

Advocacy Brief Package 2022

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The AMS/GSS of UBC (Vancouver) and the ABCS

The Alma Mater Society and the Graduate Student Society of the University of British Columbia – Vancouver and the Alliance of British Columbia Students collectively represent 138,000 undergraduate and graduate and are incorporated under the Societies Act on the traditional and unceded territory of Musqueam, Squamish, Tsleil-Waututh Nations and Coast Salish people. In our efforts to improve the quality of students' educational, social, and personal lives, we advocate for an affordable, accessible, and equitable post-secondary education in BC. Several immediate steps can be taken by the province to achieve those goals. As a result, the AMS, GSS, and ABCS are proposing the following:

Improving Student Financial Aid

1. Provide an additional living allowance on top of the federal student loan living allowance so students in British Columbia can receive additional funding based on their interprovincial geographic region.
2. Increase the maximum receivable amount for the BC Access Grant for all categories of students. Increase the maximum receivable to \$5000 for students enrolled in programs less than two years in length, \$2500 for students enrolled in programs two years in length or longer, and \$1500 for students studying part-time.
3. Remove parental contributions from the formula of qualification for the provincial portion of student loans while maintaining parental contributions for the eligibility of grants.

Supporting Student Well-Being and Accessibility

1. Conduct an extensive review of Here2Talk across all BC post-secondary institutions to ensure this program is being administered in the most effective way possible.
 - a. *Subsequent Recommendation:* Allocate investments towards marketing Here2Talk in a comprehensive manner to increase program visibility at post-secondary institutions across British Columbia.
 - b. *Subsequent Recommendation:* Expand Here2Talk in order to provide students with culturally competent mental health professionals in acknowledging that the majority of post-secondary students come from a variety of different cultures.



2. Mandate that post-secondary institutions recognize a 40% course load as full-time enrolment for students with disabilities, and ensure that all student financial programs recognize this full-time enrolment standard for students with disabilities.
 - a. *Subsequent Recommendation:* Moreover, the province should also require post-secondary institutions to review and revise existing policies regarding students with disabilities to ensure that provincial standards are being maintained.

Expanding Support for Graduate Students

1. Include graduate students as an eligible group in the BC Access Grant in acknowledging the need for greater graduate student financial aid.
2. Establish permanent funding for the BC Graduate Scholarship and expand the eligibility of the scholarship to include all disciplines equally.

Fighting Against Gender-based and Sexualized Violence

1. Establish minimum standards for post-secondary sexual violence policies in accordance with the [SFCC's recommendations](#) by utilizing regulatory prerogatives laid out in Section 7 of the *Sexual Violence and Misconduct Policy Act*.
2. Provide annual funding for the running of sexual violence prevention offices, programs, and/or initiatives at post-secondary spaces across British Columbia.
 - a. *Subsequent Recommendation:* Funding should take into account the population size that each institution will be serving (including faculty and staff) as well as access to community organizations that may be able to provide similar support.

Improving Student Financial Aid

The student living allowance is a key component of Canadian student loans which provides post-secondary students with a living allowance for expenses such as housing, food, local transportation, and other miscellaneous expenses. While the program was established by the federal government, the program is administered by StudentAidBC. The formula which is used to calculate the allowance per student takes into account three variables: educational costs, student resources, and financial need. While these variables are vital to ensure that students receive the right support in terms of allowance, the program currently does not take into account geographic location by region. The post-secondary institutions that students attend and by extension, the geographic locations which students reside in vastly impacts the cost of living.

2021 BC Living Wages

| | |
|-------------------------|----------------|
| Metro Vancouver | \$20.52 |
| Fraser Valley | \$16.75 |
| Kamloops | \$16.71 |
| Kelowna | \$18.49 |
| Greater Victoria | \$20.46 |

As an example, in Metro Vancouver, the 2021 living wage is \$20.52. On the contrary, in other regions of the province, such as the Fraser Valley, the living wage is \$16.75¹. These living wage calculations take into account expenses such as housing, food, and transportation – expenses which are also taken into account by the MSOL formula². As an example, in

Vancouver, where the average rent is \$1,519³, the allowance distribution breakdown only allocates \$922 towards housing⁴. As a result, integrating geographic location into the formula of the MSOL will allow students living in regions where the cost of living is higher to receive an appropriate amount of allowance.

