

# Submission to the Provincial Funding Formula Review

JUNE 30, 2022



THE UNIVERSITY OF BRITISH COLUMBIA

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We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx on whose territories the campuses of the University of British Columbia have the privilege to be situated.

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm.

The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The xʷməθkʷəy̓əm and Syilx have been stewards and caretakers of these territories since time immemorial. To acknowledge and support this important role, UBC strives toward building meaningful, reciprocal and mutually beneficial partnerships with the xʷməθkʷəy̓əm and the Syilx.

With gratitude, we acknowledge that the activities of the University of British Columbia take place on traditional, ancestral and unceded territories of Indigenous peoples around the province.

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Front cover: Students in the Faculty of Forestry building on the UBC Vancouver campus.  
Back cover: Medical physics laboratory at UBC Okanagan is a multi-user facility with research interests in radiation oncology medical physics.

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Dear Dr. Wright,

Thank you for taking on this important review and for the opportunity to meet with you on May 24 to discuss some of our initial responses to the ten thoughtful questions you posed to all post-secondary institutions. I am pleased to provide you with more detailed responses to those questions in the written submission that follows.

The Public Post-Secondary Funding Review comes as British Columbia emerges from the global pandemic and navigates challenging and uncertain economic pressures in the context of geo-political change. The climate crisis, the importance of inclusion and the journey of reconciliation, along with the unprecedented pace of technological change, add layers of complexity.

For decades, the province's public post-secondary institutions have prepared British Columbians to succeed within a changing and complex world. This has been the collective work of institutions within the BC post-secondary system reflecting the different needs of individuals, employers, and communities across the province.

As a public institution with a provincial mandate under the *University Act*, UBC has an important role in contributing to the strength of the BC post-secondary education system. Committed to excellence in teaching, learning and research, UBC fosters student success in a wide range of fields and sectors that contribute to our province's social and economic vitality.

Established as a provincial university in 1908, UBC now comprises two main campuses in Vancouver and the Okanagan (Kelowna) and has a presence in every region of BC. This includes urban sites at UBC Robson Square, downtown Kelowna, the UBC Learning Exchange in Vancouver's Downtown Eastside, the Centre for Digital Media based at the Great Northern Way Campus and a new site in Surrey. UBC's health professions programs, including the distributed medical program delivered in collaboration with the University of Victoria and

the University of Northern British Columbia, include clinical education of medical students and other health professions at more than 80 clinical and academic training sites across the province.

As British Columbia has grown and changed, UBC has adapted to fulfill its provincial mandate. The university has diversified its academic programming and experiential learning opportunities and has deepened mental health supports and financial supports while taking action in our commitment to Indigenous reconciliation, equity, diversity and inclusion for all our students, faculty and staff.

Our capacity to educate and become a leader in fields that touch the lives of British Columbians has been supported by successive provincial governments' commitment to BC's uniquely differentiated post-secondary system through stable and predictable funding. This funding is critical to our success and the impact UBC makes. As a public institution, we are committed to the prudent stewardship of public resources, to upholding public trust, and to achieving a high return on the Province's investment in fulfilling our mandate.

We welcome the provincial government's decision to undertake a review of the public post-secondary system to ensure institutions have the resources they need to support economic recovery and student success. We look forward to continuing to work with you, the Ministry of Advanced Education and Skills Training and the broader community throughout the review process.

Yours sincerely,



**Santa J. Ono**  
President and Vice-Chancellor

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# What are the most important contributions that UBC makes to the economic, social, and environmental health of British Columbia?

UBC is committed to providing an exceptional learning experience for students, supporting research that makes a difference to the lives of British Columbians, and to advancing a just and sustainable society. With main campuses in Vancouver and Kelowna and learning sites and connections to communities across the province, we are working to shape a better future for all British Columbians.

## SUPPORTING AND GROWING DIVERSE TALENT

UBC's most significant contribution is through the education and training of our students who work across all sectors in roles that are vital to the economic growth, social well-being, and environmental health of the province.

Through education programs, research projects, and community engagement, UBC is active in communities across BC, such as in research forests in Williams Lake and Maple Ridge, the Geological Field School in Oliver, the Indigenous Community Legal Clinic in Downtown Vancouver, the West Kootenay Rural Teacher Education Program in Nelson, the Haida Gwaii Institute, the Canadian Hydrogen Intensity Mapping Experiment (CHIME) near Penticton, among many others.

To ensure programs are developed in alignment with student and industry input and reflective of market demand and provincial priorities, UBC and its Faculties maintain ongoing engagement with local, regional, and provincial employers, sector

associations and governing bodies to understand evolving demand and changes in needed skills and competencies. UBC offers experiential and work-integrated learning opportunities for students through a variety of programs and maintains the second-largest co-op program in Canada with 6,987 work terms completed in 2021.

UBC Extended Learning is also engaged with regional industry partners and industry-based experts to identify skills gaps and employer needs. Micro-credentials are a growing area of opportunity for Faculties at both campuses. With fourteen new micro-credentials, many have been funded by ministry grants and active planning is underway for tuition-funded offerings.

Over 58,000 undergraduate students are enrolled at UBC across an array of disciplines. UBC graduates go on to work and make contributions in all sectors of BC's economy and society, from social work, to health care, education, public policy,

### Teaching at a Glance (2021/22)

70,024 students enrolled at UBC (58,462 at the Vancouver campus; 11,562 at the Okanagan campus).

More than half of UBC students come from BC and approximately 65% come from the Lower Mainland.

15,726 degrees granted in 2021 (up from 14,944 in 2020)

362,000+ UBC Alumni (220,000+ in B.C.)

- Lower Mainland: 178,825
- Thompson Okanagan: 22,165
- Vancouver Island: 17,990
- Kootenay Rockies: 3,013
- Cariboo and North: 2,560

natural resources, high-technology, life sciences, environmental stewardship and climate action, finance, law, arts and culture.

In addition to the breadth of undergraduate programs, graduate programs at UBC are a key source of talent. Students with advanced skills and knowledge, and those with interdisciplinary skills, are now required for in-demand professions. Data science, artificial intelligence, advanced manufacturing, machine learning and other advanced disciplines are permeating all areas of the economy. Graduate students are part of a highly skilled workforce that supports and attracts industry and delivers government and social services. They also play critical roles in supporting

the province's ability to respond to increasingly complex challenges, such as the climate crisis, in health care, pandemics, and technological change.

UBC also attracts significant international talent to the province, with application rates at the Okanagan campus, for instance, almost doubling from 2017 to 2021. These students are a direct source of new talent for the province, with many choosing to remain in BC permanently after graduation. While the UBCO campus attracts 25% of its student body from the Okanagan region, approximately 50% of graduates, which includes international students and domestic students from outside the region, decide to settle in the Okanagan Valley.

### A SOURCE OF IDEAS, INNOVATION AND SOLUTIONS

UBC's provincial research mandate is foundational to our students' education and training experience and a source of new knowledge, technologies, and practices that inform public policy, create new products that help drive growth, and improve health and well-being. The COVID-19 pandemic has highlighted the benefits of BC-based discovery and research at UBC, from treatments and health impacts to societal impacts such as quarantine measures.

These benefits extend beyond the pandemic, as UBC faculty and students develop solutions to complex societal challenges. For example, Dr. Evan Wood, Canada Research Chair in Inner City

Medicine at UBC's Faculty of Medicine, founded the British Columbia Centre on Substance Use, which trains and educates health care providers to increase the system's capacity for mental health and addictions care and treatment.

UBC also contributes to BC's rapidly growing technology sector which has launched many new companies now anchored in the province and attracting investment, and has spurred innovation in traditional industries, such as the natural resource sector.

