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# NEW TO UBC OKANAGAN STUDENT SURVEY 2021:

## GRADUATE STUDENTS

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## Executive Summary

New to UBC (NUBC) Survey is an annual survey of new, incoming graduate students at UBC Okanagan. In 2021, all new UBCO graduate students (265) were invited via email to participate in the online survey on August 6th to September 6th, 2020. Most students (201 total; 76 domestic, 125 international) fully or partially completed the survey. The overall response rate was  $201/265 = 76\%$  (response rate: 68% domestic, 81% international).

### Choosing a Graduate Program

Most new UBCO graduate students stated that UBC Okanagan was their first choice of school for post-secondary education. Most (50% or more) of new UBCO domestic graduate students who are enrolled in a thesis- or dissertation-based program were influenced to a great extent when choosing their supervisor by:

- Being willing to work with the student (100%)
- Doing interesting research (91%)
- Having research interests that match the student's interests (79%)
- Being knowledgeable in the techniques and methods the student will use in their research (73%)
- Having a reputation for being a good researcher (73%)
- Making sure the student will do a rigorous project/thesis/dissertation (59%)
- Having a research group that fosters a working environment that the student likes (50%)
- Having money to support the student (50%)

New UBCO international graduate students had similar influences on their choice of supervisor as their domestic counterpart. Most (50% or more) were influenced to a great extent when choosing their supervisor by:

- Being willing to work with the student (86%)
- Doing interesting research (82%)
- Having a reputation for being a good researcher (77%)
- Having research interests that match the student's interests (75%)
- Making sure the student will do a rigorous project/thesis/dissertation (74%)
- Being knowledgeable in the techniques and methods the student will use in their research (73%)
- Having a reputation for mentoring their students through their degree in a timely manner (62%)
- Being able to write a good recommendation letter that will carry the student's career a long way (60%)
- Having a research group that fosters a working environment that the student likes (57%)

### Academic Concerns

Overall, new UBCO graduate students did not have high levels of academic concerns. Most frequently, domestic respondents were very concerned with:

- Commitments regarding the funding of their graduate studies (23%)
- Commitment regarding the funding of their thesis/dissertation research project expenses (18%)
- Customary practices of generating, handling, and using research data responsibly (13%)

International respondents were mostly frequently concerned with:

- Customary practices for grading student work (40%)
- Commitments regarding the funding of their graduate studies (40%)
- Fulfilling teaching assistant obligations (37%)

## Financial Concerns

Most of the new UBCO graduate students reported that their financial situation was affected by the COVID-19 pandemic. Among those experiencing moderate, significant, or very significant impacts, they reported that:

- They needed to use more of their savings or their family savings as a result of the pandemic (88% domestic, 76% international),
- The pandemic had reduced their personal income or their family's income (88% domestic, 59% international),
- They or their family were now less able to pay for their education or living expenses (48% domestic, 33% international), or
- They needed to apply for more student loans (32% domestic, 17% international).

## Learning Opportunities

Many learning opportunities are important to new UBCO graduate students as part of their graduate program. For new domestic graduate students, most (50% or more) are “very likely” to participate in/utilize the following:

- A workshop on career opportunities outside of academia (72%)
- A graduate student handbook for the program (65%)
- Internships (e.g., in industry) (60%)
- Assistance with scholarship applications (57%)
- A mentor for their professional development who is not their advisor (57%)
- An orientation for new graduate students in the program (53%)

For new international graduate students, most (50% or more) are “very likely” to participate in/utilize the following:

- Internships (e.g., in industry) (84%)
- An orientation for new graduate students in the program (77%)
- A workshop on career opportunities outside of academia (76%)
- A graduate student handbook for the program (72%)
- A mentor for their professional development who is not their advisor (71%)
- A teaching assistant training course (67%)
- Assistance with scholarship applications (65%)
- Centre for Scholarly Communication (63%)
- A workshop/seminar on teaching in their discipline (62%)
- Centre for Teaching and Learning (61%)
- Progressively more responsible roles in research (59%)
- An opportunity to participate in campus or department governance (58%)
- An opportunity to make a presentation at a regional or national meeting (56%)
- Progressively more responsible roles in teaching (55%)

## Career Interests

New UBCO domestic and international graduate students expressed somewhat different career interests. New domestic graduate students were most interested in:

- Conducting research in a non-profit organization or government agency (46% definitely interested)
- Working independently (e.g., consultant, writer) (45% definitely interested)

- Starting their own business (38% definitely interested)
- Conducting research in a business, industry, or the private sector (36% definitely interested)
- Conducting research in a college or university (non-faculty position) (36% definitely interested)

New UBCO international graduate students were most interested in:

- Conducting research in a business, industry, or the private sector (58% definitely interested)
- Becoming an administrator/manager in business, industry, or the private sector (56% definitely interested)
- Becoming a professor in a college or university (50% definitely interested)
- Conducting research in a college or university (non-faculty position) (39% definitely interested)
- Conducting research in a non-profit organization or government agency (38% definitely interested)

## Introduction

This report displays the findings of the 2021 New to UBC (NUBC) Graduate Student Survey for UBC's Okanagan campus. Graduate students participating in this survey were asked about why they chose to pursue their graduate studies at UBC Okanagan, their academic concerns, opportunities they may pursue, their time commitments, how they will finance their studies, and their career plans.

## Methodology

All new, incoming graduate students to UBC Okanagan were invited to participate in the NUBC Graduate Student Survey. The NUBC Survey was deployed online via e-mail invitations, and was available to students from August 4<sup>th</sup> to September 7<sup>th</sup>, 2021.

## Sample

A total of 265 graduate students were invited to complete the survey, excluding email bounce backs. Of 265 invitees, there were 201 full or partial completes –an overall response rate of 76% (68% for domestic and 81% for international students).

The sample of respondents was generally a good representation of the cohort of students (refer to Table 1). The sample of respondents reflects the composition of the cohort well with only slight differences in terms of gender, program type, and domestic/international student status.

Table 1: Demographic breakdown of cohort and sample

	Invited Cohort		Survey Respondents	
	Count (N)	%	Count (n)	%
<b>Gender</b>				
Male	127	48%	104	52%
Female	138	52%	97	48%
<b>Domestic/International</b>				
Domestic	111	42%	76	38%
International	154	58%	125	62%
<b>Program</b>				
MA-O	28	11%	24	12%
MASC-O	18	7%	13	7%
MDS-O	29	11%	25	12%
MED-O	5	2%	3	2%
MENG-O	71	27%	64	32%
MFA-O	8	3%	6	3%
MSC-O	23	9%	18	9%
MSW-O	49	19%	29	14%
PHD-O	34	13%	19	10%

Note: The data above are from SISC. Data pulled August 3, 2021.

When breaking down the cohort and sample proportions by domestic/international student status, in general, the sample of respondents reflected the cohort fairly well, with slight differences in program type.

Table 2: Demographic breakdown of cohort and sample by domestic/international student status

	Domestic				International			
	Invited Cohort		Survey Respondents		Invited Cohort		Survey Respondents	
	Count (N)	%	Count (n)	%	Count (N)	%	Count (n)	%
<b>Gender</b>								
Male	30	27%	22	29%	97	63%	82	66%
Female	81	73%	54	71%	57	37%	43	34%
<b>Program</b>								
MA-O	11	10%	10	13%	17	11%	14	11%
MASC-O	2	2%	0	0%	16	10%	13	10%
MDS-O	12	11%	11	15%	17	11%	14	11%
MED-O	3	3%	2	3%	2	1%	1	1%
MENG-O	3	3%	2	3%	68	44%	62	50%
MFA-O	4	4%	4	5%	4	3%	2	2%
MSC-O	11	10%	10	13%	12	8%	8	6%
MSW-O	49	44%	29	38%	0	0%	0	0%
PHD-O	46	14%	8	11%	18	12%	11	9%

Note: The data above are from SISC. Data pulled August 3, 2021.

## Notes

Readers should be aware that the percentages given in this report reflect the number of respondents who selected an option in terms of the total number of students who responded to a given survey item. In other words, “50%” denotes 50% of students who responded to a certain item rather than 50% of all domestic or all international students who participated in this survey.

Additionally, when applicable, students who responded to a question by selecting “Don’t know”, “Not applicable”, or “Prefer not to answer” were not included in the analysis of that specific question, unless otherwise noted.

In total, there were 76 domestic and 125 international students who participated in the NUBC survey for graduate students. Thus, it should be noted that figures should be interpreted with a degree of caution as they can only represent a maximum of 76 domestic and 125 international respondents.

## Demographics

### Gender and Sexual Orientation

Almost seven in ten domestic respondents (68%, 40, n=59) identified their gender identity to be “female gender,” and 36% (35, n=97) of international respondents did so. The majority of respondents identified as heterosexual (domestic: 66%, 39, n=59; international: 81%, 74, n=91) (prefer not to answer – domestic: 5%, 3, n=59; international: 10%, 9, n=91) and cisgender (domestic: 88%, 50, n=57; international: 76%, 58, n=76) (prefer not to answer – domestic: 11%, 6, n=57; international: 21%, 16, n=76).

### Residence

Seventy-three percent (43, n=59) of domestic student respondents were born in Canada, and 99% (98, n=99) of international respondents were born outside of Canada. Fifty-six percent of domestic respondents (33, n=59) had at least one of their parents/guardians born outside of Canada.

Twenty-two percent (13) of domestic graduate student respondents have lived in the Okanagan region for at least one year, 36% (21) have lived elsewhere in BC for at least one year, 58% (34) have lived in another province/territory in Canada for at least one year, and 17% (10) have lived in another country besides Canada for at least one year (n=59). Most international respondents (95%, 82, n=86) have lived outside of Canada for at least one year.

### Languages

Respondents were asked which languages they spoke well enough to conduct a conversation about everyday topics. The majority of respondents, both domestic (100%, 59, n=59) and international (95%, 94, n=99) selected English. Hindi (30%, 30, n=99), Mandarin (15%, 15, n=99), and Persian/Farsi (12%, 12, n=99) were the next most common responses among international respondents, while French (20%, 12, n=59) and German (9%, 5, n=59) were the next most common responses among domestic respondents.

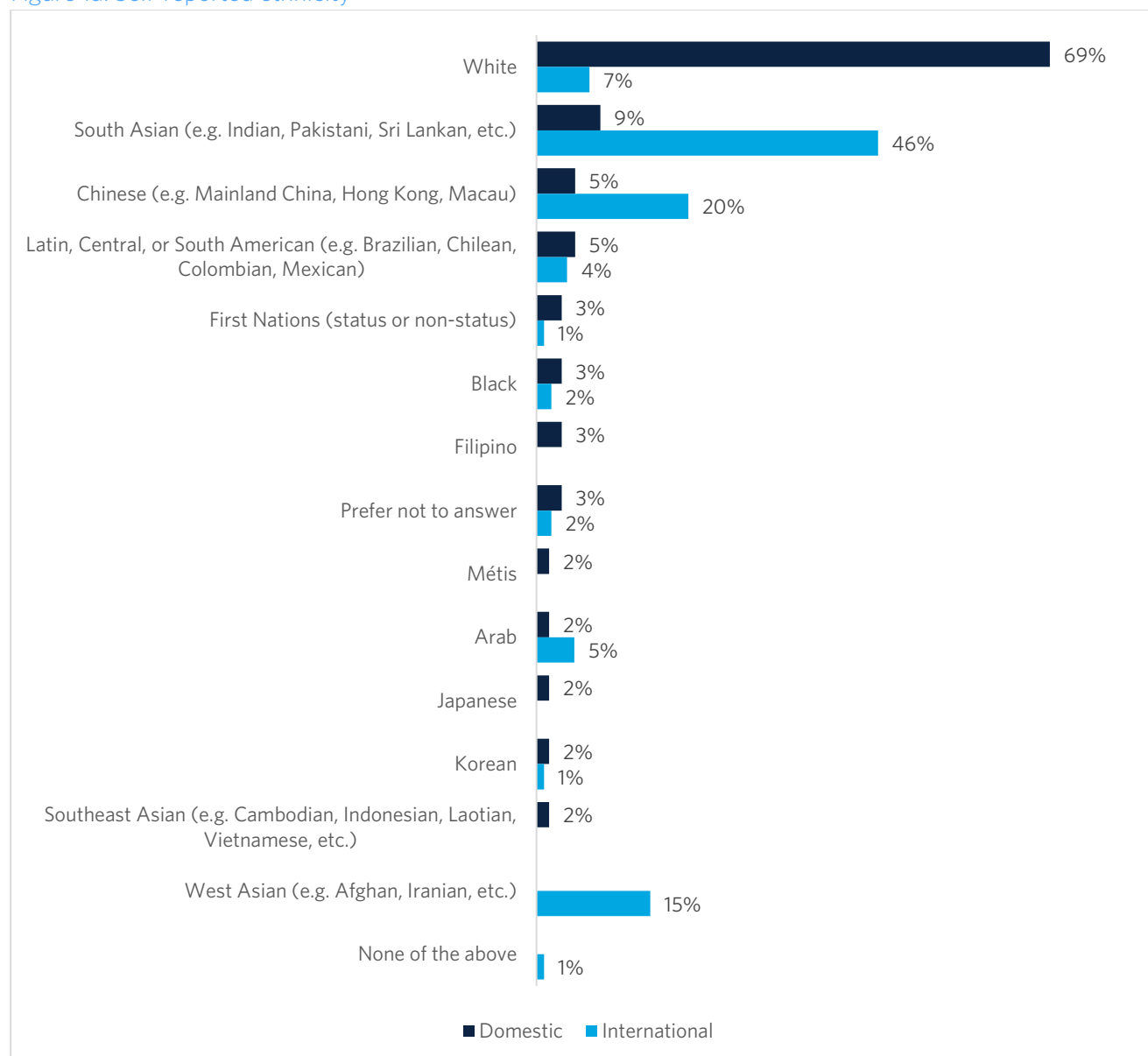
English was the language that all domestic respondents identified they knew well enough to conduct an academic/technical conversation (58, n=58). The top three responses for international students were English (95%, 91, n=96), Mandarin (15%, 14, n = 96) and Hindi (15%, 14, n=96).

### Ethno-Demographic Distribution and Citizenship

Sixty-nine percent of domestic respondents (40) selected that they identify as White, while 3% (2) selected First Nations (status or non-status) (n=58). International respondents most often identified as South Asian (46%, 45, n=98), Chinese (20%, 20, n=98), and West Asian (15%, 15, n=98).



Figure 1a: Self-reported ethnicity

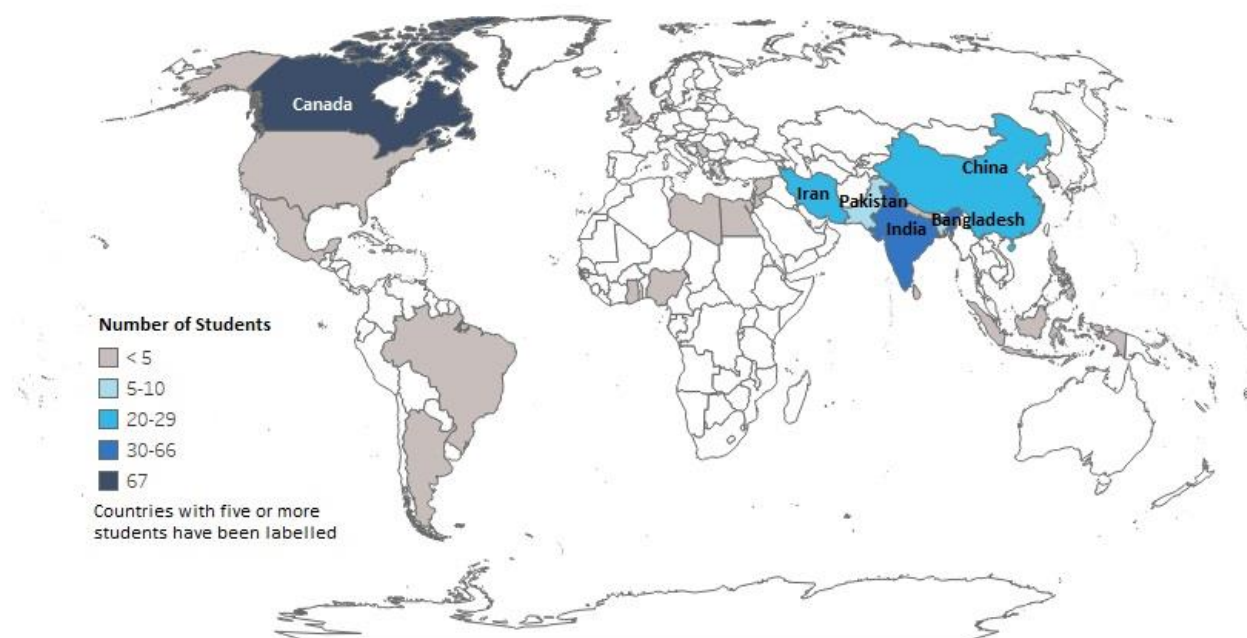


*Note: This graph is reflective of survey data.*

Do you identify with the following? (select all that apply)	Domestic		International	
	Count	%	Count	%
White	40	69%	7	7%
South Asian (e.g. Indian, Pakistani, Sri Lankan, etc.)	5	9%	45	46%
Chinese (e.g. Mainland China, Hong Kong, Macau)	3	5%	20	20%
Latin, Central, or South American (e.g. Brazilian, Chilean, Colombian, Mexican)	3	5%	4	4%
First Nations (status or non-status)	2	3%	1	1%
Black	2	3%	2	2%
Filipino	2	3%	0	0%
Prefer not to answer	2	3%	2	2%
Métis	1	2%	0	0%
Arab	1	2%	5	5%
Japanese	1	2%	0	0%
Korean	1	2%	1	1%
Southeast Asian (e.g. Cambodian, Indonesian, Laotian, Vietnamese, etc.)	1	2%	0	0%
Inuit	0	0%	0	0%
Aboriginal peoples of Canada	0	0%	0	0%
West Asian (e.g. Afghan, Iranian, etc.)	0	0%	15	15%
None of the above	0	0%	1	1%
<b>Total Respondents</b>	<b>58</b>		<b>98</b>	

Data on respondents' citizenship was also taken from SISC (data pulled August 3, 2021). The majority of domestic respondents were Canadian citizens (88%, 67, n=76). The most common country of citizenship for international respondents was India (42), followed by China (24), Iran (20) and Bangladesh (9) (n=125). Overall, students represented 25 countries.