“ As an example, in Vancouver, where the average rent is \$1,519, the MSOL distribution breakdown only allocates \$922 towards housing.

In understanding that the student living allowance program was established by the federal government and is administered by StudentAidBC, such a change should ensure that students living in regions where the cost of living is higher receive a larger allowance under each expense category while also ensuring that the existing standardized allowance as set by the federal government is not affected in acknowledging the affordability crisis that students across British Columbia are facing. The integration of geographic location into MSOL formula would provide the majority of post-secondary students in British Columbia with an appropriate living allowance as the 11 out of the 30 post-secondary institutions are situated in Metro Vancouver.

Recommendation: Provide an additional living allowance on top of the federal student loan living allowance so students in British Columbia can receive additional funding based on their interprovincial geographic region⁵.

As we continue to work towards the creation of a world-class post-secondary education system and providing a strong workforce for tomorrow, we recognize the great steps that

the provincial government has taken to do so such as the Budget 2020 investments into the BC Access Grant. The grant, in combination with existing investments, received an investment of \$24 million to support 40,000 students with financial aid on a needs-basis.

In understanding that grants are a highly effective form of financial aid for students as they allow students to focus on their academics instead of financial issues, it is essential that the provincial government continue to invest more into the BC Access Grant to provide students with more financial aid. According to Statistics Canada, over 48% of graduates are in high amounts of debt (\$25,000 and over) at the time of finishing their degrees while over 33% of graduates have some type of debt (\$24,999 and less) after the completion of their education. The average student loan holder owed \$28,000 at the time of graduation⁶. In understanding that this data is from 2015, we can see that the average debt has likely increased significantly.

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While the BC Access Grant is a great step in the right direction, the grant only provides maximums of \$4,000 per year to students enrolled in programs less than two years in length, \$1,000 per year to students enrolled in programs two years in length or longer and to students who are studying part-time. With the cost of living increasing, the year-over-year rise in student debt, and long-term complications posed by the COVID-19 pandemic, such grant maximums do not provide adequate financial aid to student loan holders.

Post-secondary education and by extension, students should continue to be seen as a public good by the provincial government. On average, post-secondary students end up earning considerably higher as opposed to those without a post-secondary education. As a result, graduates end up paying more in taxes over their lifetime as opposed to those who do not hold post-secondary degrees. A 2017 Statistics Canada report shows us that women with a bachelor’s degree earned around 60% more than women with a high school diploma. With the median salary for female bachelor’s degree holders being \$68,342, they would pay an average of \$14,777 in taxes as opposed to female high school diploma holders who would pay on average only \$7,000 in taxes⁷. This discrepancy is almost identical for men. Providing students with aid can also be seen as a public good when looking at direct economic investments. A particularly concerned report states that 68% of students cited that they were concerned about using up their savings to pay for their education which will have long-term financial impacts like delaying home or car purchases⁸.

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Female Bachelor’s Degree Holders vs. Female High School Degree Holders (Taxable Income)

| | Female Bachelor's Degree Holder | Female High School Degree Holder |
|----------------------|--|---|
| Median Income | \$68,342 | \$41,000 |
| Average Tax | \$14,777 | \$8,200 |

Recommendation: Increase the maximum receivable amount for the BC Access Grant for all categories of students. Increase the maximum receivable to \$5000 for students enrolled in programs less than two years in length, \$2500 for students enrolled in programs two years in length or longer, and \$1500 for students studying part-time.

A concern that is continuously brought up by prospective and current students alike is the inclusion of parental contributions in the student loan assessment formula. Students are often denied adequate funding or funding altogether due to an applicant's household income and by extension, an expectation that the applicant's family will contribute towards their post-secondary education.