UBC has long-standing collaborations with the forestry and mining sectors through initiatives and centres such as the Wildlife and Carbon Project,

#### Research at a Glance (2020/21)

- \$759M research funding from government, industry and not-for-profit partners.
- Approximately 10% (\$75M) of which is funded by the BC government.
- 2,500+ Research projects with industry, government and non-profit partners
- >900 Partnerships with Canadian companies, including 350 with BC. companies
- 90%+ per cent of industry-sponsored university research in BC.
- 85%+ of all health research in BC's PSE system
- UBC has more than active 450 licensing agreements for its technologies across the world.
- Since 2013, entrepreneurship@UBC and the UBC Seed Fund have incubated and accelerated 476 companies.

the development of the “3-PG” predictive carbon model, research and industrial application of carbon capture in mine tailings, and the work of the Bio-Products institute to develop innovative new materials from forest biomass.

UBC is also a catalyst for innovation in BC’s health care system, producing talent in health regions across the province, as well in developing new discoveries and therapies. Examples include developing HIV/AIDS treatment protocols, advancing diabetes and cancer therapeutics, and treating macular degeneration. In high-technology, researchers at the Stewart Blusson Quantum Matter Institute are designing materials that serve as building blocks for future ultra-high-performance technologies.

UBC’s research contribution to provincial economic growth is notable in the rise of BC’s life sciences sector, which comprises more than 1,120 companies, 17,300 employees, \$5.4 billion in annual revenue, and nearly \$500 million in exports. With decades of research and collaboration, BC’s life sciences sector has become a national and global leader. It includes successful UBC spin-offs such as AbCellera, Acuitas and Precision Nanosystems, as well as Canada’s largest biotechnology employer (StemCell Technologies), some of Canada’s largest home-grown biotech companies (Zymeworks, Aurinia), and the largest medical device design company in the country (Starfish Medical), many of which are closely affiliated with UBC. These employers are making deliberate decisions to remain in BC, creating jobs and driving economic development based on the strength of the provincial ecosystem.

#### COVID spotlight

UBC research played a major role in the Pfizer-BioNTech COVID-19 vaccine—a key component of which was developed by **Acuitas Therapeutics**, formed out of UBC research labs.

**AbCellera**, another UBC spin-off, recently completed the largest ever IPO by a Canadian biotechnology company. The company is building new offices, labs and production facilities in Vancouver and plans to create hundreds of new jobs in BC. Approximately half of its workforce is made up of UBC graduates.

#### COMMITTED TO CLIMATE ACTION AND ENVIRONMENTAL HEALTH

UBC has been committed to active climate leadership for over two decades. By greening our campuses, using *Campus as a Living Lab* to advance research on climate action and share results with partners to help meet climate goals, or leading partnerships to address the climate emergency, UBC is positioned at the forefront of climate action. UBC’s commitments are set out in several guiding documents, including the 2019 Declaration on the Climate Emergency, the 2021 Climate Emergency Task Force Report, and UBC’s Climate Action Plan 2030 (CAP2030).

CAP2030 contains ambitious emissions reduction targets, including a 45% reduction in commuting emissions relative to 2010, and 100% low carbon energy sources for the Academic District Energy

System. UBC’s approach to the climate emergency also centres climate justice and connects some of the university’s key strategic priorities, such as reconciliation and equity, diversity, and inclusion. The university also supports numerous teaching and research initiatives on the climate crisis, including:

- **UBC Sustainability Scholars:** a paid internship program matching UBC graduate students with on- and off-campus sustainability partners (e.g., TransLink, Atira Women’s Resource Society, the Ministry of the Environment) to work on applied research projects that advance sustainability.

- **SEEDS (Social Ecological Economic Development Studies) Sustainability Program:** creates student-led applied research opportunities to enable students to work with UBC staff, faculty and community partners to address critical societal issues.
- **UBC Okanagan** launching Canada's first undergraduate degree dedicated exclusively to sustainability (with 4 specializations) in 2022.
- **Clean Energy Research Centre:** collaborating with the government and industry to develop clean energy technologies.
- Climate Ready Building Requirements (new capital projects) and Building Tune-Up Program (saves over 38,000 GJ of natural gas annually at UBCV).
- UBC Okanagan's Skeena Residence, the first Passive House dormitory in Canada.
- Transformation of an entire campus block at UBCV into a smart energy district.
- Implementation of a responsible investment framework, which includes divestment from fossil fuels, a 45% reduction in portfolio carbon emissions by 2030.

The university continues to pilot innovations that are being adopted more broadly to accelerate climate action, including:

- Expansion of the Bioenergy Research Demonstration Facility (BRDF) at UBC Vancouver to generate an additional 12 Megawatts of renewable thermal energy for heating campus.
- The Zero Waste Action Plan including reducing food waste, eliminating single-use packaging and installing sensors to collect data on bin fill-up levels and contents.

- A collaborative approach to accelerating climate action, leading the University Climate Change Coalition (UC3), hosting the UC3 Vancouver Summit in 2022, and sending an eight-person delegation to COP26 in 2021, who then shared what they learned with the UBC community.

## DIRECT ECONOMIC ACTIVITY

The university's teaching and research activities have direct and indirect, public and personal socio-economic benefits, all of which contribute to a future-oriented, sustainable economy. In addition, the university's day-to-day operations are significant.

The UBC Vancouver campus is made up of a diverse community of more than 58,000 students and more than 16,000 faculty and staff and is home to approximately 15,000 residents in campus neighbourhoods and 13,000 in student housing. The Vancouver campus sees an estimated daytime population of more than 80,000 with approximately 120,000 individual trips between campus and the greater Metro Vancouver region. The UBC Okanagan campus is made up of almost 12,000 students and more than 3,000 faculty and staff. The university's growing housing portfolio directly employs hundreds of people, who construct, maintain, and support this extensive

enterprise. Additionally, the additional units help ease pressures on the Kelowna and Vancouver housing markets.

Currently, the university is overseeing more than \$1 billion in active capital projects in Vancouver and Kelowna. The projects include student housing and new research and learning infrastructure. More than 85% of this activity is self-funded, utilizing the university's endowment, in addition to the generosity of donors. Add to this approximately \$50 million in annual routine capital projects that maintain and/or update facilities, supported by \$35 million from provincial funding annually. Individual faculties also undertake various routine capital projects, amounting to, on average, \$120 million per year. UBC creates considerable economic stimulus—in Vancouver, Kelowna and throughout the province—through its size, scale, and impact across industries and sectors.



# What is UBC doing to promote Reconciliation with Indigenous People and First Nations?

Reconciliation with Indigenous peoples is one of the greatest imperatives facing society today. PSIs have a major role to play in this process, providing opportunities and supports for Indigenous students, faculty and staff; educating all students and community members about Indigenous culture and language and the history of colonial-settler relations; and providing support for Indigenous research partnerships.

With the launch of the 2020 Indigenous Strategic Plan (ISP), UBC became the first university in North America to commit to implementing the United

Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The ISP outlines eight goals and 43 actions through which to advance its vision of UBC as a leading university globally in the implementation of Indigenous peoples' human rights. The ISP represents a university-wide response to the provincial government's adoption of UNDRIP, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the Calls to Action of the Truth and Reconciliation Commission (TRC). Below are highlights of how UBC is advancing the ISP.

## Aboriginal Access Program

The En'owkin Centre and UBC Okanagan offer Indigenous students the opportunity to register in university-level courses without registering in a degree program or undergoing the university's standard admission process.

Students experience college and university life, develop and upgrade skills that enable their success as learners. Ultimately, UBC Okanagan's philosophy is that every Indigenous student who wants to attend the campus is accommodated.

## STRENGTHENING RELATIONSHIPS WITH UBC'S HOST NATIONS

The ISP guides UBC's engagement with Indigenous peoples, including with our principal host nations of Musqueam and the Okanagan Nation Alliance. UBC's Vancouver Point Grey campus is located on the traditional, ancestral and unceded territories of Musqueam (x̣ʷməθkʷəy̓əm). The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation. The university strives toward building meaningful, respectful, and reciprocal partnerships with our host nations.

Musqueam and UBC have a long history of partnership which was strengthened in 2006 with the signing of a historic Memorandum of Affiliation to further the sharing of knowledge and the advancement of Musqueam presence at UBC.

