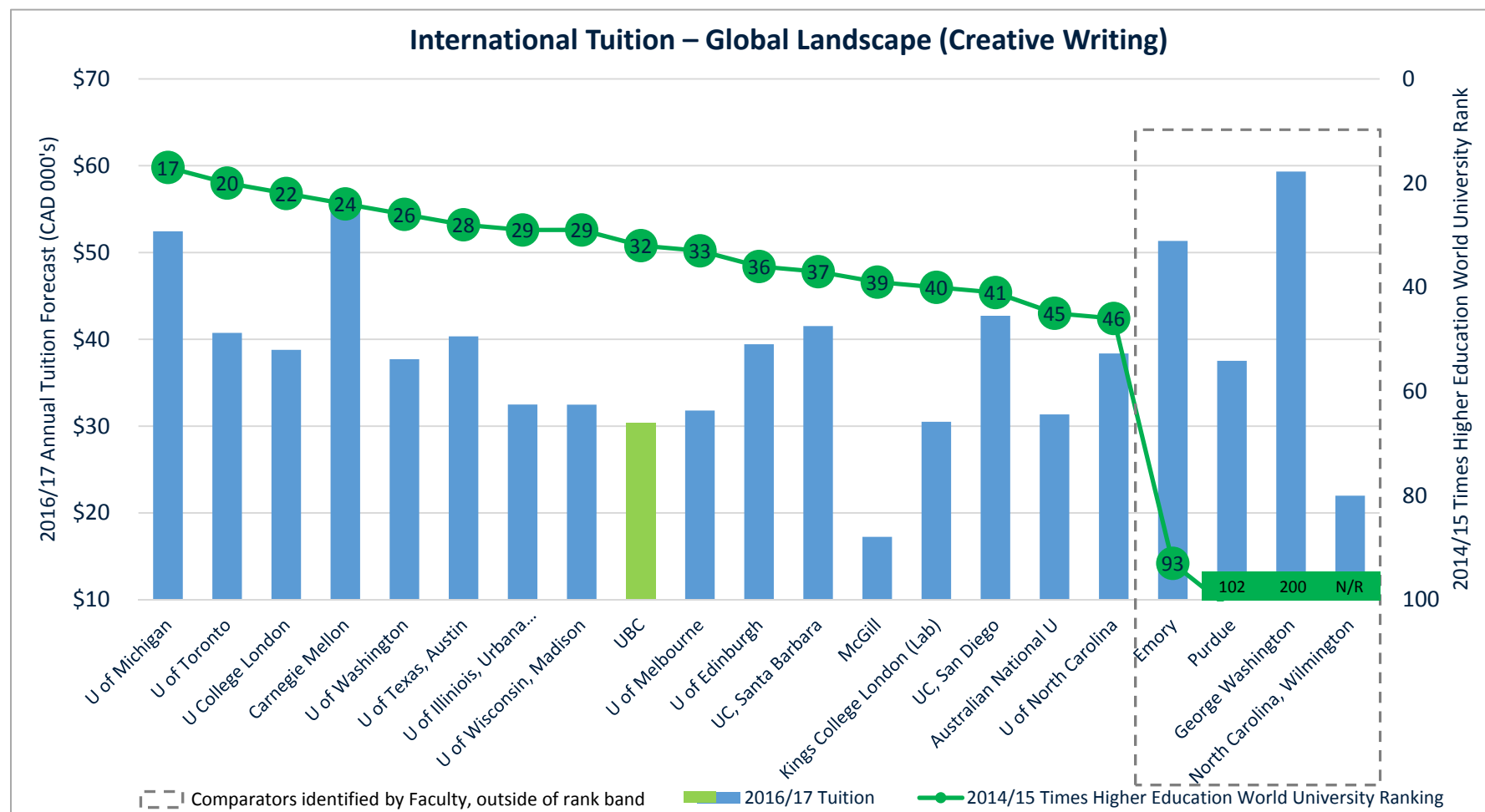


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THE UNIVERSITY OF BRITISH COLUMBIA

# Bachelor of Fine Arts - Okanagan (Creative Writing)

## Irving K. Barber School of Arts and Sciences



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

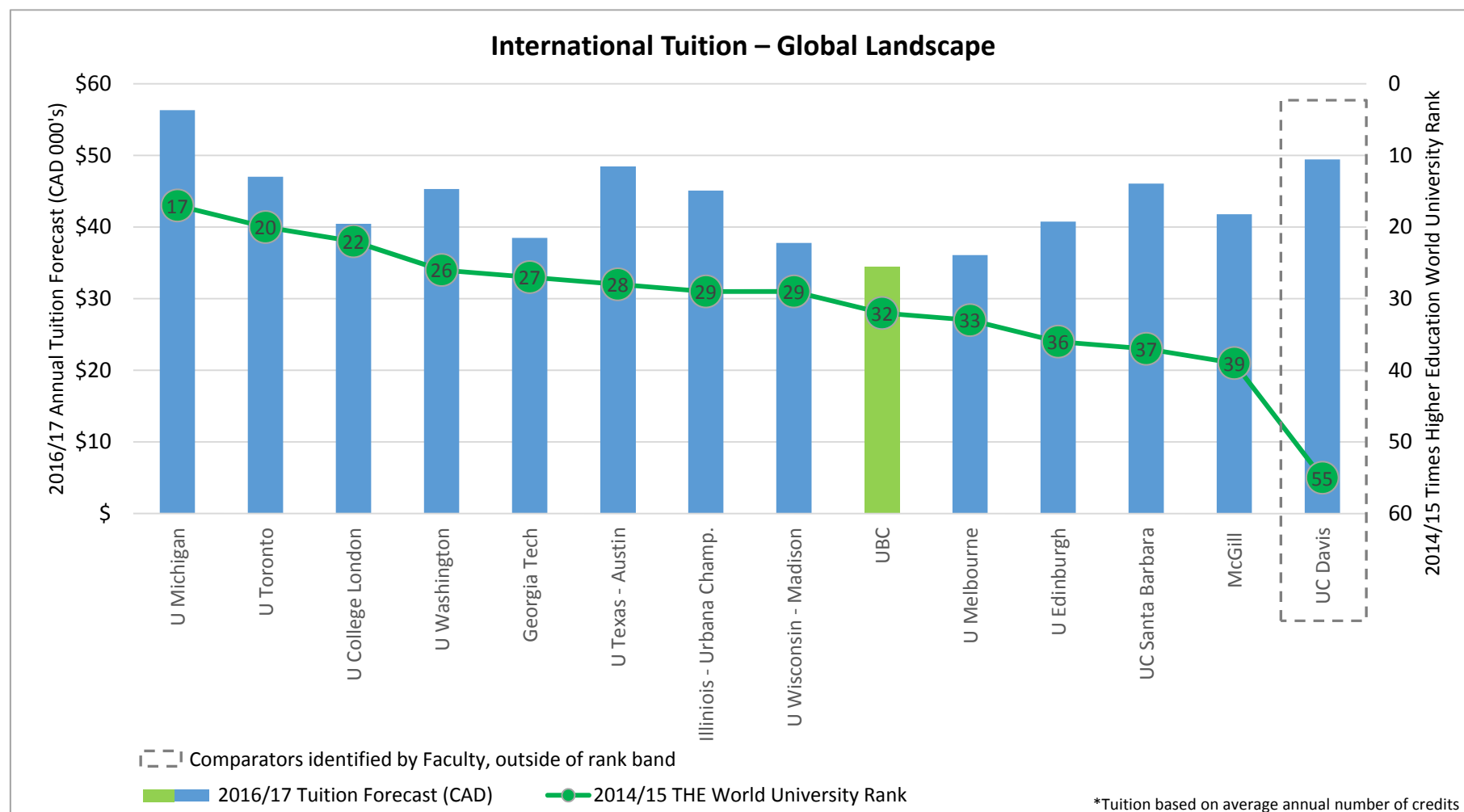


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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Applied Science - Okanagan

## Faculty of Applied Science



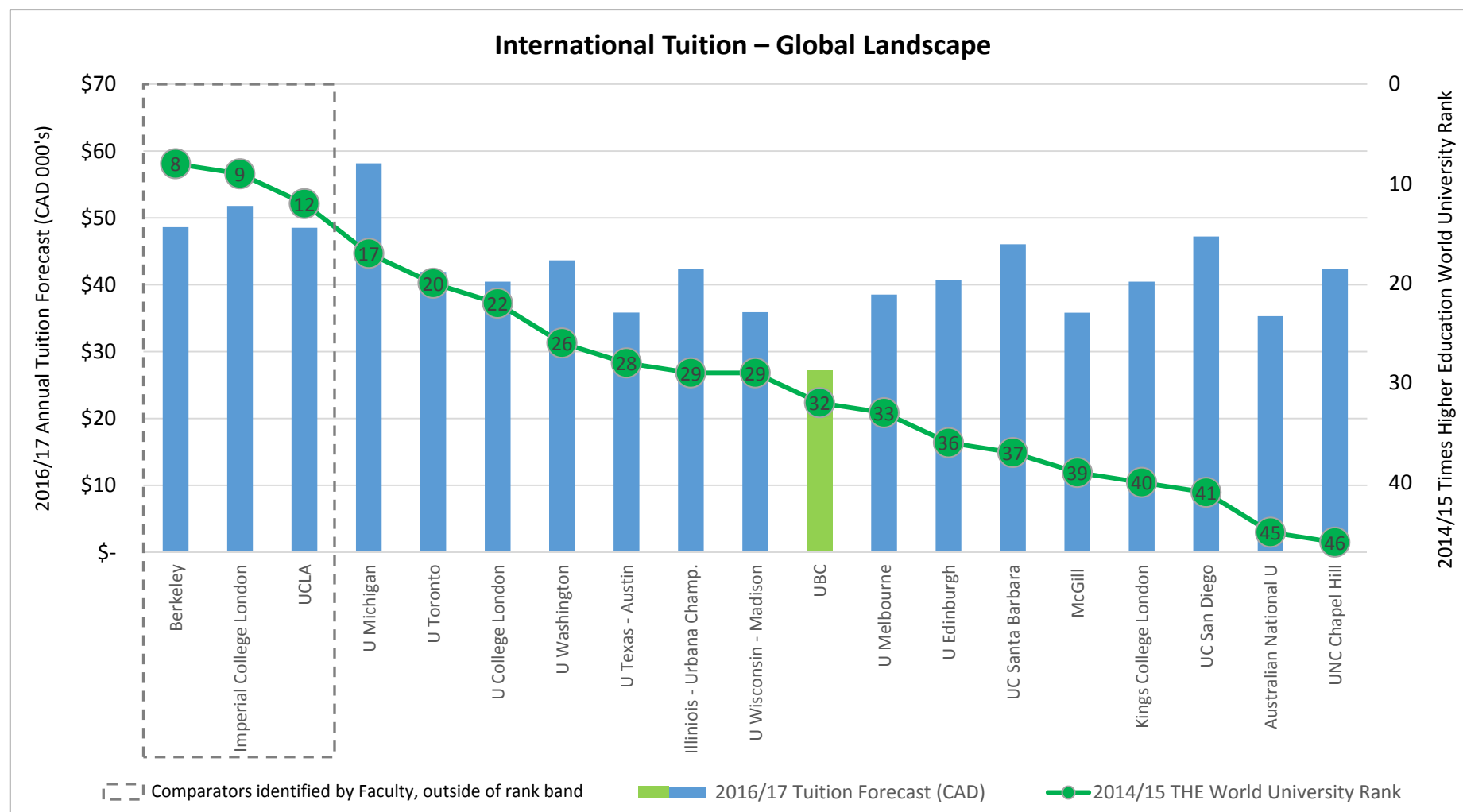
Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



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THE UNIVERSITY OF BRITISH COLUMBIA

## Bachelor of Science - Okanagan



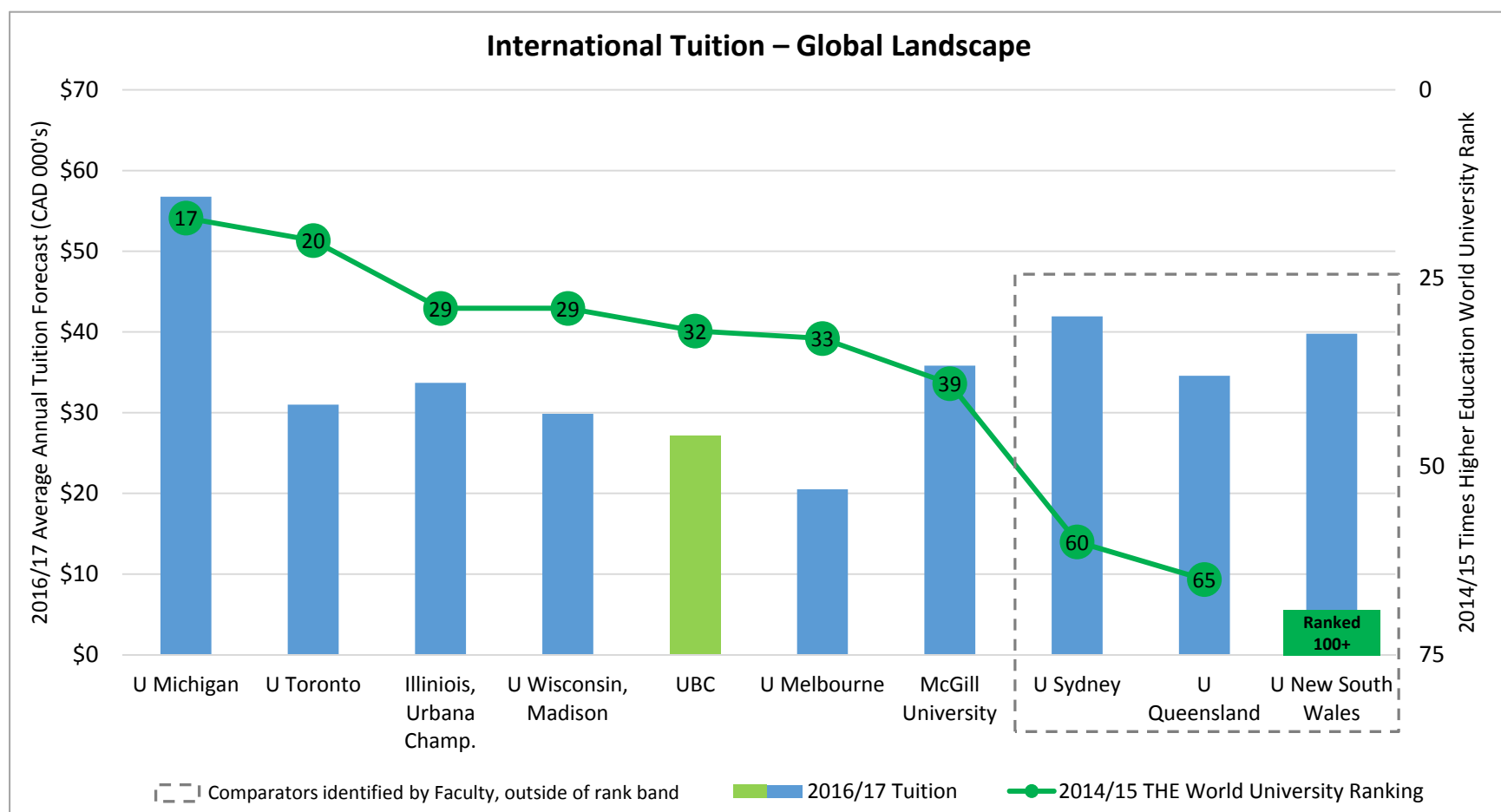
Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



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## Bachelor of Human Kinetics - Okanagan



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



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THE UNIVERSITY OF BRITISH COLUMBIA

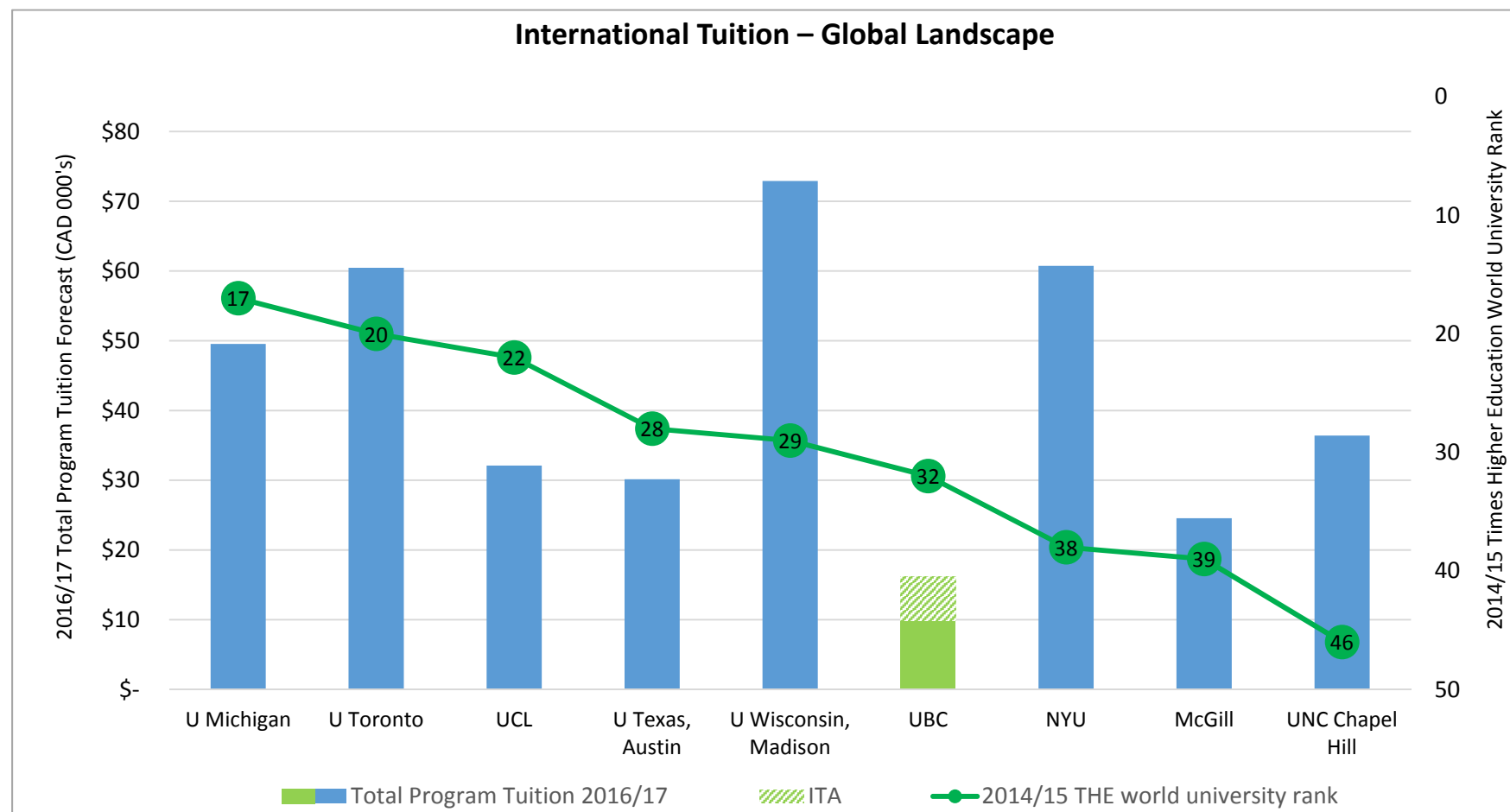
# Non-Thesis-Based Graduate Programs

Faculty		Program
Arts - UBCV	MAS	Master of Archival Studies
	MJ	Master of Journalism
	MLIS	Master of Library Information Studies
	MFA CW (Distance)	Master of Fine Arts in Creative Writing (Distance Program)
	MA in Econ	Master of Arts in Economics
	MSW	Masters of Social Work
	MMUS	Masters of Music
Applied Science - UBCV	MARCH	Master of Architecture
	MLA	Master of Landscape Architecture
	MCRP	Master of Community & Regional Planning
Dentistry	MSc + Diploma	Master of Science + Diploma in Dental Specialties
	PhD + Diploma	PhD + Diploma in Dental Specialties
Education	EdD	Doctor of Education
	MET	Master of Educational Technology
	MEd ALGC	Master of Education in Adult Learning & Global Change
	MMED	Master of Museum Education
	MEd & MA (through Education)	Master of Education & Master of Arts (through the Faculty of Education)
	MKIN	Master of Kinesiology
Forestry	MIF	Master of International Forestry
	MSFM	Master of Sustainable Forest Management
Law	LLM CL	Master of Laws (Common Law)
	LLM Tax	Master of Laws (Tax)
LFS	MFRE	Master of Food and Resource Economics
	MFS	Master of Food Science
	MLWS	Master of Land and Water Systems
Medicine	MHSc	Master of Health Science
	MHA	Master of Health Administration
	MOT	Master of Occupational Therapy
	MPH	Master of Public Health
	MSc GC	Master of Science Genetic Counselling
	MRSc	Master of Rehabilitation Science
	MSc OEH	Master of Science Occupational and Environment Hygiene
Sauder	MM	Master of Management
	MBA	Master of Business Administration
	EMBA	EMBA in Strategic Mining Management
Science	MENG GE	Master of Engineering in Geological Engineering
UBCO	MM-O	Master of Management
	MED-O	Master of Education
	MSW	Master of Social Work