Figure 1b: Citizenship



### Previous Education

Most respondents (domestic: 62%, 36, n=59; international: 57%, 57, n=99) completed their bachelor's degree between 2018 and 2021. Forty-two percent (42, n=99) of international and 19% (11, n=59) of domestic respondents indicated they had completed a graduate program previously. For all international respondents, this previous graduate degree was earned outside of Canada (n=42) and most were within the same discipline as their current program (52%, 22, n=42). Seventy-three percent (8) of domestic respondents received their previous degree within Canada, and 27% received their degree outside of Canada (3) (n=11).

## Choosing a Graduate Program

### Choosing UBC's Okanagan Campus

Seventy-five percent (57, n=76) of domestic respondents indicated that UBC's Okanagan campus was their first choice for graduate studies. Of international respondents, 74% (92, n=125) chose UBC's Okanagan campus as their first choice. Among those respondents who did not rank UBC's Okanagan campus as their first choice for graduate studies, 84% (16, n=19) of domestic and 78% (29, n=33) of international respondents indicated UBC Okanagan was their second choice institution.

Among respondents who did not rank UBC's Okanagan campus as their first choice institution, both domestic and international students most often selected UBC's Vancouver campus as their first choice institution (domestic: 53%, 10, n=19; international: 49%, 16, n=33).

Thirty-eight percent (29, n=76) of domestic respondents stated that they were in a thesis- or dissertation-based graduate program, compared to 37% (46, n=125) of international respondents.

### Choosing a Supervisor

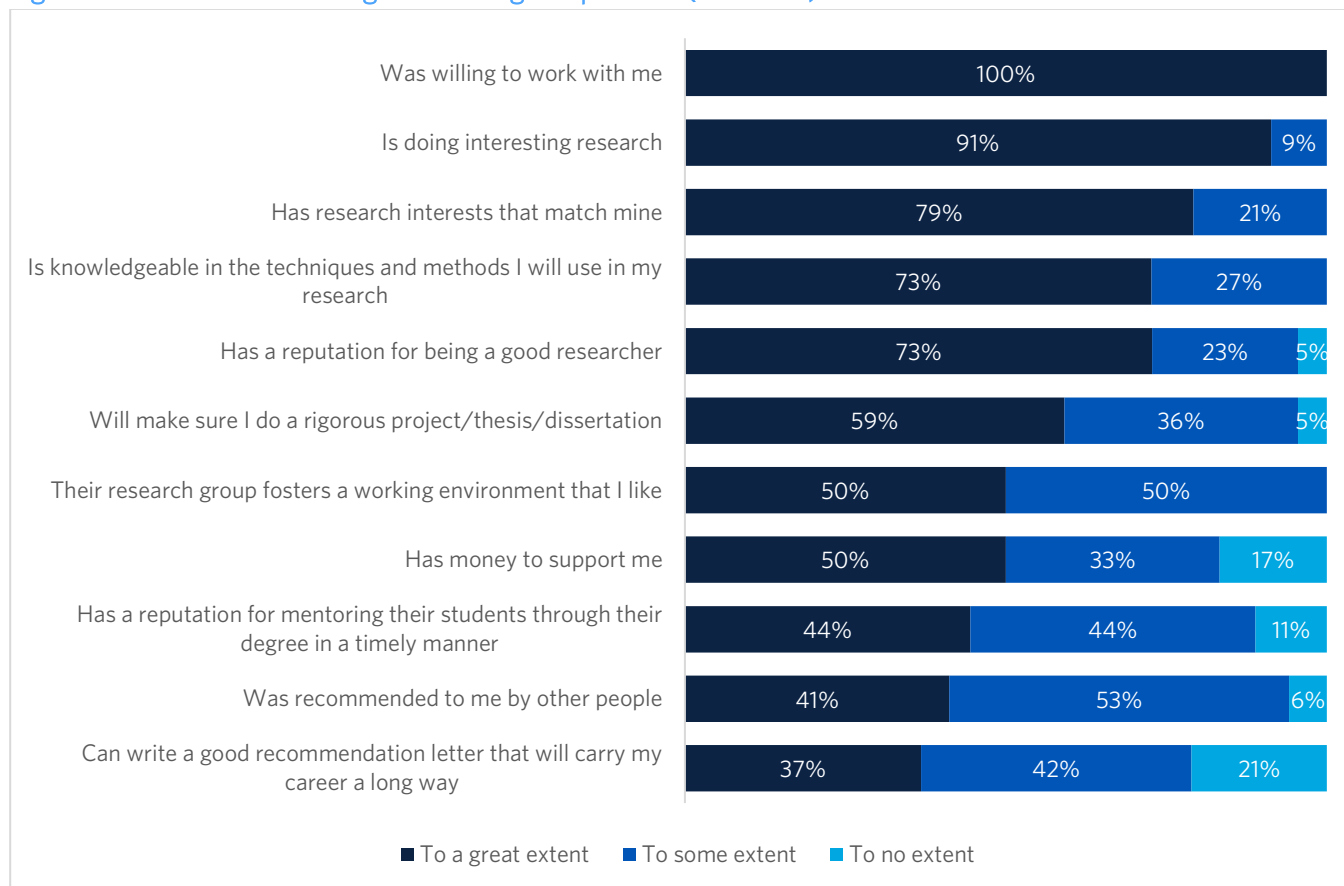
One hundred percent (45) of the international respondents enrolled in a thesis- or dissertation-based graduate program specified that they have identified a faculty member to be their thesis/dissertation supervisor, while 96% (25, n=26) of domestic respondents did so.

Students choose to work with a particular faculty member as their supervisor for a variety of reasons. Respondents who indicated they were enrolled in a thesis- or dissertation-based graduate program were asked to rate the extent to which several aspects influenced their choice of supervisor.

For domestic respondents, the top three factors which influenced their decision to a great extent included that their supervisor was willing to work with them (100%, n=24), they were doing interesting research (91%, 21, n=23), and they have research interests that match the student (79%, 19, n=24). International respondents most often selected that their supervisor was willing to work with them (86%, 37, n=43), they were doing interesting research (82%, 36, n=44), and they have a reputation for being a good researcher (77%, 30, n=39) as the factors that most influenced their decision.

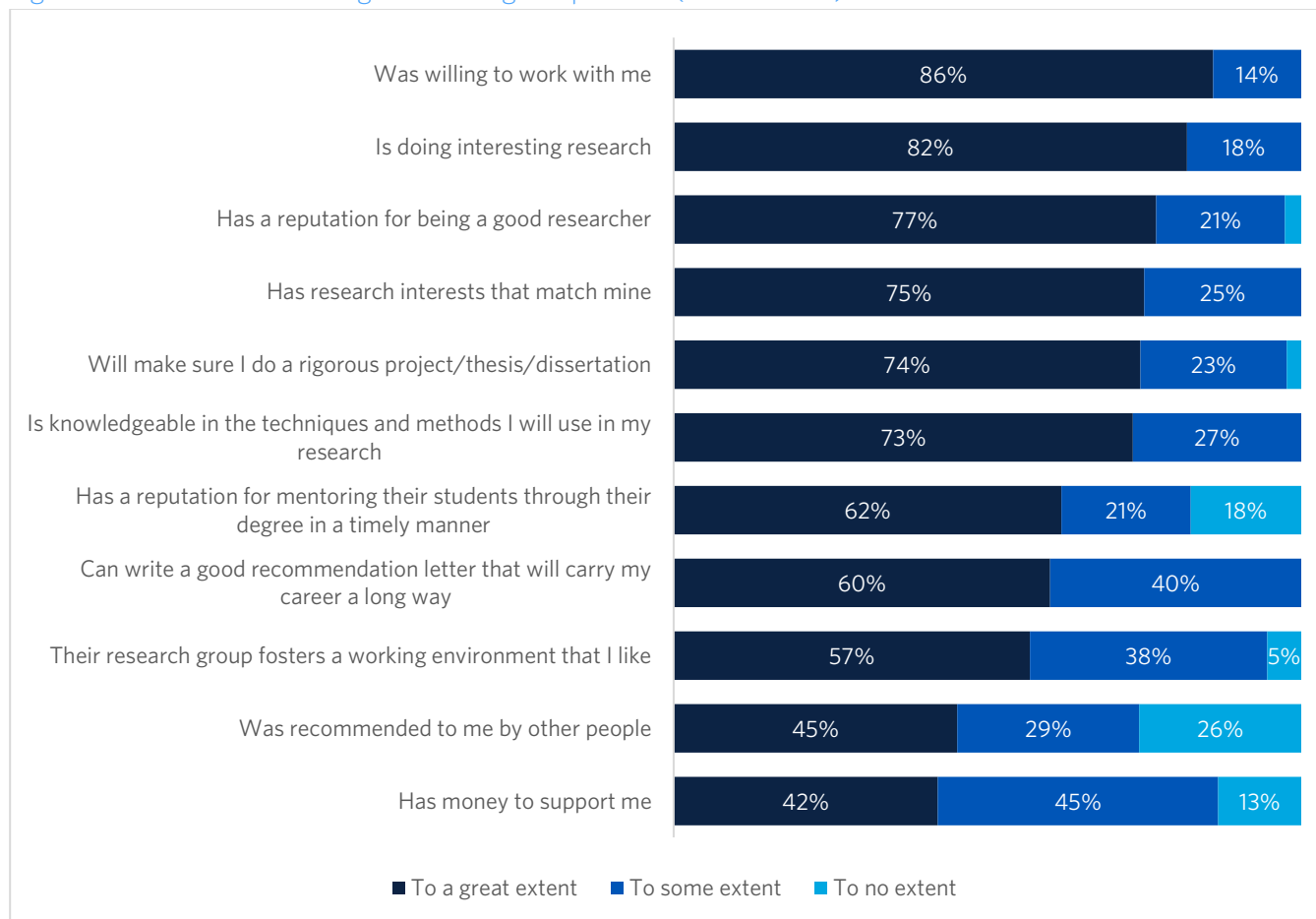
Respondents selecting "not applicable/no opinion" were excluded in these analyses.

Figure 2a: Factors contributing to choosing a supervisor (domestic)



Domestic students	To a great extent	To some extent	To no extent	Total
Was willing to work with me	100%	0%	0%	24
Is doing interesting research	91%	9%	0%	23
Has research interests that match mine	79%	21%	0%	24
Has a reputation for being a good researcher	73%	23%	5%	22
Is knowledgeable in the techniques and methods I will use in my research	73%	27%	0%	22
Will make sure I do a rigorous project/thesis/dissertation	59%	36%	5%	22
Has money to support me	50%	33%	17%	18
Their research group fosters a working environment that I like	50%	50%	0%	20
Has a reputation for mentoring their students through their degree in a timely manner	44%	44%	11%	18
Was recommended to me by other people	41%	53%	6%	17
Can write a good recommendation letter that will carry my career a long way	37%	42%	21%	19

Figure 2b: Factors contributing to choosing a supervisor (international)



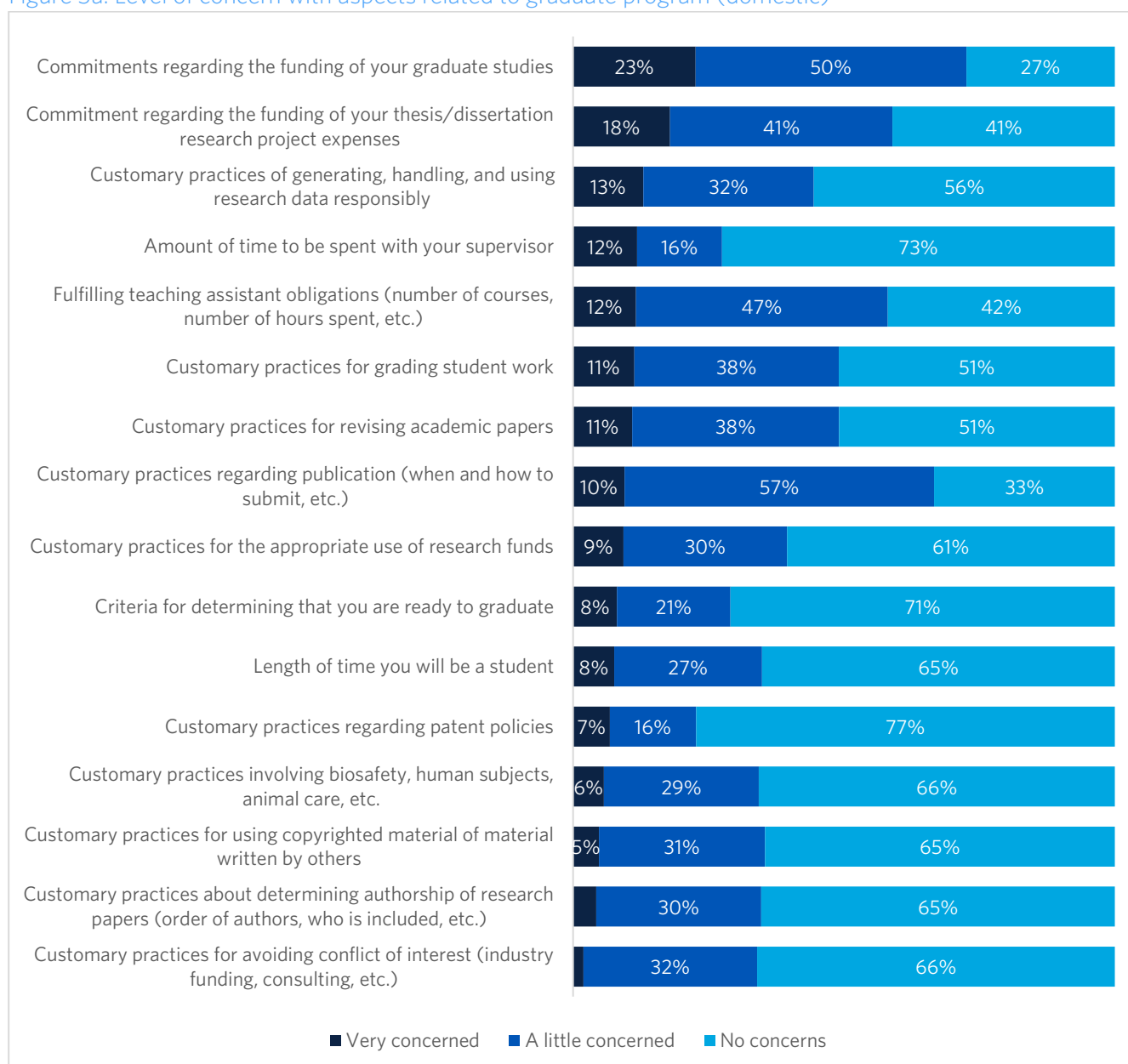
International students	To a great extent	To some extent	To no extent	Total
Was willing to work with me	86%	14%	0%	43
Is doing interesting research	82%	18%	0%	44
Has a reputation for being a good researcher	77%	21%	3%	39
Has research interests that match mine	75%	25%	0%	44
Will make sure I do a rigorous project/thesis/dissertation	74%	23%	2%	43
Is knowledgeable in the techniques and methods I will use in my research	73%	27%	0%	41
Has a reputation for mentoring their students through their degree in a timely manner	62%	21%	18%	34
Can write a good recommendation letter that will carry my career a long way	60%	40%	0%	35
Their research group fosters a working environment that I like	57%	38%	5%	37
Was recommended to me by other people	45%	29%	26%	31
Has money to support me	42%	45%	13%	38

## Concerns

### Academic Concerns

In general, international respondents expressed higher levels of concern with commitments and customary practices related to graduate studies than domestic respondents. For domestic respondents, the top concerns included: commitments regarding the funding of their graduate studies (23%, 14, n=62), commitments regarding the funding of their thesis/dissertation research project expenses (18%, 7, n=39), and customary practices of generating, handling, and using research data responsibly (13%, 7, n=54). For international respondents, the top concerns included: customary practices for grading student work (40%, 41, n=103), commitments regarding the funding of their graduate studies (40%), 41, n = 103), and fulfilling teaching assistant obligations (37%, 35, n=94). Respondents selecting “not applicable/no opinion” were excluded in these analyses.