In 2020, UBC began moving forward in a deeper engagement with Musqueam toward a co-developed renewed Relationship Agreement. A recent example of the impact of this relationship is the generous gift by the x̣ʷməθkʷəy̓əm (Musqueam) Nation of the hə́nqəmiṇə́m-language name for UBC's newest residence, tə́ ʃx̣ʷhəlelə́m tə́ ḳʷaʃḳʷəʔaʔ4 (The Houses of the Ones Belonging to the Saltwater). Once finalized, the Musqueam Relationship Agreement will be an important part of UBC's commitment to strengthening the university's enduring relationship with Musqueam and to reconciliation, in alignment with UBC's Indigenous Strategic Plan, the TRC's *Calls to Action*; UNDRIP; and the BC Declaration on the Rights of Indigenous Peoples Act.

UBC is also further strengthening the relationship with the Okanagan Nation Alliance through a new Memorandum of Understanding, which is anticipated to be finalized at the end of this year. The commitment to ongoing collaboration builds on the original ONA-UBC MOU that was signed when the campus was created in 2005 and re-signed in

2012, with both parties recommitting themselves to enhancing education and support for Okanagan Indigenous peoples. The new MOU will include an agreement with the En'owkin Centre to outline collaboration in teaching the Okanagan Nation's history, culture, language, philosophy and knowledge.

## TRC 16: Aboriginal Languages

In 2019 UBCV created Canada's first major and minor (BA) in First Nations and Endangered Languages, based in the 25-year-old Musqueam Language Program, co-created with the Musqueam Indian Band.

In 2021, UBC's Okanagan campus became the first university in Canada to offer a bachelor's degree in a specific Indigenous language fluency.

The Bachelor of Nsyilxcn Language Fluency (BNLF) program, created in collaboration with the Nicola Valley Institute of Technology (NVIT) and the En'owkin Centre will provide a comprehensive and high-quality education in Nsyilxcn—the language spoken by members of the Syilx Okanagan Nation—promote new, fluent speakers with a deep understanding of the language, culture, and customs.

## RECRUITING AND SUPPORTING INDIGENOUS STUDENTS

UBC continues to support and encourage Indigenous people to study at UBC and works to support Indigenous students' academic and personal success through financial supports allocated for Indigenous students. In FY2021-22, UBC Indigenous students received \$17.8 million in total financial support, an 18% increase over the previous year.

The number of Indigenous students at UBC has increased by 24% over the past five years and the university undertakes several targeted programs and services to support Indigenous students, including:

- Indigenous admissions pathways to widen participation and access for Indigenous learners
- Indigenous Graduate Pathways initiative to transition Indigenous undergraduate students to graduate studies led by Indigenous Graduate Student Advisor
- Indigenous Experiential Learning and Career Advisor
- Indigenous Co-Op Coordinator and Career Strategist
- International experiential learning opportunities for Indigenous students

## IMPLEMENTING THE ISP ACROSS UBC

From training more Indigenous doctors than ever before, to offering First Nations and Indigenous Studies, and Canada's first bachelor's degree of Indigenous language fluency, work is being done across faculties, departments, and units to advance the ISP. To support and guide our collective action, the Office of Indigenous Strategic Initiatives (OISI) was created in February 2021. Additionally, several Indigenous-led advisory committees

help to ensure UBC is taking an Indigenous-led, Indigenous human rights-based approach to transforming the overall culture of the university.

To support the implementation of the ISP, the Indigenous Strategic Initiatives (ISI) Fund was launched to advance ISP priority actions. Up to \$4-million dollars in ISI funding is available in 2022 for new or existing projects (including student led

initiatives). As the largest university in the province with almost 70,000 students and as one of BC's biggest public employers, UBC plays an integral role in ensuring BC's economic recovery is achieved in

partnership with Indigenous peoples. It is through actions taken together with Indigenous peoples that UBC is taking concrete steps to advance meaningful reconciliation.

Q#3

## What is UBC doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?

As a public institution, UBC has an established track record of promoting equitable access to post-secondary education for disadvantaged and underrepresented populations, with both financial and targeted non-financial supports and services for students.

### EXPANDED STUDENT FINANCIAL SUPPORTS TO PROMOTE EQUITABLE ACCESS

UBC's funding for student financial supports has increased year-over-year for the last eight consecutive years. Support is primarily derived from three key sources: UBC funding, government funding, and donor funding. UBC funding has increased substantially in terms of the number of students receiving support, and now accounts for over \$131 million per annum, reflecting the university's commitment to supporting equitable access by offering a wide and expanding range of financial support programs and sources of funding for students.

UBC's financial support to students, who may come from disadvantaged socio-economic circumstances, includes subsidized housing through the Student Housing Supplement Grant; below-market rent to students in need; the Beyond Tomorrow Scholars Program which offers financial supports for Black Canadian students transitioning to UBC; the UBC Access Promise which automatically assesses student bursary funding based on individual levels of need; and a \$10 million investment in student mental health initiatives over the next five years. Complementing these initiatives is UBC's Financial Aid Policy, which states that students will not be prevented from commencing or continuing studies for financial reasons alone.

UBC has also taken deliberate action to better incorporate student perspectives into affordability considerations. In March 2022, UBC approved the Student Affordability Plan ("SAP") based on extensive consultation. The plan was presented by a task force led by students, staff, and faculty from both UBC campuses. The SAP's ten recommendations across five key objectives (see [Appendix A](#)) cover a multi-year time horizon to help focus UBC's collective effort toward removing affordability barriers for students. A dedicated implementation team is developing a multi-year roadmap for each recommendation, and UBC is addressing a subset in the short-term: updates to tuition consultation processes with students, and efforts to reduce textbook and digital assessment costs wherever possible.

## Robust and growing financial support to UBC students in need

- A total of **23,560 students** received UBC Funding in 2021-22, representing a 31% year-over-year (YoY) increase in the number of recipients.
- **UBC Funding** accounted for \$131.2 million in student financial support, 20% more than the previous year.
- **Government Funding** accounted for 53% (\$210 million) of total financial support, with a YoY decrease driven by resumption of weekly Canada Student Loan amounts to pre-pandemic levels.
- **Donor Funding** represented 7% (\$27.6 million) of total financial support—surpassing contributions from this group in prior years.

## UBC OFFERS PROGRAMS, INITIATIVES, AND SERVICES TARGETED TO PROMOTE EQUITABLE ACCESS

UBC is building a university that is representative of all, including populations from disadvantaged socio-economic backgrounds. Beyond funding, UBC supports equitable access through tailored services intended to enable success throughout the student's journey through post-secondary education. The Vancouver Indigenous Students' Collegium supports Indigenous student success by offering peer support and mentorship, student resources, and social activities, all intended to foster supportive communities for these students. Similarly, the First Nations House of Learning has an explicit mandate to improve access to UBC resources for Indigenous people and improve the institution's ability to meet their needs as students. The Indigenous Undergraduate Research Mentorship Program provides opportunities for Indigenous undergraduate students with interests in academic research to be paired with an on-campus faculty member.

The institution is also improving equitable access through its recruitment, advising, mentorship, and professional development services. Student Recruitment and Admissions (SRA) recently offered a program, "Your Guide to Getting into a Canadian University" to racialized students across the country, with over 40 high school students participating in a three-week virtual program.

"Destination UBC" targets Indigenous and Black high school or transfer students admitted to direct entry undergraduate programs and subsidizes travel, accommodation, meals, and programming to foster a sense of community and belonging—

28 Black and 79 Indigenous students participated in 2022. The SRA team also offers Indigenous-specific campus tours, student ambassadors, and high school admission presentations (distributed to rural communities without stable internet access). Lastly, the "Experience UBC" program hosts high school students on the University's Okanagan campus and provides travel subsidies and lunch to students in financial need, along with an Indigenous-specific version of the program located at the Vancouver campus.

UBC's efforts to promote equitable access also include tripling the number of students studying through post-care tuition waivers from 2016 to 2021. UBC Okanagan's Access Studies program is a successful example of UBC's work to increase access for Indigenous students: approximately one-third of the campus' nursing students are Indigenous, many of whom graduate and work locally to improve the health and access to health care of surrounding communities and populations.

The Centre for Accessibility supports over 3,900 students living with disabilities or ongoing medical conditions who require academic or non-academic accommodations. The Centre connects students to community and government agencies to support funding and adaptive technology needs.



