

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Academic Policy Committee
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To: Vancouver Senate

From: Academic Policy Committee

Re: **Imagine Day 2009: Summary Report (information)**

In December 2008, Senate approved a proposal to modify the academic year to allow for annual orientation programming for students on the first day of classes of the Winter Session. Imagine UBC replaces the majority of undergraduate classes with academic and student life programming to support and enhance the orientation and transition of new and returning students.

The Academic Policy Committee has received a summary report from Student Development on the Imagine Day programming that took place this past September. Please find the report attached for your information.

Respectfully submitted,

Dr. Paul Harrison
Chair, Academic Policy Committee



The University of British Columbia | Vancouver
Student Development
Imagine Day 2009: Summary Report

I. Priorities:

Imagine UBC 2009 was expanded to replace the majority¹ of undergraduate classes with academic and student life programming to support and enhance the orientation and transition of new and returning UBC students. This marked an exciting change in the way that UBC welcomes students to campus at the start of the academic year.

To implement the change, an Orientations Steering Committee was created with representation from the Vice President, Students portfolio and leadership from both the faculties and undergraduate societies. This committee identified three priorities for September 2009:

1. First year students: Continue Imagine UBC in the current form – a comprehensive one day orientation to UBC and to their faculty/school. Utilize classroom space to ensure appropriate venues for programs and a rain plan.
2. Transfer students: Develop a comprehensive orientation and transition program for undergraduate students transferring to UBC from another post-secondary institution.
3. Returning students: Design faculty-based, ideally department-specific, orientation program to welcome back returning undergraduates and engage students in a small department/academic community. Additionally, campus wide programs would be offered on appropriate topics and opportunities.

The Steering Committee specifically considered the needs of students commuting to campus each day (approximately 75% of undergraduates). It was the Steering Committees' belief that by offering a strong and comprehensive orientation programme on the day of Imagine UBC that the student experience would be enhanced for all students, including those commuting to campus.

II. Campus commitment:

Faculties and the Vice President, Students portfolio planned campus-wide, faculty, and department-specific events to provide a relevant program for UBC students. The campus response was very positive. The majority of departments in Arts, Science, Engineering, and Sauder offered events to orient and welcome back transfer and returning students. In addition, faculty-wide programming was also planned in Arts and Sauder. Land and Food Systems, Forestry, and Human Kinetics focused on faculty and school-wide events.²

These faculty events were complemented by campus-wide sessions offered by the Vice President, Students' portfolio. Throughout the day, workshops on topics ranging from managing finances to planning for study abroad. The Imagine UBC day was capped off with the Main Event Carnival, an outdoor showcase of UBC's clubs, resources, services and undergraduate societies. This year's Carnival, held along Main Mall (between Thunderbird Blvd and University Blvd), featured over 300 booths and attracted thousands of new and current students; organizers and booth coordinators' expectations of attendance and quality of interactions were exceeded.

¹ Participating: Arts, Dental Hygiene, Engineering, Forestry, Human Kinetics, Land & Food Systems, Sauder, Science.

² See attached Appendix for more detailed information and feedback.

III. Communications strategy:

The Orientation Steering Committee recognized the importance of communicating the change to the UBC community and as such, a comprehensive communications strategy was created.

One vital component of this strategy was the creation of a centralized place on the UBC website where students could easily determine the specific events that were being offered for them regardless of year, faculty, or knowledge of campus. This was done through a special orientations view of the UBCevents site and provided students with an easy method to view and search the many orientation opportunities that were available on the Imagine UBC day and throughout the beginning of September. As a result, students were able to create personalized schedules of the events they were interested in attending on the Imagine UBC day.

IV. Feedback:

Overall, feedback from the UBC community has been very positive and the majority of students participated³. The expanded Imagine UBC day will greatly improve our ability to welcome students to campus each year. The Orientations Steering Committee (including each faculty) applauds the policy change and unanimously committed to continuing to develop this day for the majority of undergraduates at UBC Vancouver.

³ Survey and focus group data to follow.



