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## 2019 Academic Experience Survey Report

VP Academic & University Affairs Office

2019/2020

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# Table of Contents

<b>Executive Summary</b>	<b>4</b>
<b>Updates on Last Year's Recommendations</b>	<b>5</b>
<b>Overview of Key Findings</b>	<b>12</b>
Community, Intention and Respondent Profile	12
Finances, Affordability and Food Security	12
Safety, Discrimination and Sexual Assault/Misconduct	13
Mental Health and Well-Being	13
<b>Respondent Profile</b>	<b>13</b>
Breakdown by Undergraduate and Graduate Studies	14
Breakdown by Full-Time / Part-Time Studies (Undergraduates)	14
Breakdown by Faculty (Undergraduate)	14
Breakdown by Undergraduate Year Level	15
Breakdown by Gender (Undergraduates)	16
Breakdown by Domestic and International Student	16
Breakdown by Ethnicity (Undergraduate)	17
<b>Academic Trends</b>	<b>17</b>
Reasons for Attending UBC	17
Student Academic and University Priorities	18
<b>Perceptions of the Alma Mater Society</b>	<b>19</b>
<b>Student Finances</b>	<b>20</b>
Overview of Affordability	20
Housing and Food Affordability	21
Course Material Affordability	22
Financial Literacy	23
<b>External Advocacy</b>	<b>24</b>
Transit	24
External Affordability	25
<b>Campus Community</b>	<b>27</b>
Belonging	27
Campus Involvement	27
<b>Campus Safety and Discrimination</b>	<b>28</b>

Campus Safety	28
Discrimination	29
<b>Sexual Assault and Other Misconduct</b>	<b>30</b>
<b>Mental Health and Well-Being</b>	<b>32</b>
Students with Disabilities	32
Mental Health	33
<b>Recommendations for Future Surveys</b>	<b>34</b>
Review of Survey Questions, Design, and Implementation	34
Indigenous Engagement and Survey Design	34
<b>Compiled Recommendations</b>	<b>35</b>

## Executive Summary

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The Academic Experience Survey (AES), run annually by the AMS Vice-President Academic and University Affairs Office, fuels the AMS's data-driven approach to student advocacy. Now in its seventh year, our annual findings help the AMS identify trends, concerns and desires of UBC students. As the society moves towards prioritizing quantitative metrics and data-driven accountability measures, the AES data has provided a statistical basis to many of the advocacy initiatives within the AMS and University.

Each year's survey differs depending on the VP Academic & University Affairs Office and the issues facing students that year. This year the survey asked brand-new questions related to students with disabilities and expanded sections on sexual violence, athletics, equity and gender identity.

Additionally, our 2019 report has been restructured in an attempt to have a more streamlined, cohesive approach and structure for the reader. "Graduate Student Issues" are no longer a section in this report. Instead, graduate issues are integrated in all of the sections, alongside undergraduate issues. You will find the secondary subheadings will indicate whether or not the information is about *undergraduate* respondents, *graduate* respondents, or if the data applies to *all respondents*.

Furthermore, the 'Respondent Profile' is now in the beginning of the report, and so is a two-page 'Overview of Key Findings' that is intended to provide a snapshot of the current trends we have found in this year's AES. It is primarily meant to give succinct summaries of the most significant data. All other changes in structure, and formatting were done to make the report simpler and clearer, both in content and in presentation for the reader.

Any questions about the results and implications of this report can be directed to the office at [vpacademic@ams.ubc.ca](mailto:vpacademic@ams.ubc.ca). Raw data and a breakdown of results not included in this report or the [2019 Insights West Report](#) are available by request, upon approval of the VP Academic & University Affairs.

This report would not have been made possible without the hard work of the 2019-20 Academic & University Affairs staff: Veronica Stolba, Jerome Goddard, Neha Tadepalli and Guilherme Rosales. Additionally, I'd like to thank the 2018-19 team (Max Holmes, Kennedy Gagnon Roshni Pendse, Jerry Ku and Patricia Lee) for their tireless consultation, execution and distribution of the 2019 Academic Experience Survey. Above all, thank you to the UBC students who engaged with this survey and for whom the results of this survey should serve.

Sincerely,



**Julia Burnham**

Vice President Academic and University Affairs

Alma Mater Society of UBC Vancouver

## Updates on Last Year's Recommendations

Alma Mater Society	Responsible Executive	Progress	Details
<i>Recommendation 1:</i> The AMS will market the services provided by the AMS via a variety of channels, seeking to engage students in their communications. The AMS will measure engagement via social media and in-person as a measure of the efficacy of communication efforts.	<i>President</i>	Ongoing	The AMS has been working with its Communications and Marketing department and AMS Services on actively promoting services within the AMS. Data from AMS Services have shown that there has been an uptick in usage of AMS Services.
<i>Recommendation 2:</i> The AMS will advertise on-going advocacy efforts, progress, and successes as they occur, as opposed to solely advertising big campaigns. Using engagement metrics, including but not limited to social media engagement, a number of video views and a number of website hits, as criteria for success, the AMS will report on the effectiveness of its outreach.	<i>President</i>	Ongoing	The AMS has been actively promoting advocacy efforts on smaller projects with the assistance of the VPAUA Office and VP External Office, such as Senate policies, Translink, etc.
<i>Recommendation 3:</i> The AMS will continue anti-discrimination and intersectional equity education, particularly regarding women, LGBTQPA2S students, mature students, international students, and students of colour. This will be for clubs, constituencies, and other student groups by incorporating an educational workshop provided by the AMS SASC during club and constituency executive training. The AMS will also provide this education and links to relevant resources on the AMS website, and will also advocate for this to be incorporated on Canvas.	<i>VP Administration</i>	Ongoing	The AMS continues to work to ensure that students are well educated surrounding the issues of discrimination and intersectional equity. The VP Administration Office will continue to work with the AMS SASC to develop programming for subsidiary group Executive Orientations to educate and empower students on these issues.

Student Finances	Responsible Executive	Progress	Details
<p><i>Recommendation 4:</i> The AMS will continue advocacy efforts to improve the affordability of attending UBC, including but not limited to advocating for a reaffirmation from the provincial government on the 2% domestic tuition increase cap, as well as exploring advocacy for international student affordability.</p>	<p><i>VP External</i></p>	<p>Ongoing</p>	<p>The AMS successfully advocated for the elimination of interest on BC student loans. We also advocated for an up-front needs-based grants system and will continue to until it is funded.</p>
<p><i>Recommendation 5:</i> The AMS will continue advocacy efforts regarding the creation of provincial housing policies to increase the amount and accessibility of student housing. This includes advocating for increased funding for student housing and transit access to UBC across the Metro Vancouver area.</p>	<p><i>VP External</i></p>	<p>Ongoing</p>	<p>The AMS helped to renegotiate a 5-year UPass contract with minimal increases. We assisted successful advocacy to push forward work on Skytrain to UBC. We also made progress on on-campus housing rental rights through work with the provincial student housing working group.</p>
<p><i>Recommendation 6:</i> The AMS will strengthen efforts to inform students of the AMS Food Bank, Sprouts and other resources designed to respond to food insecurity, and will continue to perform a food drive for the AMS Food Bank at least once per term.</p>	<p><i>Student Services Manager</i></p>	<p>Ongoing</p>	<p>The AMS has been actively engaging in campus-wide efforts to tackle food insecurity on campus and promote our services to the broader community through groups such as the SEEDS Food Systems Project. In addition, we continue to work with our existing partners such as the UBC Library to hold food drives (Food for Fines campaign) and attempt to develop new partnerships as well. We will be working with UBC student-facing advisors, such as the Enrollment Services Advisors, to inform about the AMS Food Bank so that they are able to provide strong referrals.</p>
<p><i>Recommendation 7:</i> The AMS will continue existing advocacy on the implementation</p>	<p><i>VP Academic and University</i></p>	<p>Ongoing</p>	<p>Last year, we lobbied the provincial government on OER</p>

of Online Educational Resources to Faculties, including the #TextbookBroke campaign, pursuing increased dialogue with instructors and the UBC Administration regarding the widespread implementation of OER at UBC, and lobbying the federal government to amend the Copyright Act to be conducive to the implementation of OER.	<i>Affairs, VP External</i>		funding and policy creation. The funding ask was a success with over \$3 million in additional dedicated funding for OERs in BC.
<i>Recommendation 8:</i> The AMS will increase communication regarding financial support available to students, and bursaries and scholarships available to UBC students.	<i>VP Finance</i>	Ongoing	The AMS will restructure the funds available to students and make it more accessible. We will also improve the application process to increase efficiency and stability. With the introduction of The Financial Newsletter, students will likely to be more informed on the different funding options available.
<b>External Advocacy</b>	<b>Responsible Executive(s)</b>	<b>Progress</b>	<b>Details</b>
<i>Recommendation 9:</i> The AMS will work to successfully renew the U-Pass contracts with Translink, and ensure a sustainable and affordable program continues to be implemented now and well into the future.	<i>VP External</i>	Done	We successfully renegotiated a long-term (5 years) UPass contract with only small increases.
<i>Recommendation 10:</i> The AMS will advocate to the government and Translink for the construction of the rapid rail Broadway Line to be extended to UBC, and will be vigilant on commenting on other transit methods, including but not limited to bike share and car share, prioritizing efficiency and sustainability	<i>VP External</i>	Ongoing	We assisted successful advocacy to push forward work on Skytrain to UBC - this resulted in multiple important votes to pass that allows this work to progress. We also participated in multiple consultations on transit projects and provided feedback on UBC's bike share program.
<i>Recommendation 11:</i> The AMS will advocate for favorable terms in both	<i>VP External</i>	Ongoing	The AMS successfully advocated for the elimination of interest on