# What are UBC's major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?

UBC faces a number of significant challenges in its contributions to British Columbia: increasing competition for staff and faculty driven by costs of living; constraints on enrolments and tuition revenues; a low-risk tolerance to rapid change on the part of some of our stakeholders; and complex program approval processes inhibit institutional agility.

## TALENT RECRUITMENT AND RETENTION

While cost of living increases constitute an emerging global issue, UBC's students and faculty are particularly challenged by access to affordable housing. UBC attempts to offer competitive salaries relative to the post-secondary sector, as well as targeted incentives aimed at high housing costs. For example, the Faculty Home Ownership Program provides access to prescribed interest rate loans and housing assistance. Despite this, recruitment and retention challenges persist and are expected to worsen in the coming years. Skyrocketing housing and living costs can reduce UBC's competitiveness for prospective students and educators relative to other areas of Canada and the world, which in turn may restrict the impact that the institution can make on British Columbia.

Similarly, challenges in accessing child care erode UBC's competitiveness relative to other institutions where child care may be more readily available. This is particularly difficult for younger candidates who may be starting families. This issue persists despite UBC operating one of the largest child care systems in the province, UBC Child Care Services, which provides over 600 spaces annually and aspires to expand this capacity over time. Demand for child care consistently outpaces the supply of spaces, as evidenced in part by lengthy waitlists for UBC's in-house service.

UBC's recruitment and retention challenges have also been driven in part by increased student and societal expectations for staff, faculty, and institutions more broadly. The need to support and incorporate critically important priority initiatives into daily teaching and work tasks (e.g., Inclusion Action Plan, Indigenous Strategic Plan) is particularly burdensome for IPBOC faculty members who are regularly called upon to advise and implement initiatives. Expectations as to the scope and breadth of services that an institution should offer to its students, faculty, staff, and surrounding communities have strained capacity and resources.

## Key Facts

- 2022 Statscan data suggests ~52% of BC parents said they have difficulty in finding child care, in contrast to Ontario's rate of ~41%.<sup>1</sup>
- The average price of a single home in Vancouver is \$2,294,625, 62% higher than the average price in Toronto (\$1,430,633).<sup>2</sup>
- The average price of a single home in Kelowna in 2021 was \$1,302,881, a 21% increase from 2020 (\$1,081,084).<sup>3</sup>
- Despite successes in reducing the turnover rate by 2% from 2018 to 2020, there was nearly a 3% spike in 2021, leading to a 7.8% voluntary turnover rate.<sup>4</sup>

## FINANCIAL PRESSURES, CHANGING SOURCES OF OPERATING REVENUE, AND POTENTIAL RISKS TO INTERNATIONAL ENROLMENT

In parallel to the expanding scope and breadth of services and roles that a post-secondary institution now provides, BC's provincial operating grants, when adjusted for inflation, are at a comparable level to a decade ago (see [Appendix D](#)). During this time, while tuition revenue has almost doubled due primarily to international student enrolment, funding for services such as increased student mental health supports and work-integrated learning opportunities have largely come through increased revenues from international students.

BC leads Canada in the proportion of international students relative to total enrolment (see [Appendix D](#)), which has helped PSIs respond to rising operating costs while providing a pathway for needed future workers. However, this reliance on international tuition in the absence of increases to provincial operating grants puts institutions, the PSE system, and the Province at risk of losing revenue if demand shifts unexpectedly or geopolitical issues emerge. These financial pressures collectively limit UBC's ability to expand and increase its impact throughout BC.

Another challenge linked to constrained provincial operating funding is the ability of UBC to meet domestic student demand for admission to UBC. Strong student success outcomes and a vibrant learning environment are shown in student demand for UBC programs that exceeds available seats by approximately 3:1 – an application-to-enrolment ratio that has held steady despite expansion at both campuses. Over the last year, the domestic undergraduate applicant pool increased by 13% for the Okanagan campus and 17% for the Vancouver campus, with UBC consistently exceeding provincially set enrolment targets with over 110% utilization for the last 5 years. (see [Appendix C](#) for further detail on ongoing demand, enrolment and utilization).

<sup>1</sup>Difficulty for parents and guardians in finding a child care arrangement, children aged 0 to 5 years (statcan.gc.ca)

<sup>2</sup>Price Quartiles and Averages: Absorbed Homeowner and Condo Units (cmhc-schl.gc.ca)

<sup>3</sup>Price Quartiles and Averages: Absorbed Homeowner and Condo Units (cmhc-schl.gc.ca)

<sup>4</sup>UBC IARP 2021-22

#### BENEFITS FROM A MORE STREAMLINED PROVINCIAL APPROVAL PROCESS

Research universities within BC's PSE system have rigorous program approval processes for new programs, degrees, or certificates, and include Senate oversight and detailed market assessments that gauge their potential viability for delivery. The provincial government's approval process can be, at times, cumbersome and redundant to UBC's internal quality assurances through the academic Senates and the board. In turn, this reduces the institution's responsiveness to changing market, student, and/or societal needs and demands. BC's institutions could make more rapid and impactful contributions to the province's economy if external program approval processes are streamlined, adjusting program offerings more nimbly, based on evolving industry and employer needs.

The Province's approval program typically adds up to a full calendar year from program conceptualization to initial launch, and sometimes results in inconsistent recognition of BC's differentiated PSE system as a key strength. Individual Degree Quality Assessment Board assessments of joint programs involving multiple institutions are particularly challenged in having to obtain both internal and external approvals. Such programs benefit the PSE system and BC in several ways and could be deepened by incentives for specialized labs or programs that encourage BC post-secondary students to explore other institutions and regions throughout the province (e.g., in-province "exchange" semesters for domestic students).

Q#5

## What are the most significant contributions UBC makes in collaboration with other parts of BC's PSE system?

UBC's size and scale position the university to act as a partner within the BC PSE system on impactful programs and initiatives delivered in collaboration with other post-secondary institutions and key stakeholders in higher education.

#### UBC'S DISTRIBUTED HEALTH PROGRAMS EXTENSIVE COLLABORATION

UBC's lead role in delivering many provincial health programs requires extensive collaboration and partnership with peers in BC to supply health care providers across the province. Done in partnership with the Provincial Health Services Authority, five regional health authorities, and the First Nations Health Authority, these strong collaborations are enabling expansion of distributed health profession programs across the province. While enhancing program accessibility, learners complete their training in rural and underserved communities, where they are more likely to return to practice. They are also instrumental in the Province's response to health care delivery challenges, including physician and nursing shortages.

UBC's Faculty of Medicine offers innovative educational and research programs in health care and life sciences through an integrated model that is distributed across BC, the first of its kind in Canada. In addition to the Vancouver-Fraser Medical Program and Southern Medical Program hosted at UBC's Vancouver and Okanagan campuses respectively, the Northern Medical Program is delivered in Prince George through partnership with the University of Northern British Columbia, and the Island Medical Program is delivered in partnership with the University of Victoria. As a result of this collaboration since its launch in 2004:

- 288 first-year medical students and 362 first-year resident doctors are accepted on an annual basis, making it one of the largest medical programs in North America;
- 90% of UBC medical students remain in the province to practice;
- a material portion (14% in 2014) of students are from rural or remote regions of the province;
- and the program trains an increasing number of Indigenous physicians—achieving its goal of graduating 50 Indigenous MDs by 2020, five years ahead of its target.

UBC also operates the province's only entry-to-practice Masters degrees in Physical Therapy and Occupational Therapy, both of which have been recently expanded to Northern BC in collaboration with UNBC. The fully distributed Physical Therapy Program was launched in 2020, with 20 learners entering the program each year at UNBC; the Occupational Therapy Program, with 16 seats offered each year will launch in fall 2022. These strategic expansions will support recruitment and retention of Physiotherapists and Occupational

Therapists in areas of BC where acute shortages exists. Further expansion of health profession programs to the Fraser Region was also recently announced with the launch of the Physical Therapy Program in September 2022 and other health profession programs anticipated to soon follow.