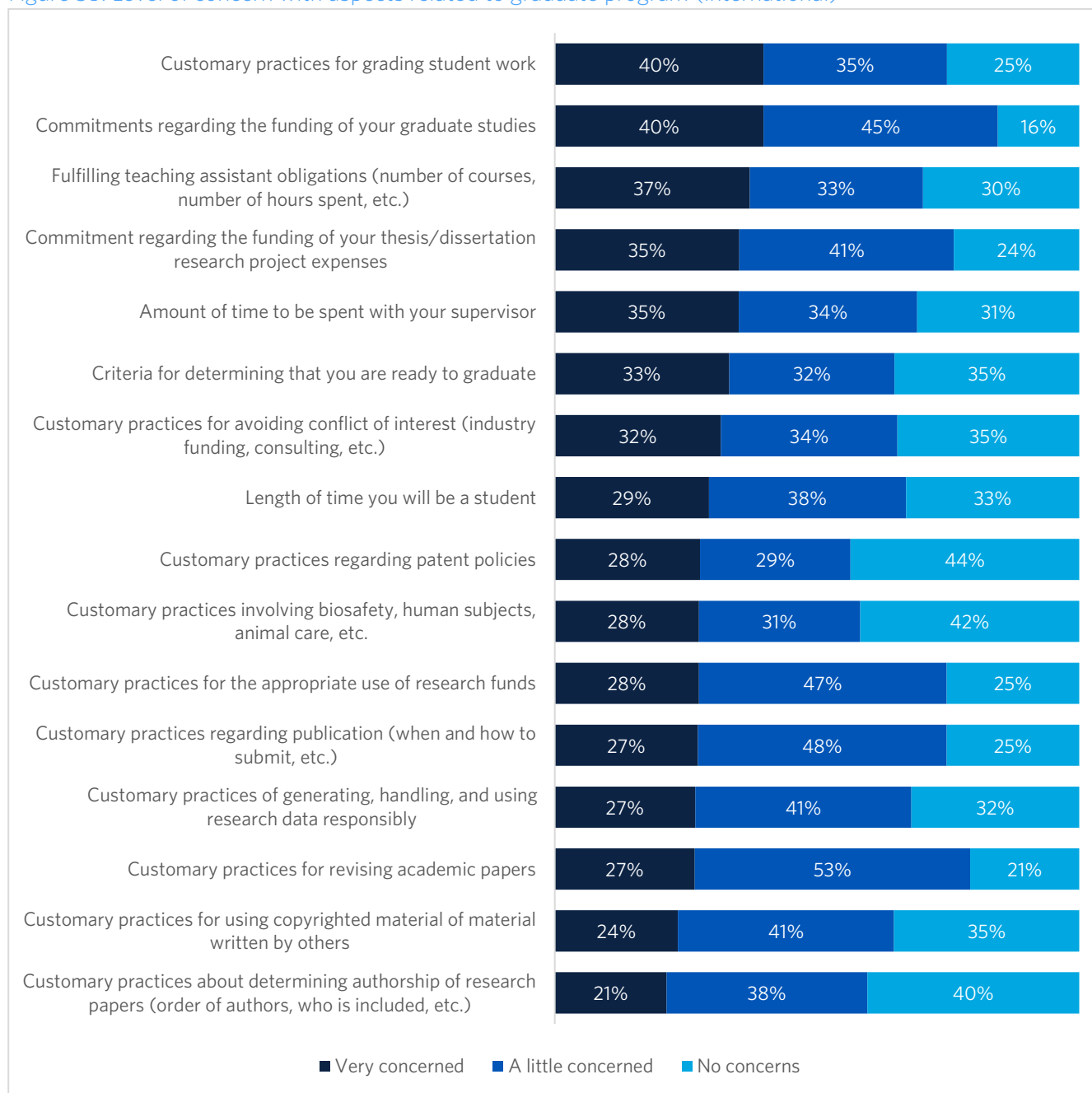
Figure 3a: Level of concern with aspects related to graduate program (domestic)



<b>Domestic students</b>	<b>Very concerned</b>	<b>A little concerned</b>	<b>No concerns</b>	<b>Total</b>
Commitments regarding the funding of your graduate studies	23%	50%	27%	<b>62</b>
Commitment regarding the funding of your thesis/dissertation research project expenses	18%	41%	41%	<b>39</b>
Customary practices of generating, handling, and using research data responsibly	13%	32%	56%	<b>54</b>
Amount of time to be spent with your supervisor	12%	16%	73%	<b>51</b>
Fulfilling teaching assistant obligations (number of courses, number of hours spent, etc.)	12%	47%	42%	<b>43</b>
Customary practices for grading student work	11%	38%	51%	<b>53</b>
Customary practices for revising academic papers	11%	38%	51%	<b>55</b>
Customary practices regarding publication (when and how to submit, etc.)	10%	57%	33%	<b>42</b>
Customary practices for the appropriate use of research funds	9%	30%	61%	<b>43</b>
Criteria for determining that you are ready to graduate	8%	21%	71%	<b>62</b>
Length of time you will be a student	8%	27%	65%	<b>66</b>
Customary practices regarding patent policies	7%	16%	77%	<b>44</b>
Customary practices involving biosafety, human subjects, animal care, etc.	6%	29%	66%	<b>35</b>
Customary practices for using copyrighted material of material written by others	5%	31%	65%	<b>62</b>
Customary practices about determining authorship of research papers (order of authors, who is included, etc.)	4%	30%	65%	<b>46</b>
Customary practices for avoiding conflict of interest (industry funding, consulting, etc.)	2%	32%	66%	<b>53</b>



Figure 3b: Level of concern with aspects related to graduate program (international)



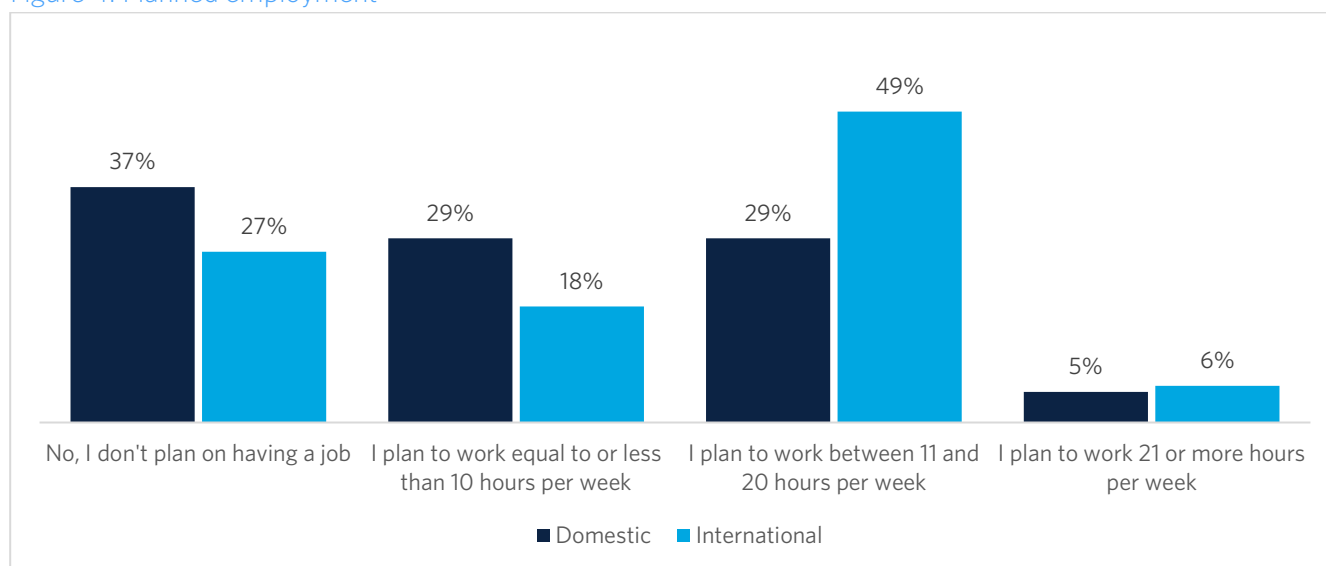
<b>International students</b>	<b>Very concerned</b>	<b>A little concerned</b>	<b>No concerns</b>	<b>Total</b>
Customary practices for grading student work	40%	35%	25%	<b>103</b>
Commitments regarding the funding of your graduate studies	40%	45%	16%	<b>103</b>
Fulfilling teaching assistant obligations (number of courses, number of hours spent, etc.)	37%	33%	30%	<b>94</b>
Commitment regarding the funding of your thesis/dissertation research project expenses	35%	41%	24%	<b>88</b>
Amount of time to be spent with your supervisor	35%	34%	31%	<b>97</b>
Criteria for determining that you are ready to graduate	33%	32%	35%	<b>108</b>
Customary practices for avoiding conflict of interest (industry funding, consulting, etc.)	32%	34%	35%	<b>101</b>
Length of time you will be a student	29%	38%	33%	<b>109</b>
Customary practices regarding patent policies	28%	29%	44%	<b>94</b>
Customary practices for the appropriate use of research funds	28%	47%	25%	<b>91</b>
Customary practices involving biosafety, human subjects, animal care, etc.	28%	31%	42%	<b>91</b>
Customary practices regarding publication (when and how to submit, etc.)	27%	48%	25%	<b>99</b>
Customary practices of generating, handling, and using research data responsibly	27%	41%	32%	<b>97</b>
Customary practices for revising academic papers	27%	53%	21%	<b>101</b>
Customary practices for using copyrighted material of material written by others	24%	41%	35%	<b>102</b>
Customary practices about determining authorship of research papers (order of authors, who is included, etc.)	21%	38%	40%	<b>94</b>

## Time Commitments

Respondents were asked if they planned to work for pay in addition to any appointments that are a part of their funding package (e.g. research and teaching assistantships). Thirty-seven percent (23, n=62) of domestic respondents and 27% (28, n=104) of international respondents stated that they do not plan on working outside of their funding package commitments. Another 58% (36, n=62) of domestic respondents and 67% (70, n=104) of international respondents plan to work 20 or less hours a week.

Of those respondents planning to work, most international respondents planned to work on campus (89%, 67, n=75), while most domestic respondents planned to do so off campus (85%, 33, n=39).

Figure 4: Planned employment



	Domestic		International	
	Count	%	Count	%
No, I don't plan on having a job	23	37%	28	27%
I plan to work equal to or less than 10 hours per week	18	29%	19	18%
I plan to work between 11 and 20 hours per week	18	29%	51	49%
I plan to work 21 or more hours per week	3	5%	6	6%
<b>Total</b>	<b>62</b>		<b>104</b>	

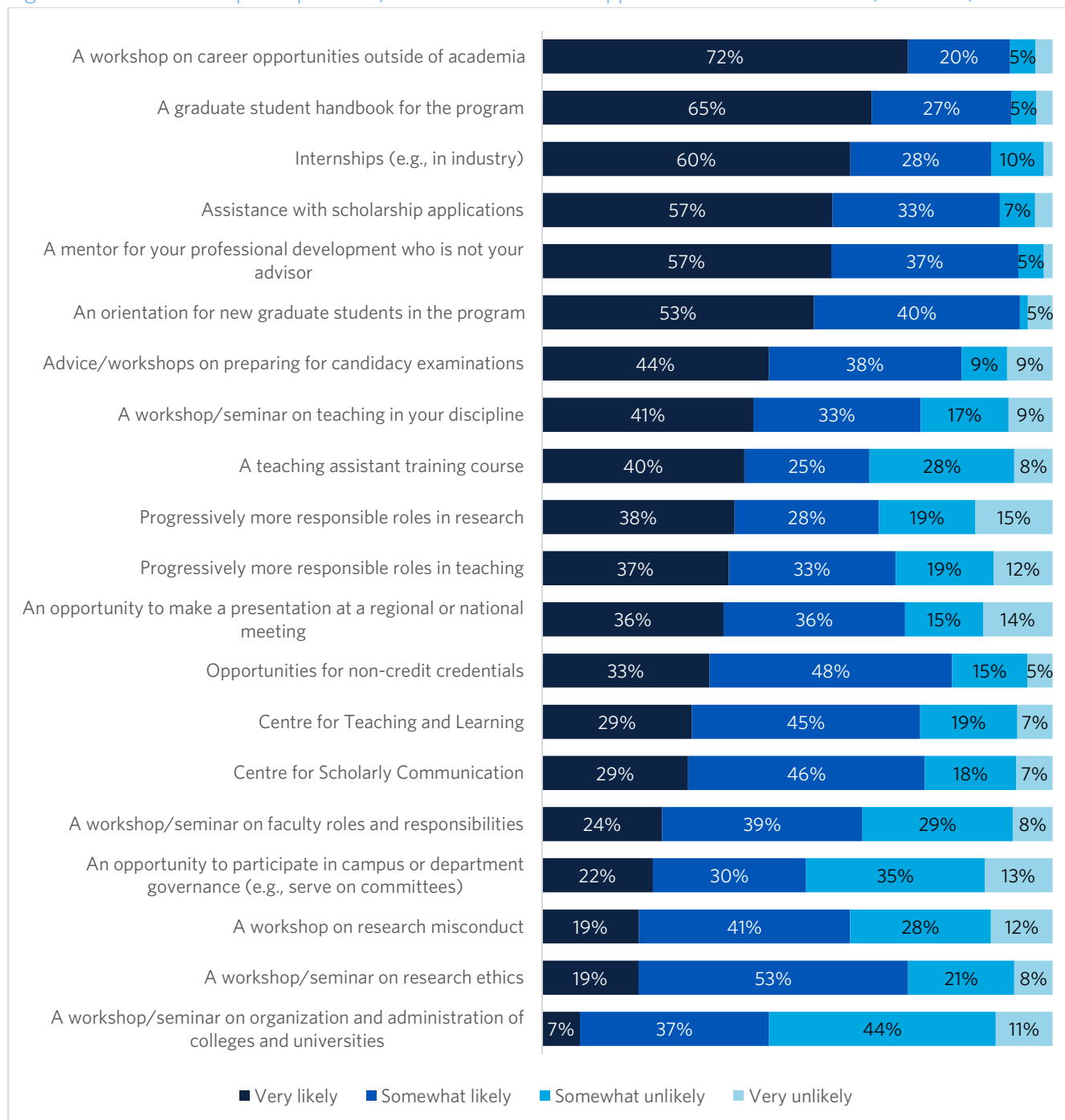
## Opportunities for Graduate Students

### Likelihood of Participation in Activities

Overall, international respondents showed more interest in participating in the opportunities for graduate students than domestic respondents. When asked how likely they would be to participate in a variety of activities, larger proportions of international respondents said that they would be very likely to participate across all items listed.

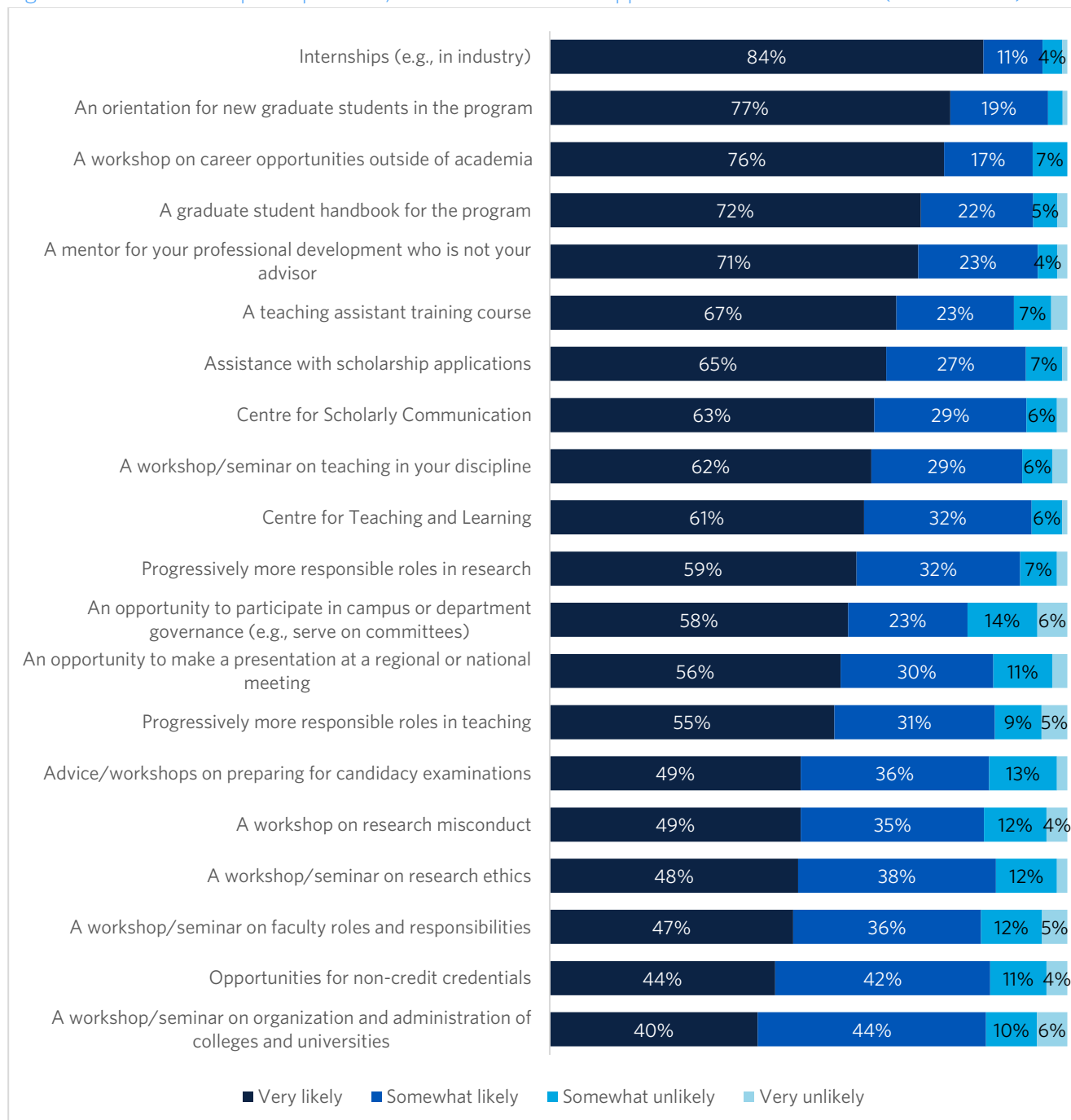
Domestic respondents indicated that they would be most likely to utilize a workshop on career opportunities outside of academia and a graduate student handbook for the program, with 72% (43, n=60) and 65% (40, n=62) selecting “very likely,” respectively. Internships (e.g., in industry) (84%, 88, n=105), an orientation for new graduate students in the program (77%, 82, n=106), and a workshop on career opportunities outside of academia (76%, 80, n=105) were the most popular resources among international respondents, with the majority saying they would be very likely to use them.