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Student Development
Imagine Day 2009: Summary Report

Appendix: Faculty-based feedback¹

Imagine Day programming and staff feedback from the following faculties/schools is found below: Arts, Engineering, Forestry, Human Kinetics, Land & Food Systems, Sauder, & Science. Dental Hygiene was unable to provide feedback at this time.

Where available, student numbers are indicated in the “Student attendance” column, in parentheses.

Faculty of Arts:

Programming commitment: I) transfer students, II) department-based programming, III) faculty-wide programming.

I. Transfer student experience:

Program component	Student attendance	Feedback
Transfer student reception	80	<ul style="list-style-type: none"> • Successful for an early morning event. • Transfer students appreciated chance to meet others
Transfer students: your first 2 weeks	20	<ul style="list-style-type: none"> • Successful event
Transfer credit overview	9	<ul style="list-style-type: none"> • Despite low student turnout, still time well spent.

II. Department-based programming:

Department/Program	Overview	Student attendance	Feedback
Asian Studies	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator 	140 (307)	<ul style="list-style-type: none"> • Good student turnout • Great to hear from alumni
Art History & Visual Art	N/A	30 (205)	N/A
Anthropology	<ul style="list-style-type: none"> • Anthropology fair • Lunch 	50 (254)	<ul style="list-style-type: none"> • Great way to connect students of all years and faculty members • Great to have student association involved
Central, Eastern, Northern European Studies	<i>Participated but did not provide feedback</i>		
Classical, Near Eastern, Religious Studies	<ul style="list-style-type: none"> • Reception with faculty members 	50 (97)	<ul style="list-style-type: none"> • 50% of students attended, good turnout • Great to have student association involved
Creative Writing	<ul style="list-style-type: none"> • Open house 	30-40 (60)	<ul style="list-style-type: none"> • Great to hear from alumni

¹ Feedback in this document represents that of organizing staff/faculty in respective Faculties/Schools. Student feedback available at a later date.

	• Reception for new students		
Economics	• Reception with faculty and administration	150 (557)	• Good student turnout • Great to have student association involved
English	• Faculty office hours	N/A (666)	• Low student turnout • High level of cooperation from faculty
French, Hispanic, Italian Studies	<i>Participated but did not provide feedback</i>		
First Nations Studies/First Nations Languages	• Open house	N/A (15)	• Good student turnout
Geography	• Reception with staff & faculty members • Pizza lunch	200 (415)	• Good student turnout • Great to have student association involved
History	• Orientation: academic advising, intro to staff • Pizza & pop lunch	100 (544)	• Extremely good student turnout (standing room only) • Great to have student association involved
Linguistics	<i>Participated but did not provide feedback</i>		
Political Science	• Orientation for new students • Faculty poster session • Panel discussion on climate change politics • Reception	50 (630)	• Good student turnout • Poster session by faculty members interesting idea
Psychology	• Orientation for new students • Faculty office hours	N/A (1676)	• Good student turnout • Scramble for space
Sociology	• Open house • Wine & Cheese reception • Sociological Jeopardy • Dept BBQ	N/A (313)	• Good student turnout • Great to have student association involved
Theatre & Film	• Speed dating with faculty/grad students	40 (398)	• Good student turnout • Great energy in room
Women Studies	• Open house • Faculty poster session	100 (38)	• Turnout exceeded expectations • Great to have student association involved

III. Faculty-wide programming:

Faculty-wide session	Student attendance	Feedback
Degree navigator overview	21	• Met expectations – hope for more students next year
Community Service Learning opportunities	25	• Student numbers exceeded expectations. • Great that students were involved in delivering presentation
What do I do with my major?	35 35	• Good student turnout • Majority of attendees were returning students, even distribution across year level
Student involvement	20	• Later time slot clearly better time for students

	40	<ul style="list-style-type: none"> • Great to have a student panel in presentation
Arts Co-Op Open House	60	<ul style="list-style-type: none"> • Tremendous success • Great to work with student association

Faculty of Applied Science, Engineering:

Programming commitment: I) transfer students, II) department-based programming to include both i. orientation programming for incoming 2nd year students, ii. BBQ for all undergraduate students.