federal and provincial loans, including reductions of interest rates for students and increased affordability for students including the holistic allocation of funds towards expenses and more needs-based awards.			BC student loans.
<i>Recommendation 12:</i> The AMS will advocate externally for financial support in creating affordable student housing, lobby for student housing rights, and lobby for more transit accessibility throughout the Metro Vancouver area.	<i>VP External</i>	Ongoing	The AMS continues to actively lobby the provincial government and universities alongside other student unions for on-campus housing rental rights.
<i>Recommendation 13:</i> The AMS will continue to advocate externally for equal access to educational resources for all students. Including, advocating to the provincial government for policies that will promote OER adoption.	<i>VP External</i>	Ongoing	The AMS's external advocacy resulted in a \$3 million investment in open educational resources from the province. We also advocated for OER policy and will continue to.
<b>Campus Community</b>	<b>Responsible Executive</b>	<b>Progress</b>	<b>Details</b>
<i>Recommendation 14:</i> The AMS will work with UBC Campus Safety and Security to continue and improve the delivery and operations of AMS Safewalk in an effort to ensure the safety of students walking on campus (especially at night).	<i>Student Services Manager</i>	Ongoing	With a generous monetary contribution from UBC VP Students, AMS Safewalk continues to deliver year-round services to UBC and the surrounding area. In addition, the AMS continues to work with university stakeholders to provide alternative service delivery models (ex. Having UBC athletes volunteer as Safewalkers).
<i>Recommendation 15:</i> The AMS will work with Equity and Inclusion and Access and Diversity to find new ways to reduce instances of discrimination on campus and promote an inclusive environment, as well	<i>VP Academic and University Affairs</i>	Ongoing	The AMS continued to develop its relationship with the Equity and Inclusion Office, as well as the newly rebranded Centre for Accessibility, through regular

as look at new ways to help students who have experienced discrimination.			meetings and partnerships.
<i>Recommendation 16:</i> The AMS will reach out to comparable associations with the intention of collaborating and learning about how universities and student societies address the issue of sexual violence on university campuses.	<i>VP Academic and University Affairs</i>	Ongoing	The AMS had the opportunity to discuss sexual violence across university campuses at the annual Student Union Development Summit, which included workshops from national organization Our Turn.
<i>Recommendation 17:</i> The AMS will host student consultation sessions, such as town halls, to get student feedback on how UBC (through the Sexual Violence Prevention and Response Office (SVPRO)) and the AMS (through the Sexual Assault and Support Centre (SASC)) can advance their services to better serve the needs of students.	<i>VP Academic and University Affairs</i>	Ongoing	The AMS hosted a town-hall in response to the SASC decision reversal and compiled action items from the community surrounding survivor support and SASC support.
<i>Recommendation 18:</i> The AMS will push for SVPRO to be an advocate within the university, and collaborate with the SASC to prevent and respond to sexual violence in all sectors within UBC.	<i>VP Academic and University Affairs</i>	Ongoing	The AMS met regularly with SVPRO and encouraged collaboration between the two offices, which included a co-partnered Sexual Assault Awareness Month.
<i>Recommendation 19:</i> The AMS will work to improve students' trust in SVPRO and SASC as resources available for those who experience campus-related sexual assault or misconduct. This process will include but is not limited to increasing awareness of both services (via marketing efforts) and distributing information about these services (via website resources).	<i>VP Academic and University Affairs</i>	Ongoing	The AMS was a prominent partner in the development of the "We Believe You" awareness campaign and created our own BlueChip coffee sleeves with both SASC and SVPRO information.
<i>Recommendation 20:</i> The AMS will work closely with leaders from clubs, varsity sports, and graduate/undergraduate societies to discover what resources they	<i>VP Administration</i>	Ongoing	The AMS and the Office of the VP Administration continues to explore effective ways of supporting student leaders with

believe will help their constituencies reduce instances of sexual violence and be better equipped to respond to instances of sexual violence when/if they occur in their respective organizations. Once resources requests are identified, the AMS will make all efforts to provide leaders with such resources or direct them to organizations that can fulfill their needs (such as SVPRO or SASC).			the necessary resources to respond to instances of sexual violence. Future work will focus on creating accessible channels for these resources and ensuring that the AMS provides support to student leaders continually throughout the year.
<i>Recommendation 21:</i> The AMS will explore how we can increase student awareness of and participation in AMS clubs by more effectively utilizing the AMS website and pursuing other communication methods, in an effort to increase students' feelings of belonging on campus.	<i>VP Administration</i>	Ongoing	The AMS and the Office of the VP Administration is actively exploring new, innovative ways of engaging students on campus through a variety of methods. Current progress includes working with AMS Communications on new engagement strategies, improving existing digital infrastructure for improved discovery, and new innovative student programming.
<i>Recommendation 22:</i> The AMS will continue to advocate to Athletics and Recreation, as well as the VP Students Office, to address the disparity in engagement and spending between recreation and intramural vs. varsity athletics. By doing so, the AMS will challenge the University to direct student fees where students find the most value (such as intramurals and recreation).	<i>VP Academic &amp; University Affairs</i>	Ongoing	The AMS continued conversations with Athletics and Recreation surrounding this disparity, as well as rental discounts for AMS clubs. These conversations are ongoing and a final agreement is in progress.
<b>Mental Health and Wellbeing</b>	<b>Responsible Executive</b>	<b>Progress</b>	<b>Details</b>
<i>Recommendation 23:</i> The AMS will engage in student consultation to inform an understanding of why some services are more helpful than others, and will subsequently work to improve the status	<i>Student Services Manager</i>	Ongoing	The AMS Services leadership (ie. SSM and SMSS) will be undergoing a triennial Services Review that will involve focus groups and interviews with the

of the current underperforming UBC and AMS services.			student population, and groups we have traditionally not engaged with to receive qualitative feedback supplemented by the data we have been collecting over the past year.
<b>Graduate Student Issues</b>	<b>Responsible Executive</b>	<b>Progress</b>	<b>Details</b>
<i>Recommendation 24:</i> The AMS will advocate for an increased number of research positions and funding reserved for graduate students on campus.	<i>VP Academic and University Affairs</i>	Ongoing	The AMS successfully advocated for increased research-based Work Learn positions within the Academic Excellence Fund allocations.
<i>Recommendation 25:</i> The AMS will increase communication channels with graduate students, aiming to communicate the Society’s advocacy efforts and successes, and gather feedback and input from the graduate student community.	<i>President</i>	Ongoing	The AMS has been meeting regularly with GSS Executives to discuss and communicate advocacy efforts, joint campaign, and graduate student issues.
<i>Recommendation 26:</i> The AMS will regularly attend meetings of the Graduate Student Society (GSS), collaborating where possible on advocacy efforts and considering the needs of graduate and mature students in advocacy to the University. The AMS will improve communication and outreach to graduate students on services and resources provided by the AMS, UBC, and externally on wellbeing, finances, and other student concerns.	<i>President</i>	Ongoing	The AMS has attended Graduate Student Society Council meetings when invited. The AMS has also worked with the GSS to work on internal projects, such as the AES.
<b>Recommendations for Future Surveys</b>	<b>Responsible Executive</b>	<b>Progress</b>	<b>Details</b>
<i>Recommendation 27:</i> The AMS will consult with diverse student groups, including but not limited to the Student Issues and	<i>VP Academic and University Affairs</i>	Ongoing	The VPAUA consulted a variety of groups in the creation of the 2019 AES questions, which led

<p>Equity Caucus, Indigenous students, and AMS Council, on the creation and phrasing of AES questions and multiple choice answers so as to make the questions respectful of all of the ways that people self-identify.</p>			<p>to amendments on language surrounding gender identity within the survey. The AMS will expand its outreach for 2020 consultation.</p>
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## Overview of Key Findings

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### Community, Intention and Respondent Profile

- The vast majority of both graduate (71%) and undergraduate (63%) respondents expect to be job seeking after graduation.
- More undergraduate students have been taking less time to complete their degrees, over the past 5 years, even though the majority of undergraduate students have stated the intention to take longer than 4 years to complete their degree.
- There is an increase of graduate student respondents on the AES, along with an increased overall perception of the AMS by graduate students.
- This AES saw a decline of Chinese respondents, but an increase in male respondents, Faculty of Education respondents, international and graduate student respondents.
- Community is marginally in decline. There has been a decrease in participation of extracurricular for on campus activities for both undergraduates and graduates. The only exception is an increase in graduate students choosing work as their extracurricular activity.
- A small majority of students feel a sense of belonging on campus. Students who participate in campus activities note that they do so in part to increase their feeling of belonging on campus.

### Finances, Affordability and Food Security

- The majority of students are still not aware of how the AMS uses their fees and there are still low levels of trust.
- There has been a marginal increase in both graduate and undergraduates who are experiencing food insecurity (unable to obtain food or feed oneself), with an average of 16.5% of both groups experiencing this on a monthly basis.
- Affordability and housing still remain prominent concerns amongst all students with close to half of all respondents claiming this as a primary consideration for attending another university, and one-fifth of all students potentially halting or ending their post-secondary studies.