For student loan holders, StudentAidBC provides an ideal breakdown of costs which includes a 9% parental contribution towards a dependent's student loan. Using the same breakdown for students who do not qualify for student loans, the breakdown expects a dependent's parents to pay for 65% of their education⁹. For middle-income students, this issue impacts them drastically as they are automatically shut out of the loan process altogether. While middle-income students have families whose income is over the eligibility threshold, many students in this category do not receive support from their families and as a result, are unable to pursue or continue their post-secondary education.

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In understanding that parental contributions are necessary in order to ensure that the student loan system is not being abused by students who can otherwise afford a post-secondary education, loan holders, nevertheless, must still repay their loans after graduation. The financial downside for the provincial government when issuing loans to students who may not need them is the distribution of non-repayable grants. As a result, parental contributions should still be taken into account when assessing eligibility for grants but not for the assessment of eligibility for student loans.

Recommendation: Remove parental contributions from the formula of qualification for the provincial portion of student loans while maintaining parental contributions for the eligibility of grants.

Expanding Support for Graduate Students

Graduate students are the key drivers of the research and innovation sector in the province. On average, a PhD student publishes 4 peer-reviewed journals or book chapter publications during the span of their studies¹⁰. In 2018 alone, 2,614 masters and 529 doctoral degrees were earned at UBC¹¹. In the last 10 years, UBC has produced over 95,000 publications that have collected over 2.5 million citations to date¹². Among UBC PhD graduates from 2005-2013, 51% are now in careers of higher education with the majority employed in research stream positions¹³. The research conducted by our province's graduate students help us to better understand our world, expand professional disciplines, and yield solutions to the the most challenging issues of our day. As such, graduate students continue to make immense contributions towards the improvement of our economy, both in their time as students and beyond. As a result, it is essential that the provincial government continue to provide financial support to graduate students.

“ From 2005 to 2015, graduate student enrollment in Ontario, Quebec, and Alberta increased by approximately 50% whereas enrollment in BC increased by only 15%.

Historically, BC has lagged behind other provinces also home to world-class universities in supporting graduate education. Until 2018, BC did not have a provincial scholarship to support graduate education, unlike Ontario, Quebec, and Alberta. The lack of financial investment in graduate education in the province can be correlated with BC's

stagnant graduate student enrollment rates compared to other provinces. From 2005 to 2015, graduate student enrollment in Ontario, Quebec, and Alberta increased by approximately 50% whereas enrollment in BC increased by only 15%¹⁴.

To address BC's lack of graduate student enrollment, the province introduced the first BC Graduate Scholarship Fund in 2018, designed as a temporary program due to expire in 2021¹⁵. Originally, the BC Graduate Scholarship (BCGS) consisted of a \$12 million provincial investment to provide 800 graduate students merit-based funding valued at \$15,000 for 1 year of study. In March 2021, it was announced that the program would be extended for an additional two years with the Ministry of Advanced Education dedicating \$3.75 million towards the scholarship fund. The extension will facilitate the distribution of 250 additional scholarships valued at a minimum \$15,000 for the next two years.

The BC Graduate Scholarship program has been a great success in supporting graduate education; however, the program requires significant improvements to expand its impact. Currently, the BCGS prioritizes students pursuing research in fields related to Science, Technology, Engineering, and Math (STEM) leaving thousands of graduate students at a disadvantage from receiving a BCGS. With the scholarship's focus on advancing STEM-related disciplines, thousands of non-STEM graduate students are effectively excluded from receiving any financial support.

In addition to the BCGS' prioritization of STEM students, the Ministry of Advanced Education has only committed to supporting the program for another two years. Failure to maintain the scholarship in the long-term will place BC as an outlier in their lack of support for graduate education when compared to other provinces.

Recommendation: Establish permanent funding for the BC Graduate Scholarship and expand the eligibility of the scholarship to include all disciplines equally.

For the province to benefit from its world-class graduate programs, graduate education should be made affordable and accessible to undergraduate students who are already suffering from large amounts of debt. While a bachelor's degree was an important factor in social mobility in the past few decades, it is slowly becoming the new *minimum requirement* for many jobs. The management and technology fields have been the fastest growing occupations in Canada for the last twenty years¹⁶. These sectors require highly-trained specialized workforces which can help to explain why the number of Canadians with a master's or doctoral degree rose by more than 40% between 2006 and 2016¹⁷. Although the need for professionals trained at the graduate-level increase, financial barriers limit access to graduate school for many of those interested in pursuing a graduate degree.