In 2022/23, UBC's Faculty of Medicine will launch the Vancouver-Fraser Medical Program-Fraser Medical Cohort Year 3 Clinical Clerkship Program. This opportunity to conduct all 48 weeks of year 3 in Fraser Health will be provided to 32 students. While many of the current Vancouver-Fraser Medical Program students will continue to have clinical experiences in the Fraser Health Region, students in the Fraser Medical Cohort will have an early and enhanced opportunity to form deep connections with communities across the Fraser region, inspiring many to stay and practice.

#### Distributed Medical Program<sup>5,6</sup>

- UBC's distributed medical program, one of the first of its kind in the world and developed in partnership with the provincial government, UVIC, UNBC and provincial health authorities, is now ranked among the world's top medical schools.
- More than 90% of students who complete their undergrad and post-graduate medical training at UBC stay in BC to practice.
- More than 120 UBC Indigenous medical alumni have graduated as part of the Faculty of Medicine's Indigenous MD Admissions Pathway.

<sup>5</sup>UBC's Southern Medical Program celebrates 10 years of graduating doctors in B.C.'s Interior - UBC Okanagan News

<sup>6</sup>Celebrating Indigenous strength in medicine - UBC Faculty of Medicine

<sup>7</sup><https://physicaltherapy.med.ubc.ca/2014/11/21/northern-and-rural-cohort-travel-award-in-physical-therapy/>



## A HISTORY OF SUCCESSFUL PARTNERSHIPS WITH POST-SECONDARY INSTITUTIONS ACROSS BC

UBC also maintains active partnership agreements with colleges and teaching universities, enabling students to take the first year(s) of a program at another institution prior to transferring to UBC. Transfer students may follow a course-by-course model or be covered under one of several Block Transfer agreements between UBC and its PSI partners. BC's PSE transfer system enables student mobility and is a significant asset to the province. Transfer students are highly valued by programs and agreements include the BC Engineering Transfer Program, Camosun College Bridge Program, Okanagan College Bridge Program, NVIT Block Transfer, and the Okanagan Nursing Transfer Program. For additional detail on student transfer pathways into and beyond UBC, please see [Appendix B](#).

Beyond partnership and block transfer agreements, UBC collaborates closely with several of BC's other post-secondary institutions to offer specialized, blended programs of study that maximize the unique strengths and characteristics of each institution. Examples include the UBC-UNBC Bachelor of Applied Science in Environmental Engineering, the UBC-BCIT Honours in Biotechnology, and the Master of Digital Media Program offered jointly by UBC, Emily Carr University of Art + Design, the British Columbia Institute of Technology, and Simon Fraser University. It is UBC's desire to pursue more of these types of partnerships in the future, particularly as the university expands its regional presence in Surrey.

## UBC WORKS WITH KEY PARTNERS AND STAKEHOLDER GROUPS AS A HOST OF SEVERAL SYSTEM-WIDE SERVICES

UBC acts as a lead partner within multiple collaborative efforts. Population Data BC ("PopData BC") is a prominent example. It facilitates interdisciplinary research on the determinants of human health, well-being, and development and provides a suite of services to researchers, ensuring timely access to data and training required to address research questions on population health. Its origin traces back to the 1970s and has gradually expanded over several decades with the help of grant funding. UBC has supported its expansion over time to include Simon Fraser University and the University of Victoria in a partnership consortium that forms the organization's governance.

BCNET is a second example of UBC's role in PSI collaborations that benefit external stakeholders and communities. It is a not-for-profit shared services organization representing the interests of its PSI members and regularly engaging with

members to explore and develop solutions that meet their unique needs. Its aim is to add value to the PSE system through collaboration, realize cost efficiencies, and enhance service quality to further the mission of each of its members. UBC is one of three founding partners of BCNET, whose membership now comprises 41 universities, colleges, institutes, and research institutes from across the province.

# What stands in the way of UBC collaborating more with the rest of BC's PSE system?

While the BC post-secondary system currently enables considerable collaboration, silos across individual institutions exist and can act as barriers. All post-secondary institutions would benefit from a clear and detailed articulation of the Province's vision for the future of BC's PSE system that sets out and supports the differentiated mandates of colleges, institutes, teaching universities, and research universities and provides mechanisms and incentives for collaboration.

## A VISION FOR BC'S POST-SECONDARY EDUCATION SYSTEM

The MacDonald Report of 1962 stands as the foundation of BC's PSE system, to the benefit of British Columbians in terms of the impacts of each institution and the system overall. The hallmarks of the BC system: differentiation, institutional autonomy, collaboration and articulation and transfer; were envisioned in the report and are still present today, but some aspects have been diminished over time as competition between institutions has increased and mandates have become less clear. This suggests a need for a renewed vision from the Province for the long-term strategic direction of BC's PSE system.

The current level of competition results in a hesitancy amongst PSIs to share information and to collaborate, particularly in joint programming as institutions may feel the need to defend their share of tuition credits, budget, or program FTEs. This is accentuated by the processes institutions undertake to create strategic academic plans and to distinguish themselves for the purposes of the Degree Quality Assessment Board.

While collaboration has occurred through some institutions' own volition, the system would benefit from engaging together with the Ministry of Advanced Education and Skills Training to set out the vision, design, architecture, and collective direction of the BC public post-secondary system. To drive collaboration and reduce competition, this vision would need to reflect the differentiated teaching and research assets and strengths across institutions and situate the system within broader socio-economic planning at the provincial level.

As well, the system would benefit from broadening the role of institutions as active partners of the Province and the private sector, along a spectrum of activities including contributing to policy development, foreign investment attraction, onshoring new companies, and targeted research and development in key sectors of the economy.

This initiative would strengthen relationships and address regional disparities in access to post-secondary education through defined collaboration and partnerships. Financial incentives and establishing regular forums for dialogue with PSIs and system stakeholders, in part to develop leadership and increase collaboration, would both benefit the system and maintain the unique strengths of each institution. This would also carry the added benefit of increasing connections between institutions and provincial policy development, particularly on issues such as affordability, technological change, and shifting pedagogical paradigms.

As mentioned previously, collaboration could become increasingly prevalent and impactful (in the form of joint programs that bring the best of each institution involved) if the Province were able to streamline and accelerate key aspects of its program review and approval processes.

# What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

The accelerating pace of technological change, demographic shifts, reliance on international students, and broadening expectations on the roles a PSI should play in society are among the most influential trends that will impact British Columbia's PSE system in the coming decades.

## THE PACE, COST AND RISKS ASSOCIATED WITH TECHNOLOGICAL CHANGE ARE INCREASING

The trend of technological change and its impact across BC's PSE system increased markedly during the COVID-19 pandemic, as students, staff, and faculty gained extensive experience with online learning and teaching at scale. As a result, BC's PSE system recognizes both the benefits and limitations of online, multi-access and hybrid learning. As evidenced by extensive consultation throughout the UBC community, limitations include the need for greater accessibility and flexibility of course and program offerings. Over the next several decades, accelerating technological change and digital transformation will continue to drive more personalized approaches to post-secondary education. More specifically, it is anticipated that program delivery will evolve to be less monolithic in nature and seen as a continuous journey featuring more modular flexibility for learners.

Impacts of this trend also include the growing prevalence of automation and deployment of artificial intelligence technologies across provincial, national, and global economies. While these will impact the nature of UBC's program delivery itself, they will also continue to shift industry and employer requirements in a more rapid manner (e.g., increasing needs for technology skills and digital literacy). In addition, digital technology costs with respect to maintaining services offered by PSIs continue to increase— influenced in part by increasing complexity in technological challenges such as growing cybersecurity, data storage, and computing power requirements.

## EXTERNALITIES ARE INCREASING COMPETITION

With British Columbia's population growth rate declining to a growth rate of 1% in 2020/21, and with its population age distribution shifting towards older age cohorts (31% of the population is 65 years or older and expected to increase to 42% by 2041)<sup>8</sup>, institutions across the system will face increasing competition to attract young people preparing for post-secondary education and will need to be more strategic in enrolment planning.