- Almost half of all students (45% of undergraduates and 52% of graduates) reported that the cost of housing has caused them to live farther away from campus than they would like.
- Course materials still pose a financial burden specifically to undergraduates with 40% of respondents claiming they are not sure they can pay for their course materials.

## Safety, Discrimination and Sexual Assault/Misconduct

- Overall, most students are feeling safer at night on campus compared to last year; the one group that feels the least safe on campus at night are older students (+25) and women.
- International students, non-white, women and LGBTQPA students are still far more likely to experience discrimination because of ethnicity, sexual orientation, and sex than male, heterosexual, Caucasian men.
- 1 in 7 student respondents reported having experienced sexual assault or misconduct at UBC. Female students are 3 times more likely than male students to experience sexual assault or misconduct.
- While a small majority still agree that sexual assault and misconduct are an issue on campus, there has been a small decrease from last year.
- All students have reported lower levels of trust for UBC campus officials in terms of reporting and investigating sexual assault and misconduct on campus. Both student groups feel more comfortable accessing the Sexual Assault Support Centre (SASC) services versus the UBC run Sexual Violence Prevention and Response Office (SVPRO) services.

## Mental Health and Well-Being

- The most common self-identified disability for all students was “mental illness” (16% of the 22% of all respondents who identified as having a disability).
- While awareness of AMS resources has been growing over the past few years, one quarter of students think there are not enough sufficient resources and only half think the AMS does a good job at representing their mental health and well-being to administration and faculty.
- The services and resources at UBC that most students are unaware of for Mental Health and Well-Being are the First Nation House of Learning (66%) and AMS Vice (57%).

## Respondent Profile

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The following is a breakdown of our respondent profile comparing the AES 2019 sample to the Planning and Institute Research (PAIR) office data on the population of UBC from 2018. The ‘variance’ column describes how close, or far the AES sample size profile is from the actual population of UBC. “n” represents

the reported sample size total for each specific breakdown, from *Insights West*<sup>1</sup>. All numbers were rounded to the nearest whole number hence any minor discrepancies on percentages and total number of respondents.

Some breakdowns are only from undergraduate respondents. In the titles of the breakdown it is noted if the respondent sample size is focused only on undergraduates. Further notations are made beneath the tables if there are differences between the PAIR population statistics and the AES sample size statistics. Lastly, the **bullet points are points of interest** describing trends and trend changes from past years to the current year. The breakdown numbers with “↑” OR “↓” symbols beside them signify notable increases and decreases over the past 1-5 years.

### Breakdown by Undergraduate and Graduate Studies (n = 2,926)

Students	Surveyed (AES)		Actual (PAIR)		Variance
<b>Undergraduate</b>	2,107	72%	44,882	82%	10%
<b>Graduate</b>	761	26%↑	9,981	18%	-8%
<b>Other</b>	58	2%	--	--	--
<b>Total</b>	2,926	100%	54,863	100%	--

- The growing trend in the last three years: **an increase of graduate student respondents, from 19% (2017) to 26% (2019) in the AES.**

### Breakdown by Full-Time / Part-Time Studies (Undergraduates) (n = 2,169)

Students	Surveyed (AES)		Actual (PAIR)		Variance
<b>Full-Time</b>	2061	95%	31,086	69%	-26%
<b>Part-Time</b>	108	5%	13,796	31%	-26%
<b>Total</b>	2,169	100%	44,882	100%	--

### Breakdown by Faculty (Undergraduate) (n = 2,169)

Faculty	Surveyed (AES)		Actual (PAIR)		Variance
<b>Arts</b>	629	29%	14,188	32%	3%
<b>Science</b>	499	23%	8,426	19%	-4%
<b>Commerce</b>	239	11%	5,577	12%	1%

<sup>1</sup> Insights West is the market research firm that conducted the AES  
Office of the AMS VP Academic and University Affairs

Engineering	239	11%	--	--
Education	130	6%↑	2,759	6%
LFS	87	4%	1,682	4%
Kinesiology	87	4%	--	--
Medicine	65	3%	1,319	3%
Law	43	2%	584	1%
Pharma. Science	43	2%	885	2%
Forestry	43	2%	1,147	3%
Economics	43	2%	--	--
None	22	<1%	2,405	5%
Other	65	3%	**5,910	13%
<b>Total</b>	<b>*2,234</b>	<b>103%</b>	<b>44,882</b>	<b>100%</b>

\* Insight West did not include the category of "Other" in their sample size calculation hence the total number discrepancy for the "Surveyed (AES)" column between the reported sample size (n = 2,169) and the Total.

\*\* PAIR had a different breakdown of faculty than the AES. Dentistry had 365 students enrolled, Vantage College had 498 and Applied Science had 5,047. These PAIR numbers were added together and lumped into the "Other" category for the PAIR column. PAIR statistics did not have Economics, Engineering or Kinesiology.

- The most significant respondent **faculty increase has been in Education increasing from 2% in 2015 to 6% in 2019.**

### Breakdown by Undergraduate Year Level (n = 2,169)

Year	Surveyed (AES)		Actual (PAIR)		Variance
1	455	21%	9,655	24%	3%
2	434	20%	8,730	22%	2%
3	542	25%	10,905	27%	2%
4	499	23%	10,626	26%	3%
5+	43	2%↓	145	<1%	< -1%
Other	174	8%↓	13	<1%	< -1%
<b>Total</b>	<b>2,169</b>	<b>100%</b>	<b>40,074</b>	<b>100%</b>	<b>--</b>

- More respondents in 2014 were in the "5+, or Other" categories (29% of all undergraduates), when compared to all subsequent yearly reports with a decreasing trend. **More students have been taking less time to complete their degrees, over the past 5 years.**

## Breakdown by Gender (Undergraduates)

(n = 2,169)

Gender	Surveyed (AES)		Actual (PAIR)		Variance
<b>Women</b>	1171	54%	30,742	56%	2%
<b>Men</b>	954	44%	24,121	44%	0%
<b>Non-Binary/Gender/ Queer</b>	22	1%	--	--	--
<b>Two-Spirit</b>	< 22	<1%	--	--	--
<b>Other</b>	< 22	<1%	--	--	--
<b>Total</b>	2,169	100%	54, 836		

\*PAIR had no categories other than “women” or “men” for the gender statistics.

- This is the first year the AMS has given the categories “non-binary/gender queer” and “Two-spirit” for gender identification.
- There was an **increase in male respondents since last year by 13%** in the sample size of the AES. Last year the amount of identified women that responded in the AES was 67% and the amount of identified men was 31% with an “other” category at 2%.

## Breakdown by Domestic and International Student

(n = 2,100)

Students	Surveyed (AES)		Actual (PAIR)		Variance
<b>Domestic (Lower Mainland)</b>	420	20%	39,458	72%	52%
<b>Domestic (Outside of Lower Mainland)</b>	1,239	59%			13%
<b>International</b>	462	22%↑	15,405	28%	6%
<b>Total</b>	2,100	100%	54,863	100%	

\*The “Surveyed (AES)” column represents only undergraduate respondents, while the “Actual (PAIR)” column represents a combination of both undergraduate and graduate populations. The AES only inquired into whether a student was domestic or international only for Undergraduate students. The reason why the Domestic column is merged together for the “Actual (PAIR)” column is because PAIR did not differentiate location of domestic students unlike the AES.

- There has been a **small, and steady increase of international students** with the largest proportion in 2019, going **from 19% in 2015 to 22% in 2019**.

### Breakdown by Ethnicity (Undergraduate)

This category had no PAIR data to compare with.

(n = 2,169)

Ethnic Group	Surveyed (AES)		Ethnic Group	Surveyed (AES)	
<b>Caucasian</b>	911	42%	<b>Middle Eastern</b>	87	4%↑
<b>Chinese</b>	607	28%↓	<b>Filipino</b>	65	3%
<b>South Asian</b>	217	10%	<b>Japanese</b>	65	3%
<b>Korean</b>	108	5%	<b>Indigenous, Metis, Inuit</b>	43	2%
<b>South East Asian</b>	87	4%	<b>African, Black, Caribbean</b>	43	2%
<b>Hispanic/Latin American</b>	87	4%	<b>Other</b>	65	3%

- The proportion of respondents who identified as ethnically **Chinese has significantly declined from the past few years from 38% in 2016 to 28% in 2019**.
- The proportion of respondents who identified as ethnically **Middle Eastern has gone up by 2% since last year**.
- **South Asian and Japanese survey respondents have gone up by 1% from last year to this year**.

## Academic Trends

### Reasons for Attending UBC

#### *Undergraduate Students:*

The top reasons that undergraduate respondents chose to attend UBC have remained stable in recent years. The most popular reasons include ‘good overall reputation’ (91%), ‘high quality education’ (86%), ‘well-known and respected internationally’ (85%), ‘proximity to the City of Vancouver’ (73%), and ‘proximity of home’ (66%). There was also a significant increase in choosing UBC because of its attractive campus, up to 76% this year from 71% in 2018.

Although the majority of undergraduate respondents (70%) are satisfied with their overall UBC experience, only half (50%) agree that they are receiving good value for their tuition fees and only one-quarter (24%) agree that the University cares about what students think about the cost of education. These statistics have remained stable in recent years.