## Master of Archival Studies

## Faculty of Arts



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

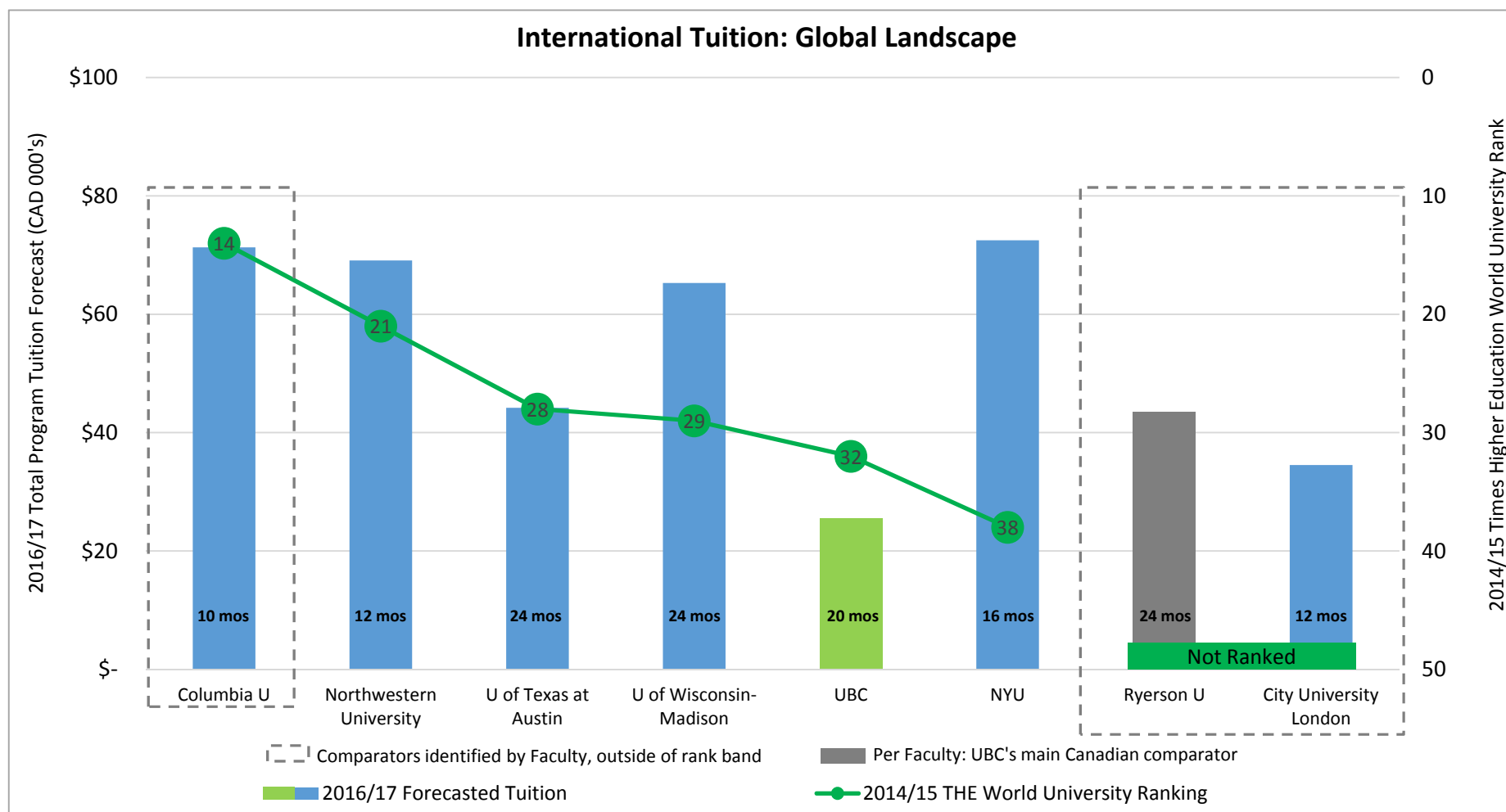


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Journalism

## Faculty of Arts



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

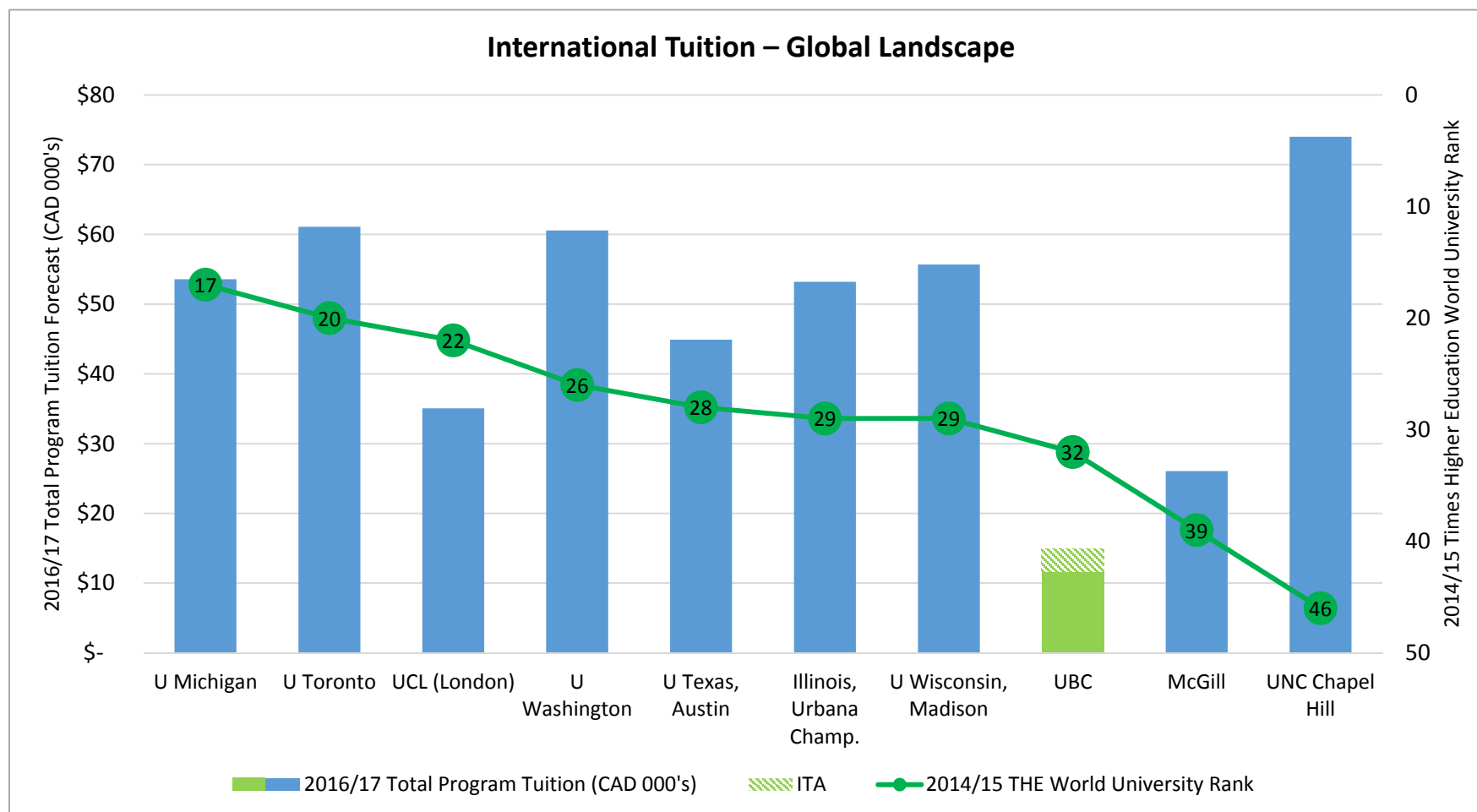


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Library and Information Studies

## Faculty of Arts



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

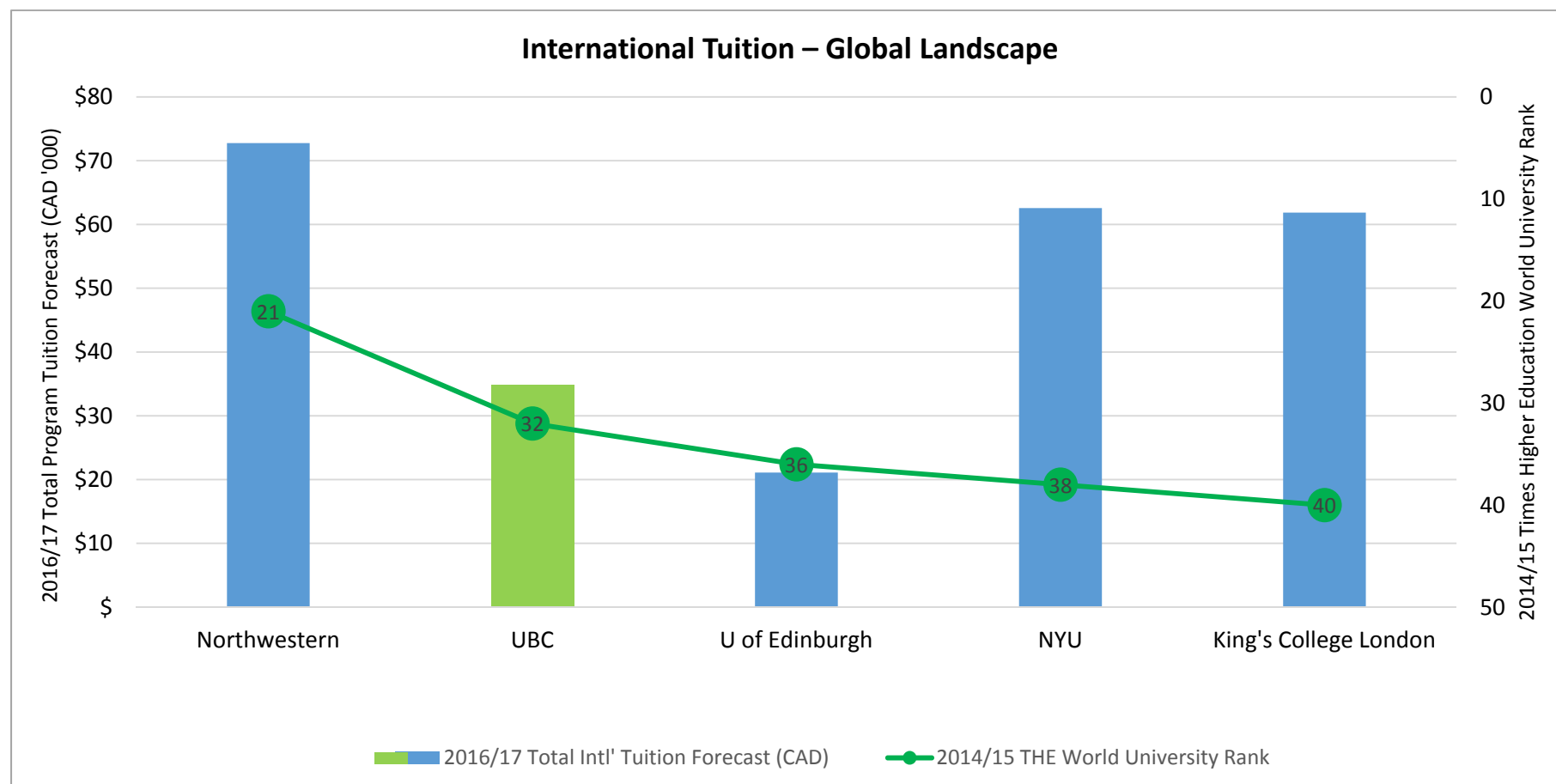


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Fine Arts in Creative Writing (Distance)

## Faculty of Arts



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

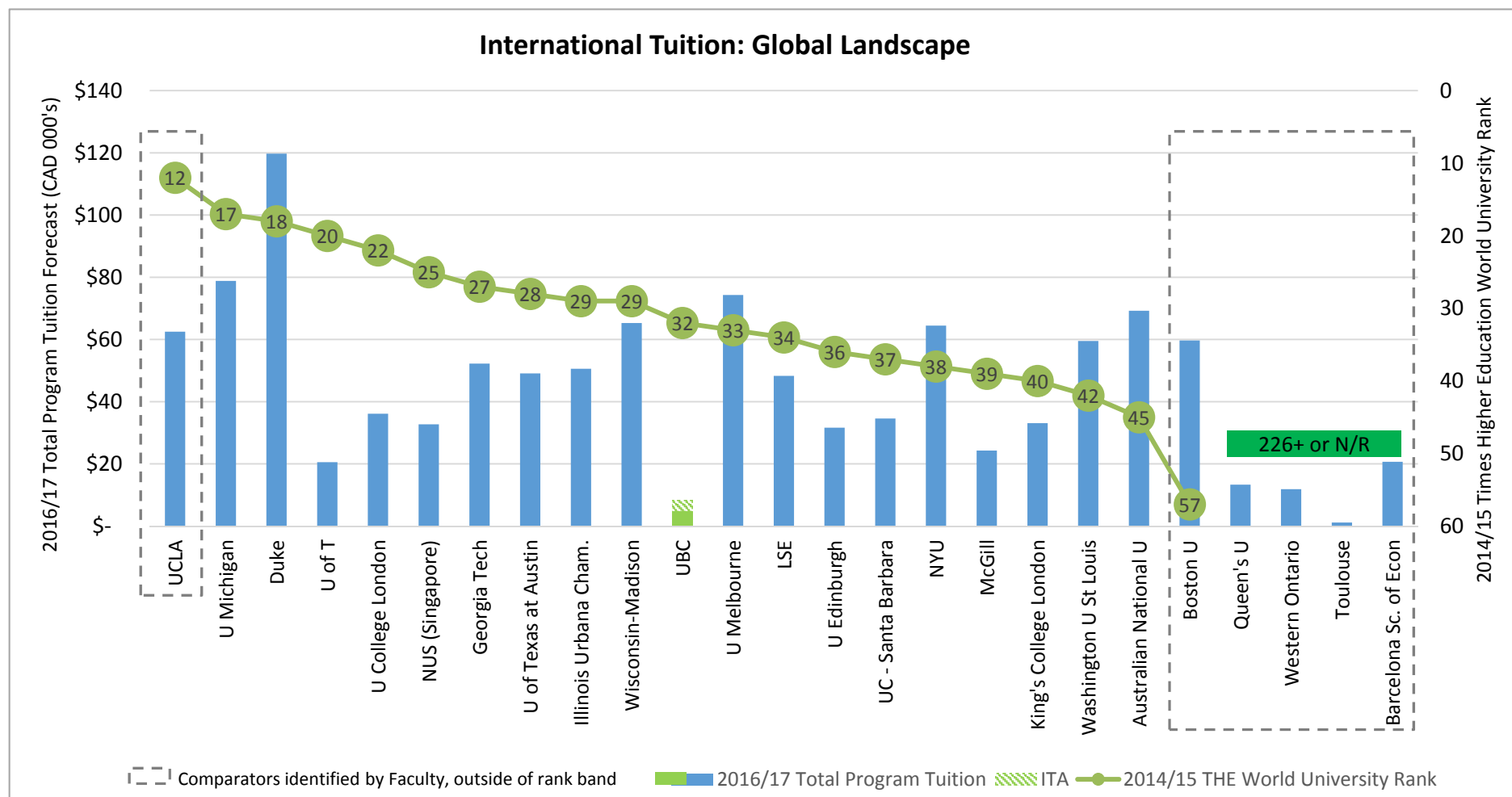


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Arts (Economics)