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While large investments of time and money are required to complete any degree, this is particularly true for graduate degrees. Often times, graduate students face increased financial pressures specifically due to the greater burden of student debt when compared to undergraduate students¹⁸. At UBC, 58% of graduate students experienced financial hardship due to the cost of housing

and 45% report financial hardship related to tuition and other expenses. The same survey reported that 22% of graduate students said that they might need to abandon their studies due to financial concerns¹⁹. The COVID-19 pandemic has only exacerbated affordability and accessibility of graduate education.

While the establishment of the BC Access Grant makes post-secondary education more affordable and by extension, more attractive by providing students with up-front needs-based financial assistance, the grant is currently limited to only undergraduate students. In BC, there are currently limited grants available for graduate students. The lack of needs-based grants available to graduate students is especially concerning considering that at least 25% of graduate students rely on private or government student loans, and 61% of graduate students work outside of their studies, either full-time or part-time, to fund their graduate degrees, thus taking valuable time away from their academic and research responsibilities. If access to education is a right, further funding opportunities should be made available to all students, regardless of their degree level.

Recommendation: Include graduate students as an eligible group in the BC Access Grant in acknowledging the need for greater graduate student financial aid.

Supporting Student Well-Being and Accessibility

In understanding that post-secondary education continues to serve as a vital component of British Columbia's growing economy, students should be well-supported in terms of the mental health to ensure that they not only complete, but excel in their studies. Students are more likely to remain engaged in their academics and graduate when they feel more supported in terms of their mental health. Studies have also found that post-secondary students are a high-risk population when it comes to the development of mental health issues²⁰.

The COVID-19 pandemic has exacerbated the need for accessible mental health services. Access to mental health services at post-secondary institutions is crucial to the success and wellbeing of students – an area of post-secondary support which many students continue to express concerns with. It is vital that we change the context of the mental health landscape to truly get in front of the problem and prevent further exacerbations in the mental health crisis.

Recommendation: Conduct an extensive review of Here2Talk across all BC post-secondary institutions to ensure this program is being administered in the most effective way possible.

For mental health supports to operate as effectively as possible, the Canadian Mental Health Association (CMHA) cites the availability of cross-cultural mental health supports to be an integral component to the success of these programs as they account for cultural barriers and the diversity of perspective held by students across the province²¹. At UBC, 61% of

all students come from non-white cultures and ethnicities which demonstrates the importance of including culturally relevant mechanisms within any service/program designed to support the mental health of students²². Cultural safety should be a priority for any harm reduction service (mental health, substance abuse, etc.) provided by the provincial government to students in understanding the diversity of the target population.

In understanding the variety of communities who live, work, and study in BC, it is essential to recognize the needs of the community (including family, cultural, and/or religious roles)²³. If such an approach is consistently taken by the province, mental health support programs will be better able to comprehensively serve the needs of students.

Subsequent Recommendation: Expand Here2Talk in order to provide students with culturally competent mental health professionals in acknowledging that the majority of post-secondary students come from a variety of different cultures.

“**While Here2Talk is a great step in the right direction, the program is currently not being used to its fullest capacity with only 9% of students at UBC citing usage. The survey subsequently shows that only 6% of graduate students and 13% of undergraduate students found the service to be helpful.**”

While Here2Talk is a great step in the right direction, the program is currently not being used to its fullest capacity with only 9% of students at UBC citing usage. The survey subsequently shows that only 6% of graduate

students and 13% of undergraduate students found the service to be helpful²⁴. It is critical that the provincial government work towards marketing the service to students better and make certain that there are minimal or no wait-times along with culturally relevant mechanisms in place within the program.