I. Transfer student experience:

Program component	Student attendance	Feedback
Meet the Dean	75 (125)	<ul style="list-style-type: none"> • Messaging was aimed at first year students, consider separate meeting with transfer students and Dean/student leaders
Departmental Orientation	SEE BELOW	
Pep Rally	15 (125)	<ul style="list-style-type: none"> • Little uptake as transfer students preferred to attend Departmental Orientations and/or campus wide sessions

II. Department-based programming:

Department/Program	Overview	Student attendance	Feedback
Chemical & Biological	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator • BBQ (all students) 	280 (291)	<ul style="list-style-type: none"> • Good student turnout • Involvement with departmental student club was great
Civil	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator • BBQ (all students) 	210 (479)	<ul style="list-style-type: none"> • Good student turnout • Required more time • Ensure communications strategy includes all students
Electrical & Computer	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator • BBQ (all students) 	205 (914)	<ul style="list-style-type: none"> • Good student turnout • Would have preferred location closer to ECE's home base
Engineering Physics	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator 	34 (61)	<ul style="list-style-type: none"> • Poor student turnout • Room booking needs to happen earlier in summer to coincide with program's welcome letters • Consider MUG leader role for 3/4/5 year students so that 2nd years can attend orientation • Would prefer to hold event on Thursday as done historically
Geological	<i>Combined event with Earth & Ocean Sciences</i>		
Integrated	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator • BBQ (all students) 	45 (126)	<ul style="list-style-type: none"> • Good student turnout • Involvement with student club was great
Mechanical	<ul style="list-style-type: none"> • Lab tours & BBQ (all undergraduate and 	275 (484)	<ul style="list-style-type: none"> • Good student turnout • Involvement with departmental

	graduate students)		student club was great • Involvement of faculty and staff member volunteers was great
Mining	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator • BBQ (all students) 	35 (154)	<ul style="list-style-type: none"> • Good student turnout • Consider how to get students to attend for future
Materials	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Co-op coordinator • BBQ (all students) 	35 (144)	<ul style="list-style-type: none"> • Good student turnout • Involvement with student departmental club was great

Faculty of Dentistry, Dental Hygiene

Programming commitment: I) new student programming by year

I. New student programming:

Program component	Overview	Student Attendance	Feedback
Entry to Practice: Year 2	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Curriculum overview, Anti-Harassment Lecture, Financial Services Workshop • Luncheon: meet the 1st year hygiene students 	21 (21)	<ul style="list-style-type: none"> • Entire class turned out for the sessions. • More time required between sessions. • May need to book rooms from classroom services next year.
Entry to Practice: Year 3	<ul style="list-style-type: none"> • Orientation: academic advising, intro to staff, Curriculum overview, Anti-Harassment Lecture, Financial Services Workshop • Luncheon: meet the 1st year hygiene students 	17 (17)	<ul style="list-style-type: none"> • Entire class turned out for the sessions. • More time required between sessions. • May need to book rooms from classroom services next year.

Faculty of Forestry

Programming commitment: I) transfer students

I. Transfer student programming:

Program component	Student attendance	Feedback
Welcome pancake breakfast	115	• Met expectations and turnout consistent with previous years
Meet the Program Directors and Student Services staff	115	• The major issue was the “double-booking” and Forestry being bumped out of FSC 1005. The session was moved to a smaller room which was not conducive to the size of the audience as the room was too small.

		<ul style="list-style-type: none"> • Next year, Forestry will book its required space independently.
Pizza Lunch	115	<ul style="list-style-type: none"> • Met expectations and turnout consistent with previous years
FUS skits/building tours	100	<ul style="list-style-type: none"> • Met expectations and turnout consistent with previous years
Break-out session for transfer students	12-15	<ul style="list-style-type: none"> • Transfer students appreciated the break-out session as it addressed the specific issues they face.