Figure 5a: Likelihood of participation in/utilization of various opportunities and resources (domestic)



<b>Domestic students</b>	<b>Very likely</b>	<b>Somewhat likely</b>	<b>Somewhat unlikely</b>	<b>Very unlikely</b>	<b>Total</b>
A workshop on career opportunities outside of academia	72%	20%	5%	3%	<b>60</b>
A graduate student handbook for the program	65%	27%	5%	3%	<b>62</b>
Internships (e.g., in industry)	60%	28%	10%	2%	<b>58</b>
Assistance with scholarship applications	57%	33%	7%	3%	<b>58</b>
A mentor for your professional development who is not your advisor	57%	37%	5%	2%	<b>60</b>
An orientation for new graduate students in the program	53%	40%	2%	5%	<b>62</b>
Advice/workshops on preparing for candidacy examinations	44%	38%	9%	9%	<b>45</b>
A workshop/seminar on teaching in your discipline	41%	33%	17%	9%	<b>58</b>
A teaching assistant training course	40%	25%	28%	8%	<b>53</b>
Progressively more responsible roles in research	38%	28%	19%	15%	<b>53</b>
Progressively more responsible roles in teaching	37%	33%	19%	12%	<b>52</b>
An opportunity to make a presentation at a regional or national meeting	36%	36%	15%	14%	<b>59</b>
Opportunities for non-credit credentials	33%	48%	15%	5%	<b>61</b>
Centre for Teaching and Learning	29%	45%	19%	7%	<b>58</b>
Centre for Scholarly Communication	29%	46%	18%	7%	<b>56</b>
A workshop/seminar on faculty roles and responsibilities	24%	39%	29%	8%	<b>51</b>
An opportunity to participate in campus or department governance (e.g., serve on committees)	22%	30%	35%	13%	<b>60</b>
A workshop on research misconduct	19%	41%	28%	12%	<b>58</b>
A workshop/seminar on research ethics	19%	53%	21%	8%	<b>53</b>
A workshop/seminar on organization and administration of colleges and universities	7%	37%	44%	11%	<b>54</b>

Figure 5b: Likelihood of participation in/utilization of various opportunities and resources (international)

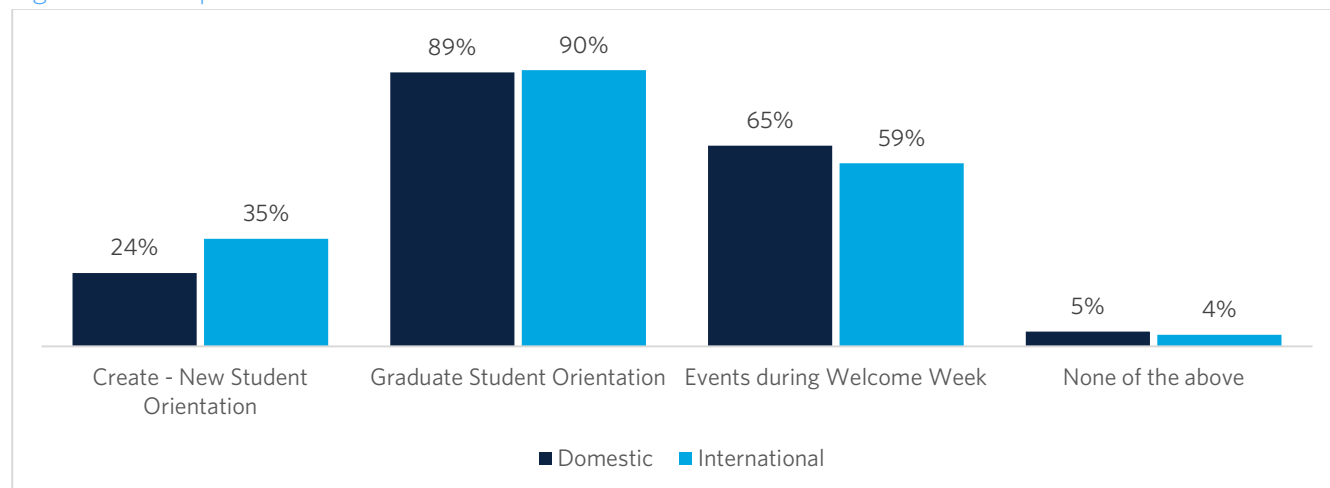


<b>International students</b>	<b>Very likely</b>	<b>Somewhat likely</b>	<b>Somewhat unlikely</b>	<b>Very unlikely</b>	<b>Total</b>
Internships (e.g., in industry)	84%	11%	4%	1%	<b>105</b>
An orientation for new graduate students in the program	77%	19%	3%	1%	<b>106</b>
A workshop on career opportunities outside of academia	76%	17%	7%	0%	<b>105</b>
A graduate student handbook for the program	72%	22%	5%	2%	<b>106</b>
A mentor for your professional development who is not your advisor	71%	23%	4%	2%	<b>104</b>
A teaching assistant training course	67%	23%	7%	3%	<b>97</b>
Assistance with scholarship applications	65%	27%	7%	1%	<b>100</b>
Centre for Scholarly Communication	63%	29%	6%	2%	<b>102</b>
A workshop/seminar on teaching in your discipline	62%	29%	6%	3%	<b>103</b>
Centre for Teaching and Learning	61%	32%	6%	1%	<b>102</b>
Progressively more responsible roles in research	59%	32%	7%	2%	<b>98</b>
An opportunity to participate in campus or department governance (e.g., serve on committees)	58%	23%	14%	6%	<b>104</b>
An opportunity to make a presentation at a regional or national meeting	56%	30%	11%	3%	<b>105</b>
Progressively more responsible roles in teaching	55%	31%	9%	5%	<b>100</b>
A workshop on research misconduct	49%	35%	12%	4%	<b>99</b>
Advice/workshops on preparing for candidacy examinations	49%	36%	13%	2%	<b>99</b>
A workshop/seminar on research ethics	48%	38%	12%	2%	<b>102</b>
A workshop/seminar on faculty roles and responsibilities	47%	36%	12%	5%	<b>102</b>
Opportunities for non-credit credentials	44%	42%	11%	4%	<b>101</b>
A workshop/seminar on organization and administration of colleges and universities	40%	44%	10%	6%	<b>102</b>

## Orientation Events

Students were asked which orientation events they see themselves participating in. The majority of respondents (domestic: 89%, 56, n=63; international: 90%, 95, n=106) stated they saw themselves participating in the graduate student orientation.

Figure 6: Participation in orientation events

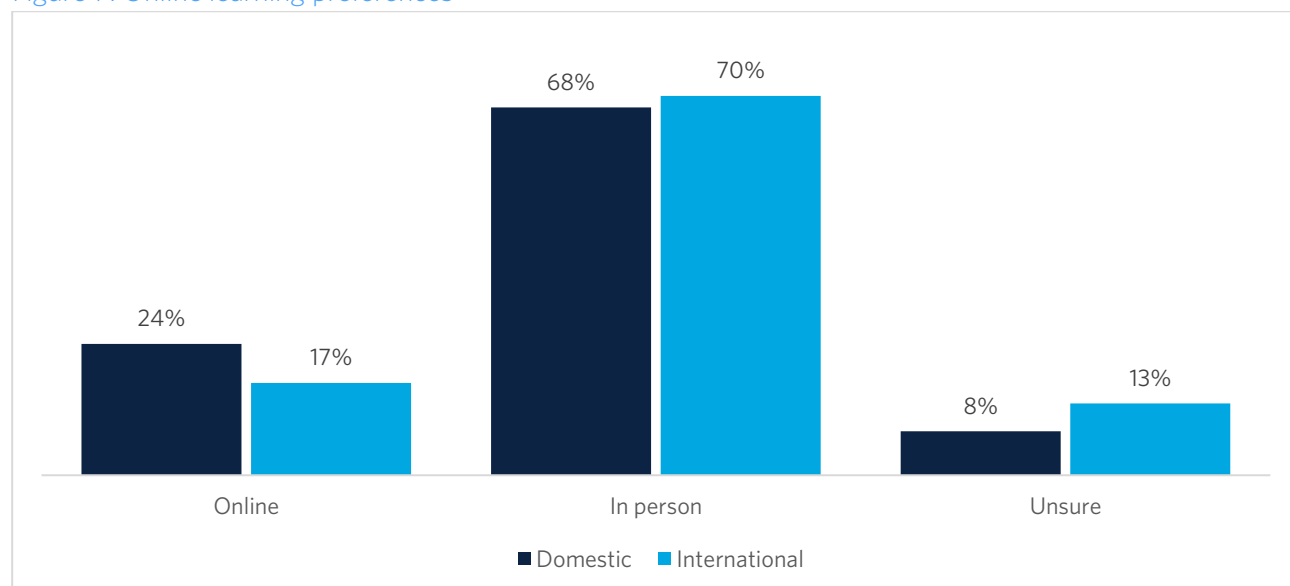


	Domestic		International	
	Count	%	Count	%
Create - New Student Orientation	15	24%	37	35%
Graduate Student Orientation	56	89%	95	90%
Events during Welcome Week	41	65%	63	59%
None of the above	3	5%	4	4%
<b>Total Respondents</b>	<b>63</b>		<b>106</b>	

## Online Learning

Survey participants were also asked if they would take their coursework online, if the option were available. The majority of respondents, both domestic and international, indicated they preferred to take their coursework in person (domestic: 68%, 42, n=62; international: 70%, 74, n=106).

Figure 7: Online learning preferences





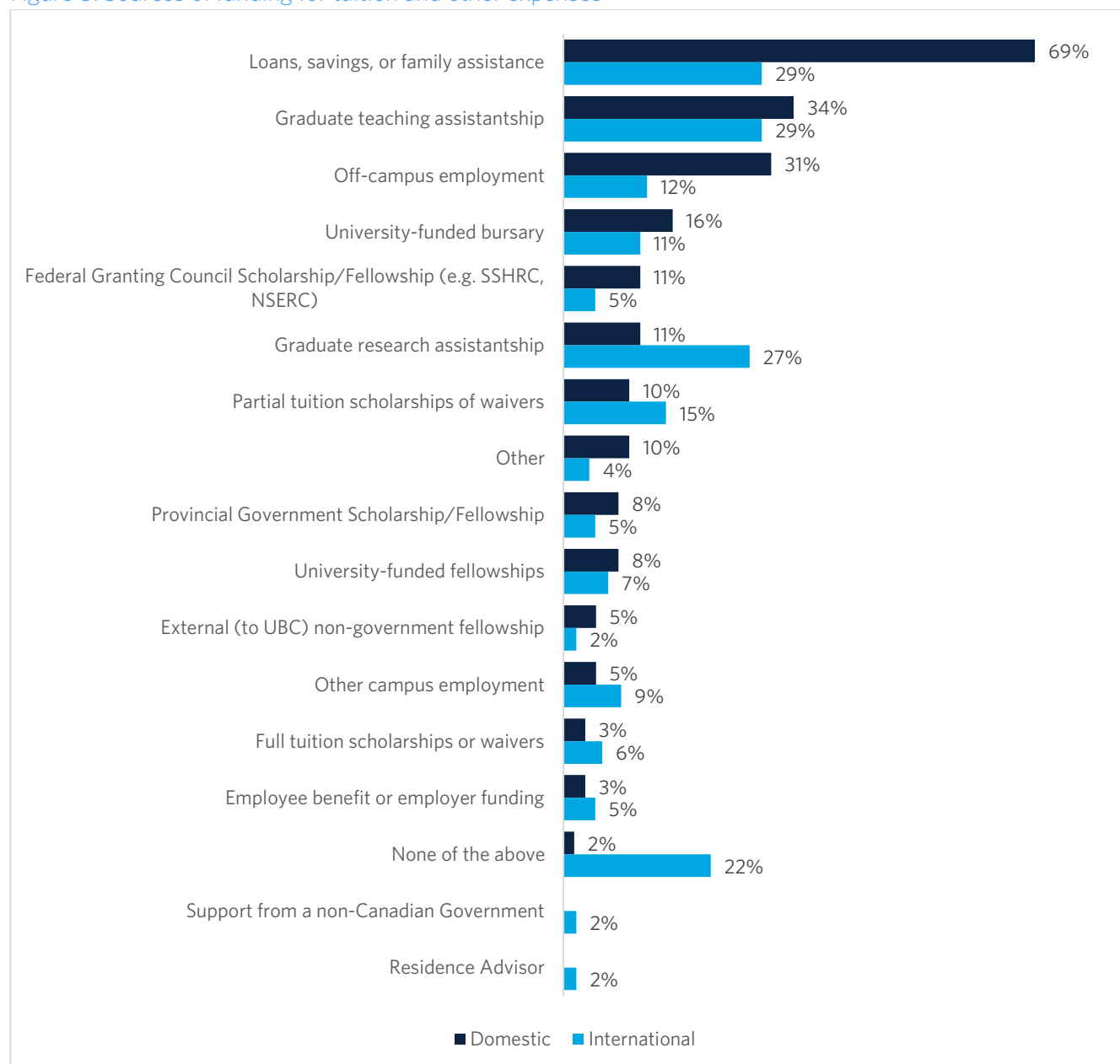
	Domestic		International	
	Count	%	Count	%
Online	15	24%	18	17%
In person	42	68%	74	70%
Unsure	5	8%	14	13%
<b>Total</b>	<b>62</b>		<b>106</b>	

## Finances

### Financing Graduate Studies

The primary sources of income for domestic respondents were loans, savings, or family assistance (69%, 43, n=62) and graduate teaching assistantships (34%, 21, n=62). For international respondents, the primary sources of income for the duration of their studies were also loans, savings, or family assistance (29%, 31, n=106) and graduate teaching assistantships (29% 31, n=106).

Figure 8: Sources of funding for tuition and other expenses

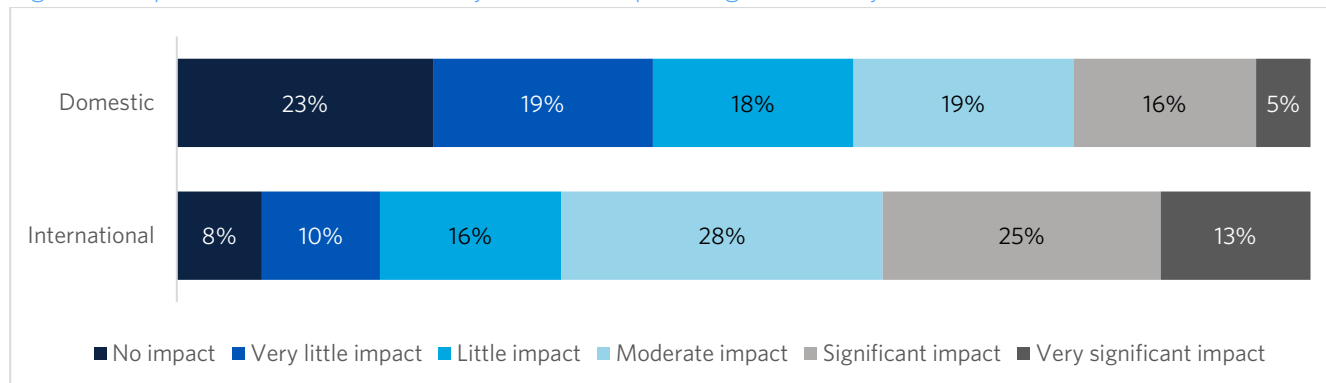


	Domestic		International	
	Count	%	Count	%
Loans, savings, or family assistance	43	69%	31	29%
Graduate teaching assistantship	21	34%	31	29%
Off-campus employment	19	31%	13	12%
University-funded bursary	10	16%	12	11%
Federal Granting Council Scholarship/Fellowship (e.g. SSHRC, NSERC)	7	11%	5	5%
Graduate research assistantship	7	11%	29	27%
Partial tuition scholarships or waivers	6	10%	16	15%
Other	6	10%	4	4%
Provincial Government Scholarship/Fellowship	5	8%	5	5%
University-funded fellowships	5	8%	7	7%
External (to UBC) non-government fellowship	3	5%	2	2%
Other campus employment	3	5%	9	9%
Full tuition scholarships or waivers	2	3%	6	6%
Employee benefit or employer funding	2	3%	5	5%
None of the above	1	2%	23	22%
Support from a non-Canadian Government	0	0%	2	2%
Residence Advisor	0	0%	2	2%
<b>Total Respondents</b>	<b>62</b>		<b>106</b>	

## COVID-19 Pandemic Impact on Finances

International students were less likely to report that the COVID-19 pandemic had “no impact” (8%, 8, n=106) or “very little impact” (10%, 11, n=106) on their ability to finance their upcoming academic year at UBC compared to domestic students (no impact: 23%, 14, n=62; very little impact: 19%, 12, n=62).

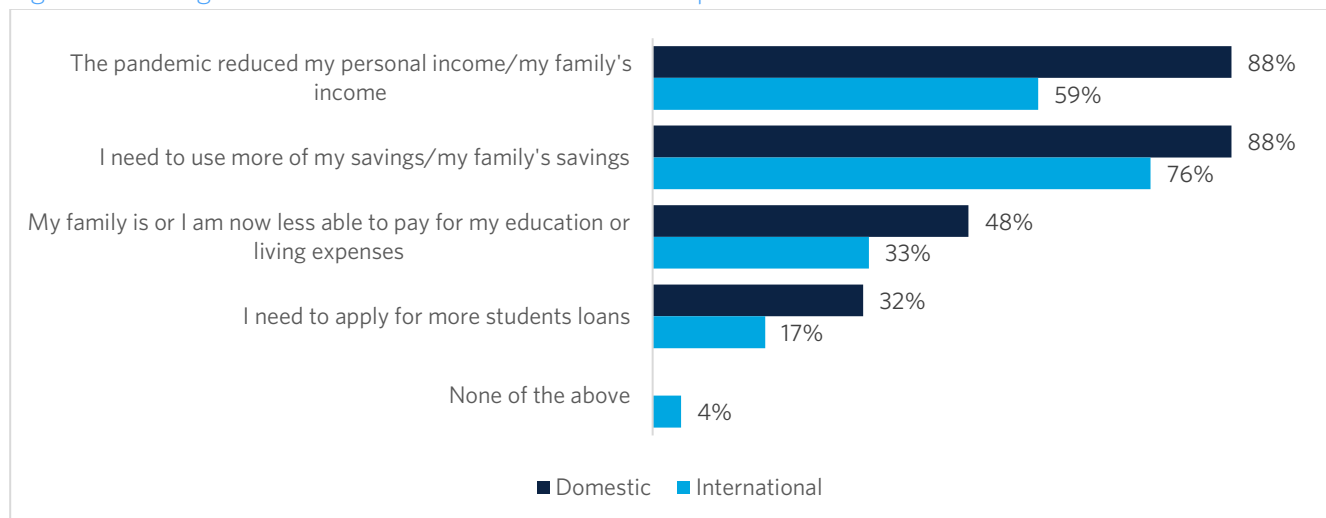
Figure 9: Impact of COVID-19 on ability to finance upcoming academic year



	Domestic		International	
	Count	%	Count	%
No impact	14	23%	8	8%
Very little impact	12	19%	11	10%
Little impact	11	18%	17	16%
Moderate impact	12	19%	30	28%
Significant impact	10	16%	26	25%
Very significant impact	3	5%	14	13%
<b>Total</b>	<b>62</b>		<b>106</b>	

Of the respondents who indicated a moderate, significant, or very significant impact of the COVID-19 pandemic on their ability to finance their upcoming academic year, the most common change in financial situation was reduced personal income/family income (domestic: 88% 22, n=25; international: 59%, 41, n=70) and needing to use more of their savings/their family's savings (domestic: 88%, 22, n=25; international: 76%, 53, n=70).