Such successful marketing is not unrealistic. The provincial government has had a large amount of success in its *StopOverdoseBC* campaign. This campaign has seen wide adoption and support from students at post-secondary institutions across the province. The campaign aimed and continues to partner with student and post-secondary stakeholders while also maintaining a strong social media presence²⁵. This success is largely due to the Ministry of Advanced Education and Ministry of Mental Health and Addictions' release of campaign materials to post-secondary institutions which delegated the ability for on-campus stakeholders to tailor marketing strategies accordingly. Here2Talk would see more success if the province were to make strategic investments into marketing the resource individually.

Subsequent Recommendation: Allocate investments towards marketing Here2Talk in a comprehensive manner to increase program visibility at post-secondary institutions across British Columbia.

Students with disabilities face significant challenges and barriers to post-secondary education, including a lack of support and accessibility issues. Some of these major barriers that these students face is their struggle to receive full-time student status and their ineligibility to apply for student scholarships and bursaries. Currently, many students with disabilities are not eligible for

these opportunities due to the less than 60% course load and therefore do not meet the full-time student criteria. While it is crucial that the provincial government and post-secondary institutions set aside funding specifically for students with disabilities, it is also equally as important that students with disabilities are recognized for other educational funding and awards. Currently, both StudentAid BC and the Canada Revenue Agency recognize students with disabilities enrolled in a 40% course load as full-time and yet some post-secondary institutions do not.

Students with disabilities should be provided the same opportunities and a consistent experience without the unnecessary barriers and challenges of unclear eligibility requirements and criteria for educational funding and awards that conflict with both provincial and federal lending programs.

Recommendation: Mandate that post-secondary institutions recognize a 40% course load as full-time enrolment for students with disabilities, and ensure that all student financial programs recognize this full-time enrolment standard for students with disabilities.

Subsequent Recommendation: Moreover, the province should also require post-secondary institutions to review and revise existing policies regarding students with disabilities to ensure that provincial standards are being maintained.

Ending Sexualized Violence on Post-Secondary Campuses

Sexual violence is a systemic issue and while anyone can experience this violence, individuals from marginalized communities experience sexualized violence at disproportionate rates²⁶. One in three Canadian women will experience sexual violence during their lifetime²⁷, and in 2019, Statistics Canada found one in ten female students were sexually assaulted in a post-secondary setting over the year²⁸. It was also found that the majority of students (71%) at Canadian post-secondary spaces either witnessed or experienced sexual violence in 2019²⁹. Moreover, victimization rates from 2004 to 2014 declined for all crimes except sexual violence and during the COVID-19 pandemic, rates of Intimate Partner Violence (IPV) have dramatically increased.



1 in 3 Canadian women will experience sexual violence in their lifetimes.

While this data was published in 2019, the rates of sexualized violence on post-secondary campuses has been relatively stable over the last three decades³⁰. Sexual violence is a problem across our society and the violence that occurs on campuses is reflective of that larger societal issues. BC students have been calling for increased action to address sexualized violence at post-secondary spaces for decades.

The passage of Bill 23, the *Sexual Violence and Misconduct Policy Act*, was critical in

acknowledging the prevalence of sexual and gender-based violence at post-secondary spaces. The Act mandates that post-secondary institutions in BC create their own stand-alone sexual misconduct policies. In 2019, BC post-secondary institutions also saw an investment of \$760,000 from the Ministry of Advanced Education to support a number of initiative on campuses, such as educational resources and policy tools, geared to eradicating this violence.

As institutions have worked to implement sexual misconduct policies, develop educational programming, and supports for survivors, a wide variety of policy approaches have emerged. The UBC Graduate Student Society (GSS) has conducted a high-level review of sexual misconduct policies of 5 public post-secondary institutions in BC to assess the consistency of services and policy procedures when compared to other institutions³¹. Each sexual misconduct policy was analyzed according to a scorecard system developed by the Students for Consent Culture³²; this scorecard system provides recommendations for support mechanisms in sexual misconduct policies.

A key finding from the GSS' research was that post-secondary institutions do not have a standard definition of "consent"³³. A definition of consent must include the recognition of power relations, drugs & alcohol, revocation of consent, that consent cannot be assumed, and that it cannot be obtained through coercion or threats³⁴. The Act currently does not provide a definition of consent and it is essential that a standard definition of consent be introduced province-wide as the lack of a standard definition contributes to the acceptability of unwanted sexual advanced. Moreover, it also maintains barriers for survivors³⁵.