In parallel, increasing numbers of mid-career professionals will be looking to access programs and/or services offered by BC's post-secondary institutions. This will be reflected in heightened demand for upskilling and reskilling, and for post-secondary education programming based on individuals' career advancement, career shifts, professional development, and personal interest. In turn, this trend will necessitate more deliberate and strategic planning to ensure that institutions'

<sup>8</sup>PEOPLE 2020 ([gov.bc.ca](http://gov.bc.ca))

program and service offerings are closely attuned to needs. With continuing labour market tightness, BC's post-secondary institutions could also support the Province through collaboration on pathways for immigrant education, as well as the training or retraining of new immigrants to support their long-term success in Canada.

Though not unique to BC's PSE system, international students make up a growing proportion of enrollments at institutions (e.g., in 2021/22, 27%

of UBC's student population was comprised of international students). The system will need to plan for the potential instability and the risks that geopolitical trends may pose to the financial sustainability of individual institutions. PSIs will need to monitor and adjust, as developments in international relations can disrupt flows of people and information within institutional partnerships.

Q#8

## How does UBC think the PSE system needs to evolve in response to those trends?

Robust investments in digital technologies, guided by well-informed digital strategies, will advance the efficiency of BC's post-secondary institutions, increase access for students, spur innovation in pedagogy, and align the education of BC students with the needs of the emerging digital economy. These digital investments can help create more flexible, adaptable systems that cater to different types of students and respond more directly to societal needs for and types of employment and research.

### INVESTMENT IN DIGITAL TECHNOLOGIES

With targeted, strategic investment over the long-term in digital technologies, UBC has responded to the trend of accelerating technological change. One example is UBC's Integrated Renewal Program (IRP), a multi-year initiative beginning in 2017 to transform administrative processes and technology system within its Finance, Human Resources, and Student functions. The IRP was developed in support of UBC's Strategic Plan (*Shaping UBC's Next Century*) and represents a \$380 million investment over more than five years.<sup>9</sup>

The IRP is currently focused upon implementation of Workday Student as UBC's anchor student information system (SIS) technology platform. UBC's legacy SIS system is over three decades old, and creates numerous challenges: several software components are no longer supported by their providers, and their fragility exposes UBC to operational and financial risk. Investing in Workday, next-generation foundational technology will ensure UBC's stakeholders have a modern, secure and accessible enterprise system. The IRP Student stream also includes 'point' solutions to address specific needs or functions by deploying software

alongside the core Workday system, e.g., supplemental software for financial aid. Investments in adoption of modernized technologies for SIS and other key internal functions at PSIs are an optimal strategy through which the BC PSE system can collectively respond to the trend of accelerating technological change.

UBC's Digital Framework is being formulated to deliver better outcomes for students, faculty and staff while ensuring digital equity. This framework is aligned to the Ministry's proposed Digital Learning Strategy, particularly in its highlight of the importance of digital fluency and accessibility. We also have invested significantly in cybersecurity, partnering with 5 other institutions to develop a national cybersecurity operations centre (CanSSOC) that will provide significant benefits to all 23 higher education institutions in BCNET. UBC is a founding member of BCNET, and has partnered to share its purchasing power (almost 50% of the entire PSE spend) with the BC PSE sector. UBC will welcome the possibility of providing shared services in line with the Ministry strategy to deliver IT services across the province.



## **FLEXIBLE, ADAPTABLE SYSTEMS FOR DIFFERENT TYPES OF STUDENTS AND NEW CHALLENGES**

Learning needs to be accessible, adaptable and flexible—tailored to individual, customizable student learning pathways, especially as students seeking upskilling are looking for part-time programs so they can continue to work and learn. Programming needs to be de-coupled from a rigid academic calendar along with hybrid, experiential and research-based learning options provided for students. A revamped credit system—allowing “stackable” micro-credentials can lead to formal degrees and learners to cycle in and out of different post-secondary institutions at various points of their learning pathways. These pathways may require that new undergraduate and graduate degree requirements are shorter—the 4-year undergraduate degree might become 3 years and the 7 year PhD might shorten as well. Curriculum needs to be embedded with indigenous ways of knowing, as well as other cultural systems to ensure that graduates from BC post-secondary institutions are equipped with deep understanding of our host nations and our diverse population.

More flexibility is also required as we move to collaborative, transdisciplinary PhD and research Masters programs that cultivate preparation for a broad range of careers (not just academia) through various experiential opportunities and partnerships. As a result, institutions can explore new types of faculty members, such as professors of practice, who become bridges between academia and other employment sectors. At the same time, institutions need to strengthen existing and significantly increase partnerships with other global universities, institutions, NGOs, foundations, research centres and corporations.

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<sup>3</sup>[UBC's long-anticipated \\$336-million software renewal partially launches \(ubyssey.ca\)](https://www.ubyssey.ca/news/ubc-anticipates-336-million-software-renewal-partially-launches/)

# How does UBC need to evolve in response to those trends?

Building upon potential PSE system responses to the future trends, UBC can play an important role in partnerships with both industry and other PSIs, prioritizing implementation of a series of key strategic plans that may address one or more of these trends.

## INCREASE REGIONAL PARTNERSHIP AND COLLABORATION WITH INDUSTRY PARTNERS AND OTHER POST-SECONDARY INSTITUTIONS

UBC is positioned to play a larger role within the system in supporting the creation of more intensive partnerships and collaborations with industry, as well as other institutions. Industry collaborations enable high-impact experiential educational opportunities and student placements, as well as higher levels of innovation. The provincial government can help drive change across the PSE system through targeted support for infrastructure to enable these partnerships.

In addition, the Province could consider implementing specific financial incentives to encourage partnerships in program development and delivery, between institutions. These measures would allow UBC to increase partnerships with industry and other PSIs and ensure that educational offerings are closely attuned to market and industry needs, including digital skills and literacy.

## STRATEGIC PLANNING, IMPLEMENTATION AND OUTCOMES

As noted previously in responding to pressing societal issues such as reconciliation, systemic racism, and climate change, UBC has engaged extensively with our community in formulating plans and approaches that are being actively implemented across the university.

To advance reconciliation with Indigenous People and First Nations, UBC will continue to implement its Indigenous Strategic Plan. To address systemic racism and promote inclusion, UBC will continue implementation of 54 recommendations published by the Anti-Racism and Inclusive Excellence Task

Force in April 2021, as well as the earlier Inclusion Action Plan. To support our students' access to education, we are putting into practice the recommendations of the Student Affordability Plan Task Force.

UBC's digital framework will guide our investments and engagement with information technology in the post-pandemic context. Ultimately, it will focus on opportunities to strengthen working relationships across the institution and the system, reinforcing commitments to inclusion, collaboration, and innovation.

## FLEXIBLE PATHWAYS FOR DIFFERENT TYPES OF EARNERS

As mentioned in earlier sections, UBC is actively engaged in responding to the many trends that are changing learning paradigms and necessitating new, innovative responses across the different dimensions of the university in order to support the success of our students. We look forward to

partnerships with our colleague post-secondary institutions as we develop new models and methods for achieving this individually and collectively as a system.

# What modifications to the funding formula would UBC recommend?

The university applauds the objectives the provincial government has set out for the funding formula review and for seeking input on modifications.

## STRENGTHENING BC POST-SECONDARY SYSTEM

With a goal of strengthening BC's post-secondary institutions and the system overall, UBC supports the principles underlying the review and specifically the development of a new funding model that is:

- transparent, adaptable, stable and predictable
- improves performance output
- encourages innovative research
- recognizes non-government revenue
- incentivizes collaboration

Other recommended modifications to the funding formula include:

- recognition of operating costs associated with the need for a greater range and level of services to support students;
- recognition of true program delivery costs and the gap between funding and tuition levels;
- funding in response to critical digital infrastructure to support both teaching and learning and operational requirements around information, data and security;
- financial incentives for partnerships between institutions in program development and delivery;

- targeted support for advanced skills that align with labour market and industry demand;
- an approach encompassing both operating and capital project funding needs.

Recognizing the operating costs of providing the range and quality of services for students now expected of post-secondary institutions would help to offset financial pressures and provide needed programs and services. These include intensive supports to student physical and mental health, academic and career counselling, and wrap-around support programs for students from disadvantaged socioeconomic backgrounds or underrepresented groups.