Figure 10: Change in financial situation due to COVID-19 pandemic

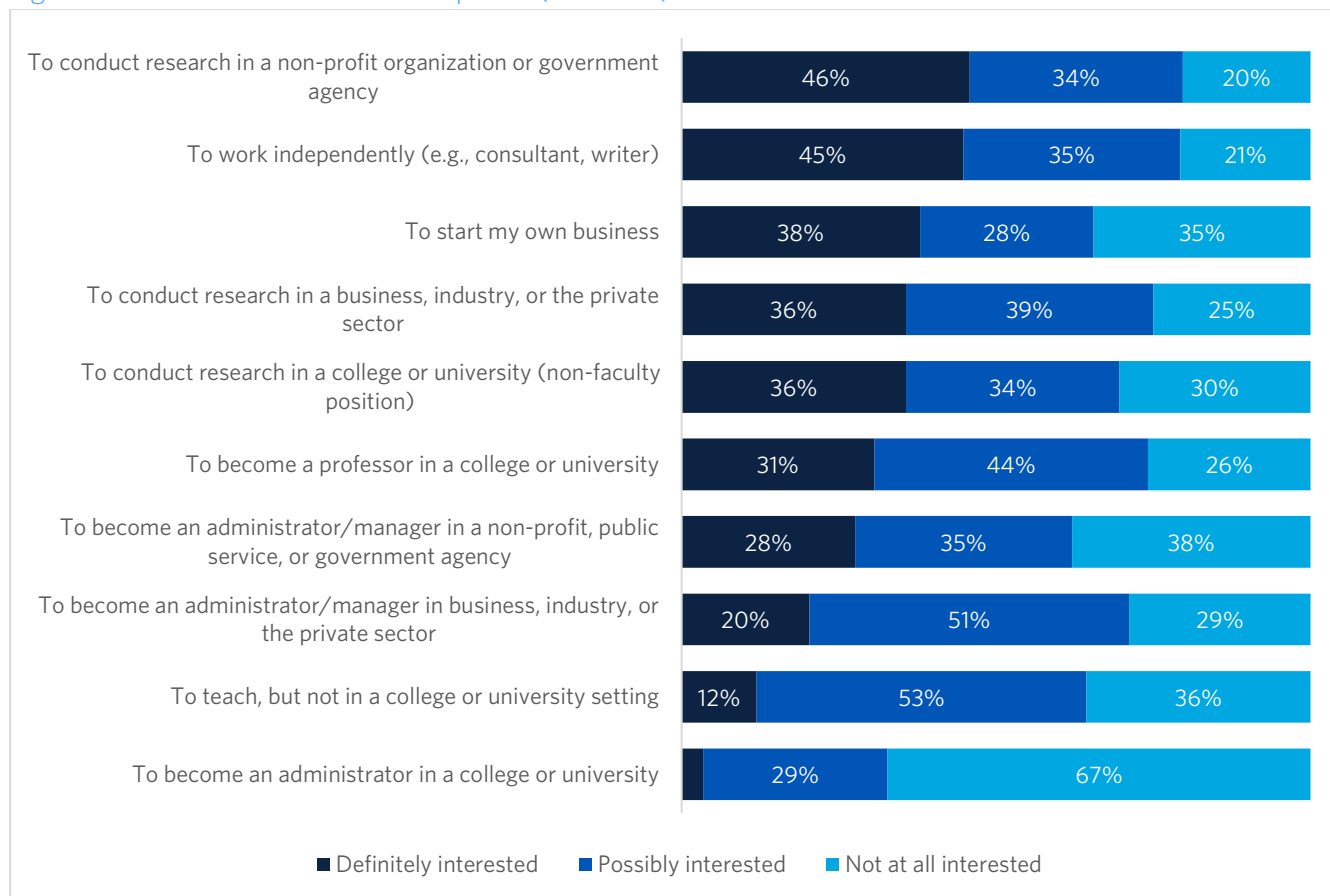


	Domestic		International	
	Count	%	Count	%
The pandemic reduced my personal income/my family's income	22	88%	41	59%
I need to use more of my savings/my family's savings	22	88%	53	76%
My family is or I am now less able to pay for my education or living expenses	12	48%	23	33%
I need to apply for more students loans	8	32%	12	17%
None of the above	0	0%	3	4%
<b>Total Respondents</b>	<b>25</b>		<b>70</b>	

## Career Pathways

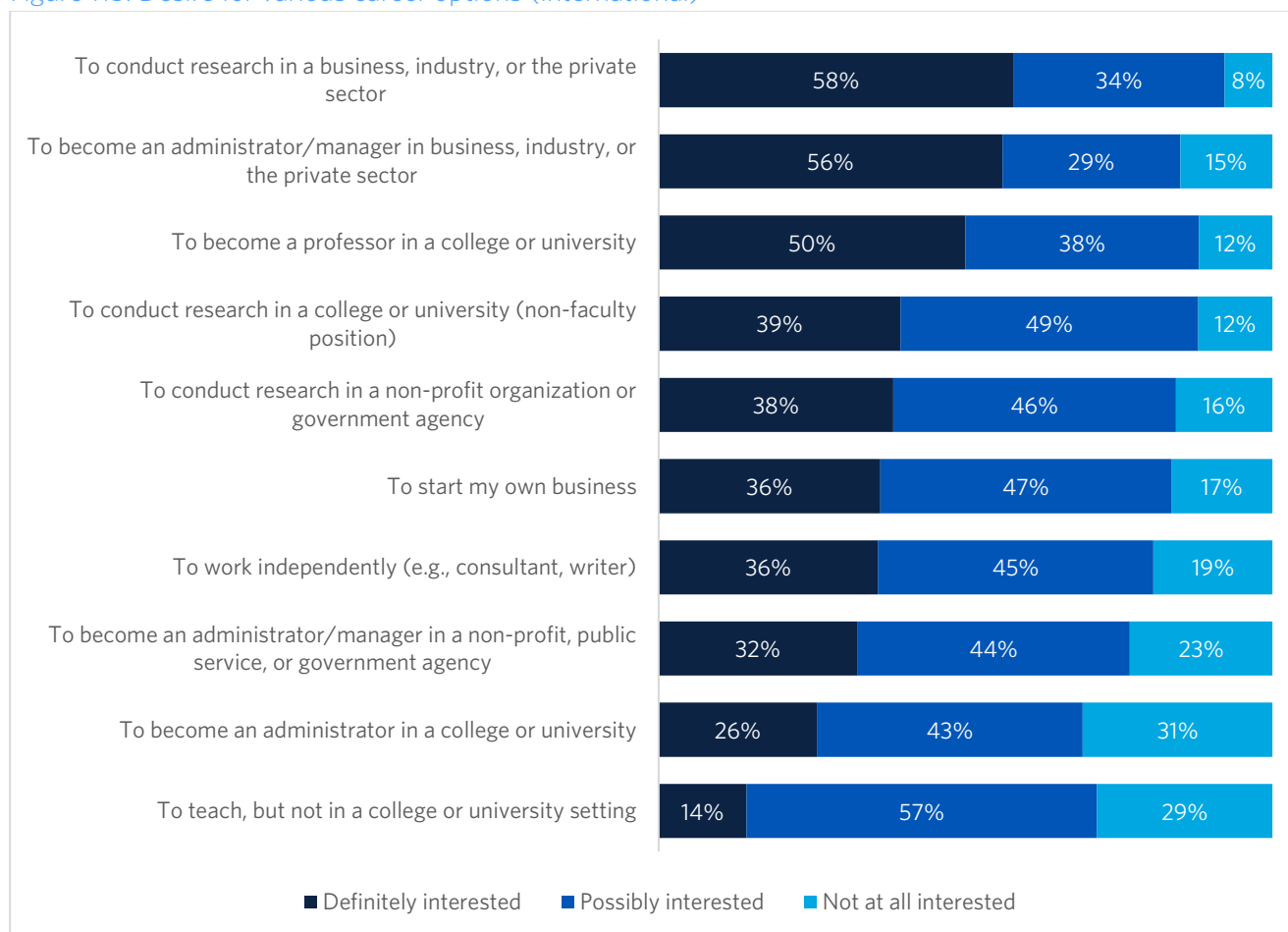
Conducting research in a non-profit organization or government agency and working independently (e.g. consultant, writer) were the most desired future career options for domestic respondents, with 46% (27, n=59) and 45% (26, n=58, respectively) indicating that they would definitely be interested in this career path. International respondents most frequently cited they would definitely be interested in conducting research in a business, industry, or the private sector (58%, 59, n=102) and becoming an administrator/manager in business, industry, or the private sector (56%, 56, n=100). Respondents selecting “not applicable/no opinion” were excluded in these analyses.

Figure 11a: Desire for various career options (domestic)



Domestic students	Definitely interested	Possibly interested	Not at all interested	Total
To conduct research in a non-profit organization or government agency	46%	34%	20%	59
To work independently (e.g., consultant, writer)	45%	35%	21%	58
To start my own business	38%	28%	35%	58
To conduct research in a college or university (non-faculty position)	36%	34%	30%	56
To conduct research in a business, industry, or the private sector	36%	39%	25%	56
To become a professor in a college or university	31%	44%	26%	62
To become an administrator/manager in a non-profit, public service, or government agency	28%	35%	38%	58
To become an administrator/manager in business, industry, or the private sector	20%	51%	29%	59
To teach, but not in a college or university setting	12%	53%	36%	59
To become an administrator in a college or university	3%	29%	67%	58

Figure 11b: Desire for various career options (international)



International students	Definitely interested	Possibly interested	Not at all interested	Total
To conduct research in a business, industry, or the private sector	58%	34%	8%	102
To become an administrator/manager in business, industry, or the private sector	56%	29%	15%	100
To become a professor in a college or university	50%	38%	12%	100
To conduct research in a college or university (non-faculty position)	39%	49%	12%	99
To conduct research in a non-profit organization or government agency	38%	46%	16%	102
To start my own business	36%	47%	17%	97
To work independently (e.g., consultant, writer)	36%	45%	19%	98
To become an administrator/manager in a non-profit, public service, or government agency	32%	44%	23%	99
To become an administrator in a college or university	26%	43%	31%	97
To teach, but not in a college or university setting	14%	57%	29%	98

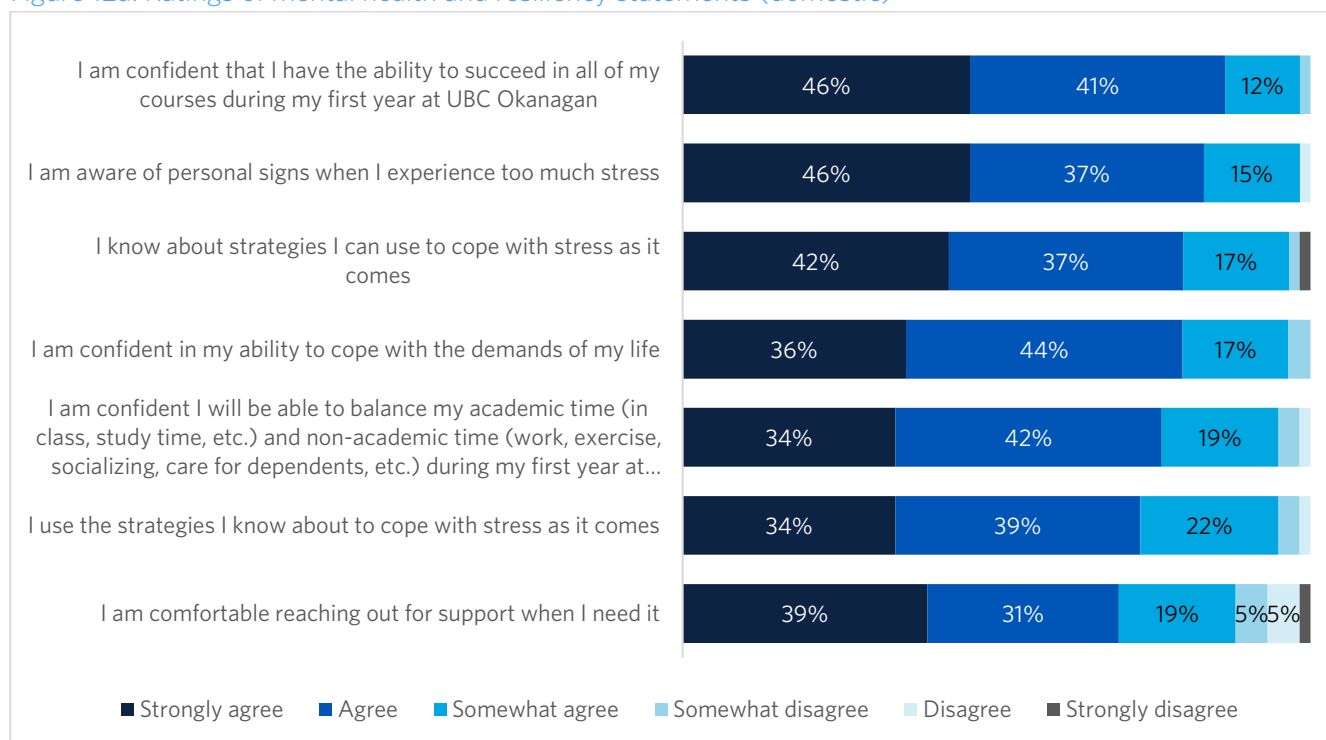
## Health and Wellbeing

### Mental Health, Stress, and Academic Performance

#### Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Domestic respondents most often strongly agreed or agreed with the statements “I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan” (87%, 51, n=59) and “I am aware of personal signs when I experience too much stress” (83%, 49, n=59). International respondents most often strongly agreed or agreed with the statements “I am confident in my ability to cope with the demands of my life” (93%, 93, n=100) and “I am aware of personal signs when I experience too much stress” (91%, 91, n=100).

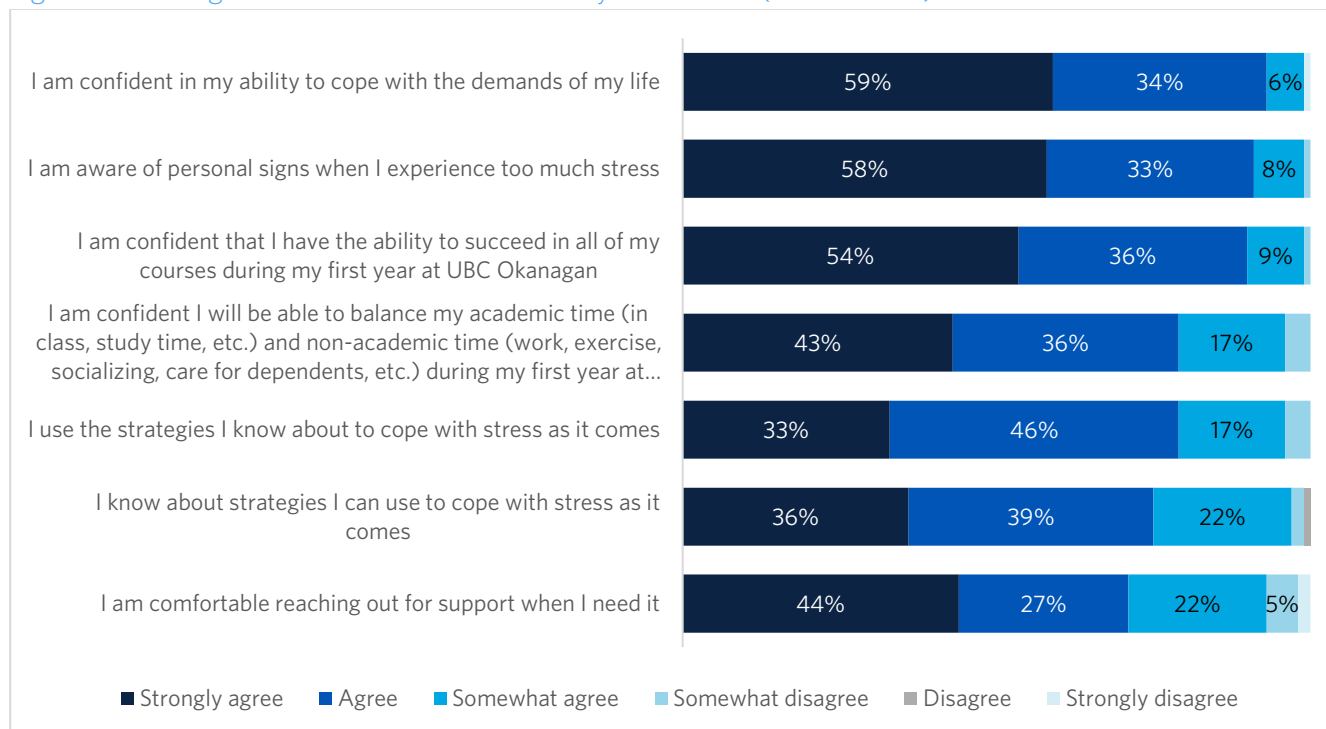
Figure 12a: Ratings of mental health and resiliency statements (domestic)



Domestic students	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Total
I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan	46%	41%	12%	2%	0%	0%	59
I am aware of personal signs when I experience too much stress	46%	37%	15%	0%	2%	0%	59
I am confident in my ability to cope with the demands of my life	36%	44%	17%	4%	0%	0%	59
I know about strategies I can use to cope with stress as it comes	42%	37%	17%	2%	0%	2%	59
I am confident I will be able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.) during my first year at UBC Okanagan	34%	42%	19%	3%	2%	0%	59
I use the strategies I know about to cope with stress as it comes	34%	39%	22%	3%	2%	0%	59
I am comfortable reaching out for support when I need it	39%	31%	19%	5%	5%	2%	59



Figure 12b: Ratings of mental health and resiliency statements (international)