Another trend we can see in the GSS' comparative study was that institutional

sexual misconduct policies failed to specify what educational and prevention programs are available, where they are available and how they will be implemented. While Section 2(1) of the Act states that “sexual misconduct policies at post-secondary institutions must incorporate preventative measures”, it does not specify the term of this requirement³⁶. The lack of standard preventative measures and the omission of these details from sexual misconduct policies fails to keep post-secondary spaces transparent and accountable to their communities. Moreover, such lack of transparency and accountability has led to gaps in the implementation of prevention education and preventative measures. It is essential that this information is standardized and explicitly included in institutional sexual misconduct policies is essential in order to proactively end sexualized and gender-based violence.

It was also found that many post-secondary institutions do not mandate that staff and members of the university are to be aware and trained on the institution’s own sexual misconduct policy³⁷. Ensuring that university staff, faculty, and students are aware of the policies and services that are there to support them is a baseline requirement for policies to be effective.

In understanding that there is a need for established minimum standards in institutional sexual misconduct policies and amending existing legislation comes with its own challenges such as legislative backlogs, the Act provides the provincial government with the prerogative to establishment regulatory standards as per Section 7 of the Act.

Recommendation: Establish minimum standards for post-secondary sexual violence policies in accordance with the

[SFCC’s recommendations](#) by utilizing regulatory prerogatives laid out in Section 7 of the *Sexual Violence and Misconduct Policy Act*.

“ **In understanding that there is a need for established minimum standards in institutional sexual misconduct policies and amending existing legislation comes with its own challenges such as legislative backlogs, the Act provides the provincial government with the prerogative to establishment regulatory standards as per Section 7 of the Act.**

The financial implications of these policies must also be considered. Implementing education and prevention programming as well as providing trauma informed, survivor centric support services requires ongoing investments of time, expertise, and money.

At UBC, for example, the need for a centralized support office for survivors of sexualized violence was identified during the development of UBC’s Sexual Misconduct Policy in 2016. The need for a centralized support office for survivors of sexualized violence was identified during the development of UBC’s sexual misconduct policy in 2016. The university now operates its own Sexual Violence Prevention and Response Office (SVPRO), which provides support for members of the UBC community, as well as providing educational programming across campus. To conduct this work, the office has 9 full-time staff – including administrators, support specialists, and educators – with a 2021/22 operating budget of \$1.34 million.

Moreover, the AMS of UBC has also been operating its own Sexual Assault Support Centre (SASC) on the UBC Vancouver campus since 2002, conducting anti-violence work, providing relevant resources, and various services to members of the community. The office is funded through student fees and has an annual budget of \$559,000. Both SVPRO and SASC are widely used by UBC students, staff, and faculty and together, running both of these offices totals to \$1.9 million.

Recommendation: Provide annual funding for the running of sexual violence prevention offices, programs, and/or initiatives at post-secondary spaces across British Columbia.

Subsequent Recommendation: Funding should take into account the population size that each institution will be serving (including faculty and staff) as well as access to community organizations that may be able to provide similar support.