#### *Graduate Students:*

Graduate student respondents have expressed an increased interest in choosing UBC for its overall ‘reputation’ (up to 91% from 72% in 2017), ‘high quality education’ (up to 90% from 85% in 2018 and 72% in

2017) and being 'well-known and respected internationally' (up to 88% from 83% in 2018 and 68% in 2017). Reasons such as 'excellent teachers' (72%), 'preparation of graduates for the workforce' (62%), 'offering required prerequisites for further education' (56%) and 'fostering leading research and development' (71%) are all significantly higher than undergraduate students. Reasons such as attractive campus (64%), proximity to City of Vancouver (64%), proximity to home (44%), and vibrant student life (34%) had less of an impact on their choice, and were all significantly lower than undergraduate students. In essence, undergraduates place a high value on a broad scope of quality education, aesthetics and geographical proximity for choosing UBC, while graduate students placed a high value on a specific scope of quality education as the main reason for choosing UBC. Aesthetics and geographical proximity were a minor influencing factor in choosing UBC for graduate students.

79% of graduate students are satisfied with their overall university experience, 64% agree that they are receiving good value for their tuition fees, and 31% agree that the University cares about what students think about the cost of education which are all significantly higher percentages than those of undergraduate students. Graduate respondents perception on 'overall satisfaction' and 'value' for fees has seen a significant increase in the past year.

***Recommendation #1:*** The AMS will endeavor to further investigate what "good value for tuition fees" means for undergraduate student and strategically plan ways to enhance the value students receive for their tuition fees. (Responsible Executive: VP Academic and University Affairs)

## Student Academic and University Priorities

### *Undergraduate Students:*

58% of undergraduate respondents intend to take more than four years to complete their degree, which is at odds with the data trend of the past five years where more respondents have been taking less time to complete their degrees. The most common reason for lengthening one's degree (43%) is taking a reduced course load to pursue other opportunities during this time. 30% of undergraduates indicated they are not in a hurry to complete their degree, while 15% indicated a reduced course load due to commute, and 13% indicated a reduced course load for financial reasons. These results suggest that there are a variety of mounting non-academic pressures on students contributing to the general trend of an intention to lengthen their degree.

With regards to post-graduation plans, job seeking continues to be the most common selection at 63%, while 44% of undergraduates plan to attend graduate school, 21% plan to pursue an internship, and 19% plan to attend a professional program.

The extracurricular activities undergraduates report participating in most are clubs (52%), recreation/sports (35%), volunteering (34%) and work (30%). Popular activities also include UBC Student Development (23%), Co-op (16%), Undergraduate Society (15%), Research (11% independent, and 6% through work learn), Athletics (10%), Internship off-campus (8%) and Greek Life (6%). Following significant declines in 2018, overall participation and participation in specific areas have remained stable over the last year.

### *Graduate Students:*

The vast majority (71%) of graduate students' post-graduation plan is job-seeking. The second-highest selection is further education, with 18% of graduate respondents indicating this as their plan following graduation. 15% of graduate students indicate that they plan to continue their employment at their current job, differing from undergraduate students (9% of whom selected this option).

83% of graduate students participated in extracurricular activities signaling a larger increase from previous year. Other areas with significant increases included 'work' (from 34% in 2018 to 40% in 2019). Graduate students still remain less likely to participate in clubs, athletics and other on campus extracurricular activities

***Recommendation #2:*** *The AMS will look into ways it can work with UBC cooperative education units to bolster the available work integrated learning resources and opportunities, along with continuing to build awareness of post-graduate job seeking resources and professional development resources on campus. (Responsible Executive: VP Academic & University Affairs)*

***Recommendation #3:*** *The AMS will advocate with the federal and provincial governments to create more opportunities for graduate work-integrated learning, and undergraduate research opportunities for students. (Responsible Executive: VP External)*

## Perceptions of the Alma Mater Society

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### *Undergraduate Students:*

Just over half of undergrads (52%) give the AMS positive overall ratings, a small directional increase over the past year, but a significant improvement from 2017.

The majority of students are not aware of how AMS fees are spent and only 28% of students trust the AMS to spend their money wisely. 47% of students are aware of the services offered by the AMS and how to access them — all these trends have remained stable in recent years.

In terms of trusting the AMS, 49% of students feel that the AMS does a good job of representing students' mental health and well-being interests to the administration and faculty and 48% of students feel that the AMS does a good job of representing students' equity and inclusion interests to the administration and faculty. 38% of students feel that the AMS does a good job of representing students' academic interests to the administration and faculty, and 29% feel that the AMS does a good job of representing students' financial interests to the administration and faculty, both of which are increases from the last two years.

***Recommendation #4:*** *The AMS will advocate for further financial transparency within UBC, including the university being more transparent around funds allotment, and their expenditure of tuition fees. (Responsible Executive: VP Academic & University Affairs)*

**Recommendation #5:** *The AMS will house plain-language versions of its budget and investment reports, with simplified overviews on its website, so students are able to easily access and understand AMS finances (Responsible Executive: VP Finance)*

#### **Graduate Students:**

Graduate students this past year, tended on average to have a better perception of the AMS overall, rebounding to 2017 levels. There was a 10% increase from last year (44%) to this year (54%), with just more than half of all graduate students in this sample having an excellent/good perception of the AMS. The proportion of graduate respondents has grown from 22% (664) last year to 26% (760) this year.

This increase in the AES participation from graduate students also correlates with the marginal increase in positive perception that they are holding of the AMS. This increase in positive perception and participation is what the AMS set out to do last year and will continue to do in order to maintain strong positive relations with the Graduate Student Society (GSS) and to continue fostering increasing involvement from the graduate student body.

**Recommendation #6:** *Continue strong relations with the GSS and graduate student body by involving them in pertinent decisions, advocacy, and continuing to inform and involve graduate students on various AMS events, campaigns, and general endeavors. (Responsible Executive: President, VP Academic and University Affairs)*

**Recommendation #7:** *The AMS will work to expand peer support services so that they may better serve graduate student needs, and ensure that they have access to inclusive peer support on campus. (Responsible Executive: VP Academic & University Affairs, Student Services Manager)*

**Recommendation #8:** *The AMS increase student consultation efforts, through townhalls and other methods in order to holistically apply student opinions to policies. It will also further promote its advocacy campaigns, services, strategies and wins via social media, newsletters, or other methods of communication. (Responsible Executive: President, VP Academic & University Affairs)*

## Student Finances

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### Overview of Affordability

#### **Undergraduate Students:**

There has been little variation from last year in regards to the various sources of financial support undergraduate students rely on. The majority (75%) continue to rely on family as their main source of financial support, while just over half (52%) rely on personal savings, almost half (48%) work to support themselves, and approximately one third (34%) rely on loans. Overall, the majority of undergrads (57%) believe they can manage their finances, however this measure has significantly declined over the past year (-6%). Moreover, there has been a significant increase in undergrads (16% to 20%) who agree that they may need to abandon their studies at UBC due to financial reasons.

Half of undergraduate students continue to agree they are receiving good value for their tuition fees, with 40% of undergrads (2% decline from last year) stating that the financial cost of tuition is their primary reason for choosing to attend UBC. The stagnating rate of undergrad students with positive attitudes surrounding tuition fees implies that more focus should be placed on identifying and improving the perceived value of their tuition.

#### *Graduate Students:*

The majority of graduate students rely on scholarships, bursaries, or awards (69%), a notable increase of 6% from last year and 11% from 2017, highlighting the importance of financial support from the University. Over half rely on personal savings (56%) or work to support themselves (55%), and only 35% rely on family for financial support, which are all consistent with the previous year. A substantially high number of graduate students (70%) believe they can manage their finances, which is consistent with the previous year, however 20% still agree they might need to abandon their studies due to financial reasons. 64% of graduate students believe they are receiving good value for their tuition, with 53% (7% increase from last year) stating that the financial cost of tuition is one of their top reasons for choosing to attend UBC.

***Recommendation #10:*** *The AMS will continue to advocate for increased yearly student financial aid funding from UBC and also raise awareness of such services to students through the AMS website and social media. (Responsible Executive: VP Academic & University Affairs)*

***Recommendation #11:*** *The AMS will advocate with the provincial government on matters of tuition affordability, and the accessibility of a university education for all populations. Please refer to recommendations #23 - #32 in the External Advocacy section for further information on affordability advocacy. (Responsible Executive: VP External)*

## Housing and Food Affordability

#### *Undergraduate Students:*

33% of undergraduate students live off campus alone and 26% live on campus in residence. There is a slight, but notable, increase in students from last year (35% to 38%) that state the cost of housing has caused them to consider attending another university with more affordable or available housing options. Since last year, there has been a decline in students that report having lacked an adequate nighttime residence (14% to 8%). However, a majority of undergraduate students (54%) selected 'lack of affordable housing' as the most common contributor to their lack of a fixed, regular, and adequate nighttime residence, signifying that finding affordable housing while attending UBC continues to be a prominent challenge for UBC undergraduate students.

In the past year, approximately 45% of undergraduate students report having been concerned about their ability to feed themselves, including 16% who experience this challenge monthly.

### *Graduate Students:*

Most graduate students live either on campus in residence (17%), off campus with parents (26%), or off campus with roommates (28%). Graduate students are significantly more likely to agree (46%) than undergraduate students that housing costs have caused them to reconsider attending UBC, which is fairly consistent with the previous year (44%). Similar to the statistics for undergraduate students, fewer graduate students this year reported having lacked an adequate nighttime residence (14% to 8%).

Approximately 40% of graduate students report having been concerned about their ability to feed themselves, indicating a 3% increase from last year. Moreover, 17% of graduates report experiencing this challenge on a monthly basis.