## Faculty of Arts



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

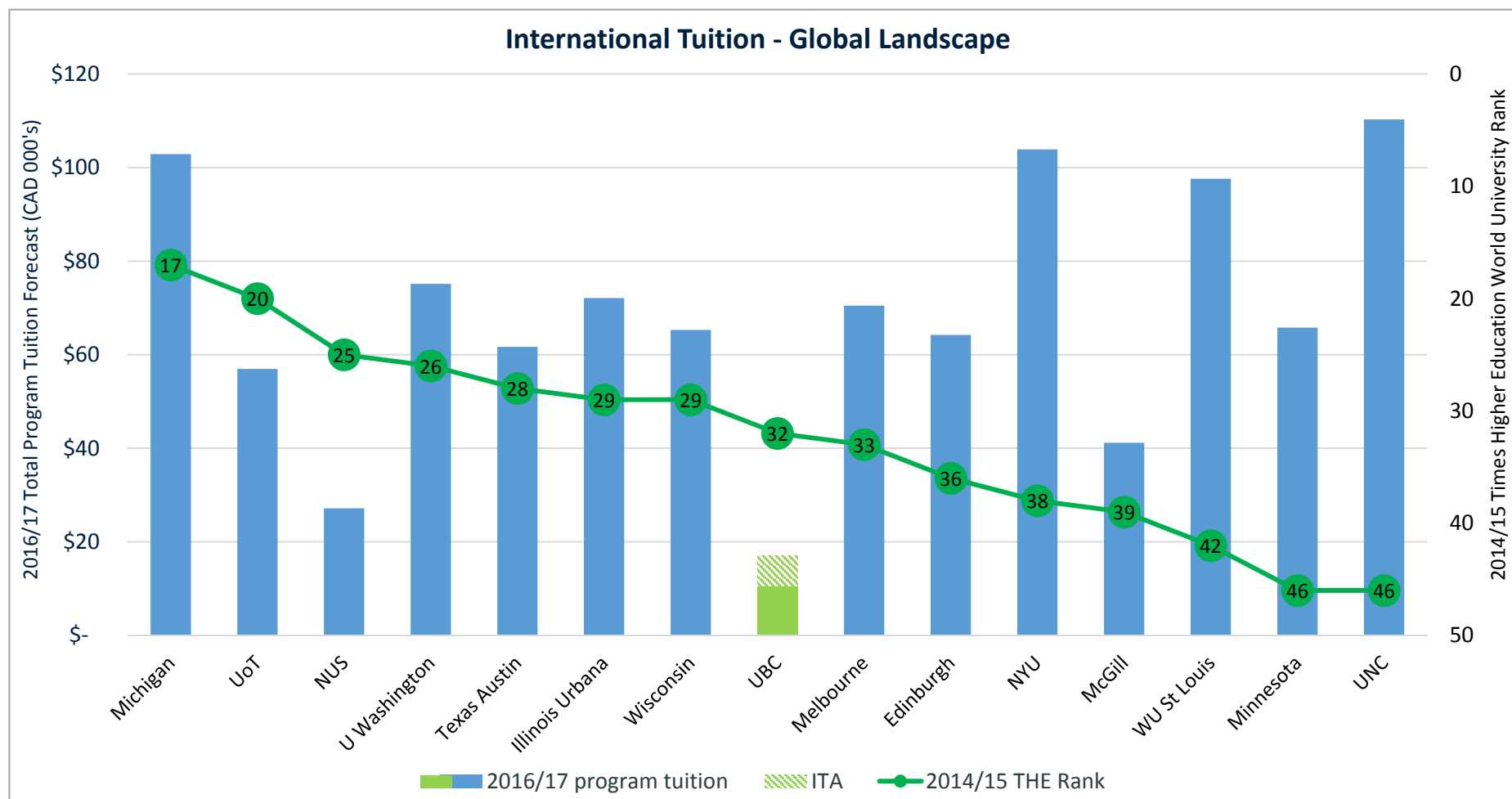


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Social Work

## Faculty of Arts



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

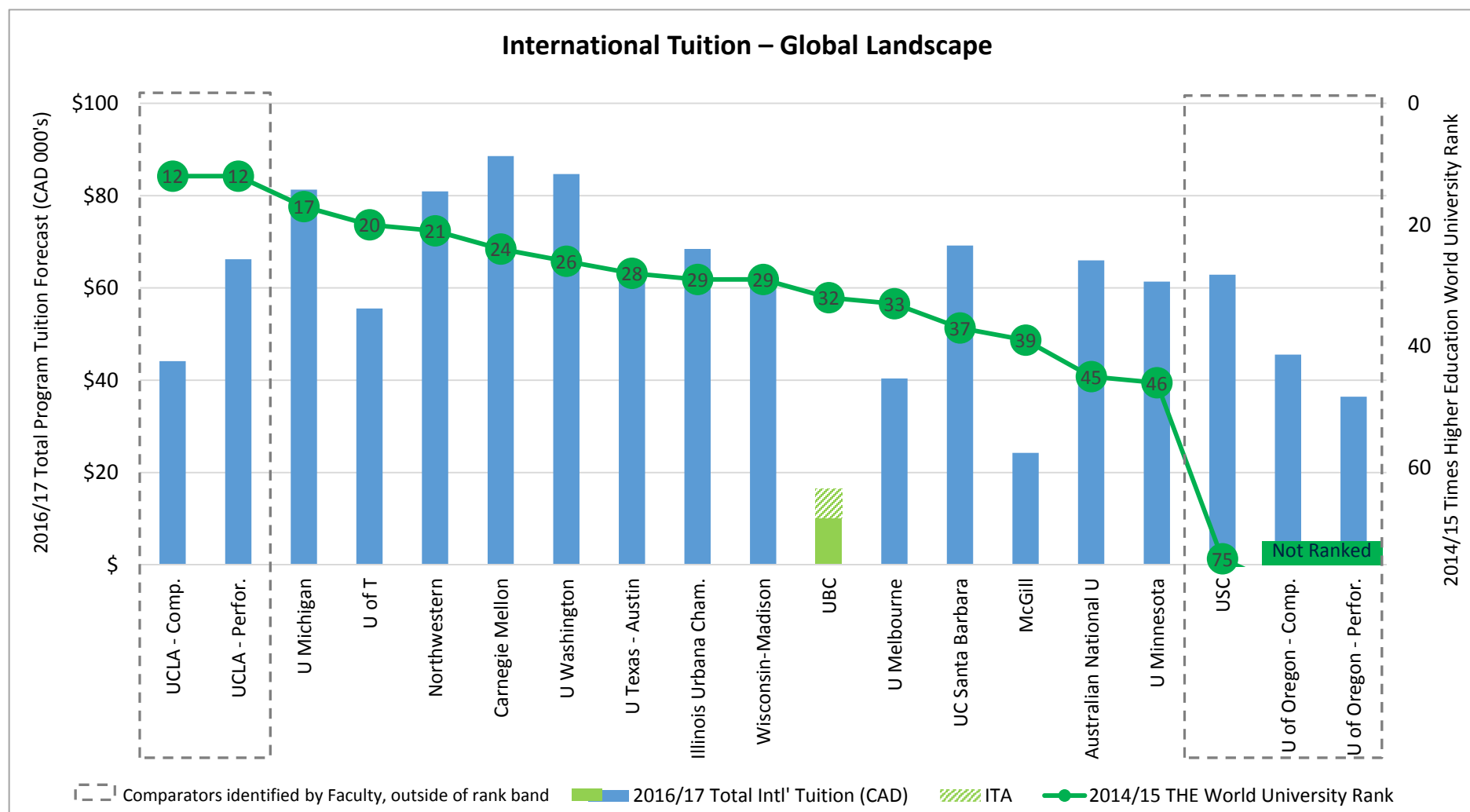


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Music

## Faculty of Arts



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

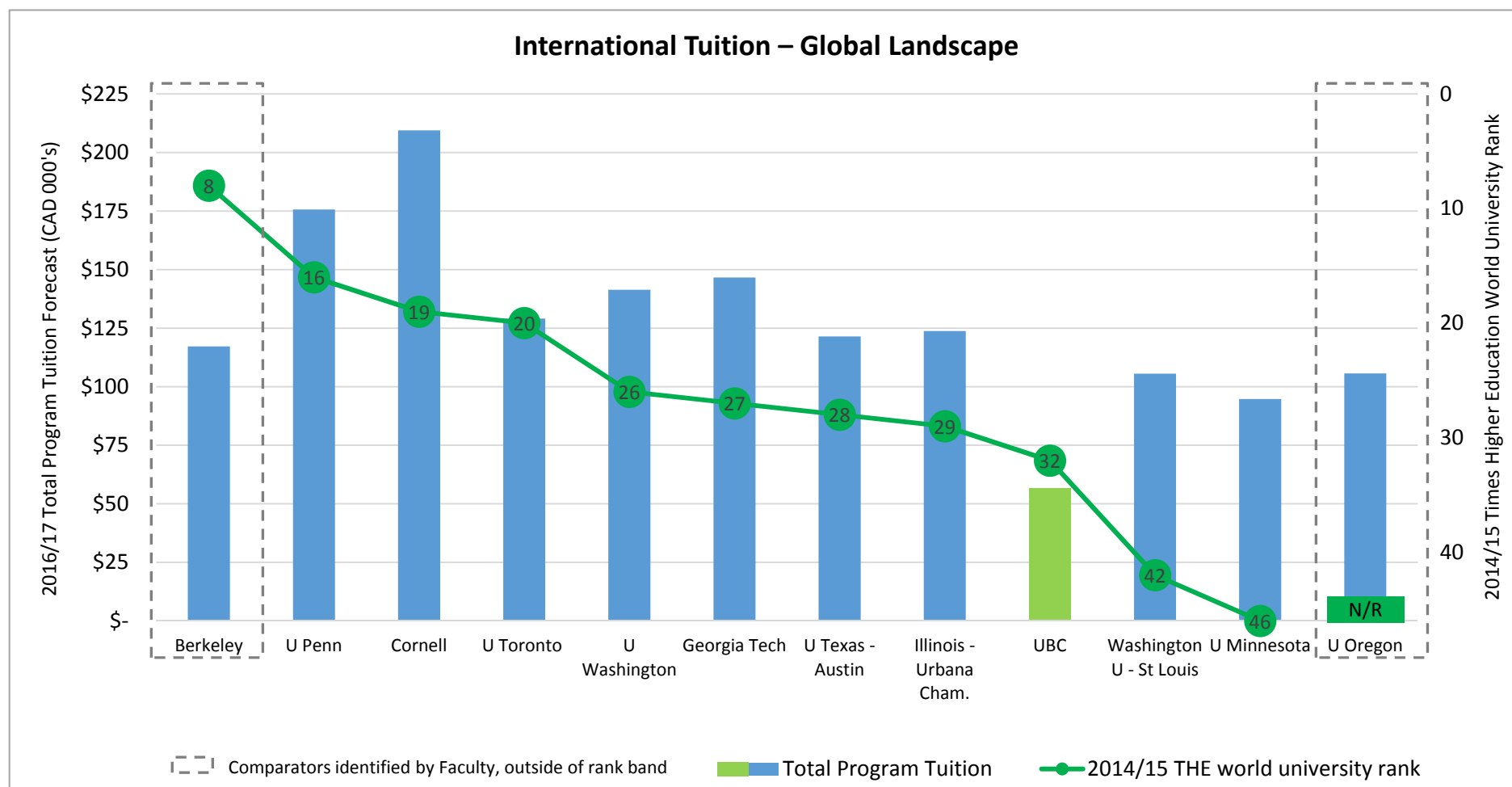


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Architecture

## Faculty of Applied Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

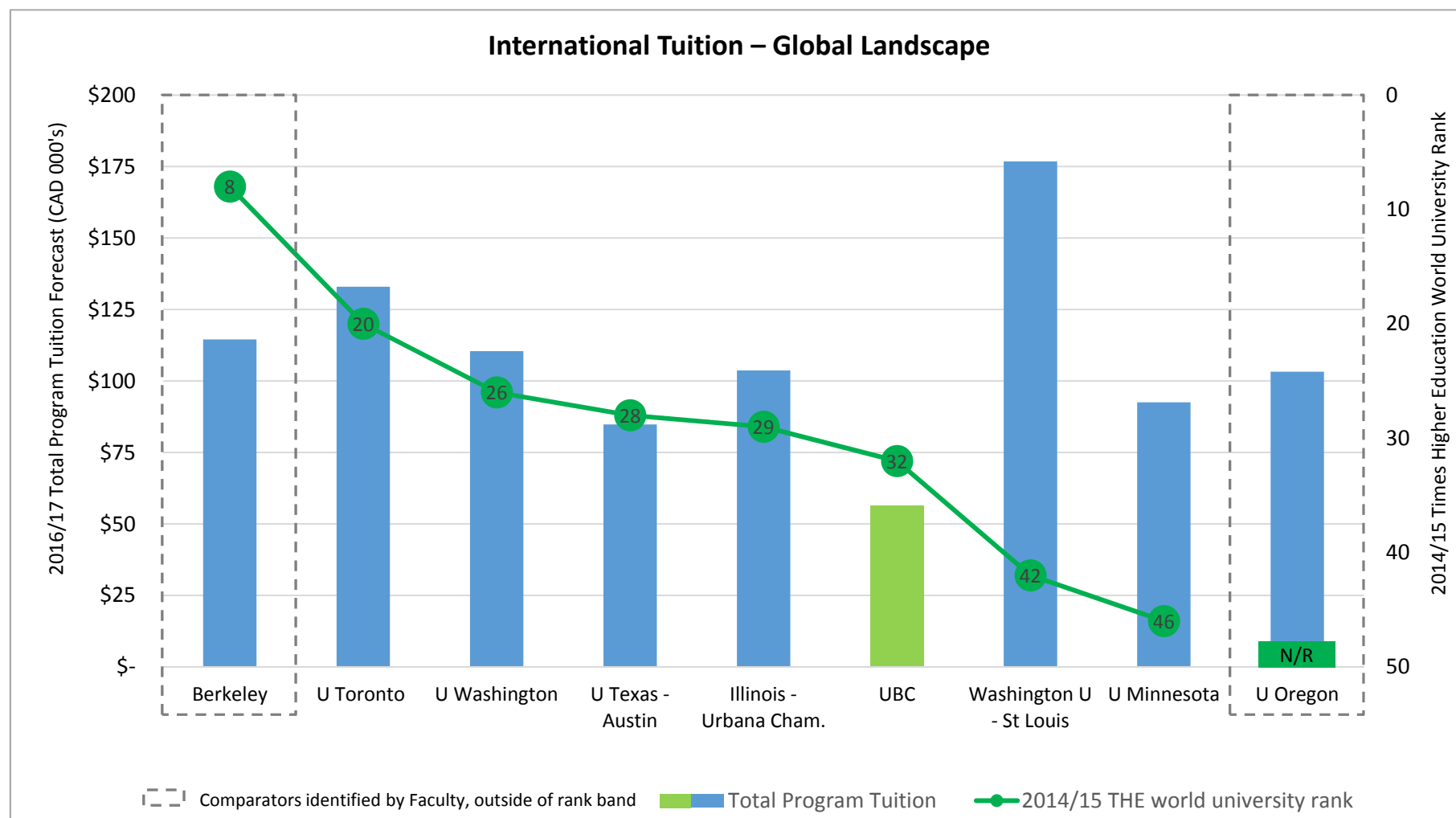


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Landscape Architecture

## Faculty of Applied Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

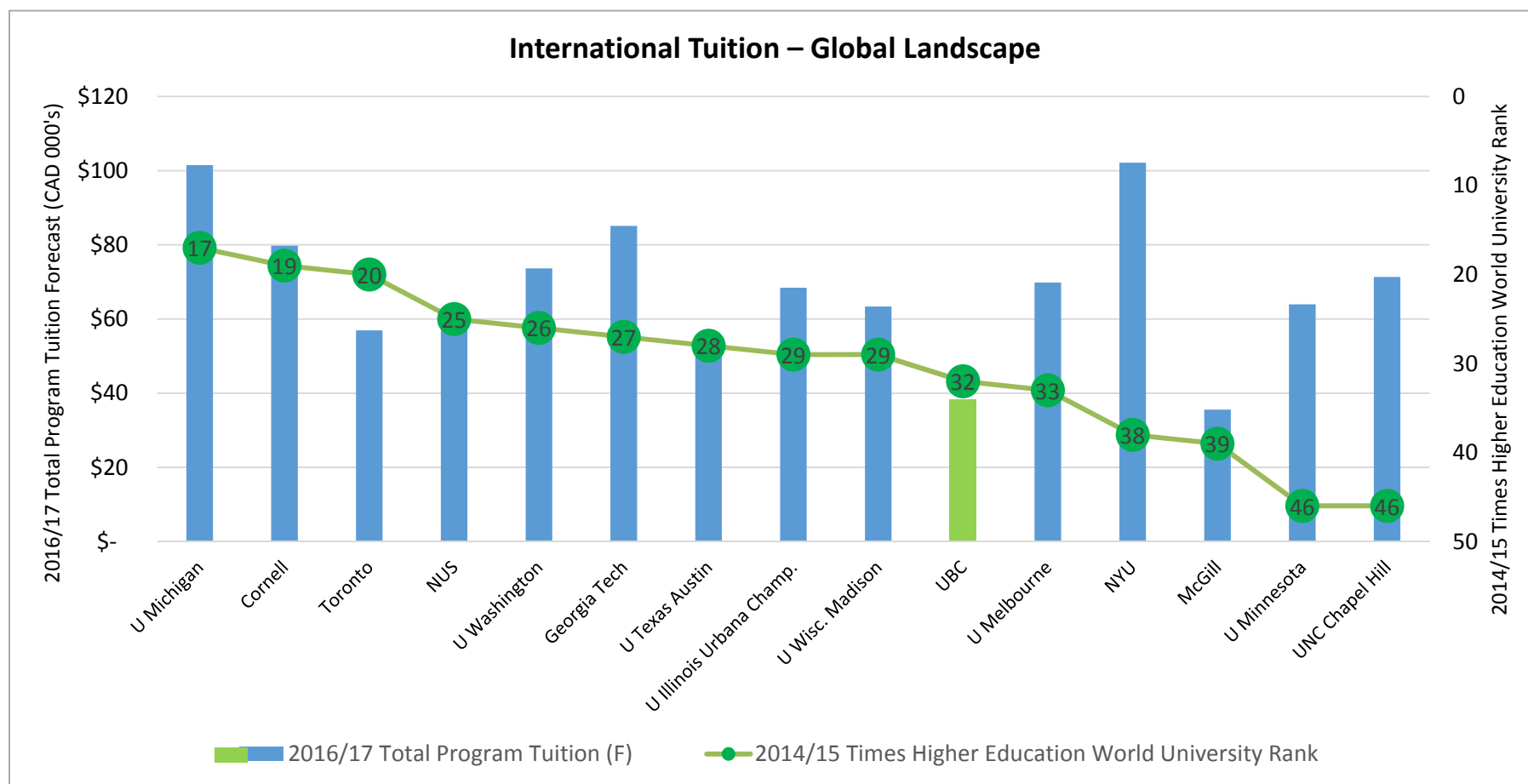


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Community and Regional Planning

## Faculty of Applied Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

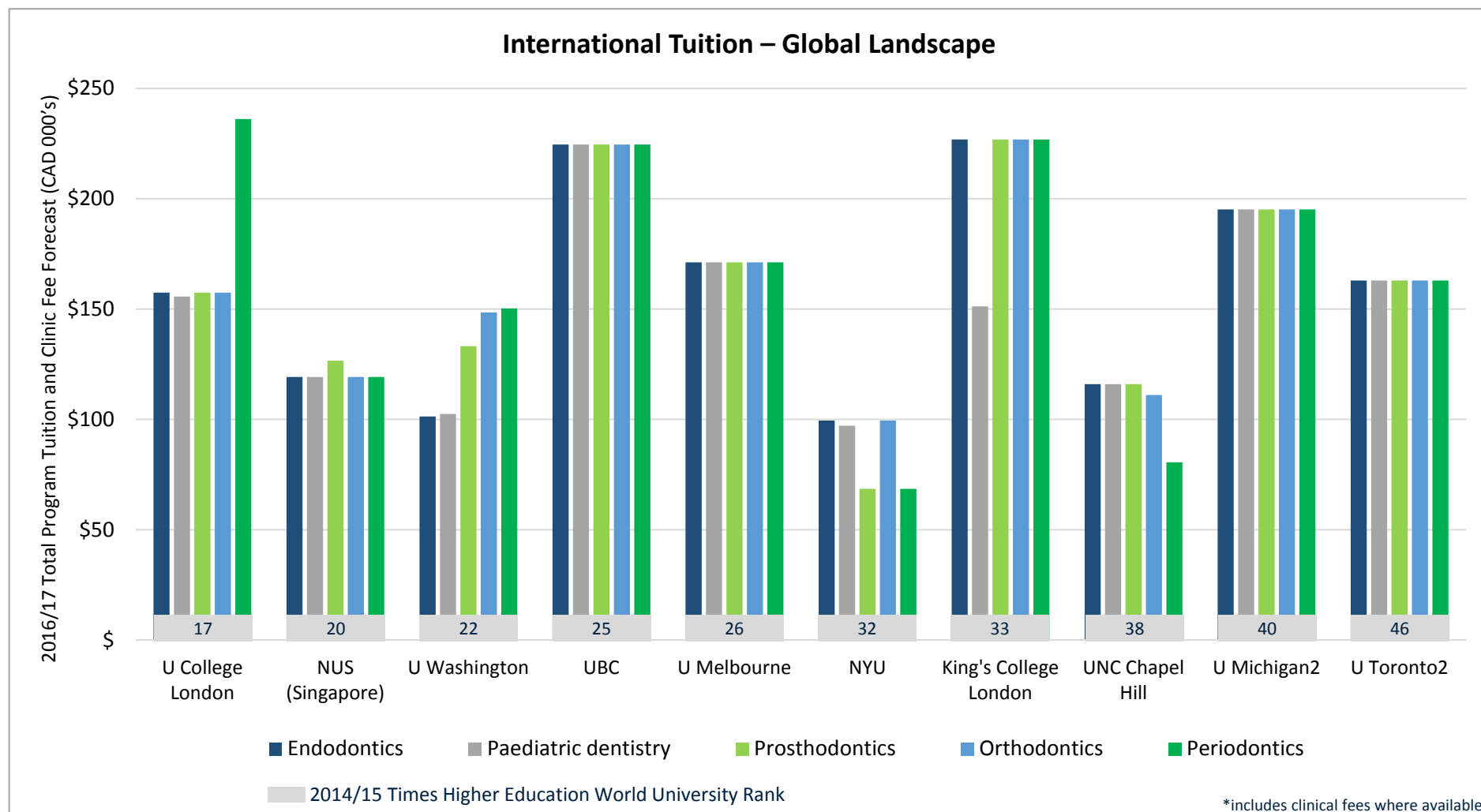


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Science + Diploma in Dental Specialties

## Faculty of Dentistry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

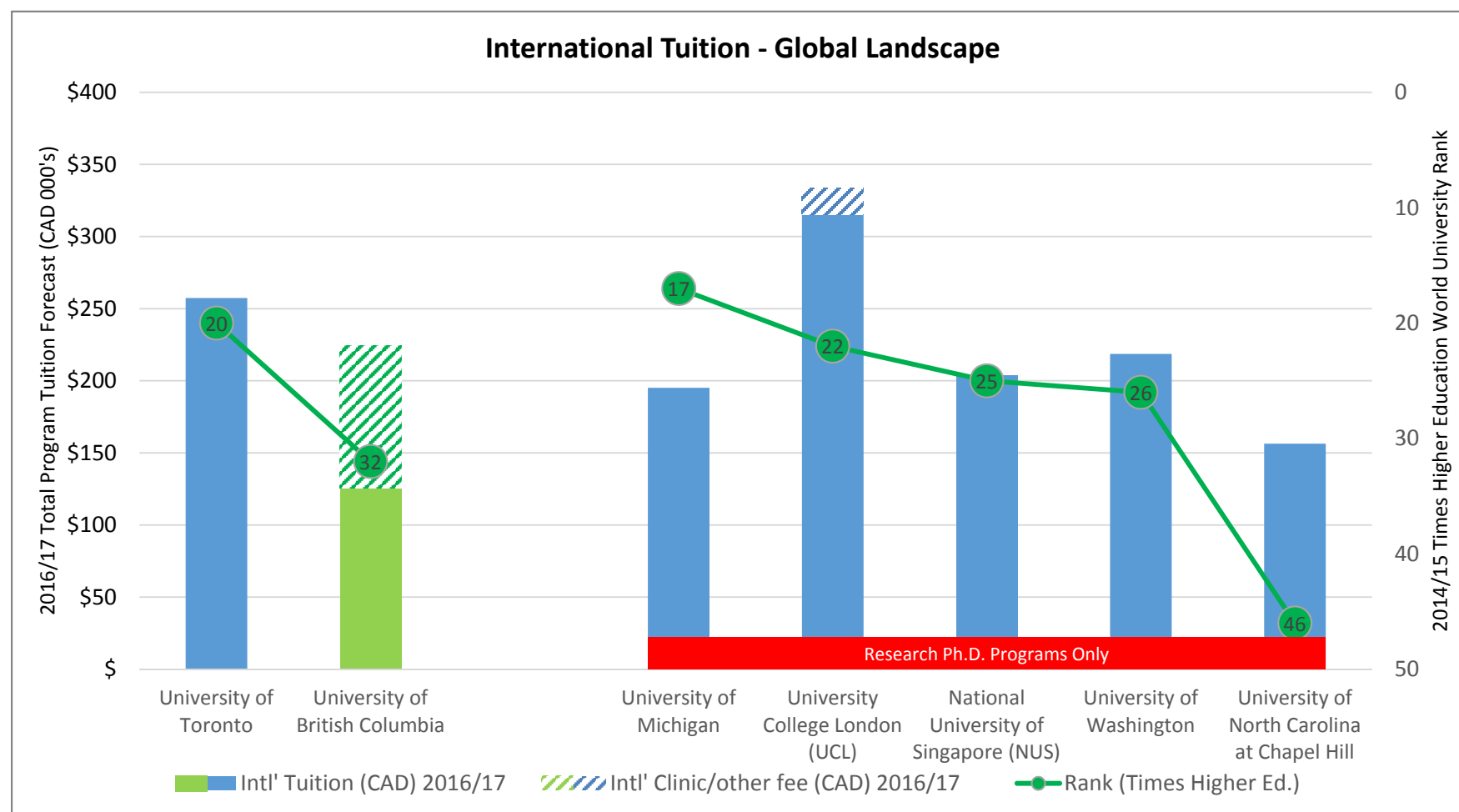


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THE UNIVERSITY OF BRITISH COLUMBIA

## PhD + Diploma in Dental Specialties

## Faculty of Dentistry



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

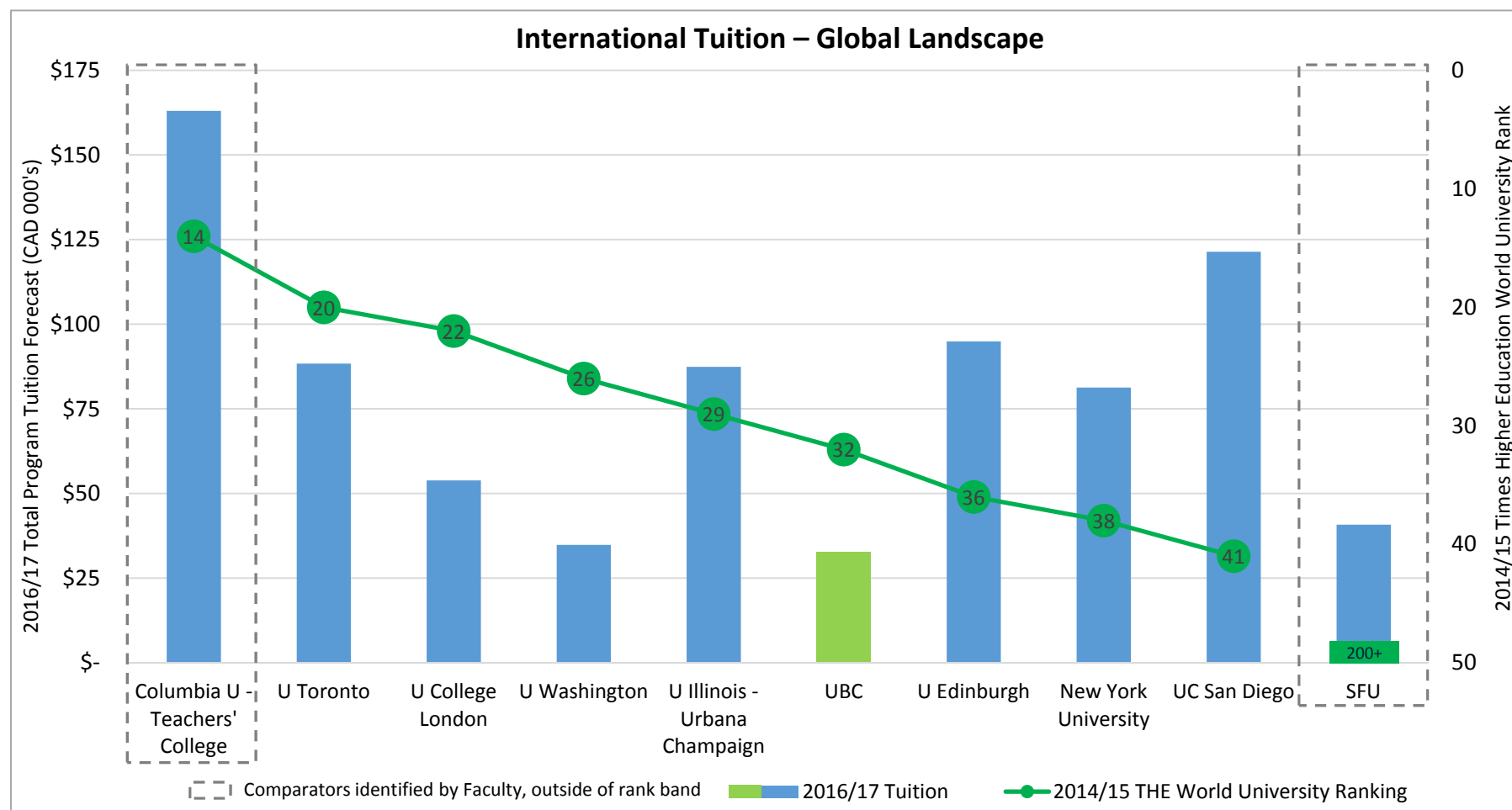


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THE UNIVERSITY OF BRITISH COLUMBIA

## Doctor of Education

## Faculty of Education



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

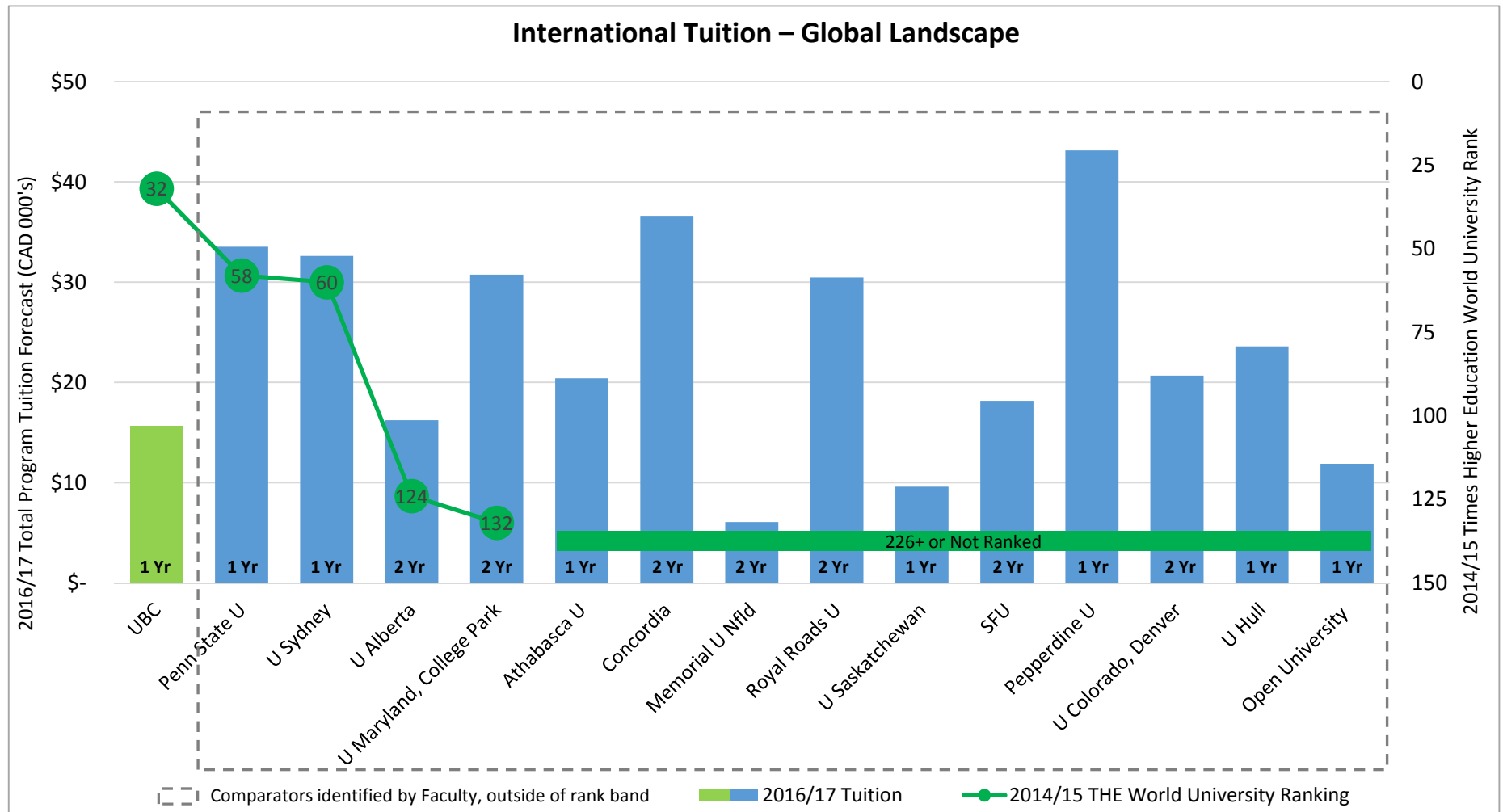


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Educational Technology

## Faculty of Education



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

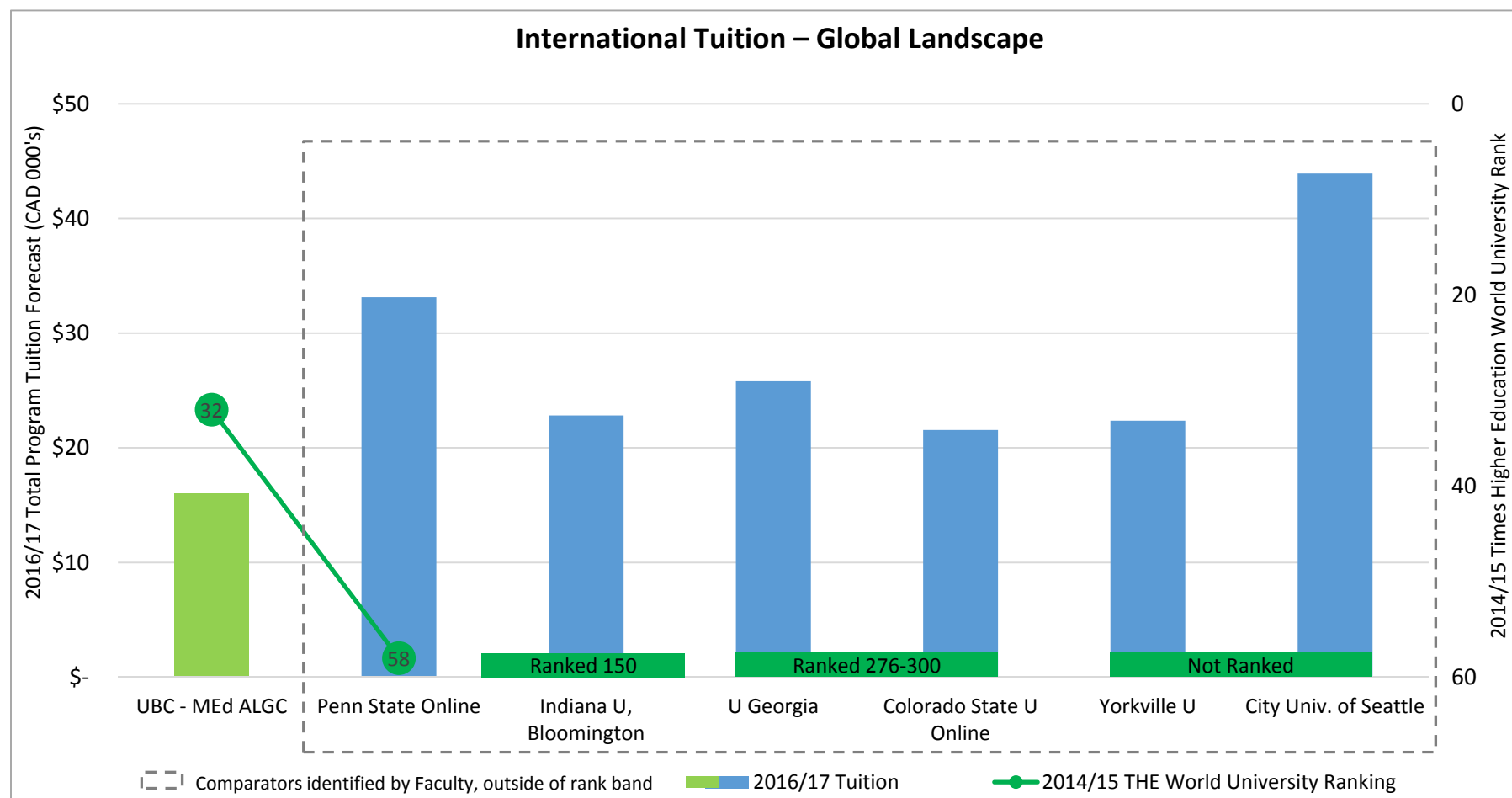


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Education in Adult Learning &amp; Global Change