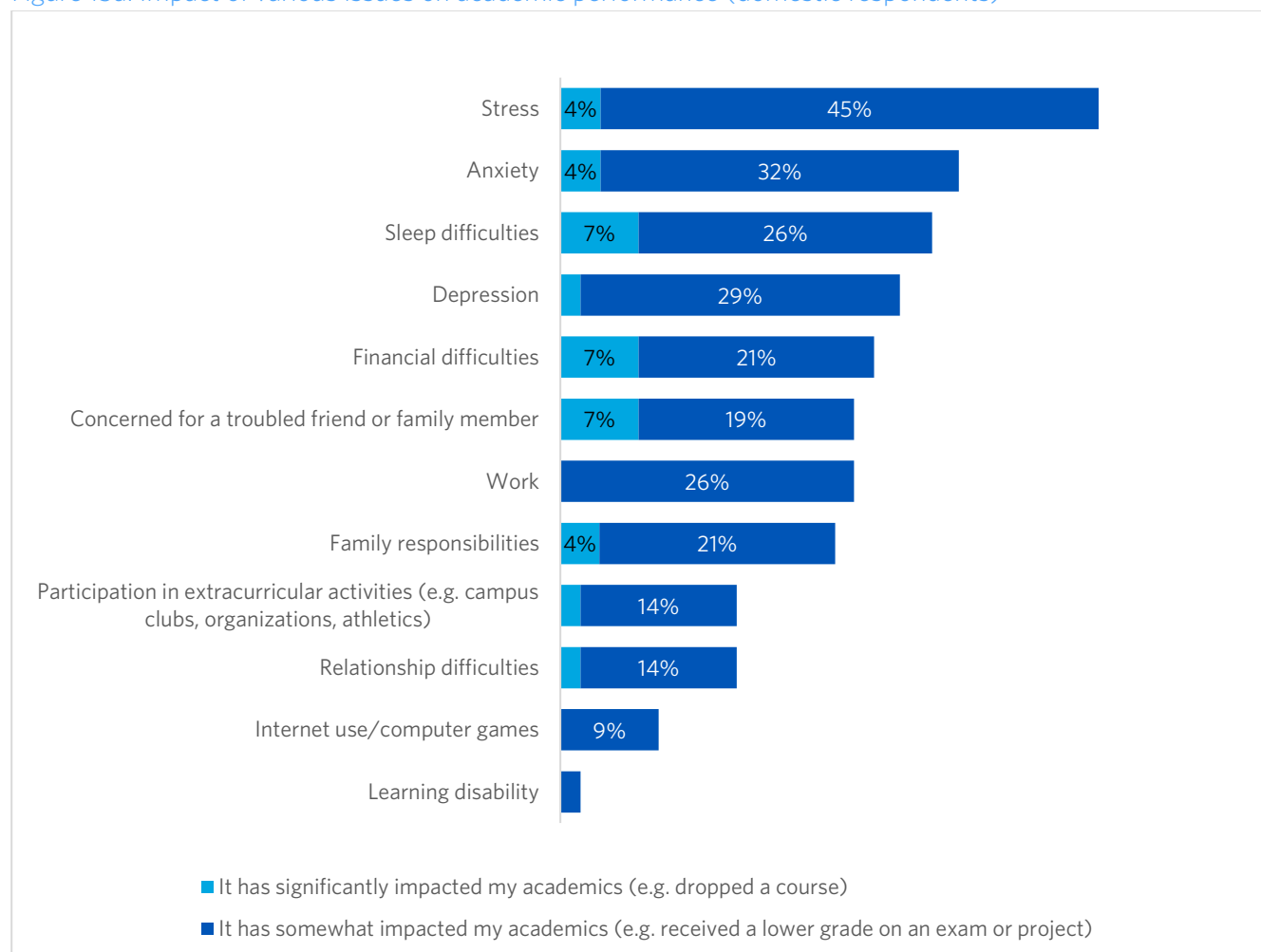


International students	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Disagree	Strongly disagree	Total
I am confident in my ability to cope with the demands of my life	59%	34%	6%	0%	0%	1%	100
I am aware of personal signs when I experience too much stress	58%	33%	8%	1%	0%	0%	100
I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan	54%	36%	9%	1%	0%	0%	99
I use the strategies I know about to cope with stress as it comes	33%	46%	17%	4%	0%	0%	100
I am confident I will be able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.) during my first year at UBC Okanagan	43%	36%	17%	4%	0%	0%	100
I know about strategies I can use to cope with stress as it comes	36%	39%	22%	2%	1%	0%	100
I am comfortable reaching out for support when I need it	44%	27%	22%	5%	0%	2%	100

### Impact of Mental Health and Stressors on Academic Performance

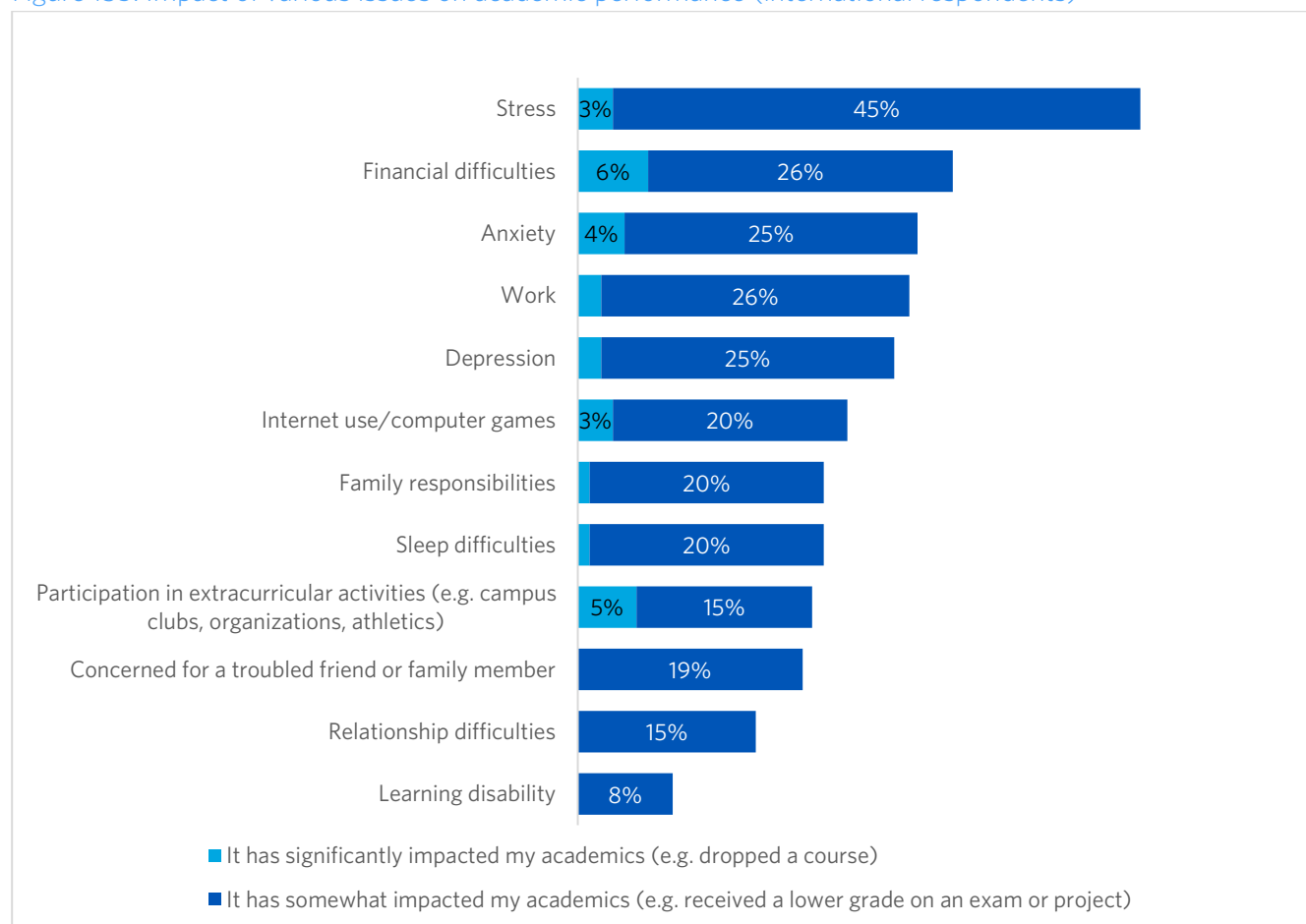
Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academic performance over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having somewhat or significantly negatively impacted academic performance (domestic: 48%, 27, n=56; international: 48%, 48, n=100).

Figure 13a: Impact of various issues on academic performance (domestic respondents)



Domestic students	This did not happen to me/Not applicable	It has somewhat impacted my academics	It has significantly impacted my academics	Total
Stress	52%	45%	4%	56
Anxiety	64%	32%	4%	56
Sleep difficulties	67%	26%	7%	57
Depression	70%	29%	2%	56
Financial difficulties	72%	21%	7%	57
Work	74%	26%	0%	57
Concerned for a troubled friend or family member	74%	19%	7%	57
Family responsibilities	75%	21%	4%	57
Relationship difficulties	84%	14%	2%	57
Participation in extracurricular activities (e.g. campus clubs, organizations, athletics)	84%	14%	2%	57
Internet use/computer games	91%	9%	0%	57
Learning disability	98%	2%	0%	56

Figure 13b: Impact of various issues on academic performance (international respondents)

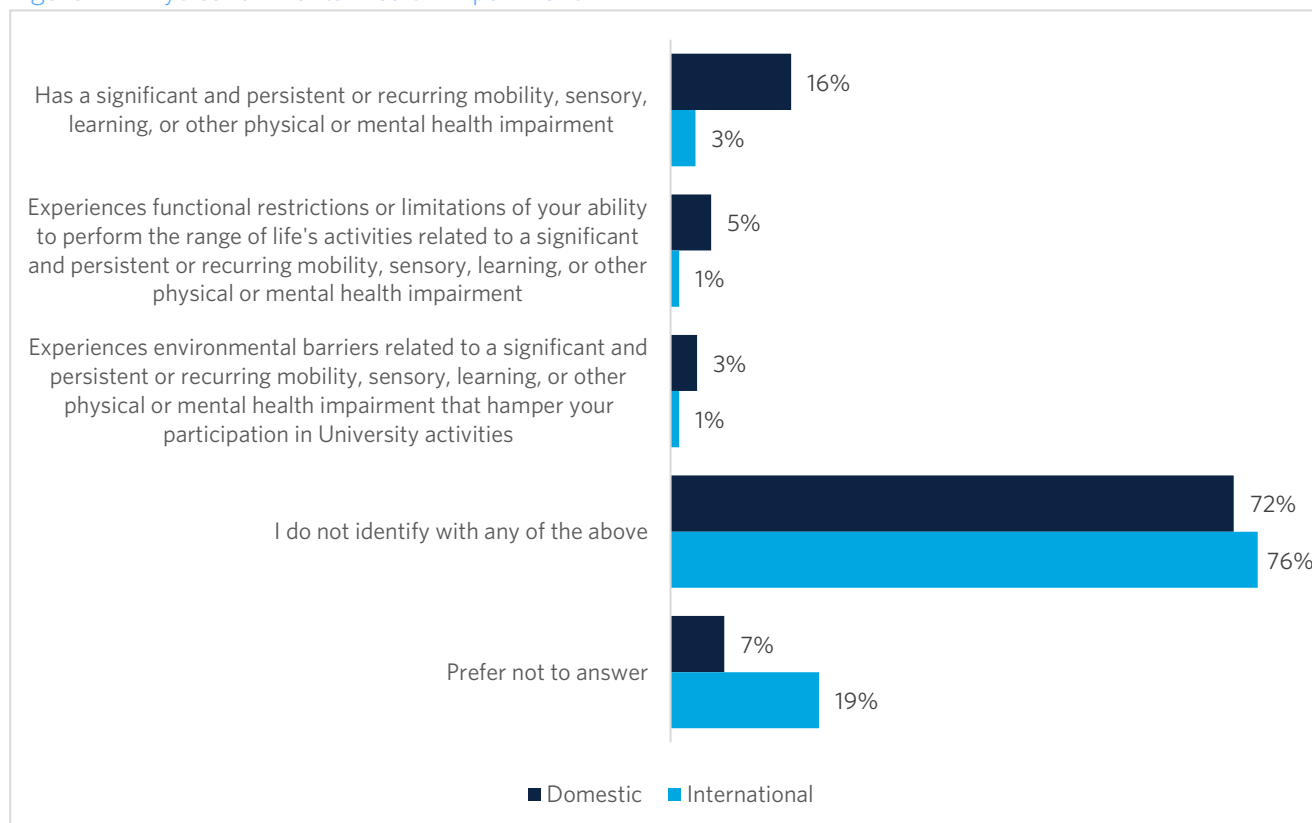


International students	This did not happen to me/Not applicable	It has somewhat impacted my academics	It has significantly impacted my academics	Total
Stress	52%	45%	3%	100
Financial difficulties	68%	26%	6%	100
Anxiety	71%	25%	4%	100
Work	72%	26%	2%	99
Depression	73%	25%	2%	100
Internet use/computer games	77%	20%	3%	100
Sleep difficulties	79%	20%	1%	100
Family responsibilities	79%	20%	1%	100
Participation in extracurricular activities (e.g. campus clubs, organizations, athletics)	80%	15%	5%	100
Concerned for a troubled friend or family member	81%	19%	0%	99
Relationship difficulties	85%	15%	0%	99
Learning disability	92%	8%	0%	99

## Physical or Mental Health Impairments

The majority of domestic (72%, 42, n=59) and international (76%, 71, n=94) respondents indicated that they did not identify with having a significant and persistent physical/mental health impairment, experience functional restrictions or limitations, or experience environmental barriers related to a physical/mental health impairment.

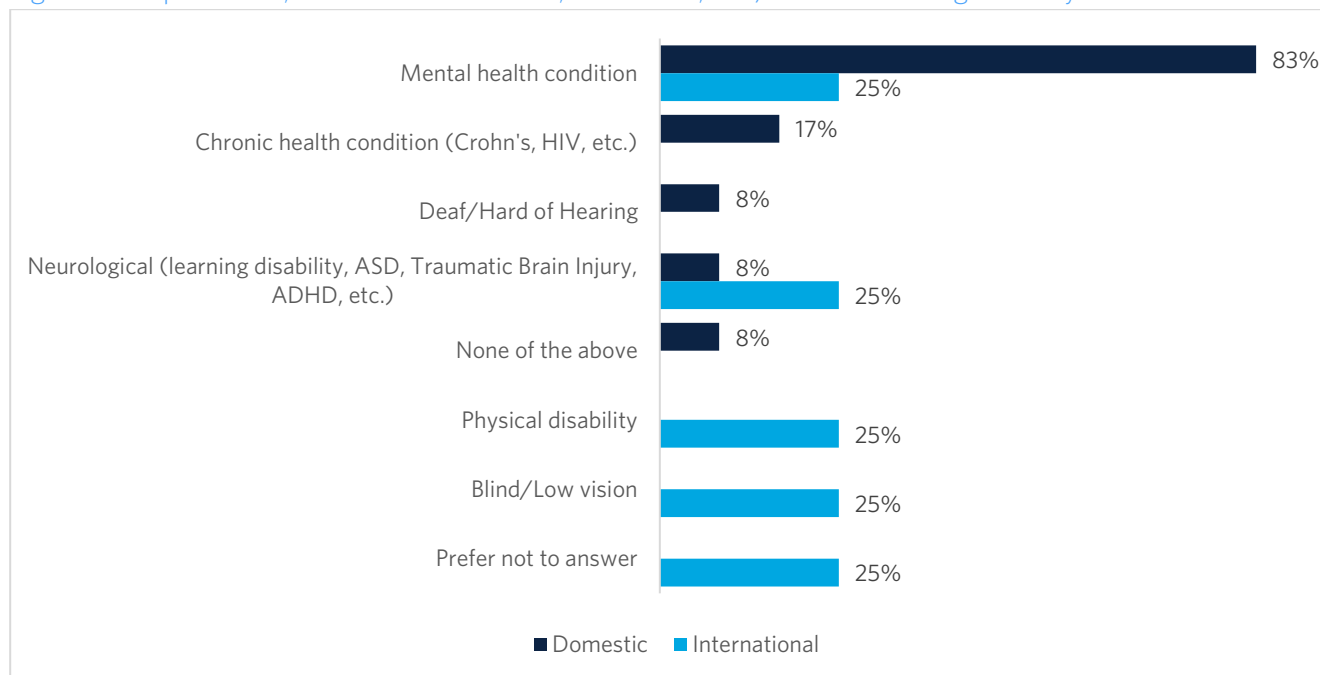
Figure 14: Physical or mental health impairment



	Domestic		International	
	Count	%	Count	%
Has a significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	9	16%	3	3%
Experiences functional restrictions or limitations of your ability to perform the range of life's activities related to a significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	3	5%	1	1%
Experiences environmental barriers related to a significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment that hamper your participation in University activities	2	3%	1	1%
I do not identify with any of the above	42	72%	71	76%
Prefer not to answer	4	7%	18	19%
<b>Total Respondents</b>	<b>58</b>		<b>94</b>	

The most common impairment, functional restriction, limitation, and/or barrier being faced by student respondents who reported having a significant and persistent physical/mental health impairment, experiencing functional restrictions or limitations, or experiencing environmental barriers related to a physical/mental health impairment was mental health conditions (domestic: 83%, 10, n=12; international: 25%, 1, n=4).