***Recommendation #12:*** *The AMS will continue advocacy efforts for increased on-campus student housing, primarily through lobbying to maximize the density of the Stadium Road Neighbourhood development. Other initiatives related to housing advocacy will be discussed in the External Advocacy section. (Responsible Executive: VP Academic & University Affairs)*

***Recommendation #13:*** *The AMS will address issues surrounding food insecurity by participating in campus-wide advocacy efforts working to restructure UBC's food systems. (Responsible Executive: VP Academic & University Affairs)*

***Recommendation #14:*** *Bolstered by new funding, the AMS will expand the AMS Food Bank and increase awareness of its services. It will also ensure that the Food Bank is included in food insecurity restructuring processes on campus. (Responsible Executive: Student Services Manager)*

***Recommendation #15:*** *The AMS will look into collaborating with research projects on campus and with the University involved in food insecurity and begin developing a long-term food security plan. (Responsible Executive: Student Services Manager, VP Academic & University Affairs)*

## Course Material Affordability

### *Undergraduate Students:*

The approximate spending by students on textbooks and other course materials has remained stable over the past year, with 30% of undergraduate students estimating that they spent \$600 or more and 17% having spent \$1000 or more. The average amount spent on textbooks was \$829, which is a significant increase from \$750 in 2018.

A substantial number of undergraduate students state that they have frequently bought a textbook or other course resources and barely used it (52%), and 42% have gone without using a textbook or other course resource because it seemed useless. Additionally, almost half of undergraduate students (44%) state that they have often used an outdated version of a textbook or course resources to avoid paying for a more

recent edition, and 35% report not buying course material due to cost. With 38% of undergraduates stating that they are worried about how to pay for their course materials, this indicates that course material costs pose as a significant financial burden to many students.

In regards to open educational resources (OER), a majority of undergraduate students (88%) report using OERs in lieu of a textbook at some point in their studies, with 58% saying they resort to this option frequently.

#### *Graduate Students:*

Graduate students continue to spend significantly less than undergraduate students on textbooks and other course materials, with only 16% estimating that they spent \$600 or more, 13% having spent \$1000 or more. While only 20% of undergraduate students spend less than \$200, over half of graduate students (52%) report spending less than \$200. The average amount spent on textbooks for graduate students was \$656, which also increased from 2018 (\$574).

Approximately a quarter of graduate students (23%) report often buying a textbook or other course resources and not using them, and 23% also report not using this material because it did not seem useful. 29% of graduate students state that they have often used an outdated version, and 21% have gone completely without the required course material, both due to costs. 26% of graduate students worry about having to pay for textbooks and class materials, demonstrating that the financial burden of purchasing required course materials also affects many graduate students.

A considerable number of graduate students have used OERs in lieu of a textbook (85%), with 61% stating they have done this frequently. The high number of both undergraduate and graduate students that have opted for OERs instead of a textbook suggests that the implementation of more OERs at UBC would appeal to many students.

***Recommendation #16:*** *The AMS will continue existing advocacy on the implementation of Open Educational Resources, including the #TextbookBroke campaign and the application of the \$1 million grant from UBC to expand the use of OERs. It will expand this advocacy to also push for the implementation of Open Assessment at UBC. (Responsible Executive: VP Academic & University Affairs)*

***Recommendation #17:*** *The AMS will further develop relationships with the Centre for Teaching, Learning and Technology and department heads to advocate for OER's and free online course material via UBC Library versus having materials that incur a cost in order to procure it. (Responsible Executive: VP Academic & University Affairs)*

## Financial Literacy

#### *Undergraduate Students:*

Only 27% of undergraduate students do not expect to have any debt upon graduation. For students who are able to estimate their debt, 65% expect to owe \$25,000 or more. There has been no change in the number of undergraduate students indicating that they experience financial hardship related to tuition and

other expenses (43%). 20% of undergraduate students think they may need to abandon their studies due to financial reasons, which is a 4% increase from 2018.

Although 92% of undergraduate students are aware of Enrolment Services Advisors, only 58% of students have made use of this resource. However, this is a substantial increase from last year, where only 47% of students reported using this resource. The increase in utilization of this resource suggests that there have been improvements in communicating its value to students for financial advice.

#### *Graduate Students:*

Approximately only one-third of graduate students (34%) expect to have no debt upon graduation and a notable 48% of graduate students reported experiencing financial hardship related to their tuition and other expenses. 20% of graduate students fear they may need to abandon their studies due to financial reasons, which is a significant number despite being a 3% decrease from last year. Only 27% of graduate students are aware of how to access emergency funding in the case of an unexpected financial emergency, emphasizing the need for expanding education on the subject.

79% of graduate students are aware of the Enrolment Services Advisors, but only 28% have used this resource, indicating that more efforts should be made to encourage students to utilize this resource for financial advice.

***Recommendation #18:*** *The AMS will improve its communication efforts regarding financial support available to students, particularly through redesigning the AMS website to be more clear about what financial services are offered and events. (Responsible Executive: VP Finance)*

***Recommendation #19:*** *The AMS will look to also increase educational communications about financial support and literacy by hosting educational and awareness booths at various activities and events. (Responsible Executive: VP Finance)*

## External Advocacy

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### Transit

#### *Undergraduate Students:*

67% of undergraduate respondents reside off-campus, indicating that there continues to be a significant need for reliable and affordable public transportation to UBC Vancouver. Reinforcing this need is the fact that just under half of undergraduate respondents (45%) agree that the cost of housing has caused them to live farther away from campus than they would like.

#### *Graduate Students:*

The majority (78%) of graduate respondents indicated that they live off campus, demonstrating that graduate students have a similar or higher need for affordable public transportation as the undergraduate population. Just over half of graduate students (52%) agreed that the cost of housing has caused them to live

Office of the AMS VP Academic and University Affairs

farther away from campus than they would like, echoing the need for affordable public transportation amidst high housing costs in Vancouver.

**Recommendation #20:** *The AMS will research into ways to improve the UPASS contract and the breadth of what it offers, including but not limited to summer UPASS opportunities. (Responsible Executives: VP External)*

**Recommendation #21:** *The AMS will continue its advocacy efforts to the government and Translink for the construction of the rapid rail Broadway Line to be extended to UBC. (Responsible Executives: VP External)*

**Recommendation #22:** *The AMS will remain apprised about other transit methods and their potential relevancy to UBC, including but not limited to bike share and car share, prioritizing efficiency and sustainability (Responsible Executives: VP External)*

**Recommendation #23:** *The AMS will ensure that student voices are heard on regional transit plans, and will advocate for student needs to be considered at all levels of transit development. (Responsible Executives: VP External)*

## External Affordability

Please refer to *Student Finances - Affordability*, and *Student Finances - Financial Literacy* for the statistical logic behind **Recommendations 24 through 28**. The significant increase in undergraduate students who report that they may have to abandon their studies at UBC due to financial reasons, as well as the number of both undergraduate and graduate students who report that they experience financial hardship related to tuition and other expenses, lends itself to the conclusion that financial insecurity is an issue at UBC Vancouver. The AMS will work to alleviate this insecurity, and advocate for a more affordable university experience in order to increase student financial stability.

**Recommendation #24:** *British Columbia is the only province which does not have an up-front needs-based grant program for students. The AMS will advocate for this program to be created over the next year, increasing funding opportunities for students in need. (Responsible Executive: VP External)*

**Recommendation #25:** *The AMS will advocate for funding for students and post-secondary institutions to be a policy concern during the upcoming federal elections, highlighting student issues as part of the Get Out the Vote Campaign (Responsible Executive: VP External)*

**Recommendation #26:** *The AMS will advocate for the elimination of interest on student loans. (Responsible Executive: VP External)*

**Recommendation #27:** *The AMS will advocate for the federal funding of graduate student grants. (Responsible Executive: VP External)*

**Recommendation #28:** *The AMS will advocate for international students to have an easier and more standardized visa process in order to avoid unnecessary confusion and stress to do with visa restrictions. (Responsible Executive: VP External)*

Please refer to *Student Finances - Housing and Food Affordability* for the statistical logic behind **Recommendation #29 and Recommendation #30**. The percentage of students (in particular graduate students) who state that the cost of housing has caused them to consider attending another university with more affordable options, and the number of students who report that the cost of housing has caused them to live further away from campus than they would like indicates that there is an issue with affordable housing for students at UBC Vancouver. As well, the vast majority of students who attend UBC live off-campus. Housing advocacy outside of the university must continue, and the AMS has a role to play in increasing the affordability, availability, and quality of housing for UBC students.

**Recommendation #29:** *The AMS will advocate for housing affordability and student housing quality via the continuance of its Rent with Rights campaign, and other existing housing affordability efforts. (Responsible Executive: VP External)*

**Recommendation #30:** *The AMS will begin research on what the next phase of external housing advocacy looks like at UBC, and will formulate a long-term plan for student housing that increases affordability and access. This plan will be released in the form of a report, and will be accessible to the public. (Responsible Executive: VP External)*

Please refer to *Student Finances - Course Material Affordability* for the logic behind **Recommendation #31 and Recommendation #32**. Course material affordability continues to be an issue on campus, particularly for undergraduate students. The average amount undergraduate students spend on textbooks per year has risen to over 800 dollars, and a significant percentage of both undergraduate and graduate students have gone without course materials due to cost. Many students also report being worried about having the funds to pay for required materials, demonstrating the financial burden course material cost place on students. External advocacy by the AMS to increase the affordability of course materials for students must continue to grow, to help alleviate this financial strain on students.