## Faculty of Education



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

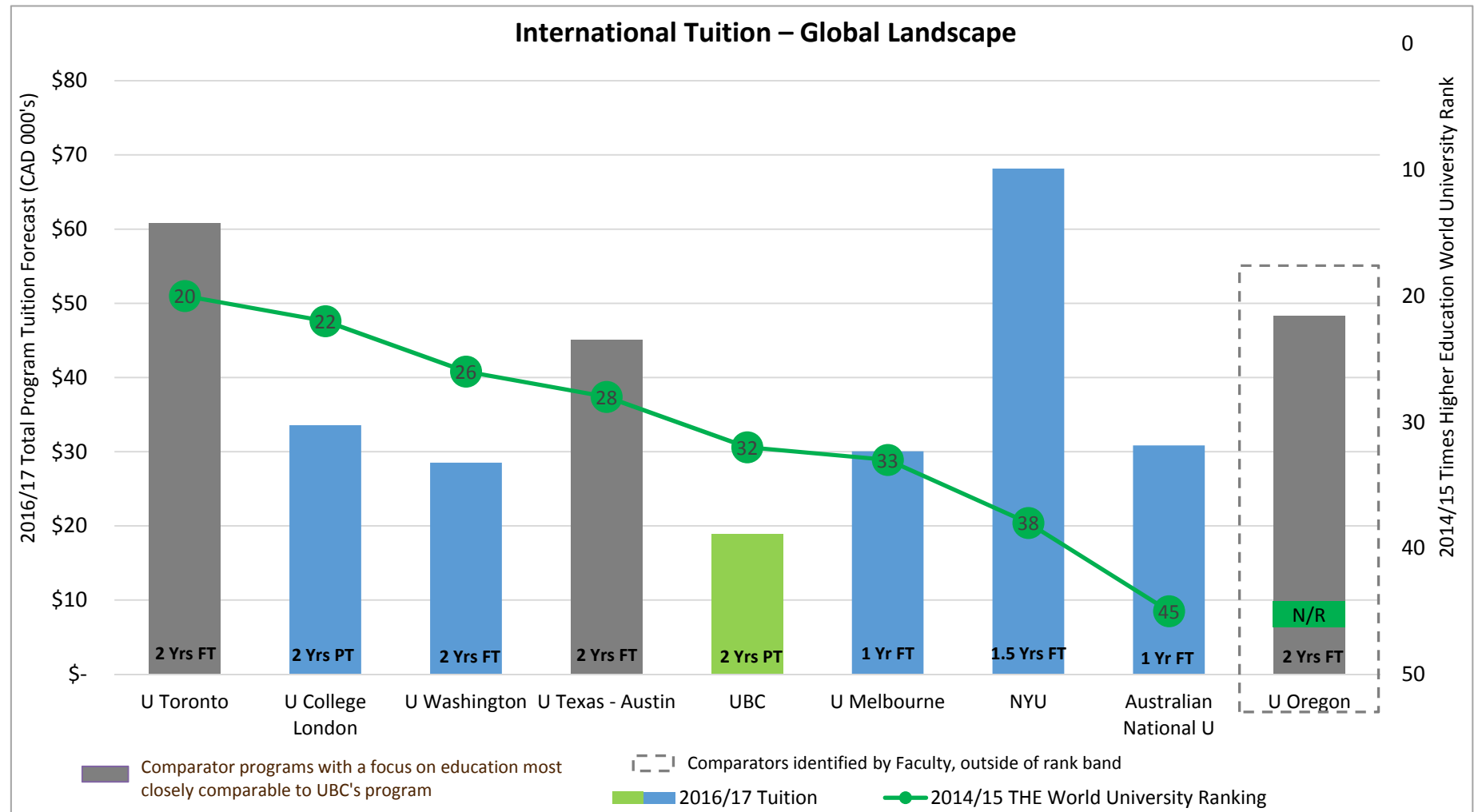


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Museum Education

## Faculty of Education



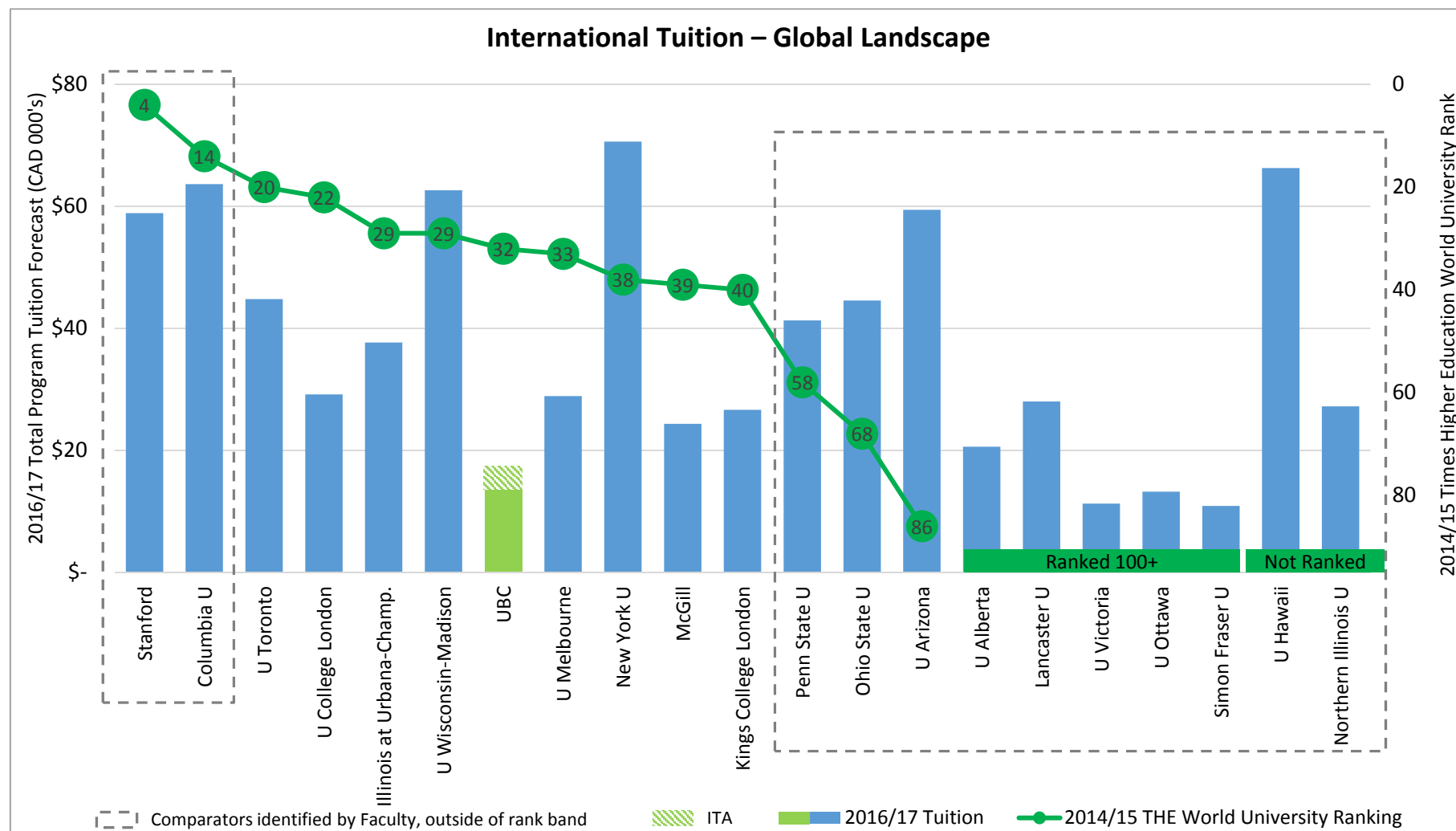
Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



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THE UNIVERSITY OF BRITISH COLUMBIA

# Master of Education and Master of Arts (through the Faculty of Education) Faculty of Education



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

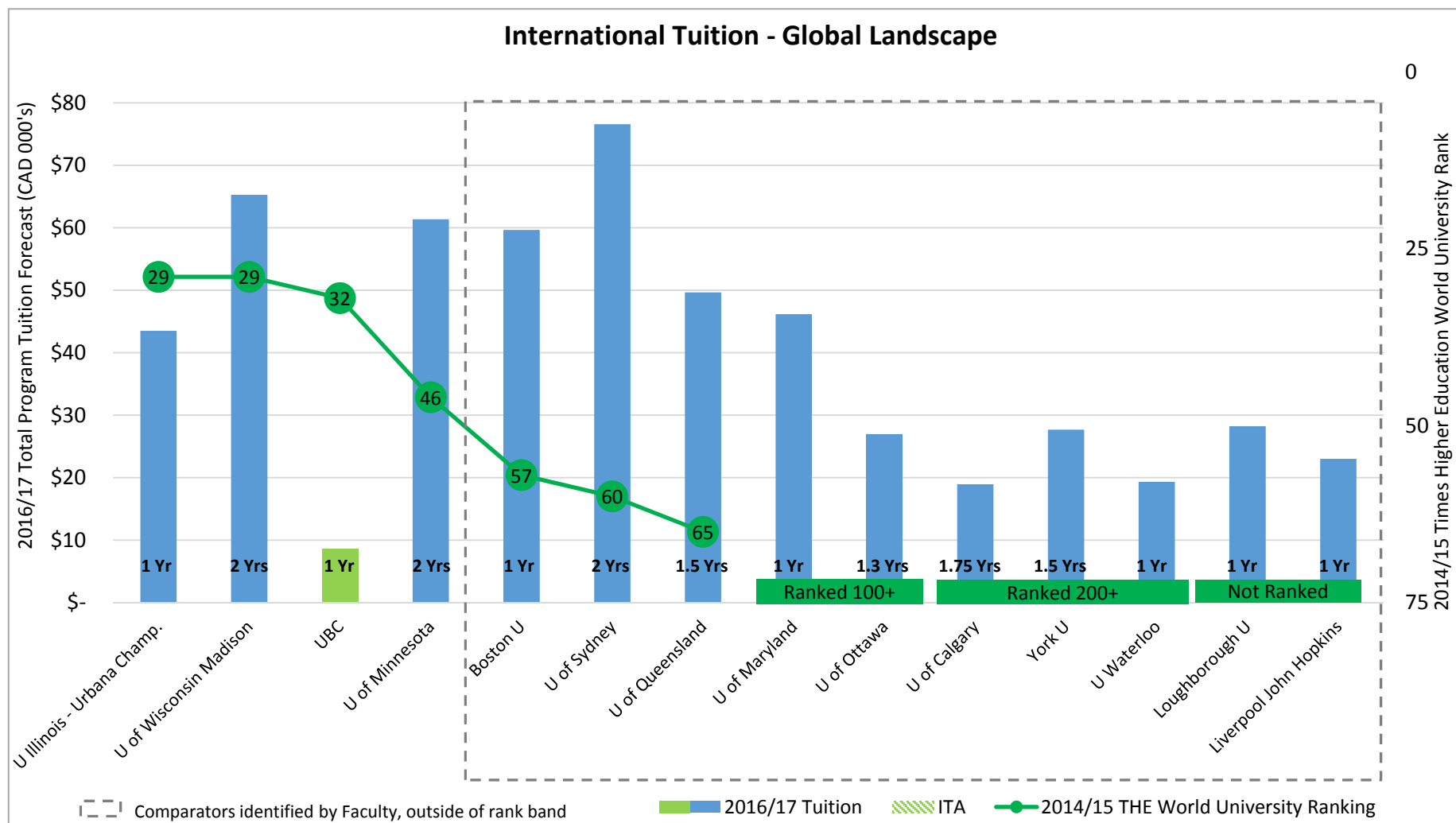


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Kinesiology

## Faculty of Education



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

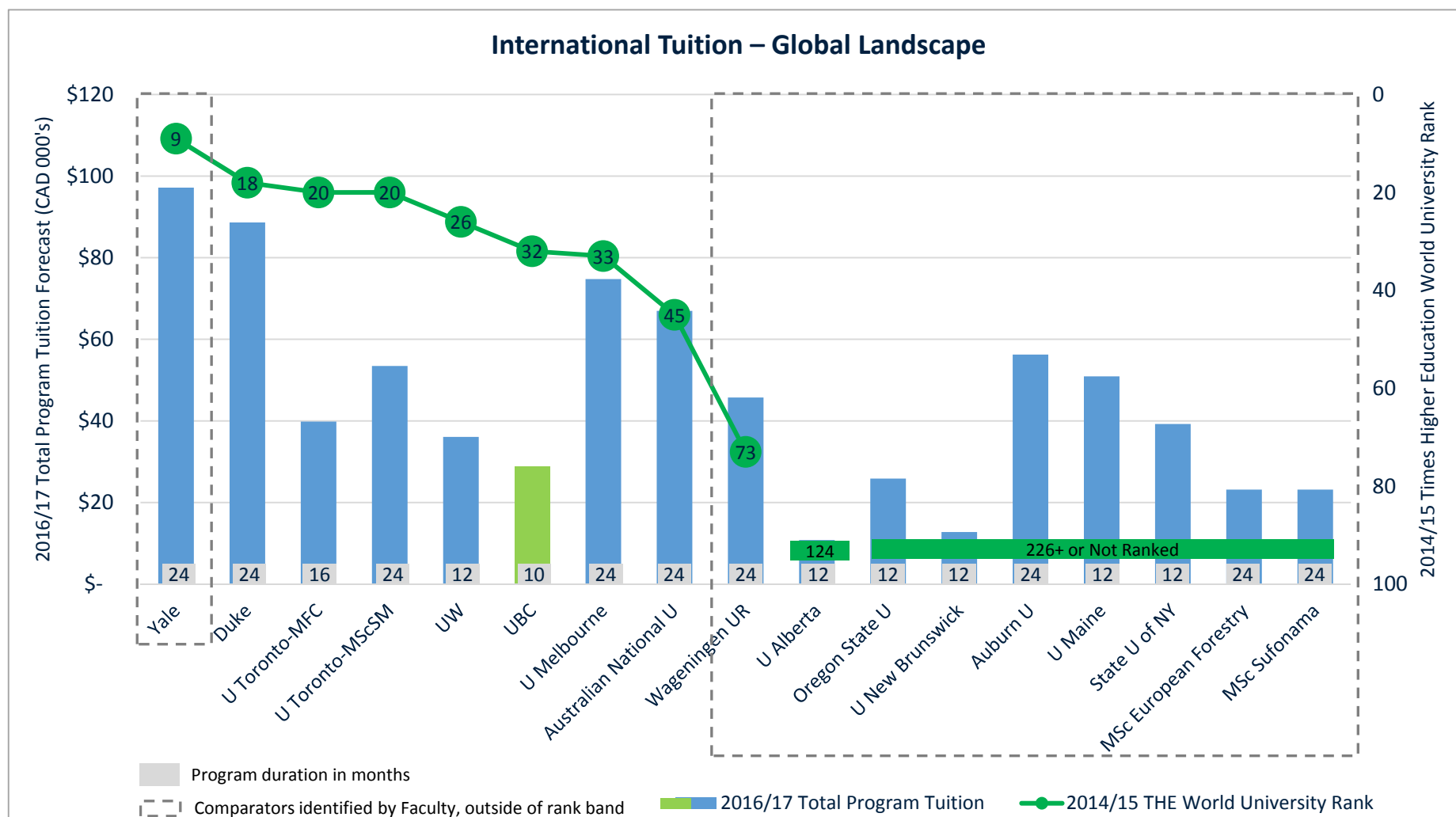


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of International Forestry

## Faculty of Forestry

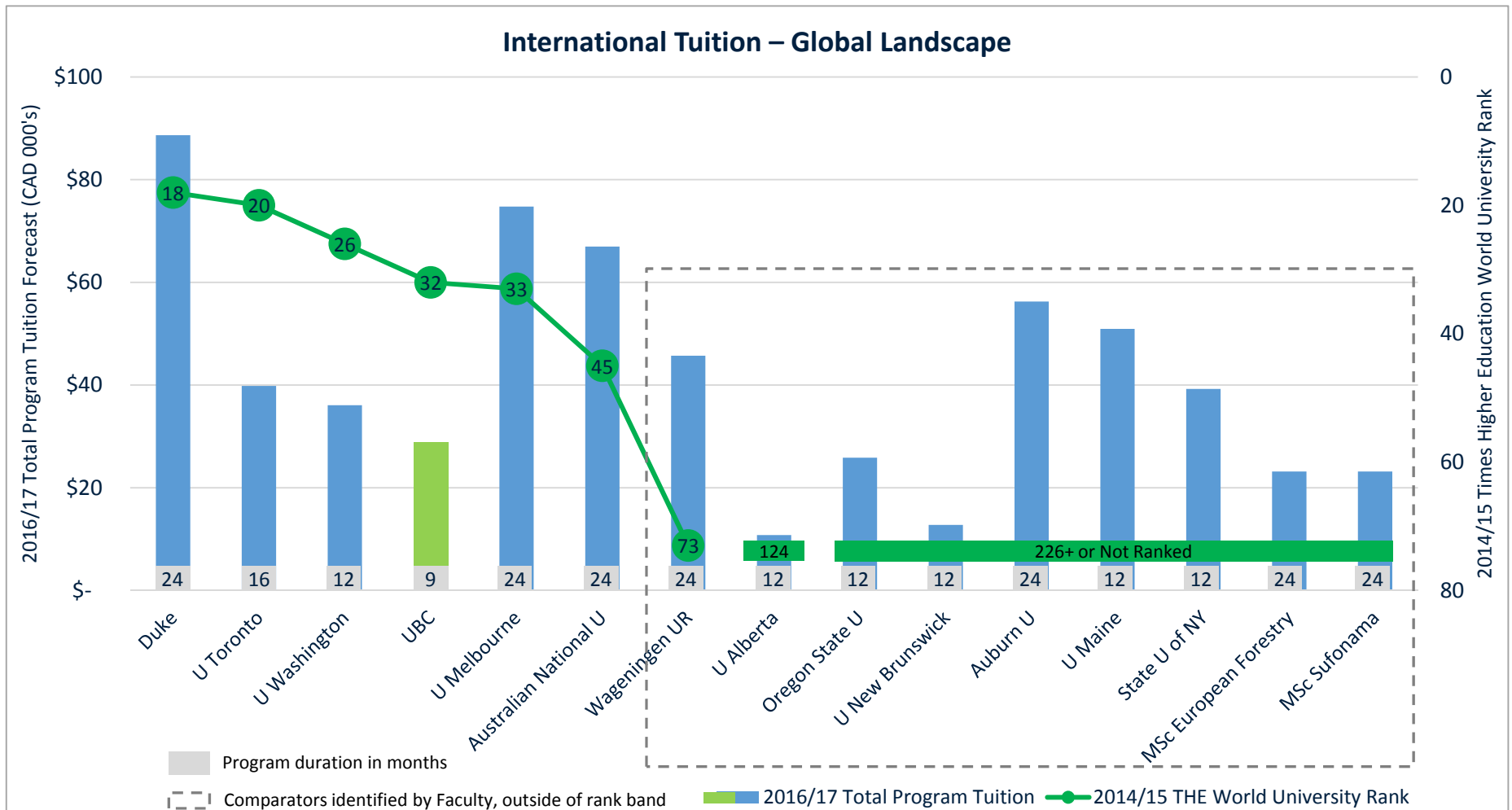


Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



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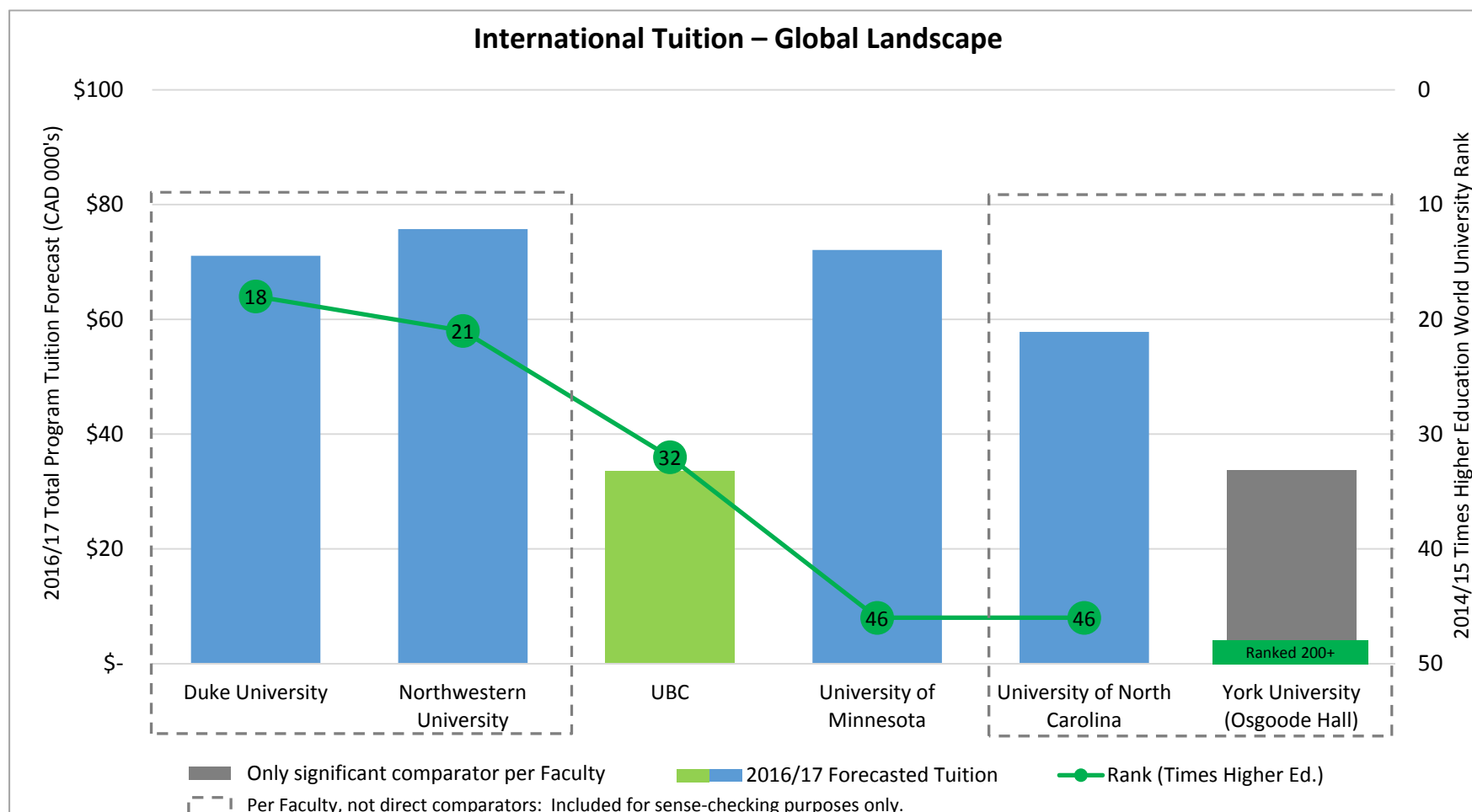
THE UNIVERSITY OF BRITISH COLUMBIA