School of Human Kinetics

Programming commitment: school-wide sessions (targeted by year level)

I. School-wide programming:

Program component	Target audience	Student attendance	Feedback
Welcome from Director	2/3/4 years	200 (672)	<ul style="list-style-type: none"> • Good student turnout • Larger venue required, better signage
Graduation requirements	3/4 year students	80 (519)	<ul style="list-style-type: none"> • Mandatory session –good student turnout • Larger venue required
Stream specializations	2 nd year students	75 (153)	<ul style="list-style-type: none"> • Mandatory session –good student turnout • Larger venue required
Lunch	2/3/4 year students	200 (672)	<ul style="list-style-type: none"> • Good student turnout • Great faculty turnout (25 in attendance) made for good networking for students
KIN-volved Fair	2/3/4 year students	150 (672)	<ul style="list-style-type: none"> • Good student turnout • Students wanted more campus partners present • Connect with Main Event Carnival
Career Services	2/3/4 year students	25, 15 (672)	<ul style="list-style-type: none"> • Optional session – two sessions held • Good student turnout
Student Financial Aid & Awards	2/3/4 year students	25, 15 (672)	<ul style="list-style-type: none"> • Optional session – two sessions held • Good student turnout
Go Global	2/3/4 year students	40, 35 (672)	<ul style="list-style-type: none"> • Optional session – strong student turnout in both sessions • Good student turnout
HKIN Co-Op	2 nd year students	30 (153)	<ul style="list-style-type: none"> • Optional session – one session held • Good student turnout • Involve current student participants and employers to speak with students
School of Education	2/3/4 year students	20 (672)	<ul style="list-style-type: none"> • Optional session – one session held • Better venue required (split Learning Lab with OT - noisy)
School of Occupational Therapy	2/3/4 year students	30 (672)	<ul style="list-style-type: none"> • Optional session – one session held • Better venue required (split Learning Lab with Education - noisy)

Faculty of Land and Food Systems

Programming commitment: school wide sessions (targeted by year level)

I. School-wide programming:

Program component	Target Audience	Student attendance	Feedback
Meet the Dean	new (1 st year and transfer) students	200 (243)	<ul style="list-style-type: none"> • Confusion with room booking. • Student leaders indicated session was more organized than previous years.
Careers in LFS	3/4 year students	30 (589)	<ul style="list-style-type: none"> • Turnout better than expected. • Students were shy – include more interactive activities next year.
Grad school info	3/4 year students	25 (589)	<ul style="list-style-type: none"> • Better turnout than expected.
Dietetics Roundtable	2 year students, transfer students	40 (330)	<ul style="list-style-type: none"> • Better turnout than expected.
BBQ Lunch with information booths	all LFS students	600 (1176)	<ul style="list-style-type: none"> • Good turnout. • Students came for information on: study abroad, Tri-Mentoring, ways to get involved

Sauder School of Business

Programming commitment: I) transfer students, II) option-based programming, III) faculty-wide programming.

I. Transfer student programming:

Program component	Student attendance	Feedback
Meet the Dean	140	<ul style="list-style-type: none"> • Good introduction to the Dean, senior administrators from the Undergraduate Office, Business Career Centre, External Affairs, Commerce Undergraduate Society, and alum. • Year 2 transfer session had an exceptional turnout (almost at room capacity).
Meet the Professor	140	<ul style="list-style-type: none"> • Majority of Year 2 transfer students transferred from another faculty. Therefore, not necessary to cover UBC opportunities in-depth.
Networking Coach	220	<ul style="list-style-type: none"> • Session included both Year 2 transfer and continuing students. • Moderate turnout. Primarily attended by transfer students.
Lunch	250	<ul style="list-style-type: none"> • Great opportunity for transfer and continuing Year 2 students to meet in a social setting • Strong turnout.
Sauder Tour	N/A	<ul style="list-style-type: none"> • Disappointed with turnout • Many students wanted to leave after lunch.

II. Option-based programming:

Option, year:	Overview	Student attendance	Feedback
Accounting, 3 year	Networking sushi lunch	150	<ul style="list-style-type: none"> • Substantial industry and faculty

students	with student club, faculty members, industry leaders		support for the event • Turnout was very good.
Commerce & Economics, General Business Management, and undecided, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	18	• Moderate student turnout.
Finance, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	170	• Substantial industry and faculty support for the event • Exceptional turnout. Students from other options filtered into this session.
Management Information System & Combined Business and Computer Science, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	11	• Substantial industry and faculty support for the event • Low student turnout • Combined the two smallest divisions. Effective since MIS and BUCS students share similar interests.
Marketing, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	48	• Substantial industry and faculty backing for the event • Attendance expectation not met. • Graduate ECON class was scheduled immediately after event. Prof came in half hour early to set up. This interrupted the networking lunch. Organizers and industry reps felt rushed to leave the room.
Organizational Behaviour & HR, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	15	• Substantial industry and faculty support for the event • Good student turnout
Real Estate, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	20	• Substantial industry and faculty support for the event • Low student turnout
Transportation & Logistics, 3 year students	Networking sushi lunch with student club, faculty members, industry leaders	15	• Good student turnout