Assessing the gap between the true costs of program delivery and total operating funding and domestic tuition revenue is important to understanding the current financial position of PSIs. Addressing this gap could be an outcome of the review with potential adjustments to stabilize core funding.

## UBC continues to supplement provincial funding with internal sources for several large-scale, strategic capital projects (\$000s)

**Major Capital Building Projects currently underway:**  
**>\$1.2B**

- **UBC Funded:** \$594,145
- **Self-Funded<sup>10</sup>:** \$357,028

- **Provincial Government:** \$132,411
- **Federal Government:** \$42,731
- **Fundraising:** \$72,585
- **Unfunded (Funding TBD):** \$37,030

<sup>10</sup> Self-funded: Projects paid for by revenues they generate, primarily new student housing. Construction is mainly financed by borrowing from UBC's endowment fund

Implementing specific financial incentives for increased partnerships with industry and other institutions would generate educational offerings attuned to market and industry needs driven by increasing technological change and the demand for digital skills and literacy.

Targeted funding for advanced skills training would strategically align with the Province's economic plan and specific sector plans, reflecting that talent produced here in BC is a draw for capital investment. As funding lags Alberta, Ontario and Quebec where funding for research and graduate students is viewed as an economic driver rather than a cost centre, UBC partially addresses the gap by using revenue sources, such as international undergraduate tuition. However, a much larger portion of internal revenue is going towards personnel costs (e.g., compensation, housing costs, living costs), affecting the impact that UBC and other institutions can make on the provincial economy in terms of driving knowledge work and advancement of high-tech industries.

The university appreciates the provincial government's decision to increase the annual capital allowances for existing facilities, a critical support for the PSE enterprise. However, funding or financing for new capital requirements is not linked to the funding formula.

In UBC's case, capital-intensive investment requirements for both new builds, greening infrastructure and addressing significant seismic risks, as well as maintenance of existing facilities are supported by internal reserve funds. These funds are now close to being fully extended and the ability to further leverage the endowment is diminishing.

Considering growing capital requirements for new buildings, green building projects, emission reductions, sustainability objectives and challenges in accounting for the capital cost premium as part of updates to the funding formula would benefit all BC public post-secondary institutions and the delivery of institutional mandates.

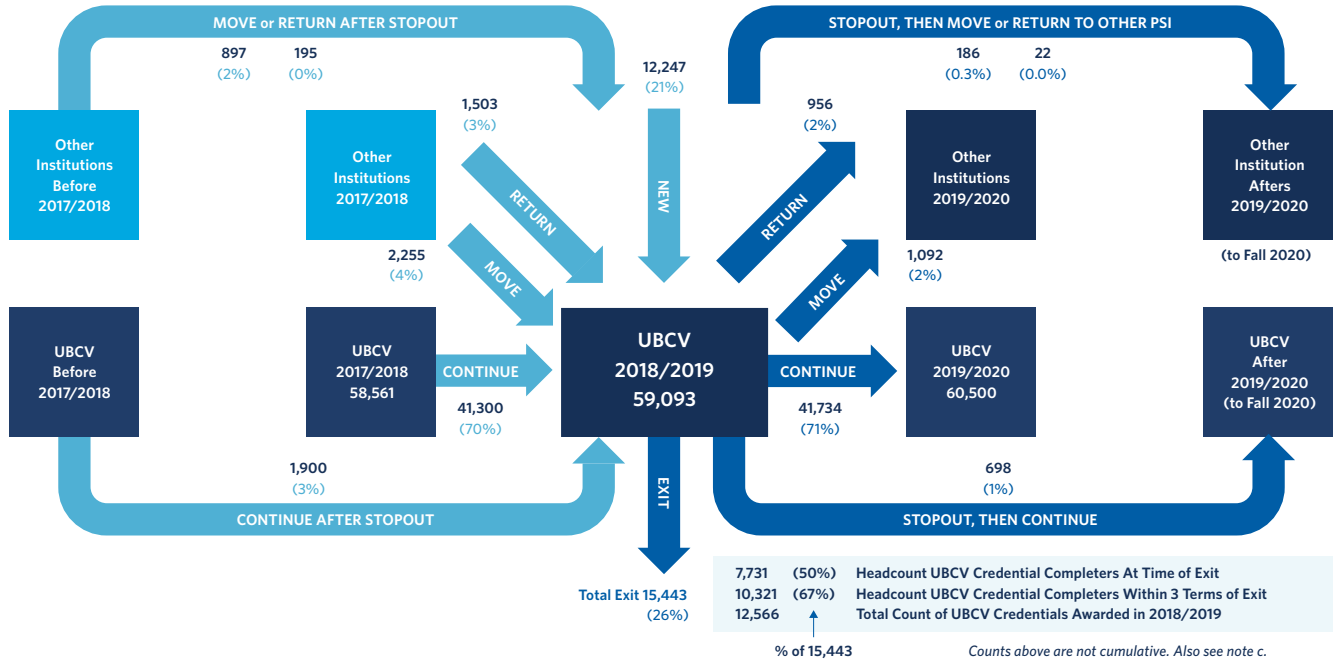


Strategic Themes	Recommendations
Enhance Student Financial Decision Making	<ol style="list-style-type: none"> <li>1. Develop a Multi-Year Tuition Framework</li> <li>2. Provide Tools to Help Students Make Informed Financial Decision</li> </ol>
Engage Students in Decisions Regarding Tuition	<ol style="list-style-type: none"> <li>3. Revised the Annual Tuition Consultation Process</li> </ol>
Support Financial Wellness	<ol style="list-style-type: none"> <li>4. Minimize Costs of Education Material</li> <li>5. Address Cost of Living Challenges (Food Insecurity, Housing, and Child Care)</li> <li>6. Update Student Aid Process and Procedures</li> <li>7. Expand Need-Based Aid for Continuing International Students</li> <li>8. Increase Fundraising for Need-Based Aid</li> </ol>
Focus Efforts Through Inclusive Metrics	<ol style="list-style-type: none"> <li>9. Development Indicators to Monitor and Assess Student Affordability Over Time</li> </ol>
Advocate for Student Affordability	<ol style="list-style-type: none"> <li>10. Advocate for Increased Student Financial Assistance</li> </ol>