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

## Master of Laws in Common Law

## Faculty of Law



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

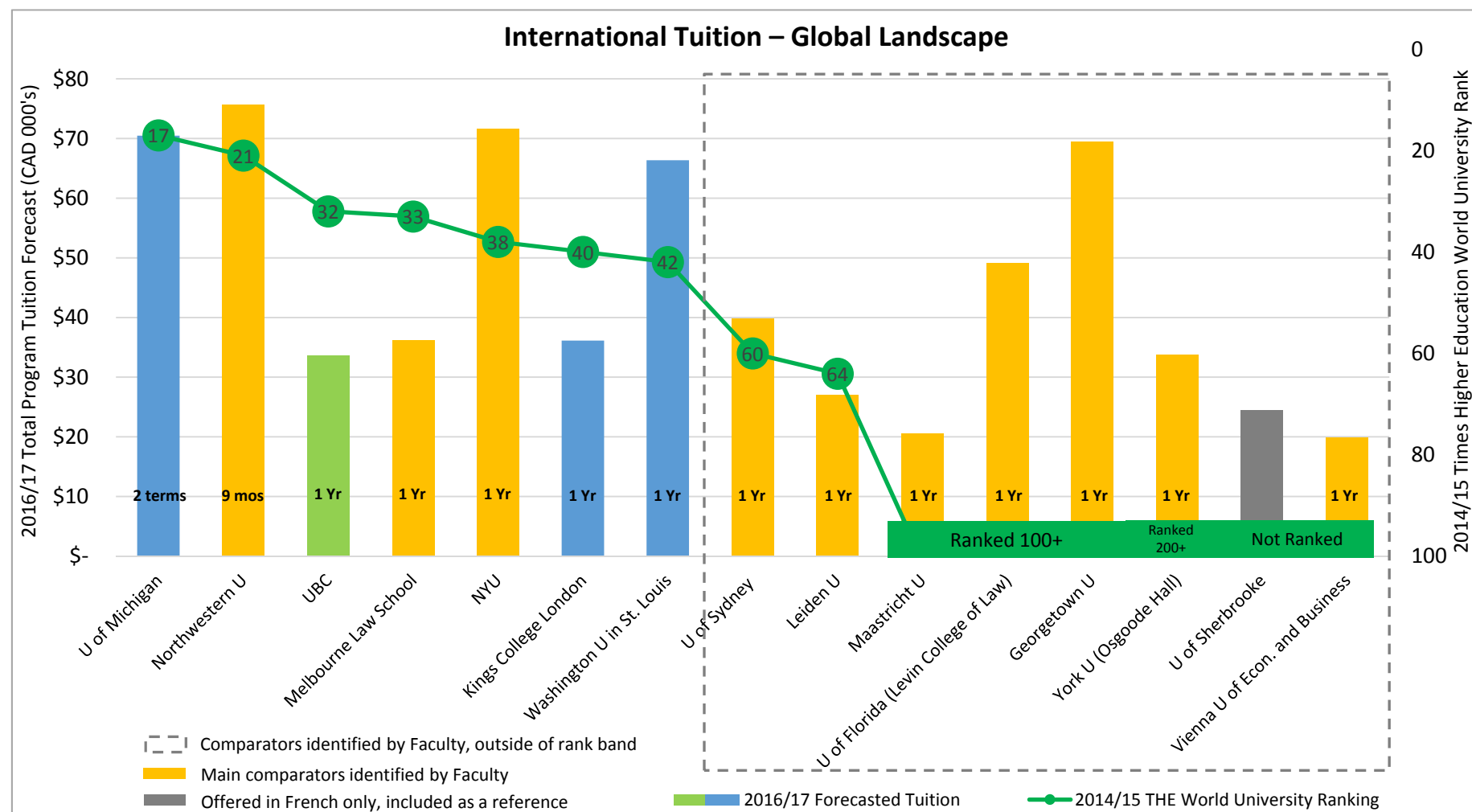


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Laws in Taxation

## Faculty of Law



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

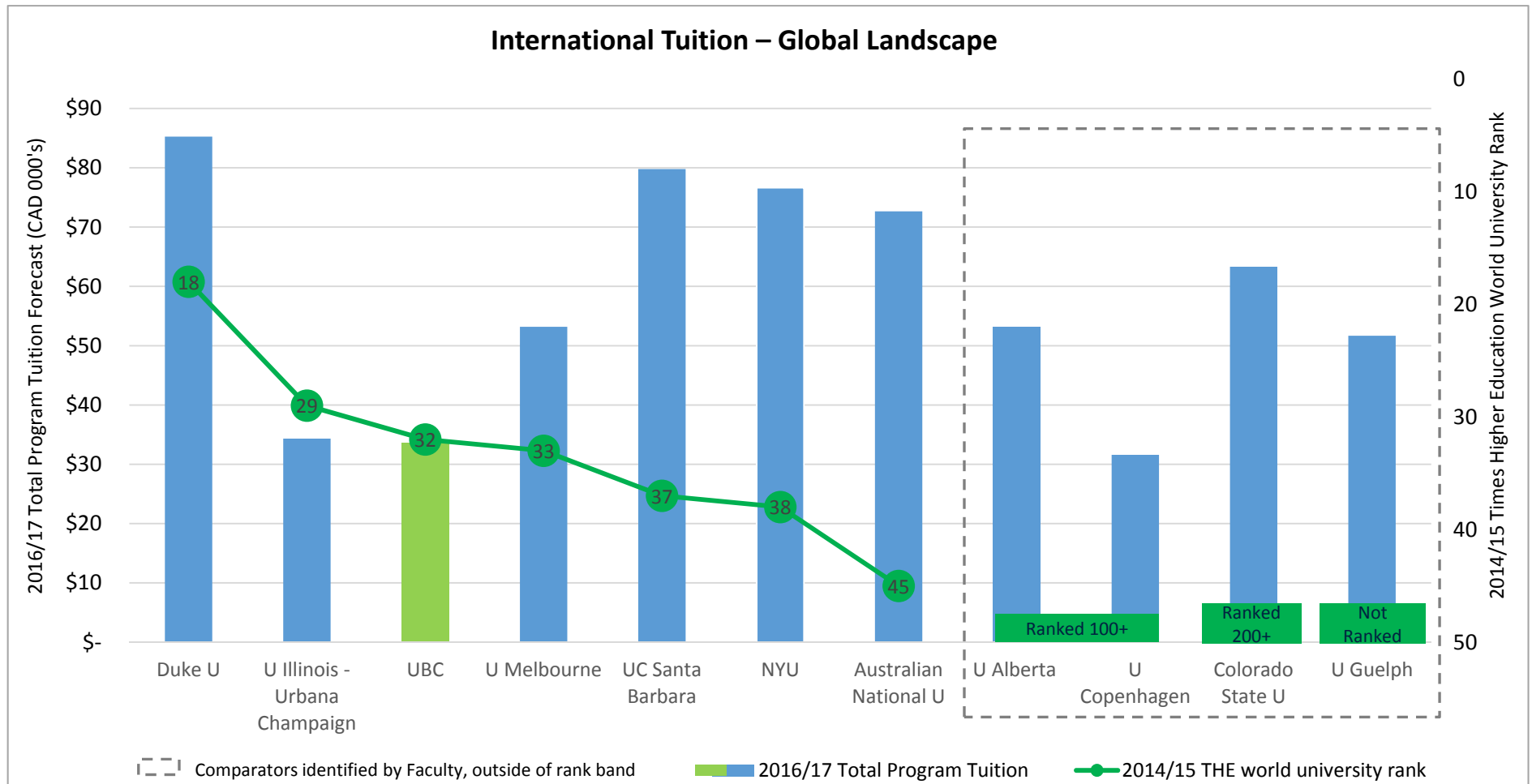


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Food and Resource Economics

## Faculty of Land and Food Systems



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

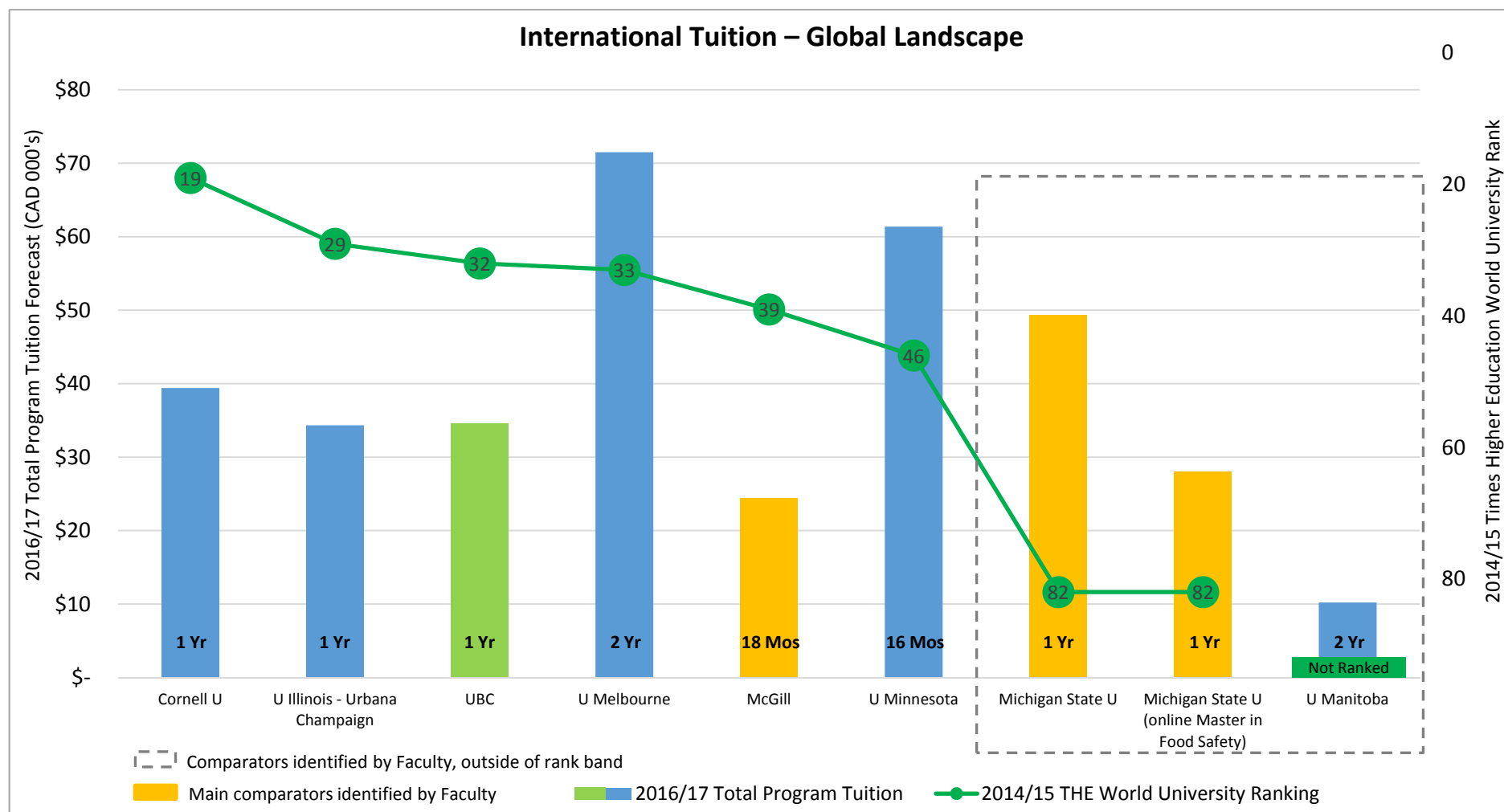


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Food Science

## Faculty of Land and Food Systems



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

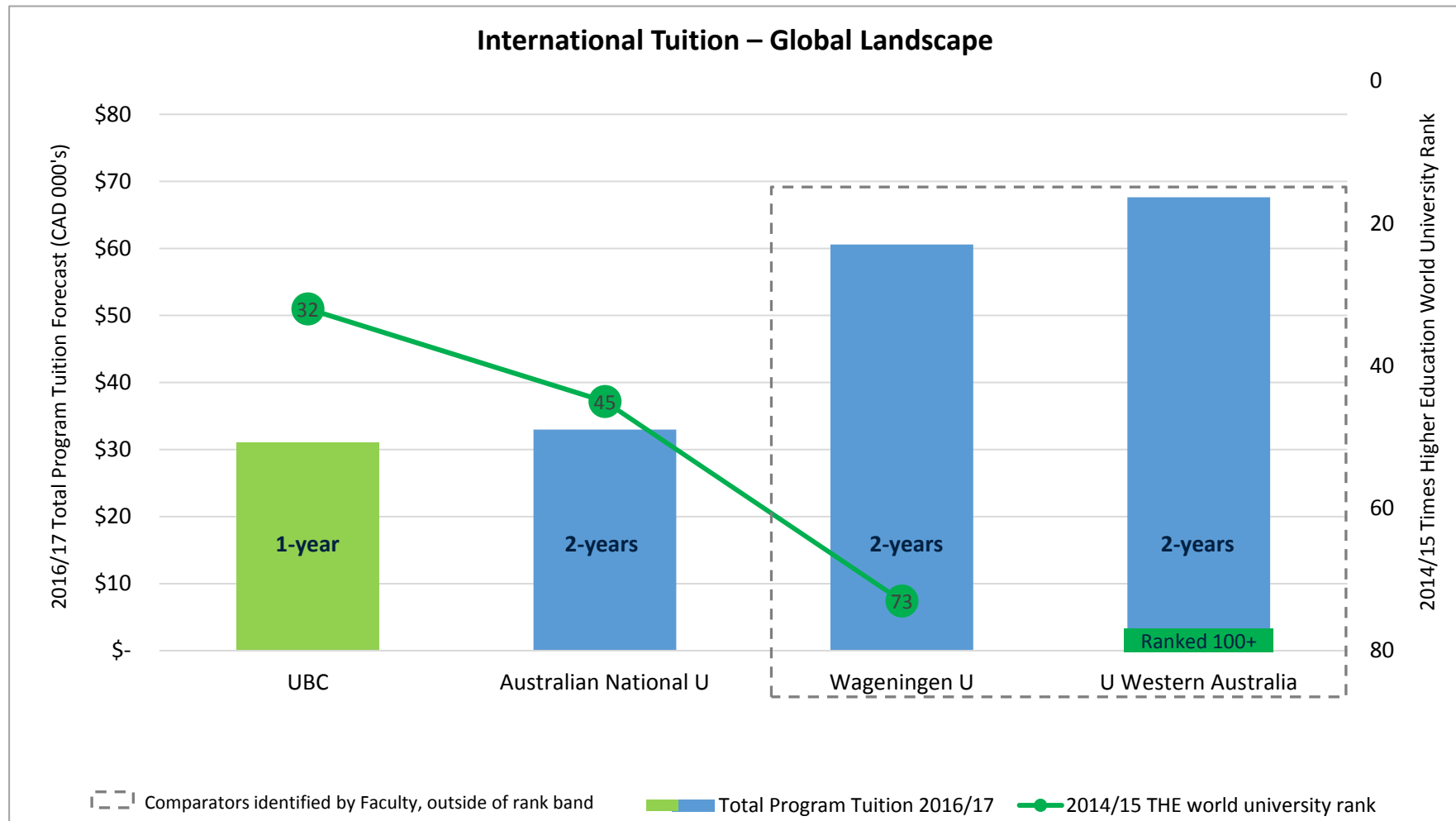


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Land and Water Systems

## Faculty of Land and Food Systems



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

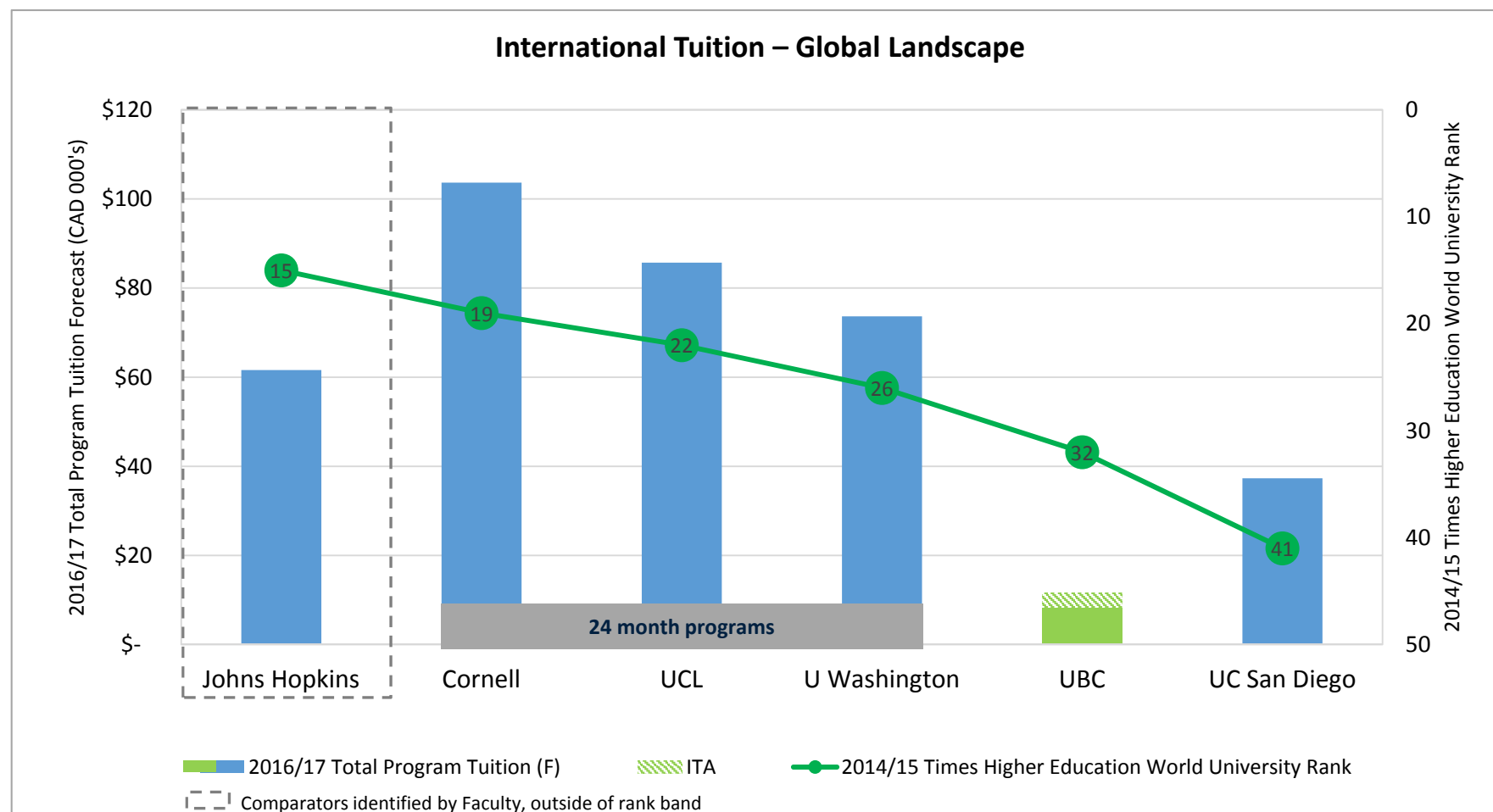


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Health Science

## Faculty of Medicine



ITA: International Tuition Award available to all qualified students

Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

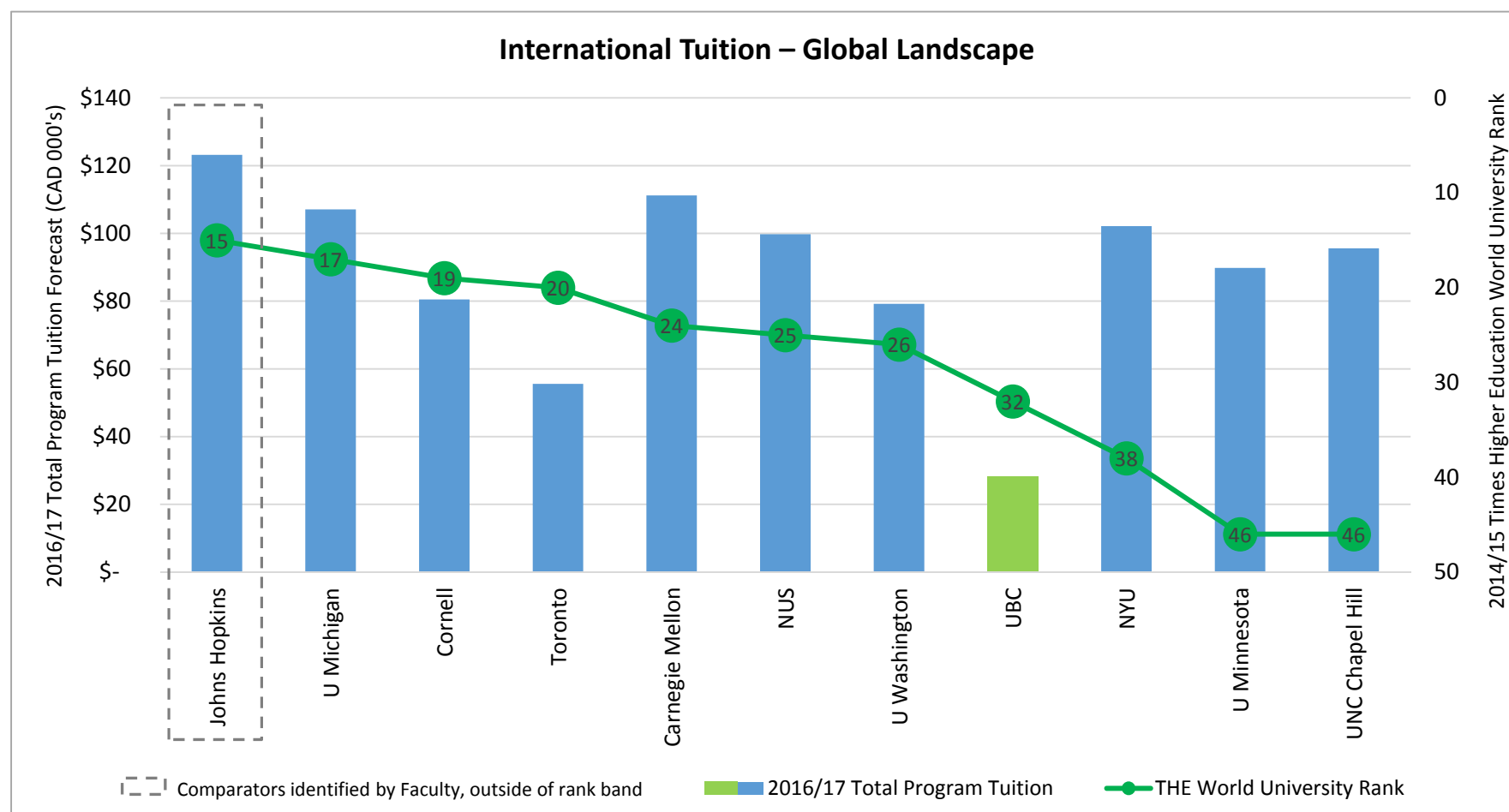


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Health Administration

## Faculty of Medicine



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