Figure 15: Impairments, functional restrictions, limitations, and/or barriers being faced by students

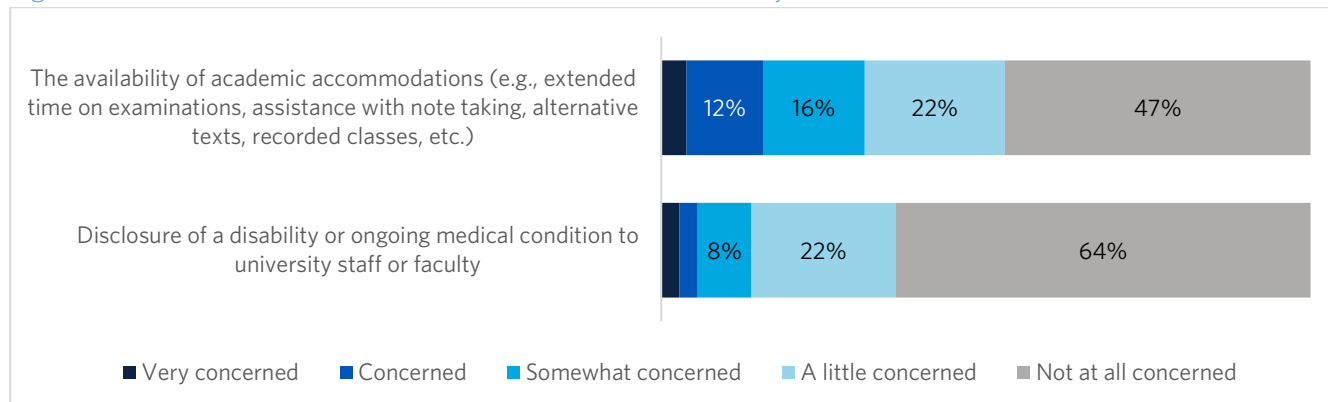


	Domestic		International	
	Count	%	Count	%
Mental health condition	10	83%	1	25%
Chronic health condition (Crohn's, HIV, etc.)	2	17%	0	0%
Deaf/Hard of Hearing	1	8%	0	0%
Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)	1	8%	1	25%
None of the above	1	8%	0	0%
Physical disability	0	0%	1	25%
Blind/Low vision	0	0%	1	25%
Prefer not to answer	0	0%	1	25%
<b>Total Respondents</b>	<b>12</b>		<b>4</b>	

Respondents were asked to rate their levels of concern with disclosure of disabilities and the availability of academic accommodations at UBC Okanagan. International students were more likely to report being very concerned about both the availability of academic accommodations (62%, 23, n=84) and disclosure of a

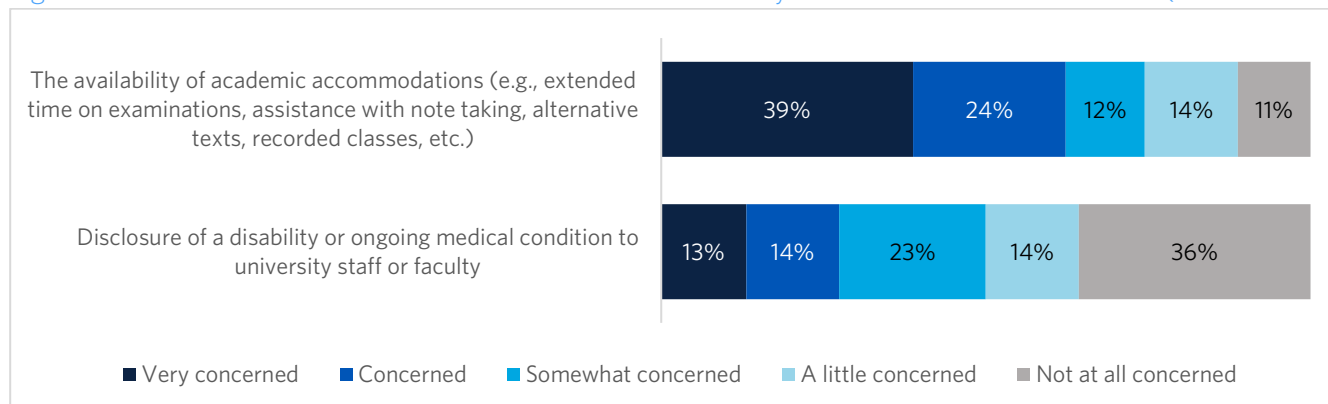
disability or ongoing medical condition to university staff or faculty (27%, 61, n=98) compared to domestic students (16%, 8, n=51; 6%, 2, n=36; respectively).

Figure 16a: Concern with disclosure of disabilities and availability of academic accommodations (domestic)



Domestic students	Very concerned	Concerned	Somewhat concerned	A little concerned	Not at all concerned	Total
The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)	4%	12%	16%	22%	47%	51
Disclosure of a disability or ongoing medical condition to university staff or faculty	3%	3%	8%	22%	64%	36

Figure 16b: Concern with disclosure of disabilities and availability of academic accommodations (international)



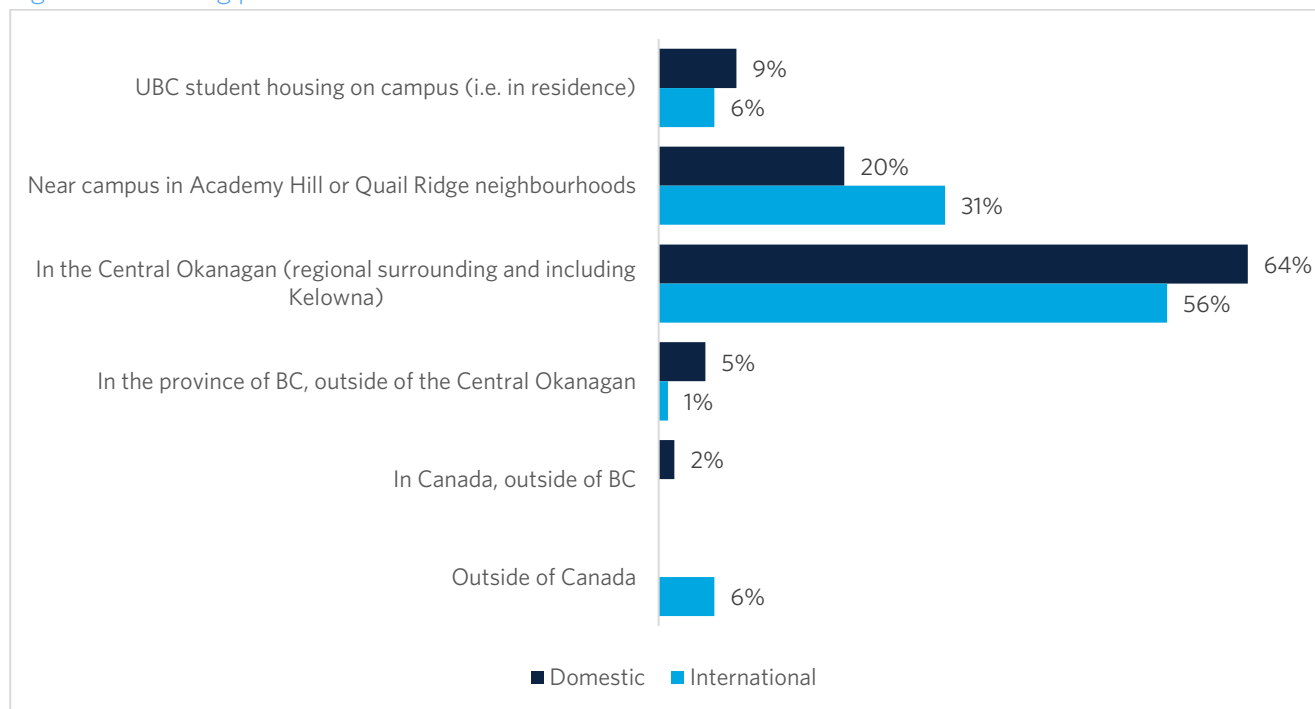
International students	Very concerned	Concerned	Somewhat concerned	A little concerned	Not at all concerned	Total
The availability of academic accommodations (e.g., extended time on examinations, assistance with note taking, alternative texts, recorded classes, etc.)	39%	24%	12%	14%	11%	98
Disclosure of a disability or ongoing medical condition to university staff or faculty	13%	14%	23%	14%	36%	84

## Housing, Commute, and Residency

### Housing

The majority of student respondents intend to live in the Central Okanagan (domestic: 64%, 38, n=59; international: 56%, 55, n=99) or near campus in the Academy Hill or Quail Ridge neighbourhoods (domestic: 20%, 12, n=59; international: 31%, 31, n=99).

Figure 17: Housing plans

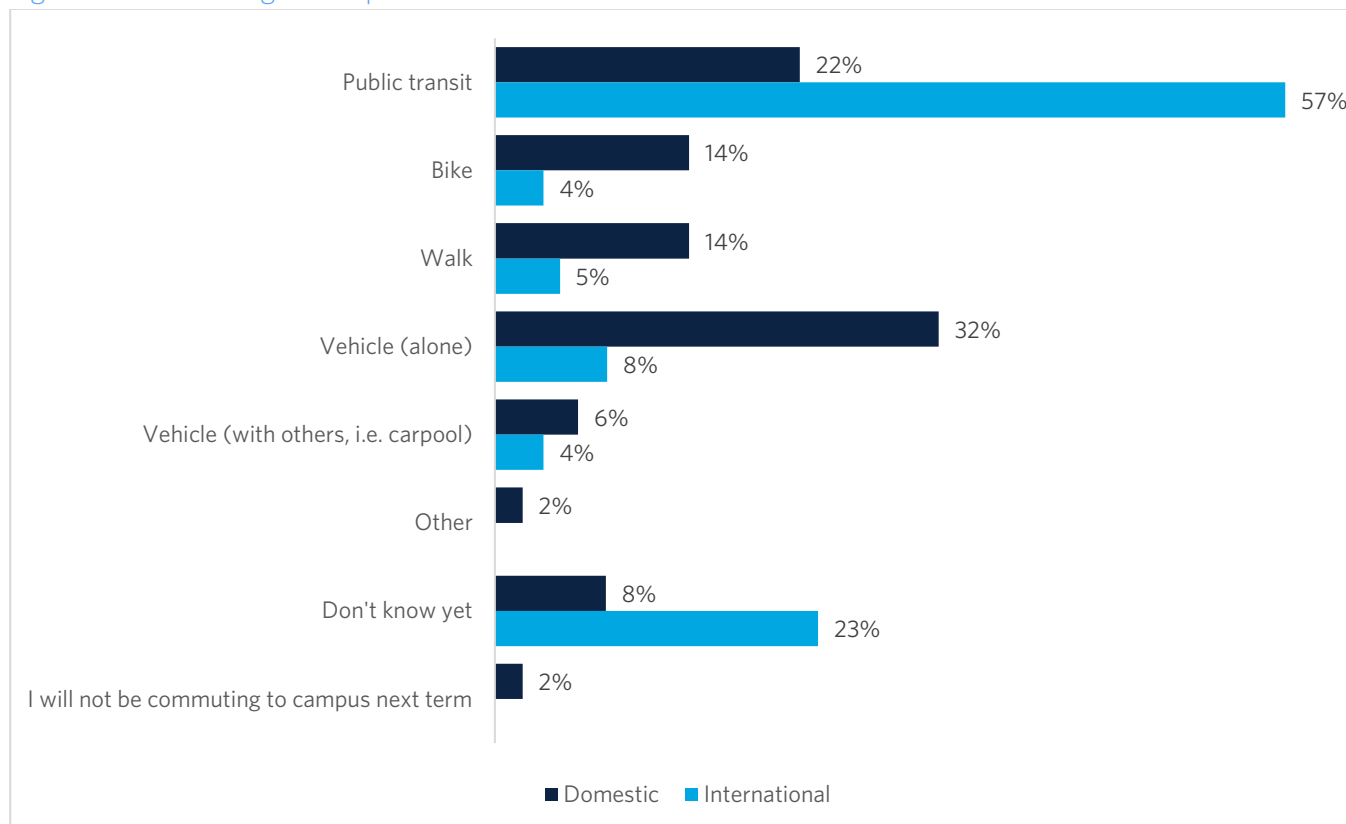


	Domestic		International	
	Count	%	Count	%
UBC student housing on campus (i.e. in residence)	5	9%	6	6%
Near campus in Academy Hill or Quail Ridge neighbourhoods	12	20%	31	31%
In the Central Okanagan (regional surrounding and including Kelowna)	38	64%	55	56%
In the province of BC, outside of the Central Okanagan	3	5%	1	1%
In Canada, outside of BC	1	2%	0	0%
Outside of Canada	0	0%	6	6%
<b>Total</b>	<b>59</b>		<b>99</b>	

### Commute to Campus

Among student respondents who plan to live near campus in the Academy Hill or Quail Ridge neighbourhoods or in the Central Okanagan, domestic students are most likely to commute to and from campus by vehicle (alone) (32%, 16, n=50) while international students are most likely to use public transit (57%, 49, n=86).

Figure 18: Commuting to campus

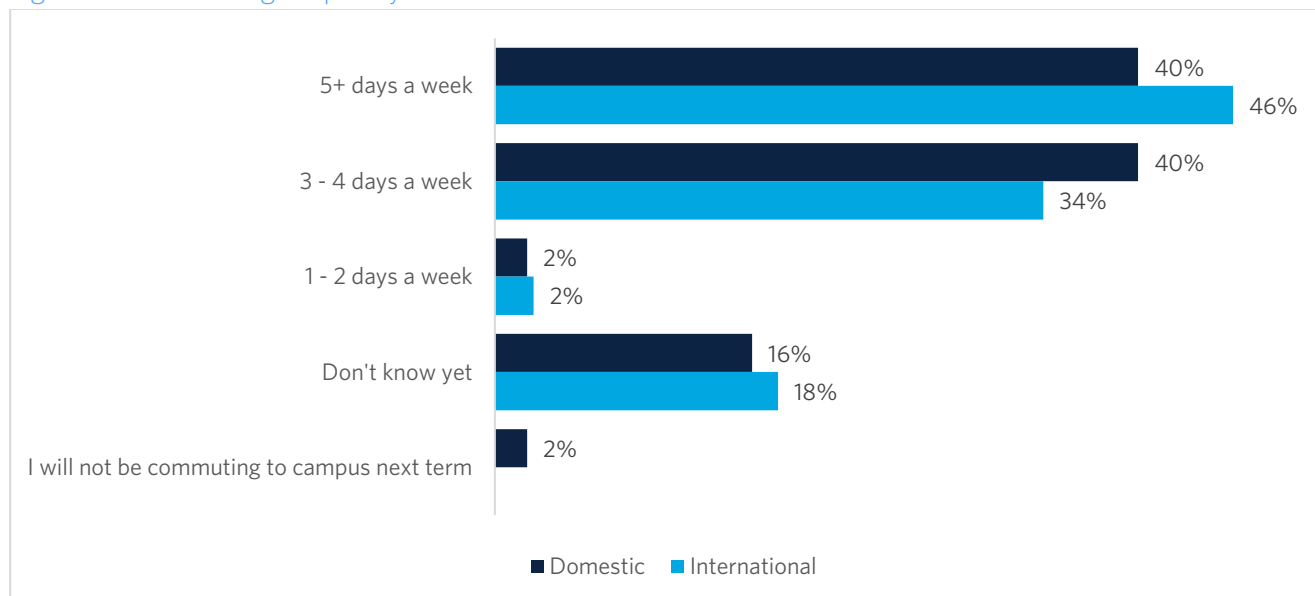


	Domestic		International	
	Count	%	Count	%
Public transit	11	22%	49	57%
Bike	7	14%	3	4%
Walk	7	14%	4	5%
Vehicle (alone)	16	32%	7	8%
Vehicle (with others, i.e. carpool)	3	6%	3	4%
Other	1	2%	0	0%
Don't know yet	4	8%	20	23%
I will not be commuting to campus next term	1	2%	0	0%
<b>Total</b>	<b>50</b>		<b>86</b>	

Among student respondents who plan to live near campus in the Academy Hill or Quail Ridge neighbourhoods or in the Central Okanagan, most international students plan to commute to campus 5+ days a week (46%, 39, n=85). Among domestic students an equal number plan to commute to campus 5+ days a week and 3-4 days a week (40%, 20 n=50, both choices).



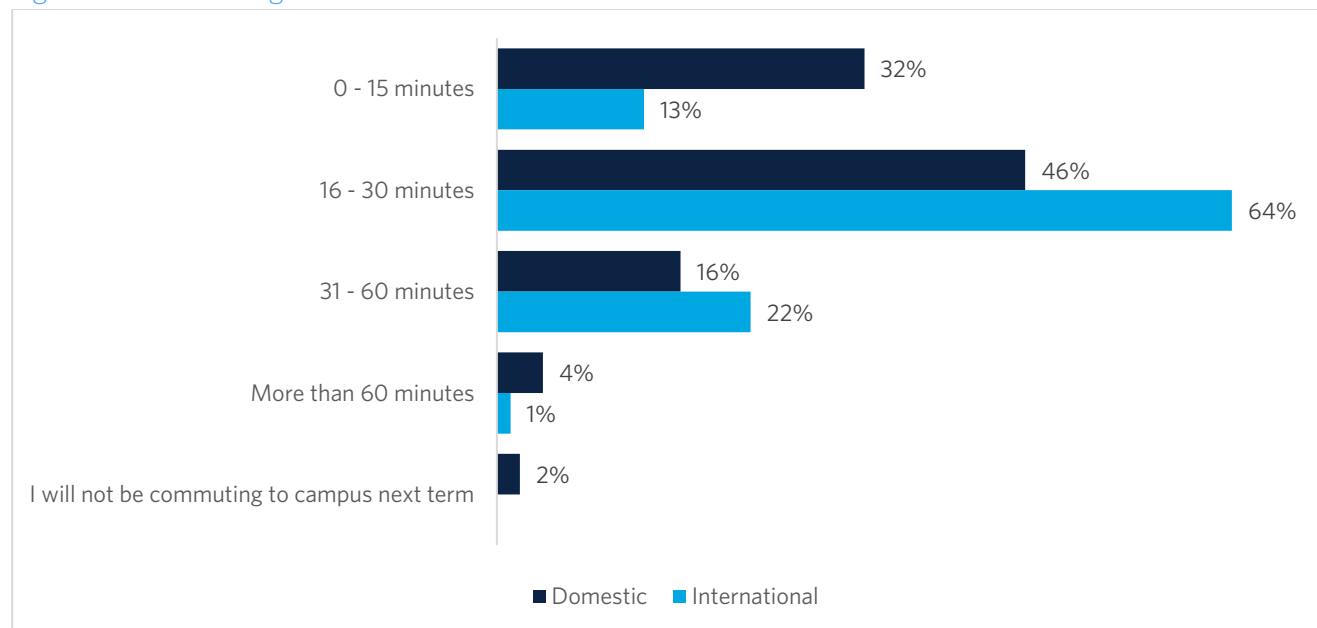
Figure 19: Commuting frequency



	Domestic		International	
	Count	%	Count	%
5+ days a week	20	40%	39	46%
3 - 4 days a week	20	40%	29	34%
1 - 2 days a week	1	2%	2	2%
Don't know yet	8	16%	15	18%
I will not be commuting to campus next term	1	2%	0	0%
<b>Total</b>	<b>50</b>		<b>85</b>	

Among student respondents who plan to live near campus in the Academy Hill or Quail Ridge neighbourhoods or in the Central Okanagan, most international respondents expect their one-way commute to campus to take 16-30 minutes (64%, 55, n=86) while most domestic respondents expect their one-way commute to campus to take either 16-30 minutes (46%, 23, n=50) or 0-15 minutes (32%, 16, n=50).