**Recommendation #31:** *Building off of successful external advocacy from last year, the AMS will continue to be an advocate for the awareness, implementation, and funding of Open Educational Resources in universities across BC and Canada. (Responsible Executive: VP External)*

**Recommendation #32:** *The AMS will advocate on the provincial level for policy surrounding educational materials. This will include the identification that assessment is part of tuition, and that Open Educational*

*Resources and Open Assessment practices should be widely adopted by institutions. The AMS will also advocate for the limiting of course material cost through legislation. (Responsible Executive: VP External)*

## Campus Community

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### Belonging

#### *All Respondents:*

A small majority of students feel a sense of belonging on campus. The number of undergrads who feel a sense of belonging (60%) is consistent with results seen last year, but the number of graduate students reporting a sense of belonging (55% in 2019 from 49% in 2018) has improved. Students who participate in campus activities note that they do so in part to increase their feeling of belonging on campus. Survey results show that is largely an effective way of doing so, with 85% of undergraduate students and 84% of graduate students saying it increases their sense of belonging on campus. Discrimination persists as an issue and potential barrier to feelings of belonging, with the majority of students reporting having experienced discrimination on campus (57%). These experiences are most commonly related to students' ethnicities (36%), gender (32%), and age (25%).

***Recommendation #33:*** *The AMS will work to ensure that all extracurricular activities are accessible, and it will diversify programming to reduce barriers to participation in order to increase UBC student's sense of belonging on campus. This may include the facilitation of grassroots community building events (Responsible Executive: President)*

***Refer to Recommendation #34 below for further information on increasing Belonging via Campus Involvement.***

### Campus Involvement

#### *Undergraduate Students:*

Overall participation in extracurricular activities for undergraduates has marginally decreased over the past years from 2017, in all categories, unlike graduate respondents. On average, the overwhelming majority of (87%) undergraduate students agree that participating in extracurricular activities on-campus do strengthen personal relationships. 85% of undergraduates agree that on-campus extracurricular activities do increase a sense of belonging and 76% of undergraduates also agree that extracurricular activities on campus do help to relieve stress as a student. When the same question was framed in the "agree or disagree statement" style but with regards to participating in UBC Thunderbirds events, 50% + of undergraduate participants tended to agree with the statements that attending these events increased feelings of belonging, strengthened relationships, and provided a valuable university experience.

### *Graduate Students:*

Graduate students have increased their activity in almost all categories with the most significant increase in the category of work with a 6% increase from last year. Graduate students since 2017 have gone from 29% claiming they worked to 34% in 2018, to 40% in 2019. On average, the overwhelming majority of graduates (84%) agree that participating in extracurricular activities on-campus do strengthen personal relationships. 84% of graduates agree that on-campus extracurricular activities do increase a sense of belonging and 82% of graduates also agree that extracurricular activities on campus activities do help to relieve stress as a student.

When the same question was framed in the “agree or disagree statement” style but with regards to participating in UBC Thunderbirds events, graduate responses were similar to undergraduates but in all categories a variance of 5%, with 5% less in the “agree” category to all the statements. Graduate students do not agree as much as undergraduates that participating in a UBC Thunderbirds game will provide greater feelings of belonging, will build stronger relationships with other students, or that it is a valuable experience.

More graduates are working rather than participating in other extra-curricular activities and less undergraduate, on the whole, are participating marginally less in all activities, with the “other” and “none” categories increasing. In summation, students are participating less in extra-curricular activities unless it is work, or research, or they are doing activities outside of the university. This also means that on average, graduate students do not tend to perceive UBC Thunderbird events as valuable experiences, or as events that build a strong sense of community and belonging, unlike other extra-curricular activities.

***Recommendation #34:*** *The AMS will attempt to begin measuring the level of diverse attendance of its extracurricular activities and community building events by identifying the populations who attend, and which student groups are at a majority. It will also collect feedback from students about the events they would like to see implemented, in order to account for varied student interests. This data will be utilized to further lower barriers to student participation in AMS events. (Responsible Executive: President)*

## Campus Safety and Discrimination

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### Campus Safety

#### *All Respondents:*

Reflecting the trend from last year, students are continuing to find UBC’s campus safer. The majority of undergraduate students (70%) and graduate students (76%) report feeling safe on campus at night. However, some populations report feeling more safe than others.

Men are much more likely to feel safe on campus at night (81%) than women (61%) or non-binary / two spirit people (45%). While a 20% difference between men and women’s reported safety levels remains, the percentage of women who feel safe on campus at night has increased by 5 percent from 2018 (from 56% to 61%). The percentage of men who feel safe on campus at night has remained steady. Age is also a factor in reported levels of safety on campus. 60% of students who are age 25+ report feeling safe on campus at night, a drop of just over ten percent from students aged 20-25 (71%), and those under 20 (72%).

Differing from last year, reported safety levels based on race/ethnicity have less variation, ranging from 68% of Chinese students reporting feeling safe on campus at night (an increase of +5% from 2018 results), to 70% of Caucasian students.

**Recommendation #35:** *The AMS will maintain Safewalk services and look into other practices, programs or methods that would bolster safety at night on campus. It will also continue to liaison with Campus Security in order to ensure that student needs in terms of security at night are being addressed in an appropriate manner. (Responsible Executive: Student Services Managers)*

## Discrimination

### *All Respondents:*

International students are more likely to report experiencing racial discrimination (43%) than domestic students (35%). Those with ethnicities other than Caucasian are significantly more likely to report experiencing racial discrimination, with 22% of Caucasian students reporting these experiences versus 48% of Chinese students and 45% of South Asian students. Women (40%) and those who identify as non-binary or two-spirit (55%) are about twice as likely as men (21%) to experience gender discrimination. Lesbian, Gay, Bisexual, Transgender, Queer, Pansexual and Asexual (LGBTQPA) students, at 42%, are more than three times as likely as heterosexual students (12%) to report discrimination based on their sexual orientation.

### *Undergraduate Students:*

The majority of undergraduate students (57%) continue to experience some form of discrimination on campus, most commonly due to race/ethnicity (36%), gender (32%) or age (25%). 11% of students who report facing this discrimination experience it frequently.

After significant declines in 2018, the proportion of undergraduate students who report ever experiencing the different types of discrimination has remained stable over the past year (58% in 2018, to 57% in 2019), with proportions within discrimination sub-categories also remaining stable.

### *Graduate Students:*

59% of graduate students report experiencing some form of discrimination on campus, with 12% stating they experience it frequently/often. The most common types experienced are gender-based (38%), race/ethnicity based (34%) and age-based (30%). The proportion of students who report experiencing the different types of discrimination has remained stable over the past year.

**Recommendation #36:** *The AMS will continue to liaise with UBC's Equity office and other equity and identity based campus groups, research units or departments that are tackling various forms of discrimination with solutions rooted in educational, programmatic and operational methods. Also to look into providing an online reporting mechanism for instances of discrimination. (Responsible Executives: VP Academic & University Affairs)*

**Recommendation #37:** The AMS will continue developing its Equity Plan, which comprises of a strategy on how to improve inner AMS systems, structure, and governance to better include the voices of students from marginalized communities, and students who face barriers to participation on campus. (Responsible Executives: All Executives)

**Recommendation #38:** The AMS will consult on UBC's Inclusion Action Plan, and advocate for a long-term plan for advocating for equity within UBC. This will include student consultation, and discussions with campus groups who work with populations who face discrimination. (Responsible Executives: VP External, VP Academic & University Affairs)

**Recommendation #39:** The AMS will work to improve its data-based understanding of the discrimination faced by students on campus via pin-pointing types of discrimination experience through discrete question sets in future surveys. (Responsible Executives: VP Academic & University Affairs)

## Sexual Assault and Other Misconduct

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### *All Respondents:*

One-in-seven UBC students report having experienced sexual assault or misconduct during their time as a UBC student, including 7% by a member of the UBC community (a decrease of 3% from 2018 data). Women are significantly more likely (13%) to have had these experiences than men (4%). 92% of male survey respondents report not having experienced any form of sexual assault or other sexual misconduct vs. 72% of female survey respondents.

### *Undergraduate Students:*

Half of UBC undergraduate students are concerned about the prevalence of sexual assault (48%) and other sexual misconduct (49%) at UBC, a significant decrease from 2018 levels where 57% of UBC undergraduate students held these concerns. Only 39% of undergraduate students believe their fellow students would know how to respond appropriately if they witnessed one of these incidents, pointing to a need on campus for education and awareness campaigns on this issue.

A small majority (54%) of undergraduate students believe that they would feel comfortable utilizing resources and supports provided for survivors. 48% of undergrad students agree that UBC does a good job of clearly communicating resources and supports for survivors of sexual assault and other sexual misconduct and 44% of undergraduate students believe that UBC has provided them with adequate education about issues surrounding sexual assault and other sexual misconduct. UBC undergraduate students indicate lower levels of trust in UBC campus officials, both in terms of reporting instances of sexual misconduct to these officials (44%), and their ability to investigate sexual misconduct on campus (40%).

15% (+4% from 2018) of undergraduate students have utilized the SASC's services, and 89% of undergraduate respondents are aware of its presence on campus (an increase of 6% from 2018 data). More

undergraduate students (54%) feel comfortable accessing the SASC (run by the AMS) than the SVPRO (provided by UBC) if they are in need of support. Survey results do not indicate if this is because of differing levels of faith in the AMS versus UBC or because of SASC's history on campus.