III. Faculty-wide programming:

Program component	Target audience	Student attendance	Feedback
Meet the Dean	All Sauder students	Year 2=165 (572) Year 3=250 (790) Year 4=25 (802)	• See above in Transfer Student Experience for program details. • Year 4 session started late due to another event that was running behind. Students left after waiting 15-20 minutes for session to

			begin. • Year 3 participation rate boosted by Year 3 transfer students' attendance.
R-Factor	All Sauder students	60 (2714)	• Very weak turnout. • Difficult to get buy-in from industry leaders in future if low turnout continues.
Textbook Exchange	All Sauder students	N/A	• Enthusiastic response from students. • Event lasted over the first week.
Pep Rally	New (first year and transfer) students	N/A	• Third year transfers felt rushed as they had to leave a workshop early in order to attend rally. • Continuing students wanted to attend Pep Rally to support their peers, but were not invited.
Leadership Coach	4 year students	<20 (802)	• Despite the strong alumni-based lineup for this event, only a handful of students showed up. • Very disappointed with attendance number.
Sauder Cup	All Sauder students	40 (2714)	• Great coordination from the Commerce Undergraduate Society. • Was scheduled at the end of day. Students felt that the day was too long.

Faculty of Science

Programming commitment: I) transfer students, II) department-based programming

I. Transfer student experience:

Program component	Student attendance	Feedback
Transfer student Meet the Dean	160	• Strong student turnout, majority of students transferred from another post-secondary institution (vs. another UBC faculty)
Pep Rally	N/A	N/A

II. Department-based programming:

Department/Program	Overview	Student Attendance	Feedback
Biochemistry	• Student/faculty meet and greet • Academic advising session • Continental breakfast	150 (382)	• Good student turnout • Faculty/student mingle successful • Separate academic advising forum from informal mingling
Biology	• Series of short presentations (career services, program directors, Co-op, Medicine, Dentistry)	230 (910)	• Good student turnout • Need to do more 'social' programming in future
Chemistry	• Magic show/Scavenger hunt • Dept BBQ	150 (294)	• Good student turnout • Students enjoyed the good information and free food

	<ul style="list-style-type: none"> • Career planning/research opps session 		
Computer Science	<i>Participated but did not provide feedback</i>		
Earth & Ocean Sciences (& Geological Engineering)	<ul style="list-style-type: none"> • Academic advising session • Dept BBQ 	150 (200)	<ul style="list-style-type: none"> • Good student turnout • Communicate with students before leave for summer
General Sciences	<i>Combined event with Biology</i>		
Integrated Sciences	<ul style="list-style-type: none"> • Academic advising session • Student association-led icebreakers 	80 (86)	<ul style="list-style-type: none"> • Good student turnout • Great to have student association involved • Instructors were stretched – committed to events in 'home' departments
Math	<i>Participated but did not provide feedback</i>		
Microbiology & Immunology	<ul style="list-style-type: none"> • Academic advising session • Lab tours 	100 (263)	<ul style="list-style-type: none"> • Good student turnout • Clarity around student leader priorities (MUG leaders, thus did not attend session)
Physics & Astronomy	<ul style="list-style-type: none"> • Academic advising session (career planning) 	100 (189)	<ul style="list-style-type: none"> • Good student turnout • Career planning & academic advising information was well received • Separate students by year level in future (different questions)
Statistics	<ul style="list-style-type: none"> • Academic advising session • Informal meet and greet with faculty 	30 (91)	<ul style="list-style-type: none"> • Good student turnout • Informal conversations with faculty and students were well received • Need to do more communication re: change in classes (many students showed up for class)