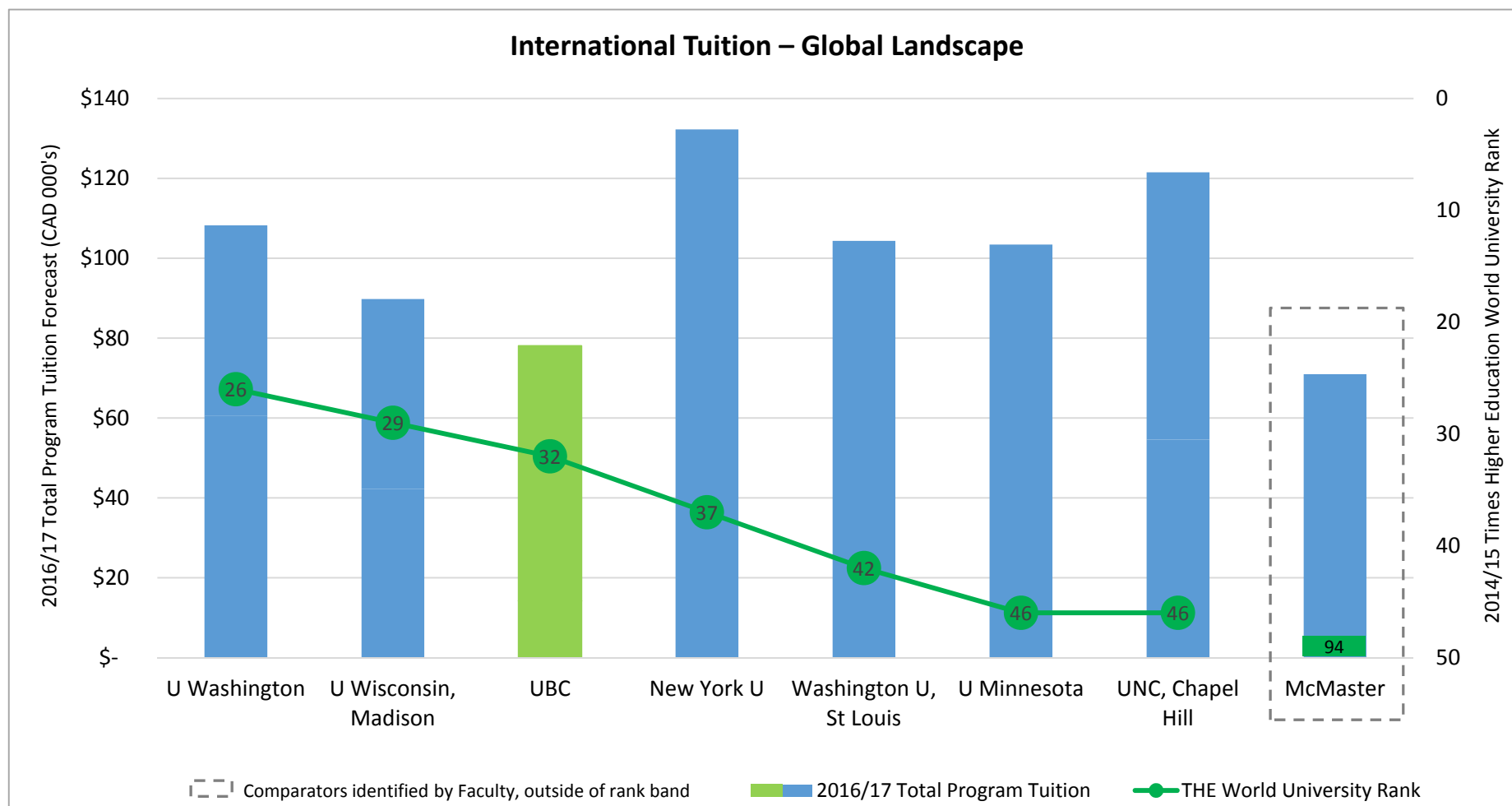


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Occupational Therapy

## Faculty of Medicine



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

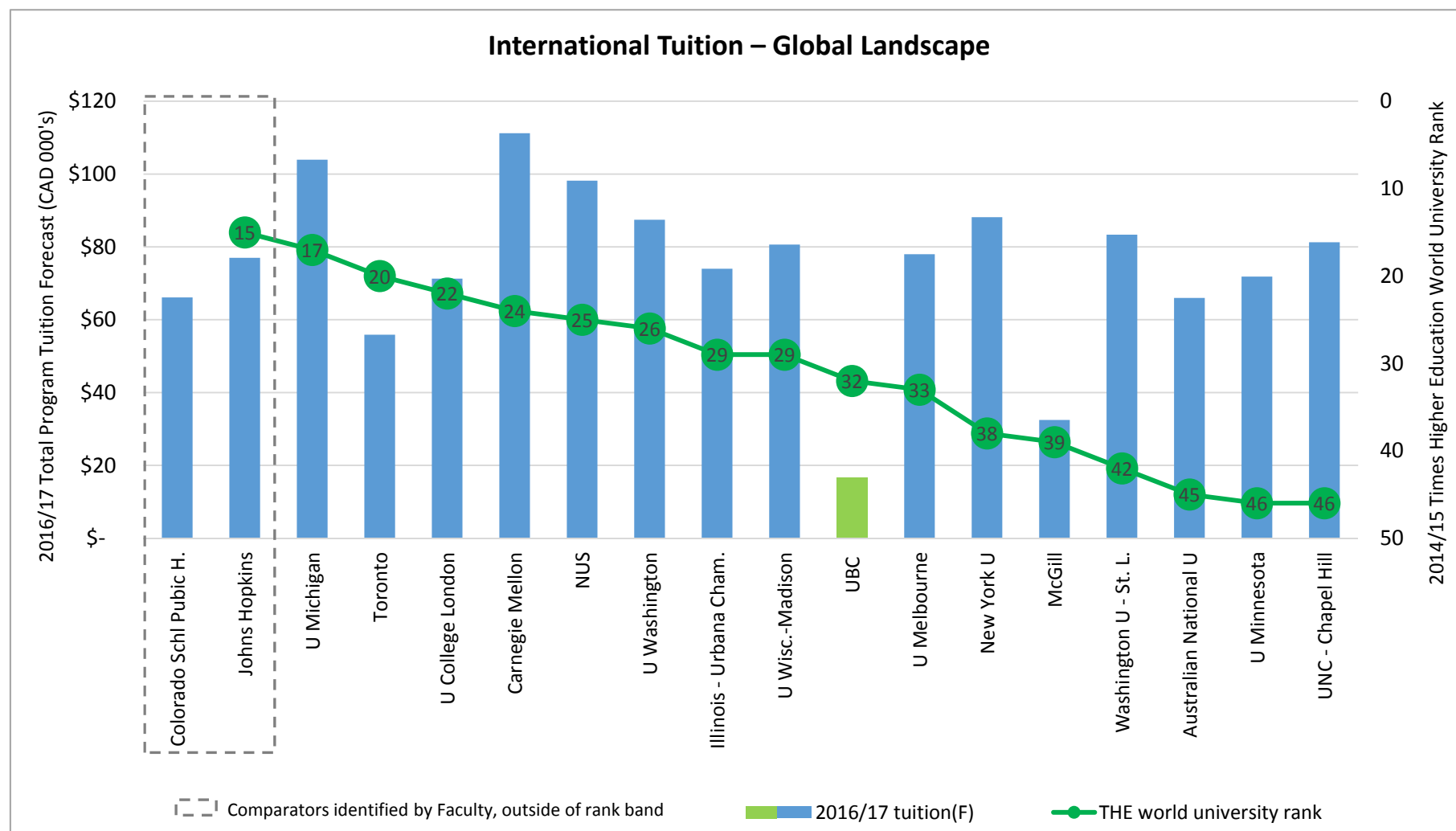


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Public Health

## Faculty of Medicine



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

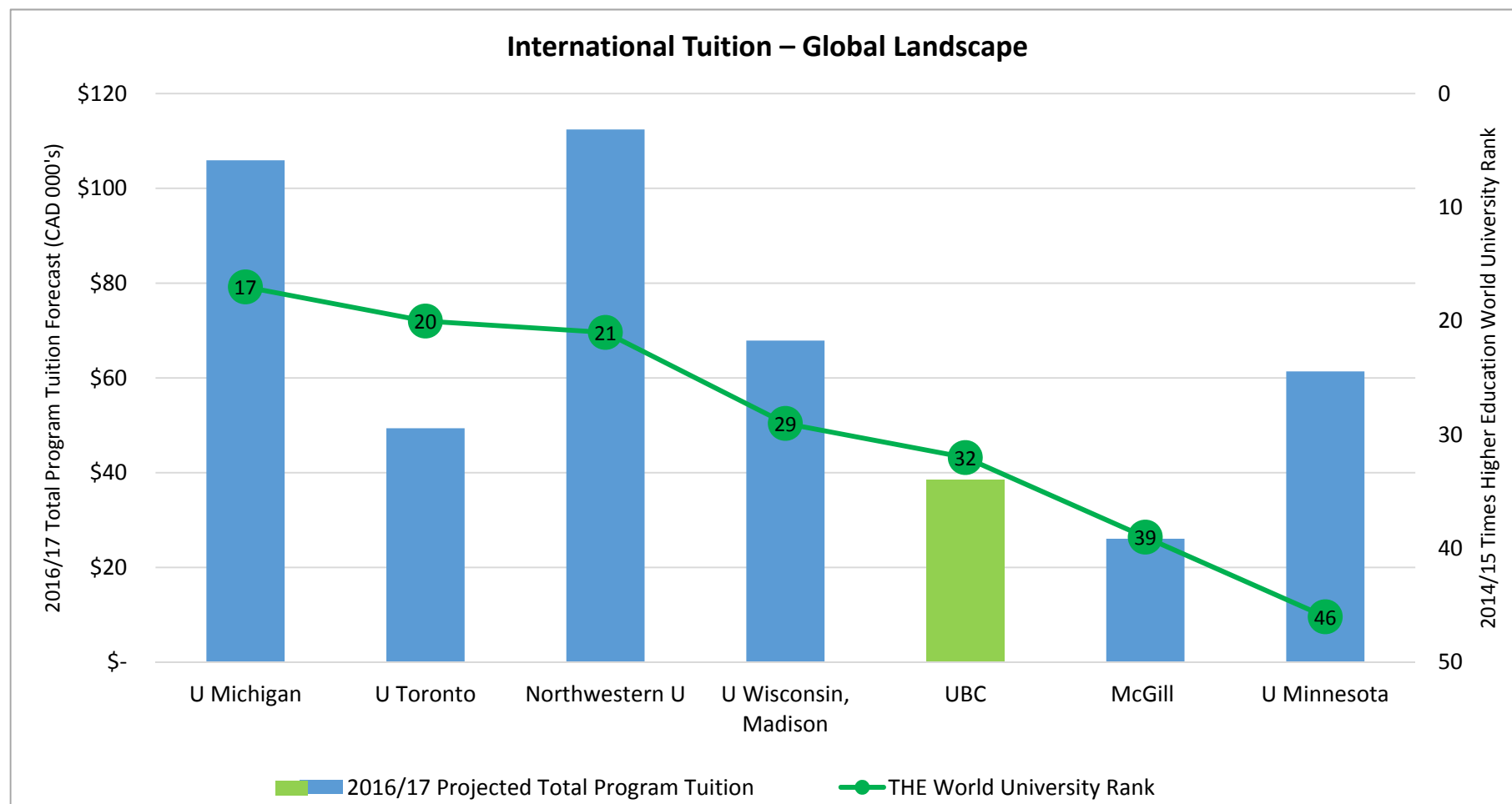


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Science in Genetic Counselling

## Faculty of Medicine



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

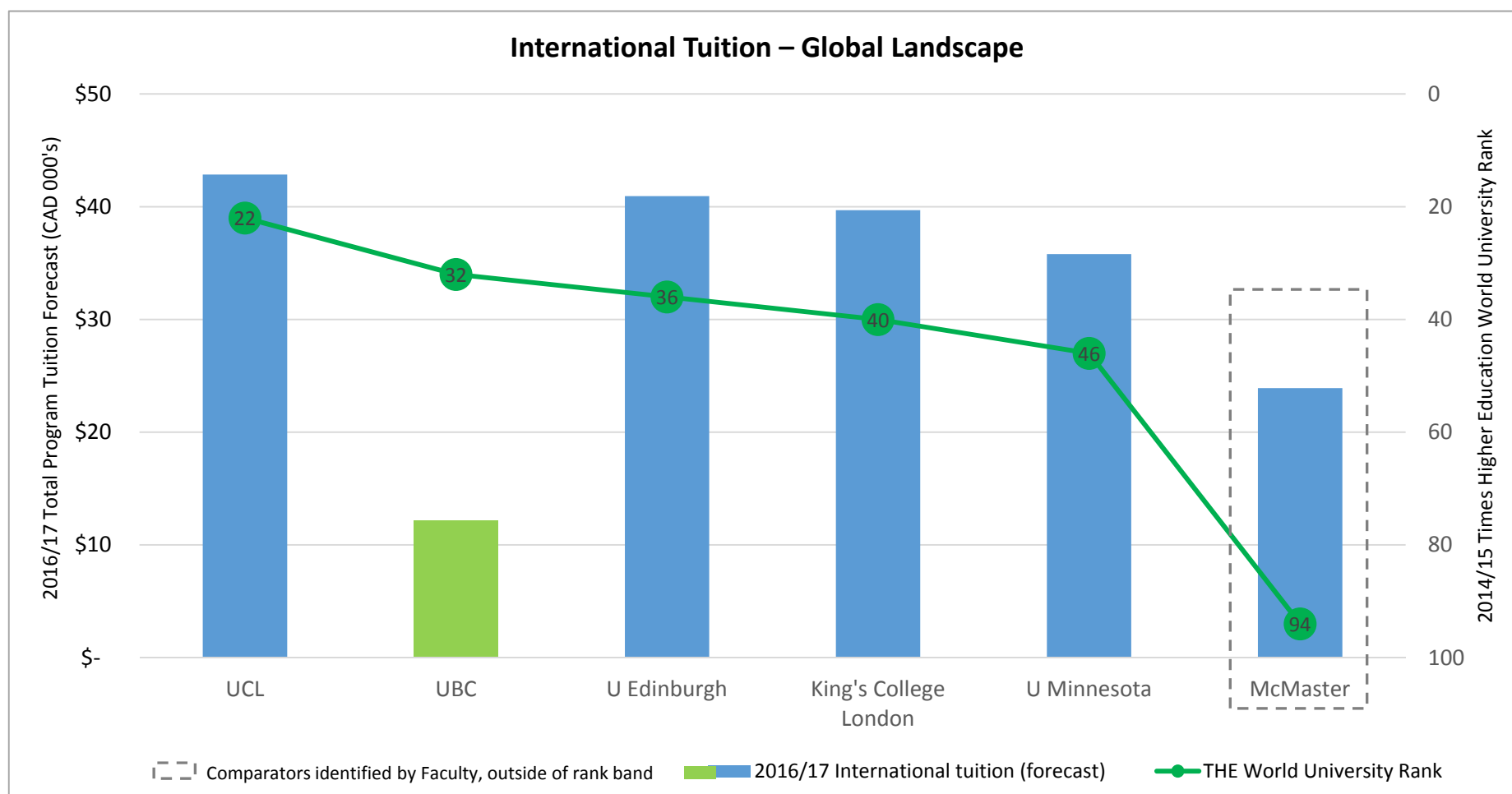


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Rehabilitation Science

## Faculty of Medicine



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

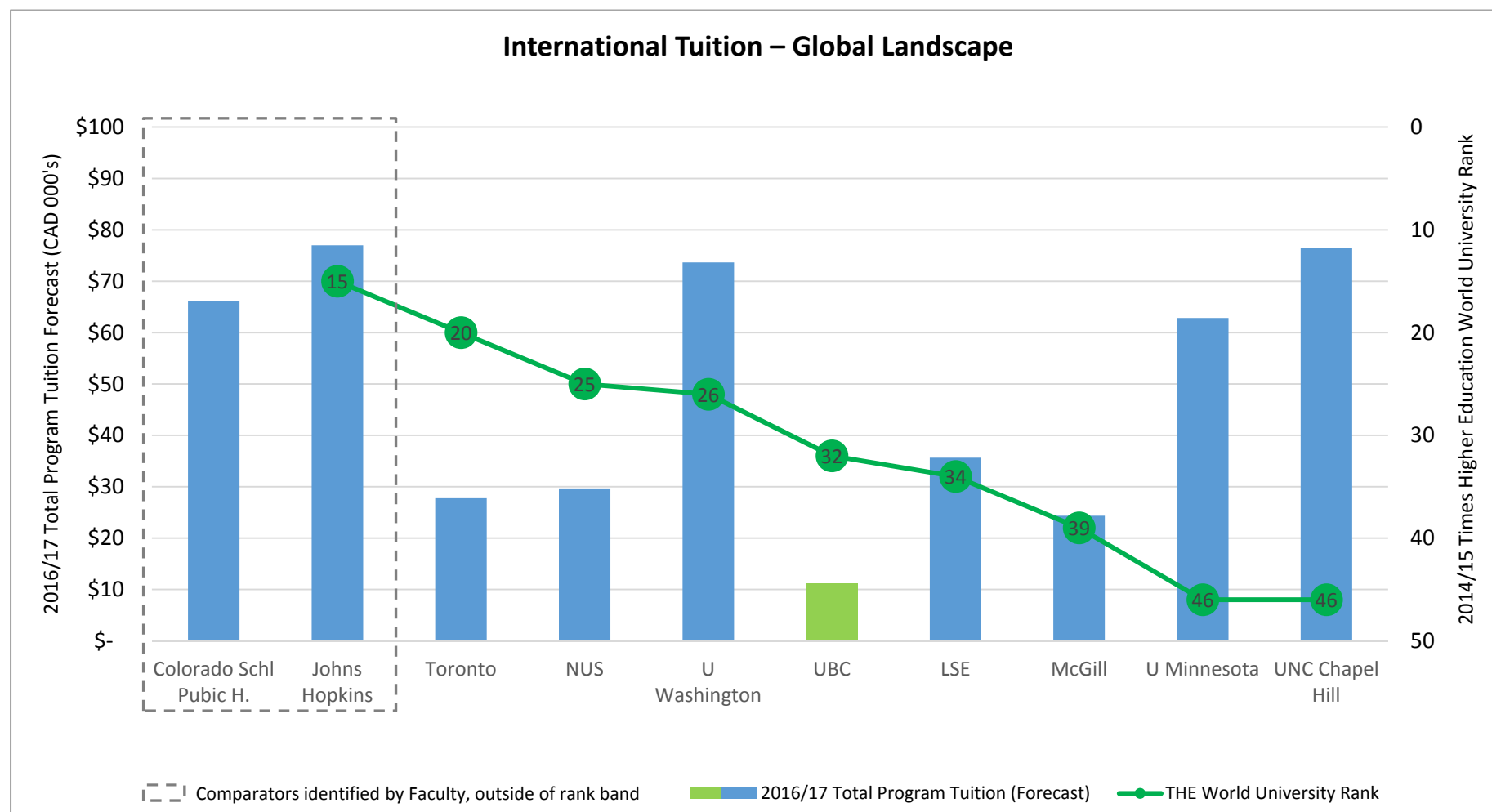


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Science in Occupational &amp; Environmental Hygiene

## Faculty of Medicine



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

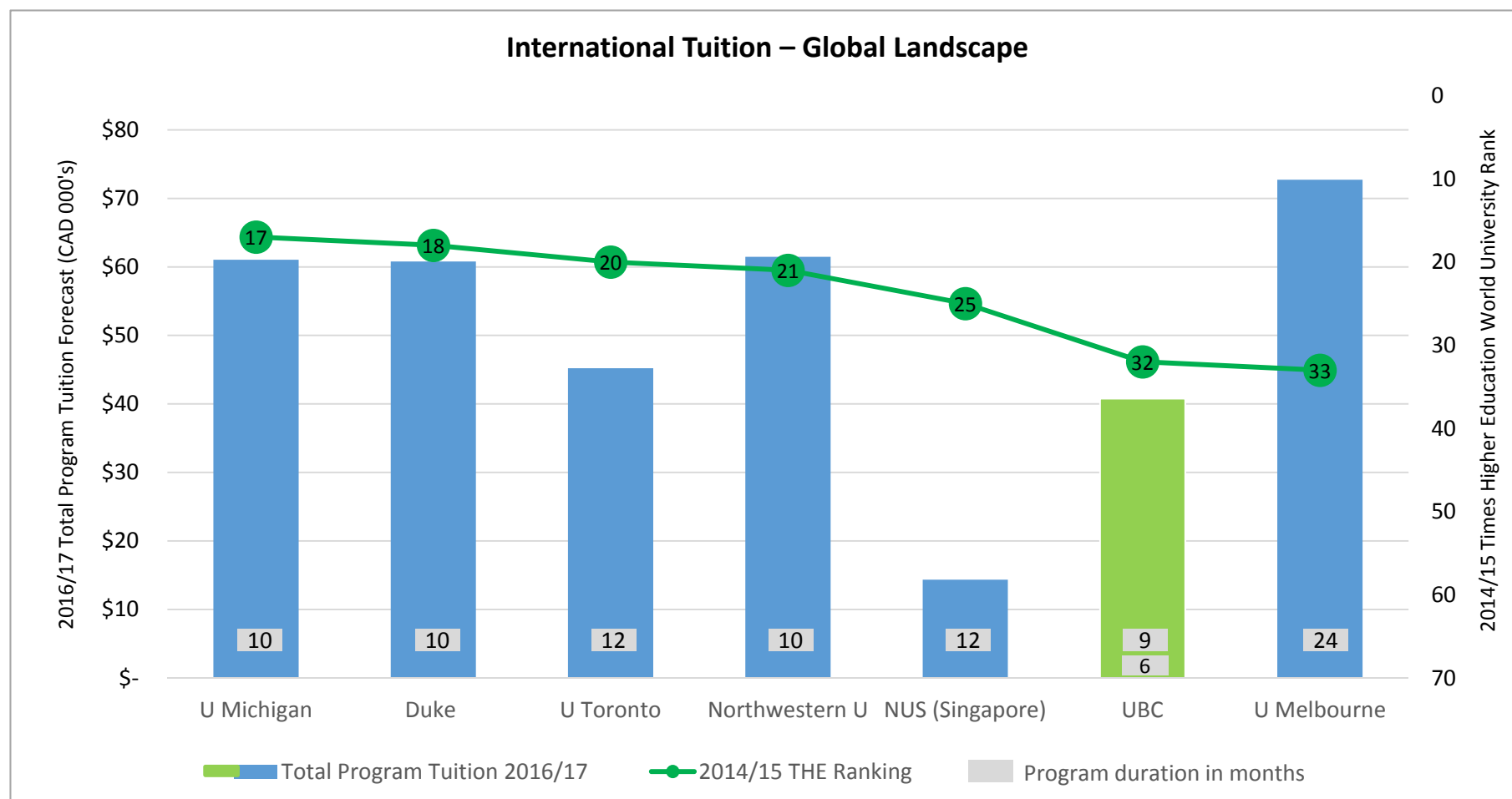


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THE UNIVERSITY OF BRITISH COLUMBIA

# Master of Management (Times Higher Education – World University Ranking)

## Sauder School of Business



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

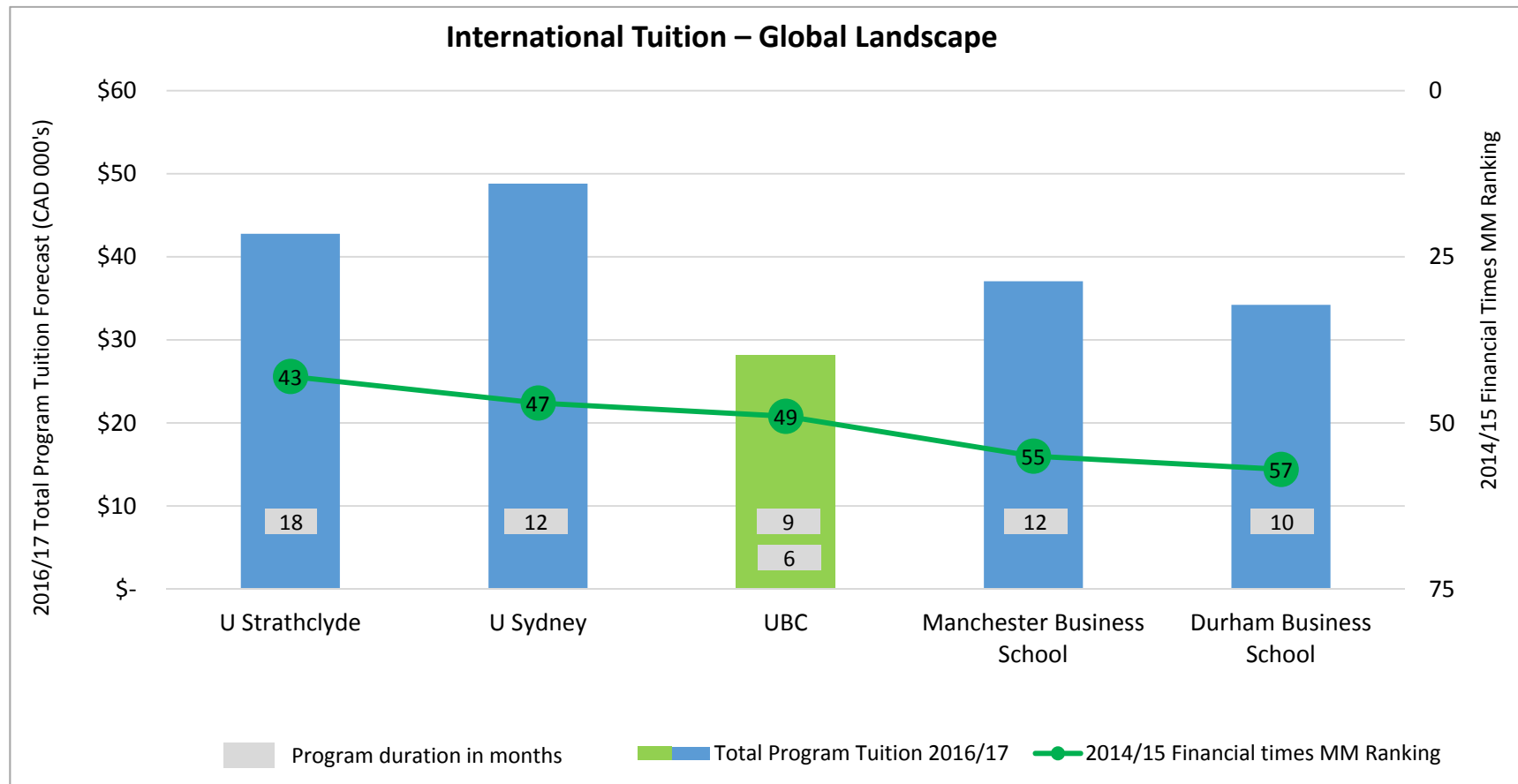


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THE UNIVERSITY OF BRITISH COLUMBIA