*Graduate Students:*

41% of graduate students are concerned about the prevalence of sexual assault and other sexual misconduct (42%) at UBC. Only 32% of graduate students believe that their peers would know how to respond appropriately if they witnessed one of these incidents.

A higher percentage of graduate students (60%) believe that they would feel comfortable utilizing resources and supports provided for survivors. 48% of graduate students believe that UBC does a good job of clearly communicating resources and supports for survivors of sexual assault and other sexual misconduct. However, only 38% of graduate students believe that UBC has provided them with adequate education about issues surrounding sexual assault and other sexual misconduct, indicating an issue about a lack of education regarding sexual violence on campus.

UBC graduate students indicate low levels of trust in UBC campus officials, both in terms of reporting instances of sexual misconduct to these officials (38%), and their ability to investigate sexual misconduct on campus (38%).

60% of graduate students would feel comfortable accessing the SASC if they were in need of support, and 56% feel comfortable accessing SVPRO, a smaller margin than undergraduate students, indicating that graduate students have less of a service-oriented preference. 11% of graduate respondents have utilized the SASC's services and 80% are aware of the services it provides (an increase of 6% from 2018 data).

***Recommendation #40:*** *The AMS will continue to provide resources about how to respond to sexual misconduct and increased awareness campaigns and messaging on the subject (via co-coordination of the We Believe You campaign, participation in Sexual Assault Awareness Month, and more). (Responsible Executive: VP Academic and University Affairs)*

***Recommendation #41:*** *The AMS will look into the expansion of its educational programming on campus to further inform constituencies, clubs, student leaders and other parties about survivor support services, education about anti-sexualized violence procedures and more. This may involve constituency anti-sexual violence training and education, education on what inappropriate behavior consists of, and the clear identification of safe institutions to report instances of misconduct to on campus. (Responsible Executive: VP Administration)*

***Recommendation #42:*** *As evidenced by this data and the passing of the SASC referendum, the SASC holds a central place in UBC's community as a support service. The AMS will support the SASC in all of its programming, and ensure that it remains an accessible place for students to seek support. (Responsible Executive: Student Services Manager, President, VP Academic and University Affairs)*

**Recommendation #43:** *The AMS will continue to support building relationships between SASC and SVPRO to ensure a cohesive landscape for sexual violence resources on campus. (Responsible Executive: VP Academic and University Affairs)*

**Recommendation #44:** *The AMS will advocate for the improvement of provincial legislation (which mandates universities to have stand-alone sexual misconduct policies. It will also advocate for other institutions who have less resources to have access to funding for the creation for anti-sexual violence programs. (Responsible Executive: VP External)*

**Recommendation #45:** *The AMS will participate in working groups on campus which are working to combat sexualized violence, and will ensure that student needs and perspectives heavily influence policy. (Responsible Executive: VP Academic & University Affairs)*

**Recommendation #46:** *The AMS will collect appropriate data from the student population to help inform anti-sexualized violence work long term. (Responsible Executive: VP Academic & University Affairs)*

**Recommendation #47:** *The AMS will work with UBC and the provincial government to ensure that this data is applied to university and province wide policies on sexual violence. (Responsible Executive: VP External)*

## Mental Health and Well-Being

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### Students with Disabilities

#### *All Respondents:*

22% of undergraduate students at UBC report having at least one disability, the most common being self-identified mental illness (16%). Among this group, only 30% of the 22% of respondents have registered with the Centre for Accessibility, primarily because respondents are claiming that they do not want, or need any extra assistance (41%). Student respondents also believe their disability does not interfere with their academics (31%) or they do not know what services are offered (30%) are other common reasons. Students with disabilities also face discrimination on campus with 16% of undergraduate and graduate survey respondents reporting that they have experienced ability-based discrimination (similar to 2018 data).

**Recommendation #48:** *The AMS will commit to ensuring that all AMS-led programming holistically accommodates for students with disabilities (Responsible Executive: VP Administration, VP Academic & University Affairs, Student Services Manager)*

**Recommendation #49:** *The AMS will advocate for all UBC programming to take accessibility considerations into serious effect. (Responsible Executive: VP Academic & University Affairs)*

Office of the AMS VP Academic and University Affairs

**Recommendation #50:** *The AMS will work with and increase communication about the services provided by the Center for Accessibility for all students, including the ability to report and combat instances of ableist discrimination. (Responsible Executive: VP Academic & University Affairs)*

## Mental Health

### *All Respondents:*

With mental illness being the most reported disability that students face, further questions were asked about how aware students were of UBC Mental Health/Well-Being Services/Programs. 93% of students were aware of UBC Student Health Services while 39% of students used the service. 92% of students were aware of their Enrolment Services Advisor and 58% of students used the service. 87% knew about Residence Advisors, and 42% of students used this service. All three of these services saw a significant increase in use this year. Other notable services included Jumpstart Leaders (82% known, 31% of students used), AMS Speakeasy (73% known, 11% used), Peer Wellness Coaching (72% known and 13% used - both increases), Nurses on Campus (69% known, 16% used), First Nations House of Learning (66% known, 11% used) and AMS Vice (57% known, 11% used).

Three-in-ten undergrads and four-in-ten graduate students have accessed off-campus health and well-being organizations while attending UBC. Among this group, one-quarter do not think there are sufficient resources available.

**Recommendation #51:** *The AMS will work closely with UBC's student communications department to increase content that will equip incoming students with resources for mental health. (Responsible Executives: VP Academic & University Affairs)*

**Recommendation #52:** *The AMS will advocate for the expansion of UBC Student Health Services and Counselling Services, including the creation of an integrated health centre on campus. (Responsible Executive: VP Academic & University Affairs)*

**Recommendation #53:** *The AMS will provide feedback on the implementation of a 24/7 Provincial Mental Health Hotline, ensuring that the service reflects student needs. (Responsible Executive: VP External)*

**Recommendation #54:** *The AMS will aim to create online resources that would better connect and help map mental health services off-campus for students (within their communities), making mental health support service more accessible. (Responsible Executive: VP External)*

# Recommendations for Future Surveys

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## Review of Survey Questions, Design, and Implementation

While the AES has provided lots of data about the student body over the years much of this data has erred on the side of broadness versus greater specificity. In this way the AES could be expanded in order to include questions that may directly ask the student body what they think are the biggest problems they are facing and what may be some tangible solutions. This may also include short answer questions directly tackling some of the issues the AMS and the student body have been dealing with in the last few years. The advantage in greater specificity for the survey questions and design would be in a more fine-grain understanding of the language students are using, and trends that are occurring and the problems they see as most pertinent. It may also be a way to solicit solutions to problems.

This past year the AMS introduced a new question on mental health that was broad and self-identifying. In order for a more accurate picture of the student body this question should have been broken up into a few different questions to determine not just those identifying with mental illness, but those identifying with mental health issues, and further understanding stress levels throughout the academic year. With more precise information, the AMS and student body can coordinate better response plans, and better strategies for various problems and issues.

***Recommendation #55:*** Questions in general should be reviewed yearly in the AES to provide more precise data and to allow needed changes and focus of the survey. (Responsible Executive: VP of Academic and University Affairs)

## Indigenous Engagement and Survey Design

The past two AES surveys asked nothing about Indigenous issues, perception of colonization, perception of reconciliation and indigenous engagement. The past two surveys do not directly put the question to the student body about what they think about (broadly) the intercultural relations of groups on campus, nor perceptions of Indigenous issues, or a separate section for those who identified as Indigenous to inquire as to their specific experience. Is the AMS or the university doing enough on Indigenous issues, or even intercultural relations and bridging the ‘intercultural gap’ amongst student groups? It is also here that our recommendation on discrimination, and ‘a sense of belonging’ are involved. For, holistically the problems of discrimination, a sense of belonging to a community and intercultural relations are all intertwined. This is why it is important to identify and begin working with units/departments on campus to research more into intercultural relations, discrimination, and community; but also to begin applying it through community building events, both larger scale and entry-point level activities and programs, along with looking into expanding the number of events the AMS participates in and hosts.