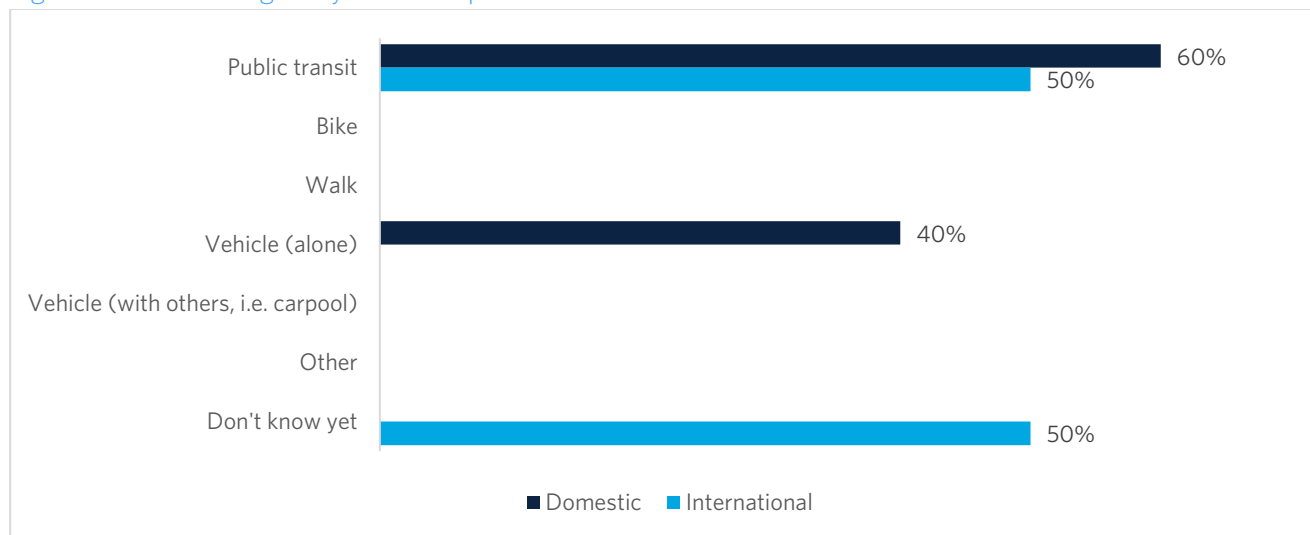
Figure 20: Commuting time



	Domestic		International	
	Count	%	Count	%
0 - 15 minutes	16	32%	11	13%
16 - 30 minutes	23	46%	55	64%
31 - 60 minutes	8	16%	19	22%
More than 60 minutes	2	4%	1	1%
I will not be commuting to campus next term	1	2%	0	0%
<b>Total</b>	<b>50</b>		<b>86</b>	

Students who plan to live in UBC student housing on campus are most likely to use public transit to travel off campus (to buy groceries, run errands, go shopping, go to work, etc.) (domestic: 60%, 3, n=5; international 50%, 3, n=6).

Figure 21: Commuting away from campus

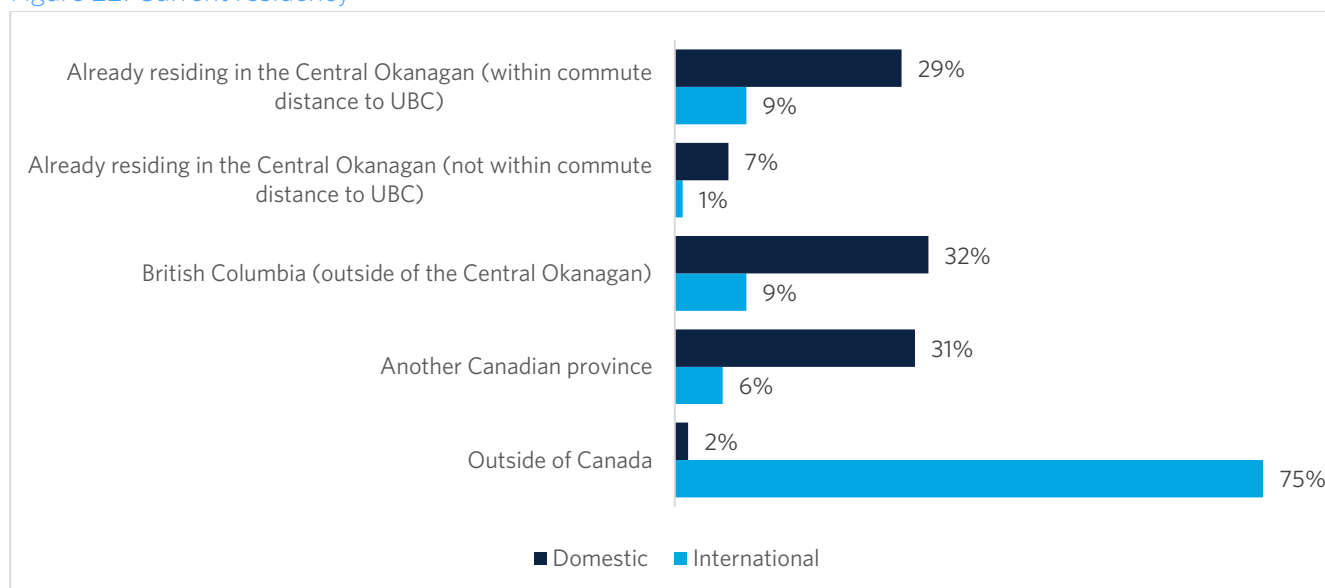


	Domestic		International	
	Count	%	Count	%
Public transit	3	60%	3	50%
Bike	0	0%	0	0%
Walk	0	0%	0	0%
Vehicle (alone)	2	40%	0	0%
Vehicle (with others, i.e. carpool)	0	0%	0	0%
Other	0	0%	0	0%
Don't know yet	0	0%	3	50%
<b>Total</b>	<b>5</b>		<b>6</b>	

## Residency Plans

Seventy-five percent of international respondents were currently living outside of Canada (74, n=99), while domestic respondents were fairly evenly split between currently residing in British Columbia (outside of the Central Okanagan) (32%, 19, n=59), residing in another Canadian province (31%, 18, n=59), and already residing in the Central Okanagan (within commute distance to UBC) (29%, 17, n=59).

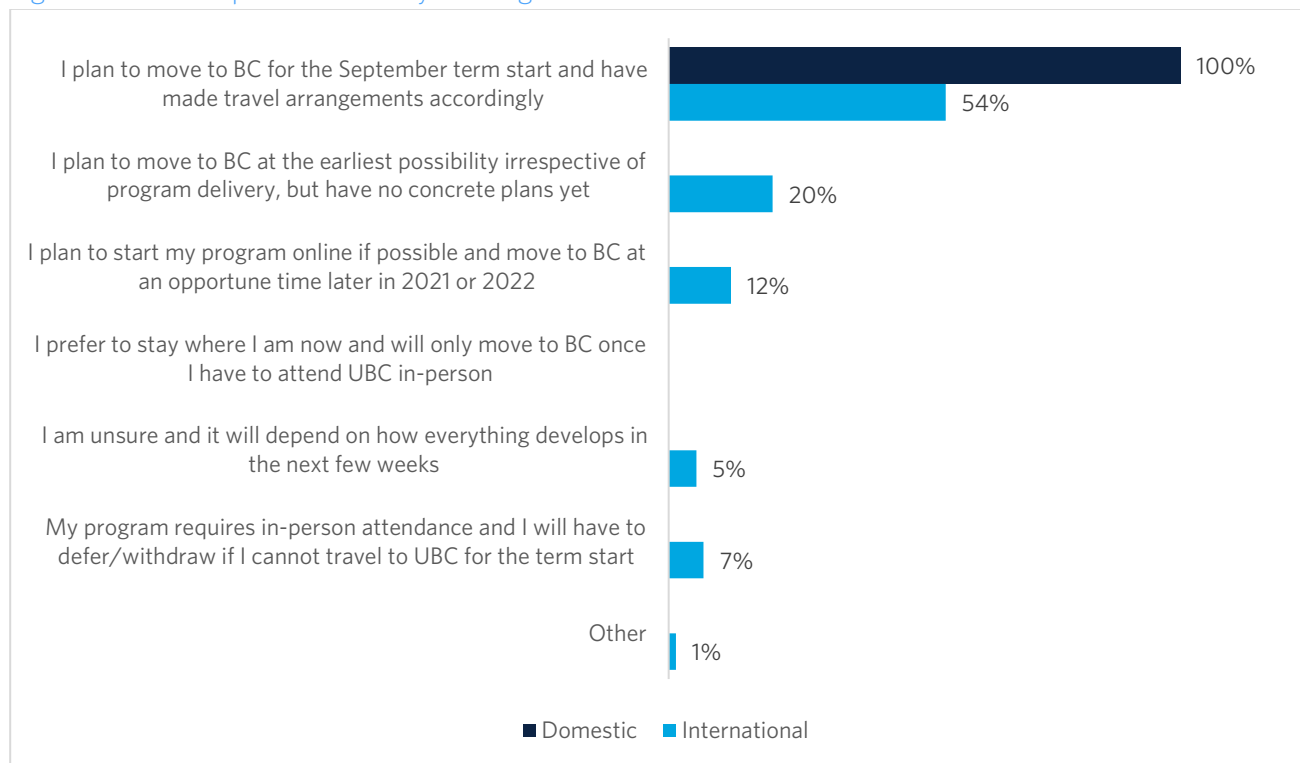
Figure 22: Current residency



	Domestic		International	
	Count	%	Count	%
Already residing in the Central Okanagan (within commute distance to UBC)	17	29%	9	9%
Already residing in the Central Okanagan (not within commute distance to UBC)	4	7%	1	1%
British Columbia (outside of the Central Okanagan)	19	32%	9	9%
Another Canadian province	18	31%	6	6%
Outside of Canada	1	2%	74	75%
<b>Total</b>	<b>59</b>		<b>99</b>	

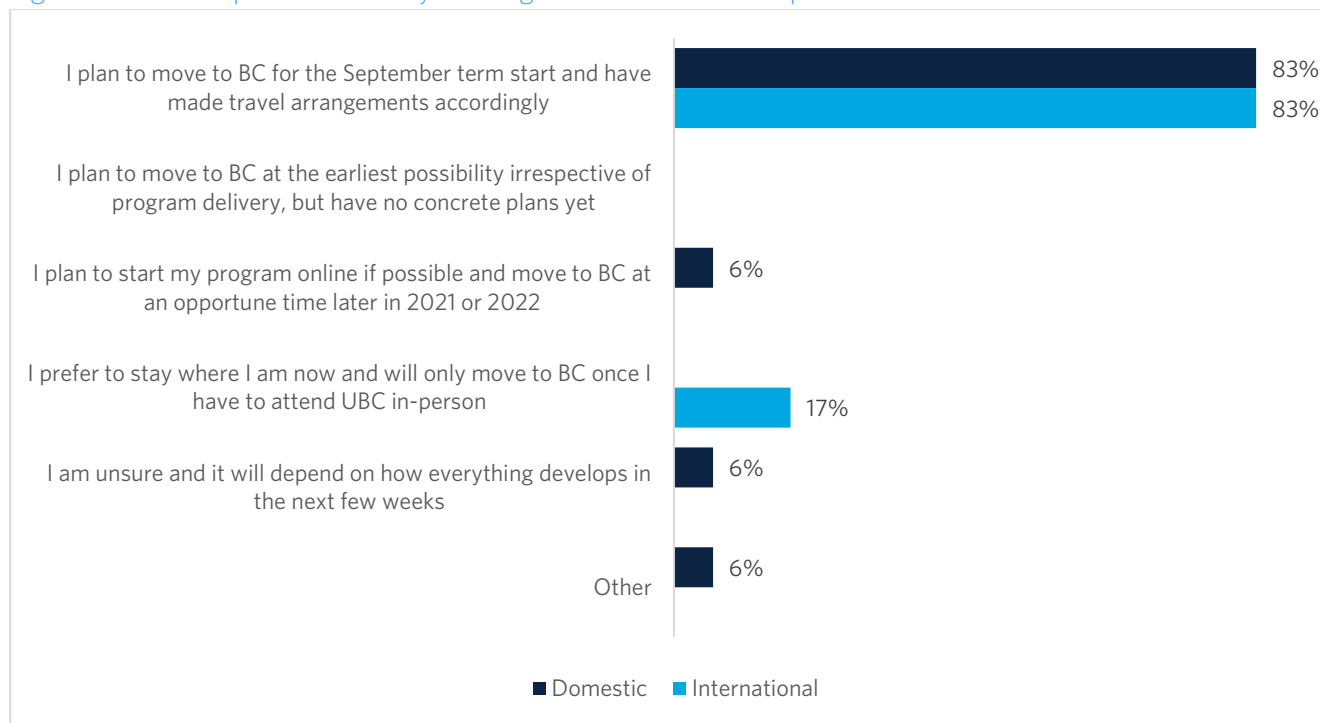
Survey respondents currently living outside of Canada were most likely to plan to move to BC for the September term start and have made travel arrangements accordingly (domestic: 100%, 1, n=1, international: 54%, 10, n=74). Similarly, respondents currently residing in another Canadian province were also most likely to plan to move to BC for the September term start and have made travel arrangements accordingly (domestic: 83%, 15, n=18; international: 83%, 5, n=6) and respondents currently living in British Columbia, either outside of the Central Okanagan or in the Central Okanagan (not within commute distance to UBC) were most likely to plan to move closer to UBC for the September term start and have made travel arrangements accordingly (domestic: 82%, 18, n=22; international: 60%, 6, n=10).

Figure 23a: Travel plans – currently residing outside of Canada



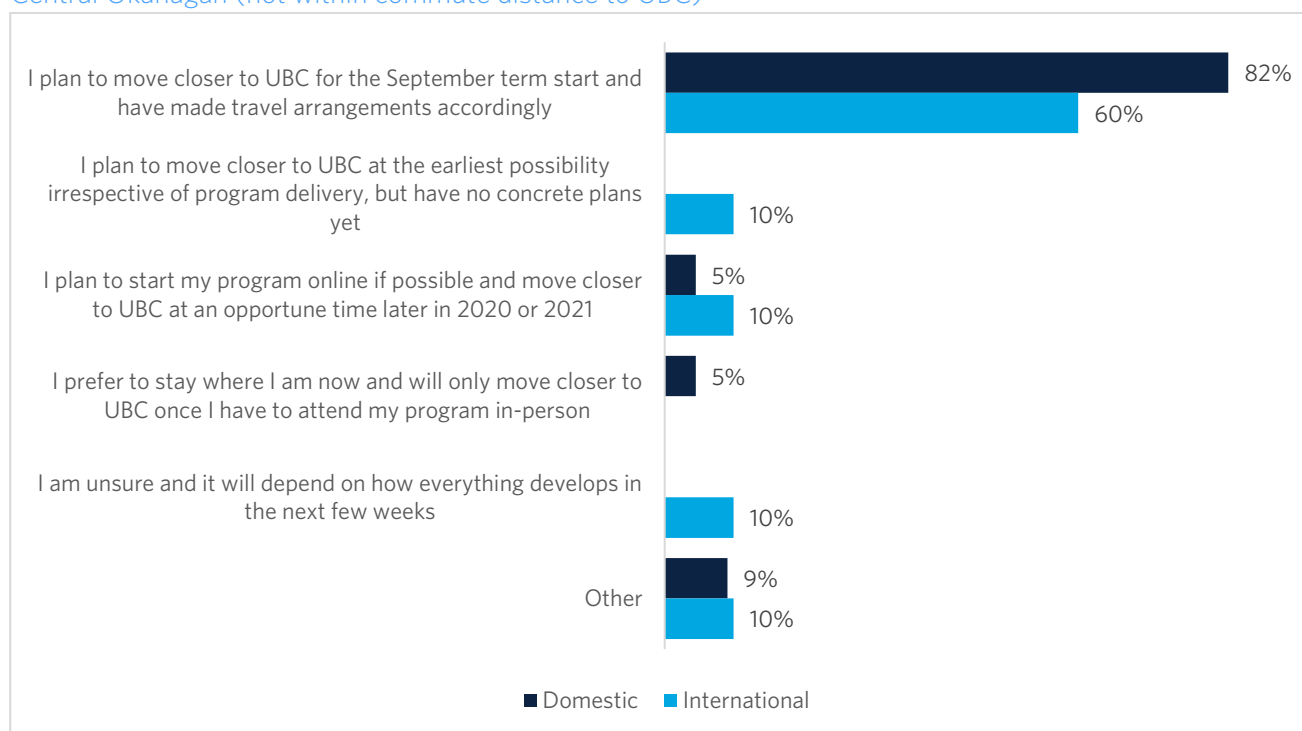
	Domestic		International	
	Count	%	Count	%
I plan to move to BC for the September term start and have made travel arrangements accordingly	1	100%	40	54%
I plan to move to BC at the earliest possibility irrespective of program delivery, but have no concrete plans yet	0	0%	15	20%
I plan to start my program online if possible and move to BC at an opportune time later in 2021 or 2022	0	0%	9	12%
I prefer to stay where I am now and will only move to BC once I have to attend UBC in-person	0	0%	0	0%
I am unsure and it will depend on how everything develops in the next few weeks	0	0%	4	5%
My program requires in-person attendance and I will have to defer/withdraw if I cannot travel to UBC for the term start	0	0%	5	7%
Other	0	0%	1	1%
<b>Total</b>	<b>1</b>		<b>74</b>	

Figure 23b: Travel plans – currently residing in another Canadian province



	Domestic		International	
	Count	%	Count	%
I plan to move to BC for the September term start and have made travel arrangements accordingly	15	83%	5	83%
I plan to move to BC at the earliest possibility irrespective of program delivery, but have no concrete plans yet	0	0%	0	0%
I plan to start my program online if possible and move to BC at an opportune time later in 2021 or 2022	1	6%	0	0%
I prefer to stay where I am now and will only move to BC once I have to attend UBC in-person	0	0%	1	17%
I am unsure and it will depend on how everything develops in the next few weeks	1	6%	0	0%
Other	1	6%	0	0%
<b>Total</b>	<b>18</b>		<b>6</b>	

Figure 23c: Travel plans – currently residing in British Columbia (outside of the Central Okanagan) or in the Central Okanagan (not within commute distance to UBC)



	Domestic		International	
	Count	%	Count	%
I plan to move closer to UBC for the September term start and have made travel arrangements accordingly	18	82%	6	60%
I plan to move closer to UBC at the earliest possibility irrespective of program delivery, but have no concrete plans yet	0	0%	1	10%
I plan to start my program online if possible and move closer to UBC at an opportune time later in 2020 or 2021	1	5%	1	10%
I prefer to stay where I am now and will only move closer to UBC once I have to attend my program in-person	1	5%	0	0%
I am unsure and it will depend on how everything develops in the next few weeks	0	0%	1	10%
Other	2	9%	1	10%
<b>Total</b>	<b>22</b>		<b>10</b>	