# Master of Management (Financial Times Ranking)

## Sauder School of Business



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

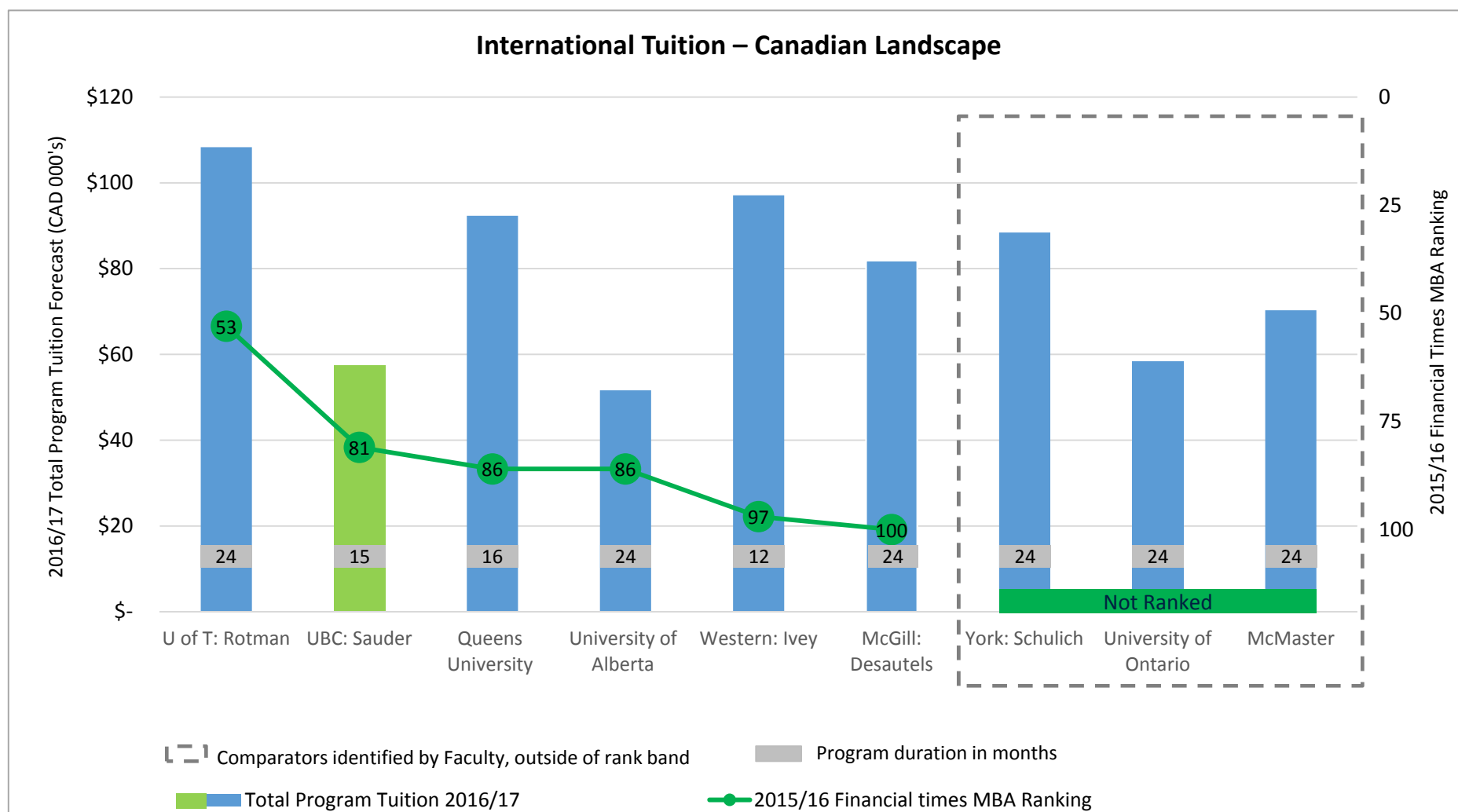


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THE UNIVERSITY OF BRITISH COLUMBIA

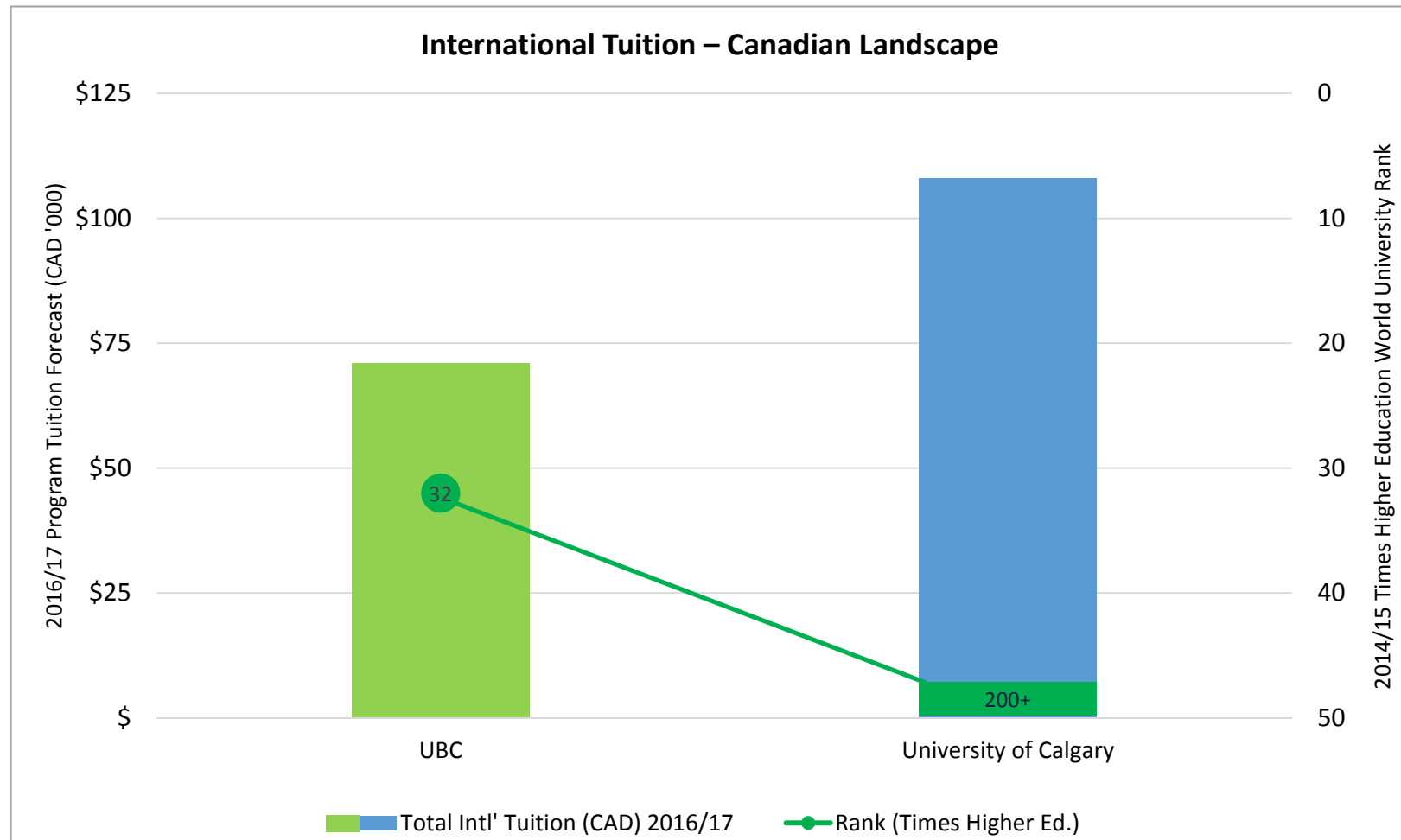
## Master of Business Administration

## Sauder School of Business



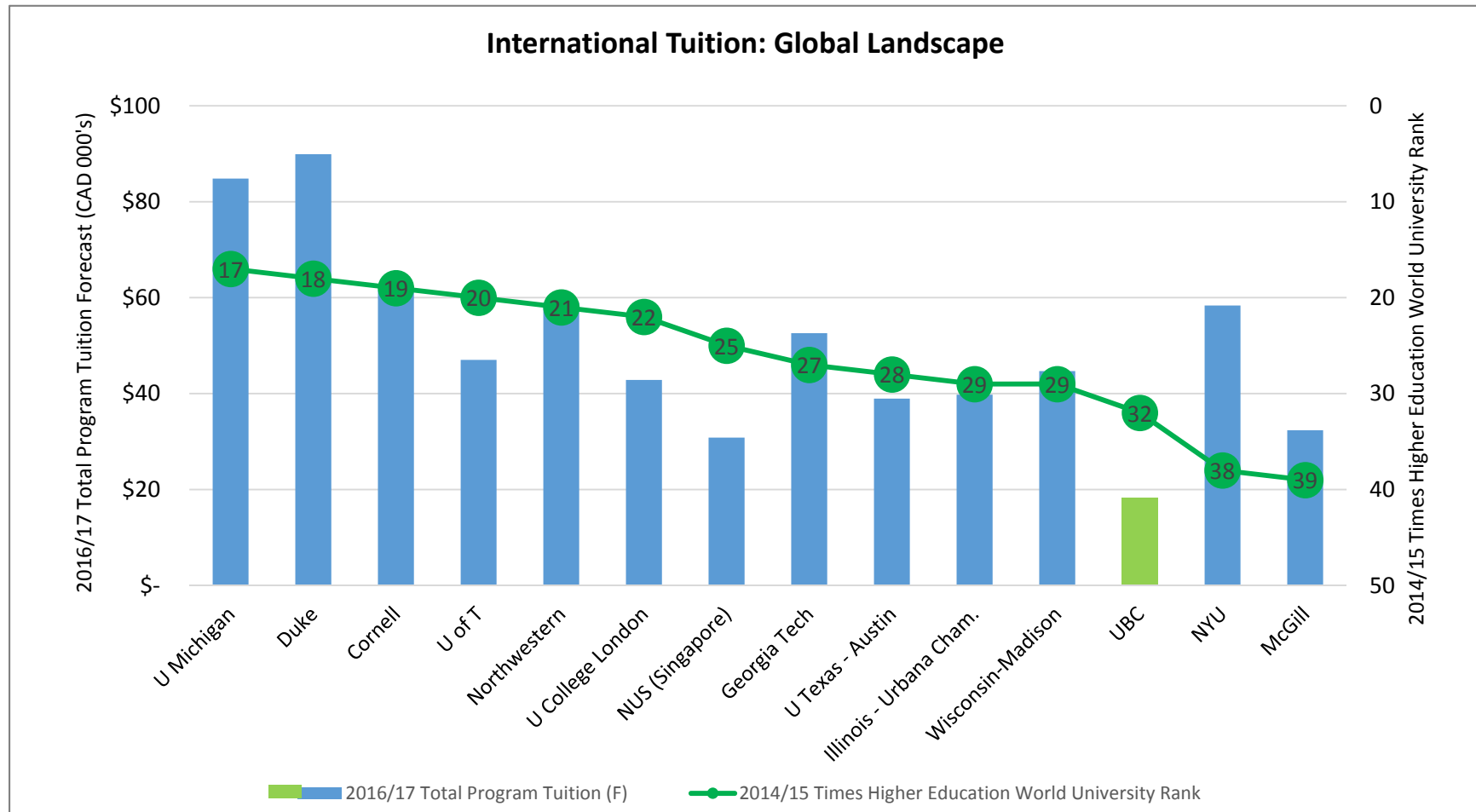
## EMBA in Strategic Mining Management

## Sauder School of Business



## Master of Engineering in Geological Engineering

## Faculty of Science



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

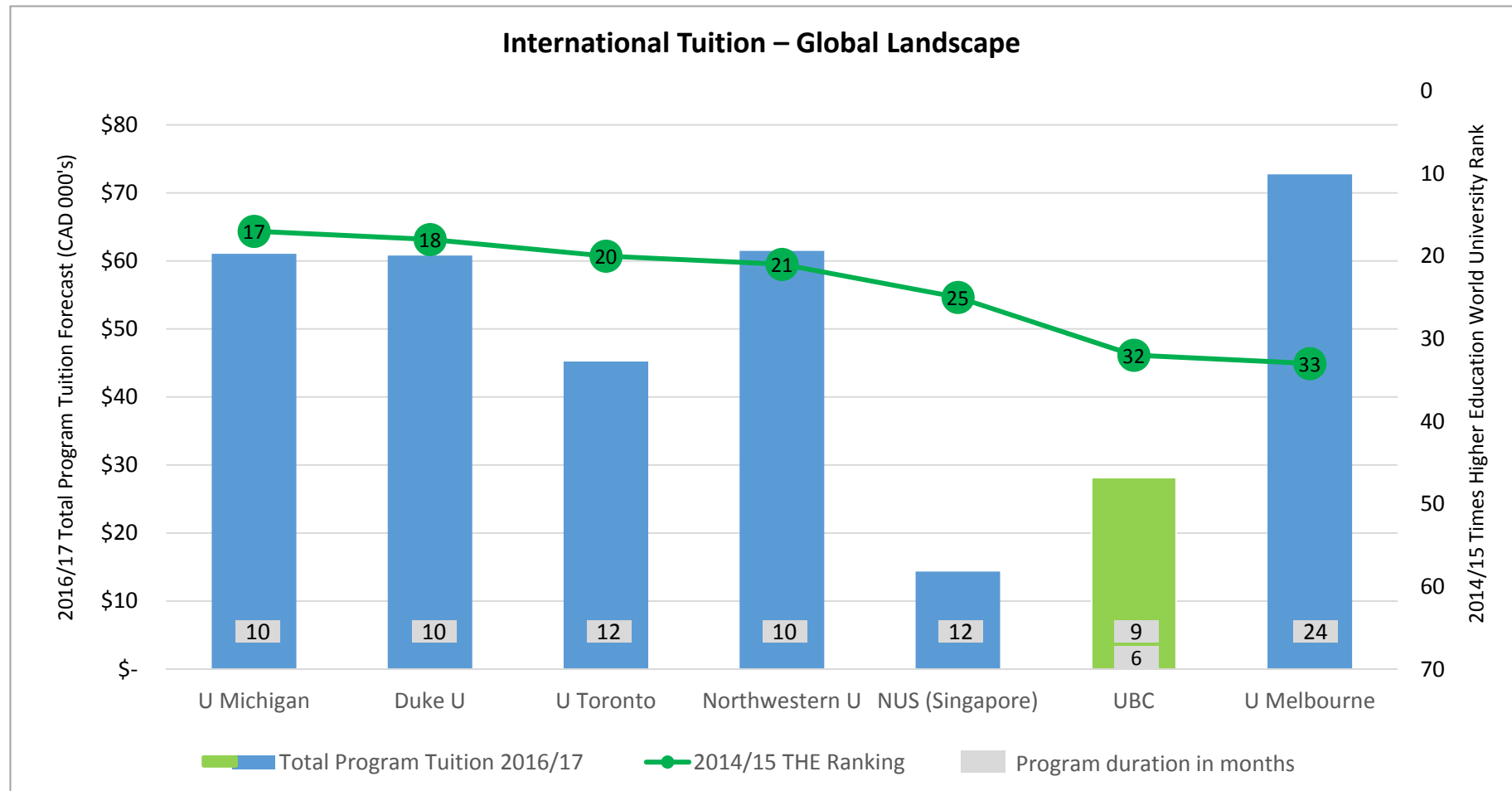


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THE UNIVERSITY OF BRITISH COLUMBIA

# Master of Management - Okanagan (Times Higher Education – World University Ranking)

## Faculty of Management



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

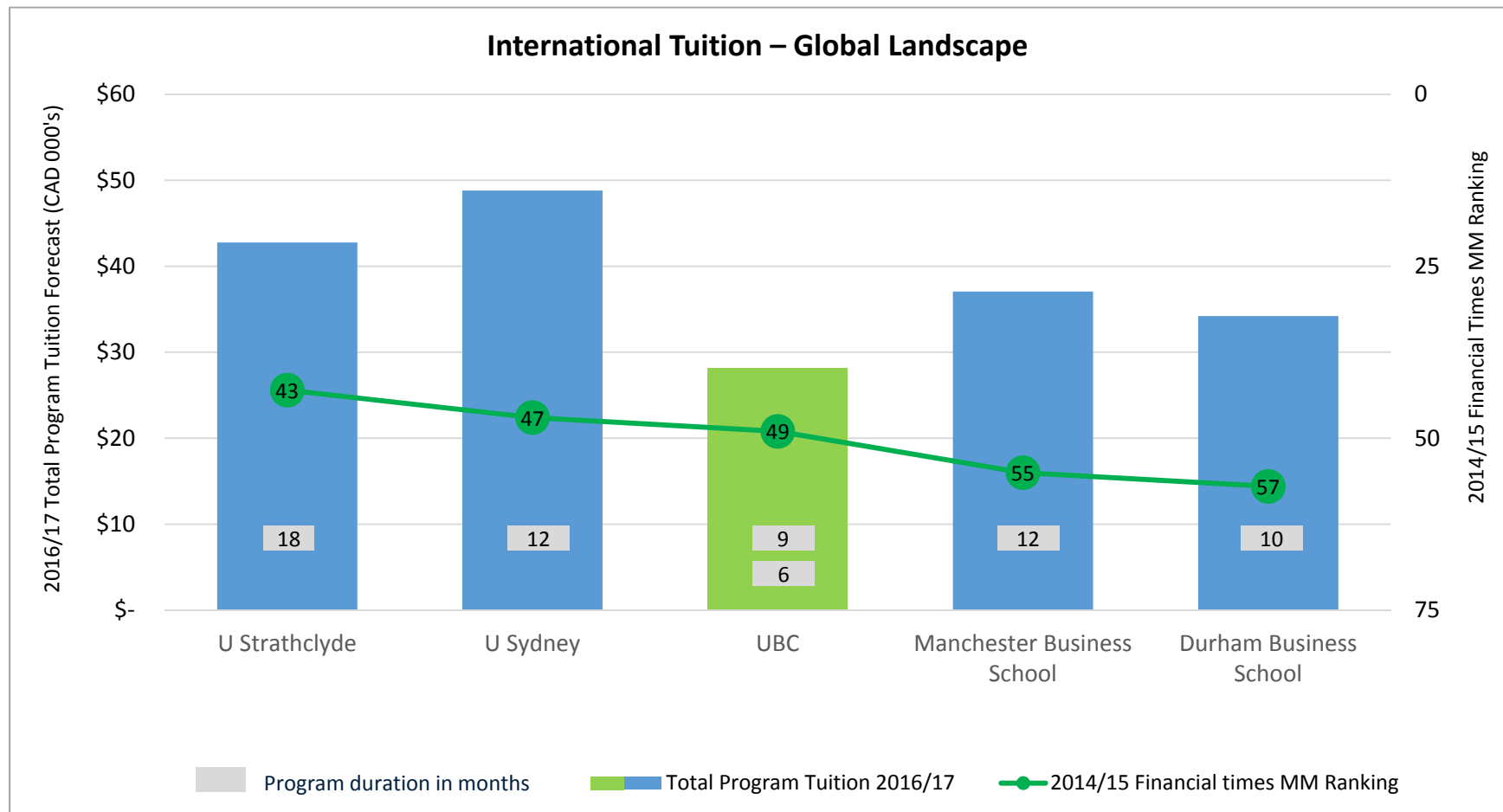


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THE UNIVERSITY OF BRITISH COLUMBIA

# Master of Management - Okanagan (Financial Times Ranking)

## Faculty of Management



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

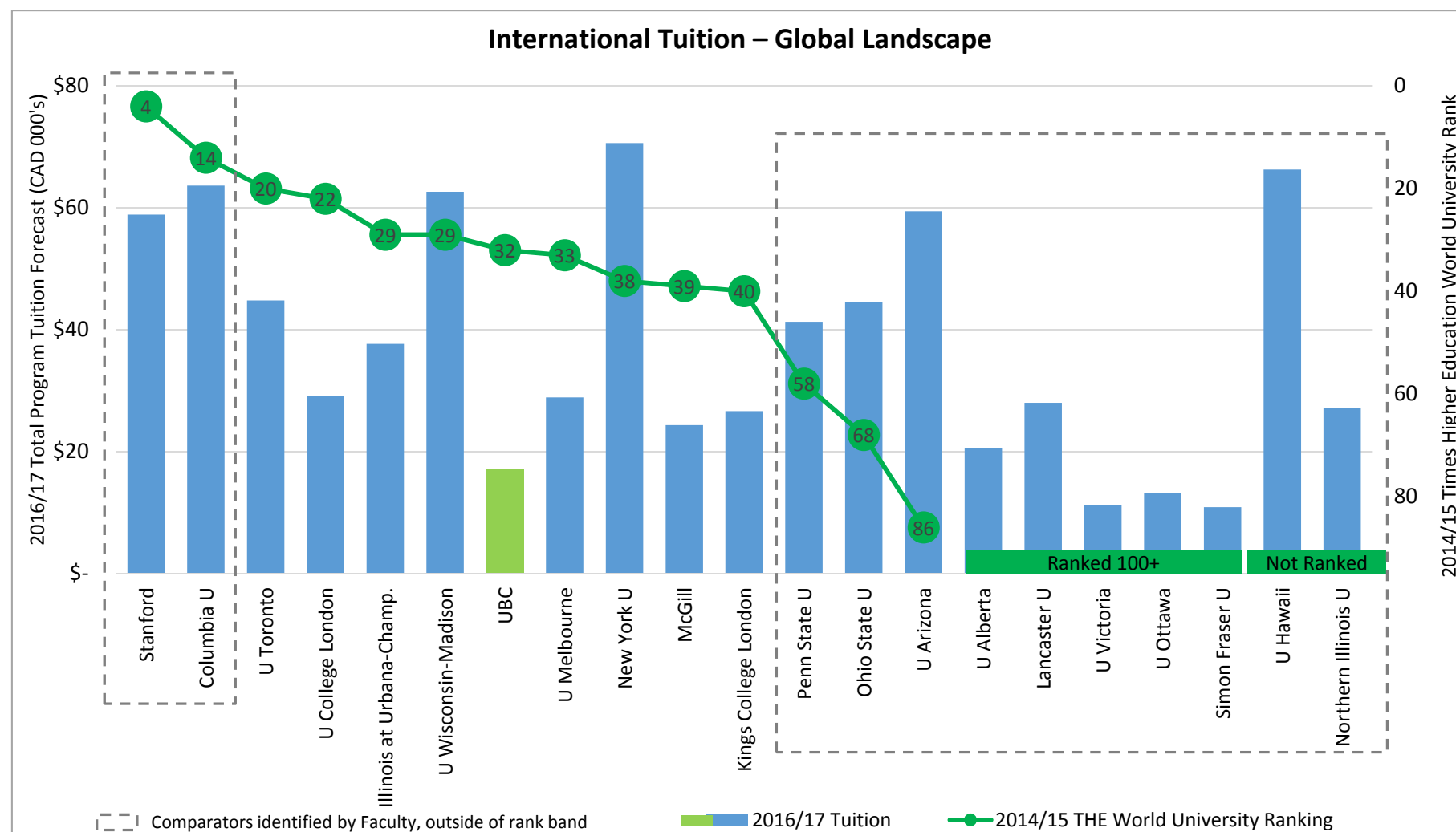


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THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Education - Okanagan

## Faculty of Education



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)

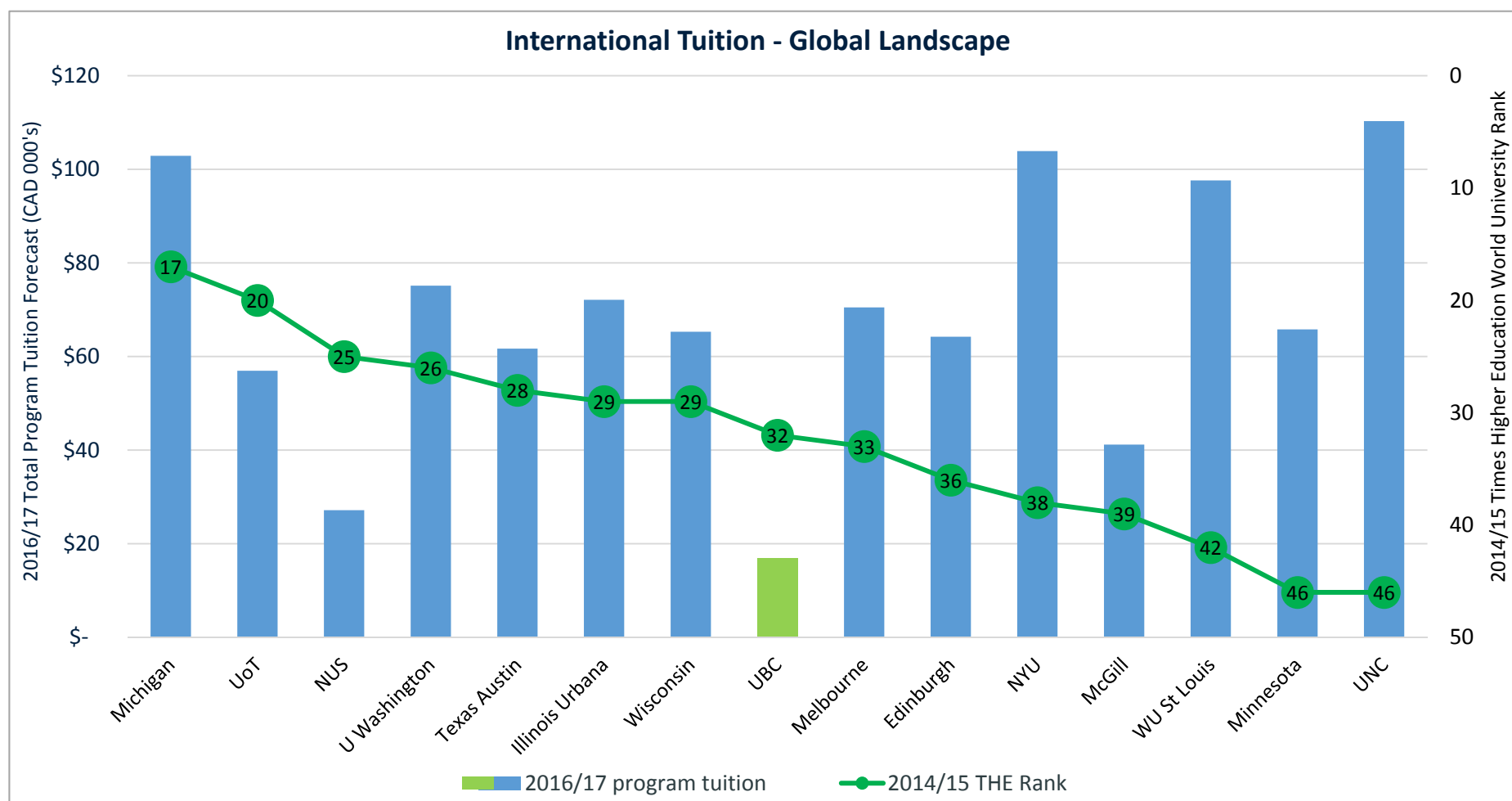


a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Social Work - Okanagan

## Irving K. Barber School of Arts and Sciences



Exchange rate: Bank of Canada: 6 month average (Dec 2014 – May 2015)



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THE UNIVERSITY OF BRITISH COLUMBIA

## Appendix C: Administration's Response to the Alma Mater Society/International Student Association Joint Submission

### Introduction

The Alma Mater Society, in partnership with the International Student Association, provided a submission to the consultation process, reflecting their roles as elected student leadership for the Vancouver campus.