***Recommendation #56:*** The AMS will continue to be as inclusive as possible to all student groups in advocacy and representation, especially for Indigenous students and groups. The AMS will continue to advocate for greater holistic Indigenous engagement and curriculum with the University and will engage with groups on

campus on survey design questions. (Responsible Executive: VP of Academic and University Affairs & the President)

## Compiled Recommendations

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### Reasons for Attending UBC

**Recommendation #1:** The AMS will endeavor to further investigate what “good value for tuition fees” means for undergraduate student and strategically plan ways to enhance the value students receive for their tuition fees. (Responsible Executive: VP Academic and University Affairs)

### Student Academic and University Priorities

**Recommendation #2:** The AMS will look into ways it can work with UBC cooperative education units to bolster the available work integrated learning resources and opportunities, along with continuing to build awareness of post-graduate job seeking resources and professional development resources on campus. (Responsible Executive: VP Academic & University Affairs)

**Recommendation #3:** The AMS will advocate with the federal and provincial governments to create more opportunities for graduate work-integrated learning, and undergraduate research opportunities for students. (Responsible Executive: VP External)

### Perceptions of the AMS

**Recommendation #4:** The AMS will advocate for further financial transparency within UBC, including the university being more transparent around funds allotment, and their expenditure of tuition fees. (Responsible Executive: VP Academic & University Affairs)

**Recommendation #5:** The AMS will house plain-language versions of its budget and investment reports, with simplified overviews on its website, so students are able to easily access and understand AMS finances. (Responsible Executive: VP Finance)

**Recommendation #6:** Continue strong relations with the GSS and graduate student body by involving them in pertinent decisions, advocacy, and continuing to inform and involve graduate students on various AMS events, campaigns, and general endeavors. (Responsible Executive: President, VP Academic and University Affairs)

**Recommendation #7:** The AMS will work to expand peer support services so that they may better serve graduate student needs, and ensure that they have access to inclusive peer support on campus. (Responsible Executive: VP Academic & University Affairs, Student Services Manager)

**Recommendation #8:** The AMS increase student consultation efforts, through town halls and other methods in order to holistically apply student opinions to policies. It will also further promote its advocacy campaigns, services, strategies and wins via social media, newsletters, or other methods of communication. (Responsible Executive: President, VP Academic & University Affairs)

### Overview of Affordability

**Recommendation #9:** The AMS will continue to advocate for increased yearly student financial aid funding from UBC and also raise awareness of such services to students through the AMS website and social media. (Responsible Executive: VP Academic & University Affairs)

**Recommendation #10:** The AMS will advocate with the provincial government on matters of tuition affordability, and the accessibility of a university education for all populations. Please refer to recommendations #23 - #32 in the External Advocacy section for further information on affordability advocacy. (Responsible Executive: VP External)

### Housing and Food Affordability

**Recommendation #11:** The AMS will continue advocacy efforts for increased on-campus student housing, primarily through lobbying to maximize the density of the Stadium Road Neighbourhood development. Other initiatives related to housing advocacy will be discussed in the External Advocacy section. (Responsible Executive: VP Academic & University Affairs)

**Recommendation #12:** The AMS will address issues surrounding food insecurity by participating in campus-wide advocacy efforts working to restructure UBC's food systems. (Responsible Executive: VP Academic & University Affairs)

**Recommendation #13:** Bolstered by new funding, the AMS will expand the AMS Food Bank and increase awareness of its services. It will also ensure that the Food Bank is included in food insecurity restructuring processes on campus. (Responsible Executive: Student Services Manager)

**Recommendation #14:** The AMS will look into collaborating with research projects on campus and with the University involved in food insecurity and begin developing a long-term food security plan. (Responsible Executive: Student Services Manager, VP Academic & University Affairs)

### Course Material Affordability

**Recommendation #15:** The AMS will continue existing advocacy on the implementation of Open Educational Resources, including the #TextbookBroke campaign and the application of the \$1 million grant from UBC to expand the use of OERs. It will expand this advocacy to also push for the implementation of Open Assessment at UBC. (Responsible Executive: VP Academic & University Affairs)

**Recommendation #16:** The AMS will further develop relationships with the Centre for Teaching, Learning and Technology and department heads to advocate for OER's and free online course material via UBC Library versus having materials that incur a cost in order to procure it. (Responsible Executive: VP Academic & University Affairs)

### Financial Literacy

**Recommendation #17:** The AMS will improve its communication efforts regarding financial support available to students, particularly through redesigning the AMS website to be more clear about what financial services are offered and events. (Responsible Executive: VP Finance)

**Recommendation #18:** The AMS will look to also increase educational communications about financial support and literacy by hosting educational and awareness booths at various activities and events. (Responsible Executive: VP Finance)

### Transit

**Recommendation #19:** The AMS will research into ways to improve the UPASS contract and the breadth of what it offers, including but not limited to summer UPASS opportunities. (Responsible Executives: VP External)

**Recommendation #20:** The AMS will continue its advocacy efforts to the government and Translink for the construction of the rapid rail Broadway Line to be extended to UBC. (Responsible Executives: VP External)

**Recommendation #21:** The AMS will remain apprised about other transit methods and their potential relevancy to UBC, including but not limited to bike share and car share, prioritizing efficiency and sustainability (Responsible Executives: VP External)

**Recommendation #22:** The AMS will ensure that student voices are heard on regional transit plans, and will advocate for student needs to be considered at all levels of transit development. (Responsible Executives: VP External)

### External Affordability

**Recommendation #23:** British Columbia is the only province which does not have an up-front needs-based grant program for students. The AMS will advocate for this program to be created over the next year, increasing funding opportunities for students in need. (Responsible Executive: VP External)

**Recommendation #24:** The AMS will advocate for funding for students and post-secondary institutions to be a policy concern during the upcoming federal elections, highlighting student issues as part of the Get Out the Vote Campaign (Responsible Executive: VP External)

**Recommendation #25:** The AMS will advocate for the elimination of interest on student loans. (Responsible Executive: VP External)

**Recommendation #26:** The AMS will advocate for the federal funding of graduate student grants. (Responsible Executive: VP External)

**Recommendation #27:** The AMS will advocate for international students to have an easier and more standardized visa process in order to avoid unnecessary confusion and stress to do with visa restrictions. (Responsible Executive: VP External)

**Recommendation #28:** The AMS will push for the creation of equity-based grants, allotted to marginalized communities in order to help those who face financial insecurity or other barriers to university education. The AMS will emphasize the creation of these grants for Indigenous students in particular. (Responsible Executive: VP External, VP Academic & University Affairs)

**Recommendation #29:** The AMS will advocate for housing affordability and student housing quality via the continuance of its Rent with Rights campaign, and other existing housing affordability efforts. (Responsible Executive: VP External)

**Recommendation #30:** The AMS will begin research on what the next phase of external housing advocacy looks like at UBC, and will formulate a long-term plan for student housing that increases affordability and

access. This plan will be released in the form of a report, and will be accessible to the public. (Responsible Executive: VP External)

**Recommendation #31:** Building off of successful external advocacy from last year, the AMS will continue to be an advocate for the awareness, implementation, and funding of Open Educational Resources in universities across BC and Canada. (Responsible Executive: VP External)

**Recommendation #32:** The AMS will advocate on the provincial level for policy surrounding educational materials. This will include the identification that assessment is part of tuition, and that Open Educational Resources and Open Assessment practices should be widely adopted by institutions. The AMS will also advocate for the limiting of course material cost through legislation. (Responsible Executive: VP External)

### Belonging

**Recommendation #33:** The AMS will work to ensure that all extracurricular activities are accessible, and it will diversify programming to reduce barriers to participation in order to increase UBC student's sense of belonging on campus. This may include the facilitation of grassroots community building events (Responsible Executive: President)

Refer to **Recommendation #34** below for further information on increasing Belonging via Campus Involvement.

### Campus Involvement

**Recommendation #34:** The AMS will attempt to begin measuring the level of diverse attendance of its extracurricular activities and community building events by identifying the populations who attend, and which student groups are at a majority. It will also collect feedback from students about the events they would like to see implemented, in order to account for varied student interests. This data will be utilized to further lower barriers to student participation in AMS events. (Responsible Executive: President)

### Campus Safety

**Recommendation #35:** The AMS will maintain Safewalk services and look into other practices, programs or methods that would bolster safety at night on campus. It will also continue to liaison with Campus Security in order to ensure that student needs in terms of security at night are being addressed in an appropriate manner. (Responsible Executive: Student Services Manager)

### Discrimination

**Recommendation #36:** The AMS will continue to liaise with UBC's Equity office and other equity and identity based campus groups, research units or departments that are tackling various forms of discrimination with solutions rooted in educational, programmatic and operational methods. Also to look into providing an online reporting mechanism for instances of discrimination. (Responsible Executives: VP Academic & University Affairs)

**Recommendation #37:** The AMS will continue developing its Equity Plan, which comprises of a strategy on how to improve inner AMS systems, structure, and governance to better include the voices of students from

marginalized communities, and students who face barriers to participation on campus. (Responsible Executives: All Executives)

**Recommendation #38:** The AMS will consult on UBC's Inclusion Action Plan, and advocate for a long-term plan for advocating for equity within UBC. This will include student consultation, and discussions with campus groups who work with populations who face discrimination. (Responsible Executives: VP External, VP Academic & University Affairs)

**Recommendation #39:** The AMS will work to improve its data-based understanding of the discrimination faced by students on campus via pin-pointing types of discrimination experience through discrete question sets in future surveys. (Responsible Executives: VP Academic & University Affairs)

### Sexual Assault and Other Misconduct

**Recommendation #40:** The AMS will continue to provide resources about how to respond to sexual misconduct and increased awareness campaigns and messaging on the subject (via co-ordination of the We Believe You campaign, participation in Sexual Assault Awareness Month, and more). (Responsible Executive: VP Academic and University Affairs)

**Recommendation #41:** The AMS will look into the expansion of its educational programming on campus to further inform constituencies, clubs, student leaders and other parties about survivor support services, education about anti-sexualized violence procedures and more. This may involve constituency anti-sexual violence training and education, education on what inappropriate behavior consists of, and the clear identification of safe institutions to report instances of misconduct to on campus. (Responsible Executive: VP Administration)

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## Students with Disabilities

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## Recommendation for Future Surveys

**Recommendation #55:** Questions in general should be reviewed yearly in the AES to provide more precise data and to allow needed changes and focus of the survey. (Responsible Executive: VP Academic & University Affairs)

**Recommendations #56:** The AMS will continue to be as inclusive as possible to all student groups in advocacy and representation, especially for Indigenous students and groups. The AMS will continue to advocate for greater holistic Indigenous engagement and curriculum with the University and will engage with groups on campus on survey design questions. (Responsible Executive: VP Academic & University Affairs, President)