- ¹ Ivanova, Iglia., Knowles, Tanyss & French, Anatasia. "Working for a Living Wage: making paid work meet basic family needs in Metro Vancouver: 2021 Update". *Canadian Centre for Policy Alternatives*. November 2021: Pg. 2.
- ² Ibid, pg. 6.
- ³ Canada Mortgage and Housing Corporation (CMHC). *Vancouver – Rental Market Statistics Summary by Zone*. 2021. Retrieved from: <https://www03.cmhc-schl.gc.ca/hmip-pimh/en/TableMapChart/Table?TableId=2.1.31.3&GeographyId=2410&GeographyTypeId=3&DisplayAs=Table&GeographyName=Vancouver#Total>
- ⁴ Ministry of Advanced Education and Skills Training. *Policy Manual: 2021-2022*. StudentAidBC. October 1, 2021. Retrieved from: https://studentaidbc.ca/sites/all/files/school-officials/policy_manual.pdf
- ⁵ "Region" in this section refers to municipal economic zones such as Metro Vancouver, Vancouver Island, Okanagan, etc.
- ⁶ Statistics Canada (2019). "Student debt from all sources, by province of study and level of study." November 5, 2019. Retrieved from: <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?action?pid=3710003601&pickMembers%5B0%5D=1.11&pickMembers%5B1%5D=3.2&cubeTimeFrame.startYear=2000&cubeTimeFrame.endYear=2015&referencePeriods=20000101%2C20150101>
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- ¹⁰ Hatch, Trevor & Skipper, Antonius. "How Much Are PhD Students Publishing before Graduate? An Examination of Four Social Science Disciplines". *University of Toronto Press*: 171-179. Retrieved from: <https://muse-jhu-edu.ezproxy.library.ubc.ca/article/608456/pdf>
- ¹¹ University of British Columbia: Planning and Institutional Research. *Fact Sheet, Winter 2020*. November 1, 2020. Retrieved from: <http://pair2016.sites.olt.ubc.ca/files/2020/03/Factsheet.pdf>
- ¹² University of British Columbia: Research + Innovation. *Research Funding Statistics*. November 30, 2020. Retrieved from: <https://research.ubc.ca/research-excellence/research-funding-statistics>
- ¹³ UBC Faculty of Graduation & Postdoctoral Studies. *UBC PhD Career Outcomes: Graduates from 2005-2013*. 2017. Retrieved from: https://outcomes.grad.ubc.ca/docs/UBC_PhD_Career_Outcomes_April2017.pdf
- ¹⁴ Looker, Dianne. Canadian Association for Graduate Studies. *44th Statistical Report: Part I*. 2018. Retrieved from: <https://bba.0c2.myftpupload.com/wp-content/uploads/2019/11/2019-44th-Statistical-Report-Part-1-Englishoct2.pdf>
- ¹⁵ BC Government News. "Graduate scholarship fund allows students to focus more on studies". July 27, 2018. Retrieved from: <https://news.gov.bc.ca/releases/2018AEST0103-001478>
- ¹⁶ The Association of Universities and Colleges of Canada. "Trends in Higher Education". *Volume 1 – Enrollment*. Retrieved from: <https://www.univcan.ca/wp-content/uploads/2011/06/trends-vol1-enrolment-june-2011.pdf>
- ¹⁷ Wall, Katherine, et al., "Results from the 2016 Census: Is field of study a factor in the payoff of a graduate degree?" September 26, 2018. Retrieved from: <https://www150.statcan.gc.ca/n1/pub/75-006-x/2018001/article/54978-eng.htm>
- ¹⁸ Note: graduate students face increased financial pressures due to the increased amount of time they spend in post-secondary education and by extension, the amount of debt they accrue over their undergraduate and graduate degrees. Formula for increased graduate debt: [outstanding undergraduate debt] + [expected graduate debt] = increased financial burden.

- ¹⁹ *Academic Experience Survey*. Pg.
- ²⁰ Giamos, D., et al. "Understanding Campus Culture and Student Coping Strategies for Mental Health Issues in Five Canadian Colleges and Universities". *Canadian Journal of Higher Education* 47(3). 2017: Pg. 120-135.
- ²¹ Canadian Mental Health Association. *Cross Cultural Mental Health*. 2021. Retrieved from: <https://cmha.bc.ca/documents/cross-cultural-mental-health-and-substance-use-2/#C>
- ²² *2021 Academic Experience Survey*. Pg. 18.
- ²³ Canadian Mental Health Association. *Cross Cultural Mental Health*. Retrieved from: <https://cmha.bc.ca/documents/cross-cultural-mental-health-and-substance-use-2/#C>
- ²⁴ *2021 Academic Experience Survey*. Pg. 68.
- ²⁵ Ministry of Advanced Education. *Campaign raises awareness of drug toxicity, safety for post-secondary students*. September 9, 2021. Retrieved from: <https://news.gov.bc.ca/25305>
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