The submission from the AMS/ISA is broadly consistent with the themes that were captured in the individual student responses that were captured through an online submission form. For more information on these, please see Student Consultation Report.

This document provides the Administration's response to the points raised in the AMS/ISA joint submission.

### Response

The Administration would like to thank the student societies and elected student leadership for engaging substantively in the consultation, being a strong and effective voice for students, and providing a thorough submission to help inform the decision-making process.

The table below identifies the key issues raised by the AMS and ISA, in their submission, and the responses from the Administration in relation to each of the key issues.

### Response to AMS/ISA Submission

Topic	AMS/ISA Submission	Response
Financial Aid	<p><b>Percentage allocation for Student Financial Aid</b></p> <p><i>"With the proposed numbers, the AMS and ISA are also proposing a slightly reconfigured allocation for the international tuition increases over the next three years. We propose:</i></p> <ul style="list-style-type: none"><li>• <i>Strategic Investment Fund, 58.49%</i></li><li>• <i>Faculties, 19.83%</i></li><li>• <i>Administrative Units, 10.68%</i></li><li>• <i>Student Financial Support, 10.0%</i></li><li>• <i>Outstanding tuition/fees, 1.0%</i></li></ul> <p><i>As the normal allocation of 35% to Administrative Units and 65% to Faculties after Student Financial Support and Outstanding</i></p>	<p>The 7.47% allocation for student financial support from the proposed increases will result in an additional \$10.5m on top of the current \$12m dedicated to international undergraduate student financial support.</p> <p>In response to the input from the consultation, the Administration will provide additional funds to support undergraduate student diversity. Specifically, an additional \$0.3m in 2016/17, \$1m in 2017/18 and \$2m in 2018/19 which, combined with the 7.47%, results in an allocation of slightly more than 10% of the incremental revenue from undergraduate tuition.</p>

Topic	AMS/ISA Submission	Response
	<p><i>tuition/fees has been deviated from for these international tuition increases, in order to support excellence as part of the Board of Governors resolution, it can also be argued that Student Financial Support should increase marginally in order to support diversity, recruitment and retention, also a part of the June Board of Governors resolution. This small increase would be instrumental in ensuring that in the coming years new needs-based financial supports for incoming UBC students and in program students can be achieved.”</i></p>	
	<p><b>International Award for Excellence</b></p> <p>The AMS/ISA have proposed a new award to address socio-economic diversity through a hybrid award that addresses both need and merit, adjudicated through the International Student Initiative. The award level would be lower than the International Leaders of Tomorrow, and be focused on those students for whom the increase in tuition would affect their ability to attend UBC.</p>	<p>The ISI is currently investigating the feasibility of new hybrid or need- and merit-based awards that will fund those students who might have been able to manage today’s tuition but will benefit from awards commensurate with the increases in tuition proposed. These new awards would be similar in nature to the “International Award for Excellence” award proposed by the AMS and ISA.</p> <p>The current International Leaders of Tomorrow (ILOT) Awards, which are need- and merit-based, do not specify the precise level of funding provided. Students with fairly modest levels of need have received this award in the past because they have demonstrated that they have need sufficient to prevent them from attending UBC. The ILOT recipients in this category of relatively lower levels of need are typically from developed countries, such as the US, the UK, and Germany, where they have access to additional forms of financial aid, such as portable loans and grants from their governments.</p> <p>The working assumption of the ISI is that the “need” minimum is about \$CAD15,000/year. International students requiring less than \$CAD15,000/year are likely able to meet their need through family savings, loans that their families are able to access, and other entrance or continuing awards that UBC offers.</p> <p>In the last 2 years, the smallest award granted to an ILOT recipient was \$20,588/year and the largest award granted was</p>

Topic	AMS/ISA Submission	Response
		\$46,188/year. These ILOT awards typically encompass the \$CAD15,000/year to \$30,000/year range that the AMS/ISA proposes for the “International Award for Excellence.”
	<b>Emergency Bursary</b> The AMS/ISA submission asks for increased messaging to international students from the Enrolment Services Professional regarding the Emergency Bursary.	Enrolment Services Professionals will ensure that international students are aware of the support provided by the Emergency Bursary program.
	<b>In program bursaries and micro-loans</b>  <i>This option would ensure that students who need ongoing emergency help can receive it, beyond just emergency bursaries. This would target those students who have had a change in situation and support. The AMS is in support of a program of this kind, but, though less feasible, would like to see in-program bursaries rather than micro-loans. For international students, loans are difficult to adjudicate, but also can be problematic depending on exchange rates and situations at home. When students have large changes in their financial situation, it is normally difficult to repay a loan.</i>	The International Student Initiative is currently investigating the feasibility of in-program bursaries/loans for continuing ISI students on both campuses.
	<b>Geo-Targeted Entrance Awards</b>  <i>The idea of geo-targeted entrance awards is interesting, however, it artificially fixes the problem of diversity in raising international tuition. In specifically seeking out students from regions that are underrepresented at UBC, many students who may have never of heard of the university may want to attend, but whether or not this initiative will actually achieve diversity is questionable. The AMS sees the potential for geo-targeting, as long as it is paired with active recruitment and other needs-based awards.</i>	<p>UBC is proud of the diversity of its recruitment efforts, and will continue to work on ways of ensuring a geographic diversity of students as we believe that geographic diversity is valuable alongside other forms of diversity. International students currently originate from about 150 countries.</p> <p>We believe that geo-targeted Entrance Awards can play a role in further supporting geographic diversity, and will continue to explore these mechanisms alongside our other efforts. We believe that identifying a criterion such as the GDP per capita of countries would help identify regions from which to recruit students who will have financial need sufficient to prevent them from attending UBC if not for the assistance provided.</p>
<b>Methodology for Tuition Setting</b>	<b>General concerns over the validity of the benchmarking process</b>  In their submission, the AMS identified concerns with the methodology used by the Administration in setting benchmarks,	While there will always be disagreements in methodology for a topic as complex as benchmarking postsecondary programs, we believe that our methodology is rigorous, and accurately reflects the Board resolution to set our tuition at a level comparable to our peer institutions. More detail on this in the sections below.

Topic	AMS/ISA Submission	Response
	and proposed an alternate methodology. Individual components of the concerns and proposed methodology are below.	
	<p><b>Use of non-Canadian Peers.</b></p> <p>The AMS identified concerns with the Administration’s benchmarking including non-Canadian peers, in part because of different post-secondary contexts, but also citing research that says that students choose the country they want to study in prior to the institution they want to study at.</p>	<p>For the purposes of selecting the benchmark range, the Canadian institutions were the primary benchmarks considered (where available). The global comparators were only used to validate or “sense-check” this range.</p> <p>Survey data from the New to UBC and Non-Attendees surveys for international students provided direction on which institutions prospective international students considered when applying to UBC’s programs. Many of the institutions identified in the survey data are located in the US, UK, Australia, New Zealand and Singapore. Similar to Canada, international students studying in these countries are typically not subsidized by the country’s local government, making these global institutions comparable options for international students.</p> <p>In some cases where the program’s uniqueness precluded the availability of any Canadian comparators (for some non-thesis-based graduate programs), global comparators were relied on to establish the benchmark range.</p>
	<p><b>Inconsistency in the methodology</b></p> <p>The AMS expressed concerns about the variation and inconsistencies in the application of the benchmarking methodology.</p>	<p>In most cases, the variation in the approach taken for the selection of comparable institutions for benchmarking occurred in the post-baccalaureate degrees and non-thesis-based graduate programs. As described in the student consultation document under “Benchmarking” (FAQ #1)<sup>1</sup>, even though the benchmark-based approach for post-baccalaureate degrees and non-thesis-based graduate programs followed a similar framework to the approach applied to the undergraduate baccalaureate programs, it was tailored to the unique attributes of the post-baccalaureate and graduate education context.</p> <p>In some instances, comparable programs at UBC were used as comparators to achieve parity across similar programs.</p>

<sup>1</sup> <https://consultations.students.ubc.ca/benchmarking>

Topic	AMS/ISA Submission	Response
	<p><b>Inclusion of comparators outside of +/- 15 spots from UBC's rank on the Times Higher Education Ranking. Factors other than ranking, comparative curricula, and use of alternate sources of information (e.g. NSSE)</b></p> <p>The AMS submission also expressed concerns that a number of programs had comparators outside of UBC's rank band, that considerations about curriculum were not necessarily reflected in the methodology, and that more weight should be given to UBC's relative standing compared to other Canadian institutions on teaching metrics in the National Survey of Student Engagement.</p>	<p>While the Times Higher Education ranking was used as a consistent starting point for selecting English-speaking institutions, several other factors were considered in undertaking the benchmarking process. The combined impact of considering each of the following factors sometimes resulted in the inclusion of comparators outside of UBC's rank band.</p> <p>The program's pre-requisites, experiential learning opportunities such as practicum or co-op opportunities, accreditation requirements, and program outcomes, in terms of both the degree and job outcomes, were considered for comparability.</p> <p>As the AMS and ISA suggest, curriculum was also an attribute reviewed for comparability; however it was found that curriculum and course title or description vary among institutions, therefore more emphasis was placed on the broader attributes described above.</p> <p>In some instances, comparable programs at UBC were used as comparators to achieve parity across similar programs.</p> <p>As subject matter experts for their respective programs, the Faculty was consulted regarding the appropriateness of the comparators selected for the analysis. The Faculty had discretion in adding or removing comparators based on their knowledge of their field and program.</p> <p>The NSSE data were not used in this model because the survey findings were not identified as a key data point for international students in making their decisions about which university to attend. As a point of clarification, the NSSE data from Maclean's put forward by the AMS do not differentiate by university size, structure, program mix or demographics, and so the comparison to the average includes very different types of institutions. On the 2014 NSSE, UBC was either slightly better or very similar to the U15 institutions (large, research-intensive, Canadian public</p>

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		universities), across the measures of student satisfaction and engagement used in the Maclean's article.
	<p><b>Programs with small international enrolments</b></p> <p>The AMS also identified concerns with using benchmarks for programs with low international enrolment, and the concerns that this may reduce or eliminate international enrolments in these programs.</p>	<p>The AMS and ISA indicate that the absence of high international program enrolment should be a factor in determining the benchmark. The benchmarking methodology does take account of the enrolment trends, enrolment targets, yield rates, and GPA admission rates (FAQ #10)<sup>2</sup>. These factors were included to determine the placement of the benchmark within the benchmark range. It should be noted that in some cases, a program may have low international student enrolment, not because of limited demand, but due to accreditation requirements, number of practicum placements, government regulations, or capacity constraints due to the availability of faculty supervisors or lab space.</p> <p>Furthermore, in some cases where the program is relatively new and enrolment targets have not yet been met, a modest 3% increase over the 2016/17 to 2018/19 period was proposed (e.g., MIF and MSFM).</p> <p>The phased in approach will help to assess any potential impact of these changes on enrolment. As part of its commitment to ensuring a healthy enrolment for our programs, the Administration will undertake an annual review of enrolment and diversity.</p>
	<p><b>No increases to programs approved in the last 2 years</b></p> <p>If programs were approved in the last two years, the AMS and ISA have suggested that those programs not increase again right now.</p>	<p>While these programs were set in the past few years, these are proposed to be updated in keeping with the direction from the Board of Governors to set tuition at levels comparable to our peers.</p> <p>For Vantage, the proposed increase also reflects the increases in the base programs (e.g., Arts, Science) that these students are participating in through the Vantage College model.</p>
	<b>Inflation</b>	In the revised proposal, continuing non-thesis based graduate students' tuition is increased up to 3% per annum.

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	<p><i>The proposed 5% annual increase for both undergraduate and non-thesis based masters programs also holds problems in terms of the data that it is based on. The Provost's Office offered a Statistics Canada report on tuition fees as the source of the data for these proposed inflationary increases, which states that, "nationally, average tuition fees for international undergraduate students rose 5.3%...in 2014/2015" (<a href="http://www.statcan.gc.ca/dailyquotidien/140911/dq140911b-eng.pdf">http://www.statcan.gc.ca/dailyquotidien/140911/dq140911b-eng.pdf</a>). This average was taken to be the number that should be set for inflation for both undergraduate and graduate program increases. However, pegging inflationary increases to an average does not make logistical sense. It would be much more logical to go off of inflation amounts per year, which for education amongst other things was said to be 3.5% between September 2014 and September 2015 in British Columbia by Statistics Canada (<a href="http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/cpis01k-eng.htm">http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/cpis01k-eng.htm</a>).</i></p> <p><i>Even if that was increased a little to account for discretionary changes by 0.5%, that would still only be 4%, not the 5% proposed.</i></p> <p><i>Additionally, this same Statistics Canada report remarks that the, "average tuition for international full-time students in graduate programs rose 3.3%" (<a href="http://www.statcan.gc.ca/daily-quotidien/140911/dq140911beng.pdf">http://www.statcan.gc.ca/daily-quotidien/140911/dq140911beng.pdf</a>). Therefore, the inflation on graduate programs per year cannot be set at 5%, both because there is information from Statistics Canada to prove that there is a difference between the average increase between undergraduate and graduate programs, and because the reliance on average increases does not work, as illustrated above.</i></p>	<p>Undergraduate tuition will be increased by up to 5% per annum.</p> <p>The proposal that annual tuition increases for continuing students' be pegged to the Consumer Price Index for British Columbia may seem reasonable with BC's consumer price index changing modestly of late (0.3% in 2009 to 2.9% in 2011). However, the index is based on expenses that are not relevant to the expenses incurred by the University (e.g., food, shelter, clothing and footwear, health and personal care). When UBC's recruiters speak with prospective students and their families they are often asked about tuition and the expected rate of increase during a 4-year program. It is far more reassuring if the University can guarantee a rate of increase that is no greater than a specified amount, rather than leave the family uncertain as to BC's projected changes in inflation over a 3- or 4-year period. Historically, BC has seen significant year-over-year changes in the Consumer Price Index (e.g., 12.5% in 1981 and 10.9% in 1982).</p>
<b>Concern for Diversity</b>	<p><b>Concern for shifts in geographic diversity due to changes in tuition</b></p> <p>The AMS expresses concerns regarding the potential for significant shifts in the geographic diversity of our student body with the proposed increase in the international tuition, citing the</p>	<p>UBC is proud of the geographic diversity of its recruitment efforts, and will continue to work on ways of ensuring a geographic diversity of students. UBC strives to achieve a diverse student population. International students are highly valued because they contribute to the diversity and internationalization of UBC's classrooms and community. They add different perspectives, and</p>

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	<p>changes that occurred at the University of Toronto when they increased their tuition.</p>	<p>enhance mutual understanding and appreciation of differences found around the world.</p> <p>The International Student Initiative (ISI), UBC's recruitment group, has the mandate to lead UBC's global marketing, recruitment and awards program to support achievement of the University's international enrolment goals, for undergraduate programs. The ISI challenge is to recruit students to achieve the number of students faculties aspire to enrol, while maintaining the quality of students academically, and a healthy diversity of students from a variety of countries. The ISI recruits in 78 countries and 18 US States, and focuses on five regions, based on an analysis of long-term demographic, economic and educational factors: India/South Asia; USA; Southeast Asia; and the Middle East; and key countries in Africa (Kenya, Nigeria, Ghana). We have "basecamps" or remote international recruiters in the United Arab Emirates, India, the United Kingdom (which serves Europe), and are in the midst of opening basecamps in the USA (East Coast), Indonesia, and Kenya. UBC is seen as a desirable university for many mobile students largely because it is ranked among the top 40 universities in the world, and Canada is a safe and tolerant country. In 2015, we received about 11,700 international students' applications for programs at both campuses. It is important to note that approximately 25% of international student applications to UBC are from prospective students already studying in Canada (in high schools, colleges, and preparatory programs). Our recruitment efforts have been effective with substantial increases in applications received from the five regions of focus: 10% increase from USA students, 64% increase from India/South Asia, 18% increase from Southeast Asia, and 44% increase from Africa. On the Vancouver campus, we enrolled about 12,000 international undergraduate students from about 155 countries.</p> <p>In addition to the work above, we will be exploring geo-targeted Entrance Awards that can play an additional role in supporting geographic and socio-economic diversity.</p>

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	<p data-bbox="352 781 1121 846"><b>Concern for lack of data on diversity, especially socio-economic diversity</b></p> <p data-bbox="352 886 1121 984">The AMS and ISA expressed concerns over the lack of data on socio-economic diversity, and the impact that may have on UBC's ability to achieve a fully diverse international student body.</p>	<p data-bbox="1157 139 1955 594">There are currently few international students enrolled in the non-thesis-based graduate programs (about 630 on the Vancouver campus). This is the case, not because of poor demand, but because many of these programs: (i) have limited capacity, which is usually determined by the number of faculty members available for supervision, (ii) are not designed for international students; they are designed to accommodate the working lives of professionals who are seeking advanced credentials and thus are offered outside of the typical University schedule (e.g., 2 days of classes scheduled every other weekend, intensive summer sessions and limited contact in the winter terms, or 30 credits spread over 3 years), or (iii) require current registration with the provincial professional regulatory body.</p> <p data-bbox="1157 634 1955 773">As part of the annual review of enrolment, we will monitor geographic diversity of our incoming class, and take additional steps if necessary to support a geographically diverse student body.</p> <p data-bbox="1157 781 1955 951">UBC currently collects some data on diversity of its international students, primarily through information collected through the admissions process and survey tools, but it is currently insufficient to say anything definitive in terms of the socio-economic diversity of our international students.</p> <p data-bbox="1157 992 1955 1097">These tools can be expanded, and we will work with student leaders on developing approaches to assessing socio-economic status, to help monitor enrolment patterns.</p> <p data-bbox="1157 1138 1955 1235">Even without that data, UBC will continue to explore opportunities to support socio-economic diversity through our student financial support system.</p>
<b>Strategic Investment Fund</b>	<p data-bbox="352 1248 1010 1276"><b>Additional Principles for the Strategic Investment Fund</b></p> <p data-bbox="352 1317 1121 1446"><i>With such a large pool of money (about \$41 million projected for 2018/2019 with proposed increases), a fund can be adaptive to new needs and have clearly set out principles. Without these, this fund risks being a slush fund, allowing for initiatives of all kinds to</i></p>	<p data-bbox="1157 1248 1955 1313">There is a commitment to accountability and reporting on the spend of the fund, with ongoing evaluation of the expenditure.</p> <p data-bbox="1157 1354 1955 1419">The Fund will be ring fenced as a separate line item, and will have separate reporting to the general operating fund of the University.</p>

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	<p><i>be funded out of dollars coming straight from tuition fees. At a consultation meeting with student leaders on October 29th, Anji Redish mentioned, “excellence, sustainability, strategic nimbleness, accountability, transparency, and effectiveness,” as the principles she sees for the fund. With those in mind, the AMS proposes that the guiding principles for the fund are as follows:</i></p> <ul style="list-style-type: none"> <li><i>• Multiple large and small strategic initiatives must be funded every year;</i></li> <li><i>• Ongoing spending must be evaluated for importance and feasibility, and must be re-evaluated every year;</i></li> <li><i>• Amongst initiatives supported, each year must allocate a certain amount of the fund to the student experience, teaching and learning, and research;</i></li> <li><i>• The spending of the fund must be disclosed explicitly to the university community;</i></li> <li><i>• A focus should be put on initiatives that support international students, or promoting diversity at UBC.</i></li> </ul>	<p>Supporting the student experience, teaching and learning, and research will be the core areas for expenditures from the Fund. However, given the desire for strategic nimbleness, it is unwise at this time to commit specific percentages on an annual basis -- it will differ depending on the opportunities each year.</p> <p>Along the same lines, it is expected that there will be diversity in the range and scope of the projects funded annually, depending on what the opportunities are each year. As the Fund grows along with new international student enrolments, there may be more capacity to define “sub-pots” for different sized projects.</p> <p>We will continue to invest in supports and initiatives that support international students, both through this funding and elsewhere. However, the Strategic Investment Fund is not intended to be focused only or even primarily on international students – it is a fund to support excellence in teaching and learning, research and the student experience at UBC.</p>
	<p><b>Adjudication vs. Advisory Committee</b></p> <p><i>From the AMS submission:</i></p> <p><i>Additionally, at the same consultation meeting as mentioned above saw a proposal for an Advisory Committee, made up of students, faculty and deans, to give recommendations to the Provost on the spending of the funds. However, being an advisory committee, it was mentioned that the funds would ultimately be up to the discretion of the Provost and then the university executive. In looking at the Strategic Priorities Fund that already exists to support the needs of the executives, as well as the huge amount of money that this strategic fund will be collecting, the AMS and ISA do not think it is appropriate to have this fund fully up to the discretion of the Provost. The fund must have an Adjudication Committee that will make decisions on allocation of the fund, to then be carried out by the Provost and Executive. This committee should be comprised of students, faculty, and senior administrators in the faculties, with two university executives.</i></p>	<p>We are committed to having a consultative and collaborative process in the development of advice for the Provost’s office as it relates to the development of the expenditure plan for the Strategic Investment Fund.</p> <p>The Vice President, Students will ensure that student voices are heard in the development of the annual expenditures, and convey that to the Provost’s office and to Executive in the decision-making process. Similarly, there will be advice from the Faculties via the Deans and through other Executives for their respective portfolios to the Provost’s office regarding the expenditures.</p> <p>The role and responsibility of the Provost’s office is to take that advice, balance competing interests, and ensure investments that best support the mission and excellence of UBC.</p> <p>There will be accountability for the funding through annual reporting, and opportunities to review and provide advice for future years.</p>

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		<p>The Board of Governors and the Senate Budget Committee will receive annual reviews of the allocations committed and the achieved outcomes of those strategic investments.</p> <p>The first opportunity for student leader input, if the tuition increase proposal is approved, will be in January 2016.</p>
	<p><b>Priorities for Funding:</b></p> <p>The AMS identified 3 priority areas for funding through the Strategic Investment Fund.</p> <ul style="list-style-type: none"> <li>• <b>The Life Building</b></li> <li>• <b>Innovation and Excellence in Teaching</b></li> <li>• <b>Undergraduate Research Opportunities</b></li> </ul>	<p>These priorities will be taken forward as key student priorities by the VPS and Provost's offices in the discussions about the Strategic Investment Fund.</p> <p>The conversations about the 2016/17 expenditure out of the Strategic Investment Fund will begin in January 2016.</p>
Definition of excellence	<p>The AMS submission requests a reprioritization of the meaning of excellence to include a greater emphasis on teaching and learning and the student experience, as there is a perception that:</p> <ul style="list-style-type: none"> <li>• The Administration's definition of excellence has not been well defined</li> <li>• The Administration's proposal is too focused on research</li> <li>• That the proposal is over reliant on the rankings as a measure of excellence, and</li> <li>• That even if UBC were focused on increasing in the rankings that equal gains could be made on the Times Higher Education rankings by increasing our teaching excellence.</li> </ul>	<p>UBC defines excellence through its Place and Promise commitments, and, as with all great universities, focuses on teaching and learning, research and the student experience.</p> <p>Some of the initial areas for investment identified are research focused, as these have been identified as areas for improvement that could address the broader goals of excellence, and would have additional benefits to students through the hiring of excellent faculty and undergraduate research opportunities.</p> <p>However, these are only proposals put forward by Faculties and administrators for investment. If the tuition increase is approved, decisions on the allocations will be informed by students through the VP, Students Office in a process starting in January for the 2016/17 budget year, and then there will be an ongoing annual process for input from students.</p> <p>In addition, as the new President comes onboard, there will be opportunities for a much broader conversation on what excellence means at UBC to inform our strategic planning, which will in turn have an impact on investments from the Strategic Investment Fund.</p>