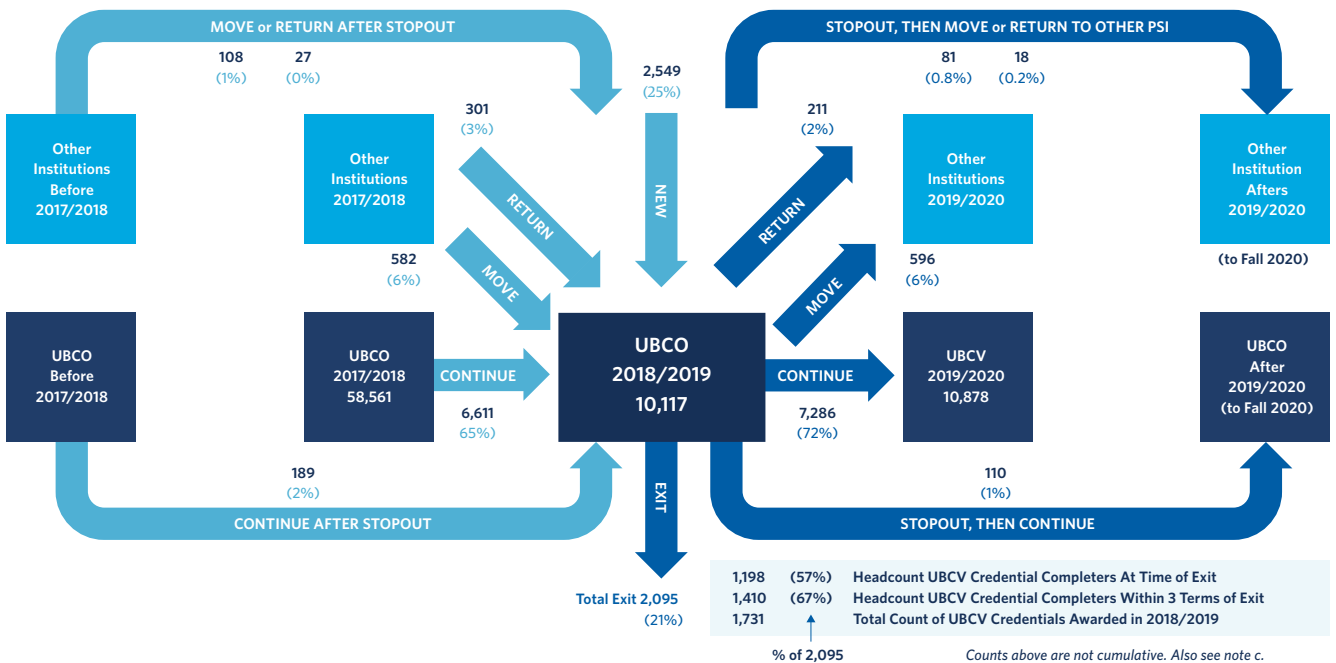
## APPENDIX B

## STUDENT TRANSFER PATHWAYS

Student Pathways to University of British Columbia, Vancouver  
(UBCV in 2018/2019 and Future Student Pathways, up to Fall 2020)



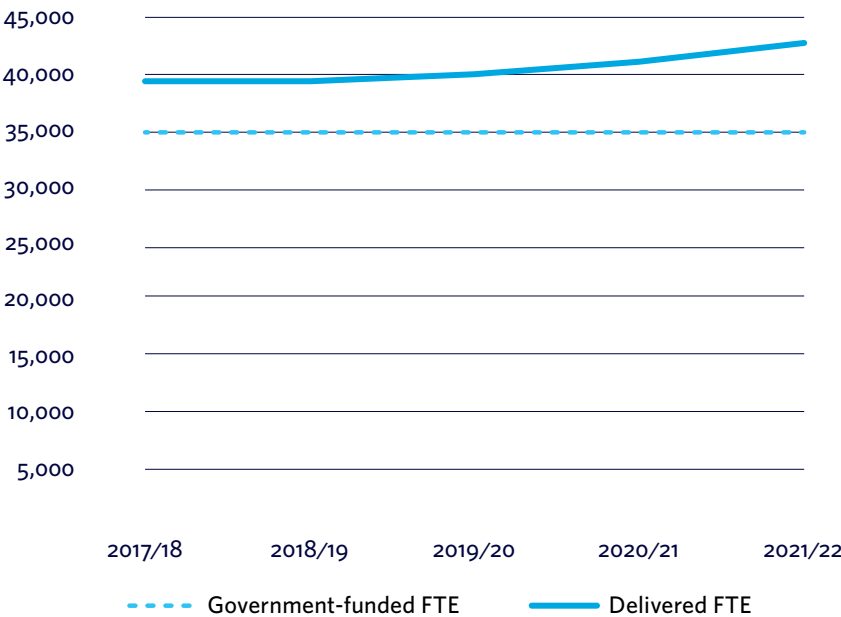
Student Pathways to University of British Columbia, Vancouver  
(UBCO in 2018/2019 and Future Student Pathways, up to Fall 2020)



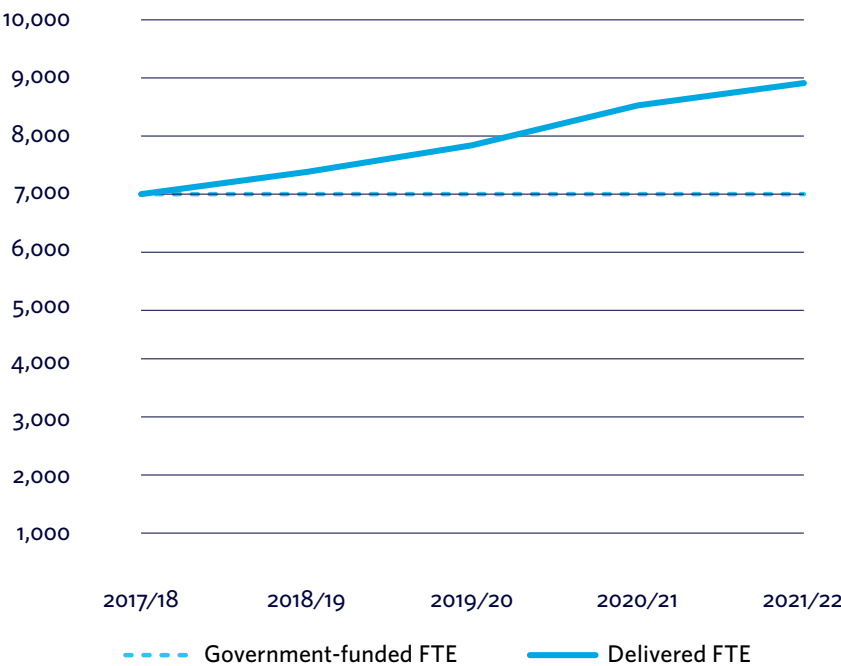
Source: The Student Transitions Projects

Government-funded and delivered (actual) domestic FTES, by campus

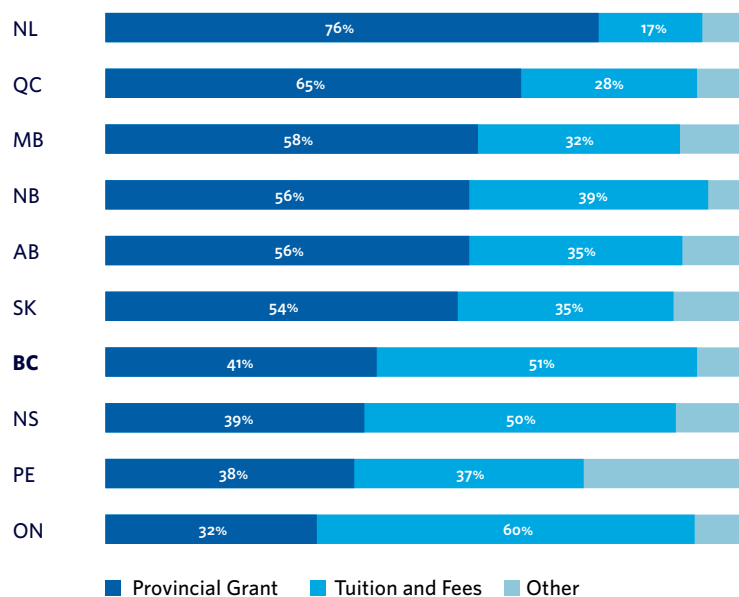
Vancouver



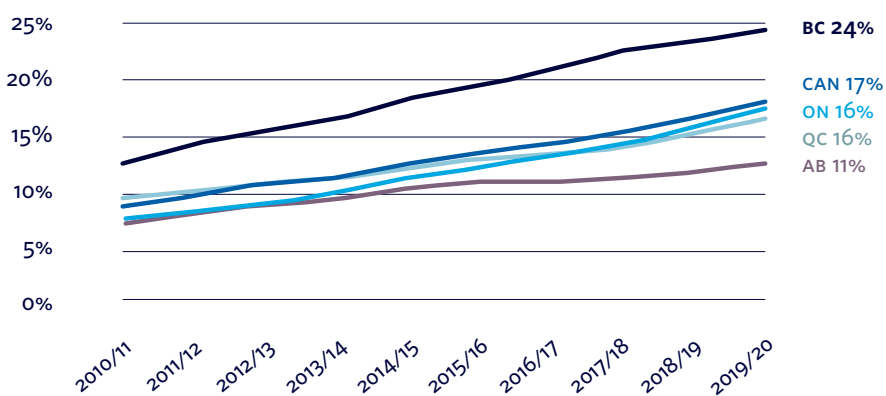
Okanagan



University General Operating Revenue Source Distribution by Province, 2019/20



Canadian Universities: International Enrolment as % of Total Enrolment by Province





THE UNIVERSITY OF BRITISH COLUMBIA

