



Okanagan Senate

THE THIRD REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2021/2022 ACADEMIC YEAR

THURSDAY, 25 NOVEMBER 2021

3:30 P.M. | VIA ZOOM

1. **Call to Order – Dr Lesley Cormack**
2. **Senate Membership – Dr Kate Ross**
NEW MEMBER:
Dr Shirley Hutchinson, Lecturer, Faculty of Arts and Social Sciences, elected by the Joint Faculties until 31 August 2023 and thereafter until replaced (information) (docket page 3)
3. **Minutes of the Meeting of 28 October 2021 - Dr Lesley Cormack** (approval) (docket pages 4-18)
4. **Business Arising from the Minutes – Dr Lesley Cormack** (information)
5. **Remarks from the Deputy Vice-Chancellor – Dr Lesley Cormack** (information)
6. **Candidates for Degrees - Dr Lesley Cormack** (approval)
The list as approved by the faculties is available for advance inspection from the Senate Office, and will also be available at the meeting.
The Vice-Chair of Senate calls for the following motion:
That the candidates for degrees as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which they were recommended, effective November 2021, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of Senate be empowered to make any necessary adjustments. (2/3 majority required)
7. **Academic Policy Committee – Dr Jan Cioe**
 - a. **COVID Health Academic Regulation** (approval) (docket pages 19-25)



- b. Amendments to Policy O-9: Graduate Student Supervision & Membership in the College of Graduate Studies (approval) (docket pages 26-33)

8. Admissions and Awards Committee – Ms Tamara Ebl

- a. New and Revised Awards (approval) (docket pages 34, 36-39)
- b. Optional Use of SAT/ACT Scores for Admission from American Secondary School Curriculum (approval) (docket pages 34, 40-47)
- c. College of Graduate Studies: Revised Awards (approval) (docket pages 34-35, 48-50)

9. Agenda Committee – Dr Jan Cioe

Senate Meeting Format (approval) (docket page 51)

10. Curriculum Committee - Dr Yves Lucet

Curriculum proposals from Faculty of Applied Science (approval) (docket pages 52-55)

11. Provost's Remarks – Dr Ananya Mukherjee-Reed (information)

12. Report from the Provost – Dr Ananya Mukherjee-Reed

Presentation on Re-envisioning the Student Experience of Instruction Survey Questions from the Student Perspective - With Brad Wuetherick, Tanya Forneris, and Stephanie McKeown (information) (docket pages 56-94)

13. Other Business

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>



25 November 2021

To: Okanagan Senate

From: Dr Kate Ross, Registrar

Re: 2021 Okanagan Senate By-Election results

Set out below is the second set of by-election results.

Faculty Member Representative of the Joint Faculties

Further to the second call for nominations for faculty members of the Okanagan campus to fill one (1) vacancy on the Okanagan Senate for the remainder of the 2020-2023 triennium issued on 13 September 2021, two (2) valid nomination has been received. Therefore, pursuant to Section 16 of the University Act, the following faculty member is elected as representative of the Joint Faculties on the Okanagan Senate for a term ending 31 August 2023 and thereafter until a successor is elected:

- Dr Shirley Hutchinson, Lecturer, Faculty of Arts and Social Sciences

--

All vacancies have been filled in this by-election.

OKANAGAN SENATE

MINUTES OF 28 OCTOBER 2021
DRAFT**Attendance**

Present: S. Ono (Chair), K. Ross, L. Cormack, A. Mukherjee-Reed, H. Berringer, P. Simpson, S. Tomaskova, J. Hare, G. Binsted, R. Sugden, P. Arthur, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, M. Evans, R. Frost, G. Garrard, P. Lasserre, Y. Lucet, S. McNeil, I. Parkins, J. Picault, S. Willis-Stewart, J. Holzman, M. Legault, J. Jakobi, K. Hodges, S. Cherkowski, R. Johnson, S. Hilton, T. Forneris, B. Marcolin, R. Lalonde, M. Reeves, A. Alnaar, M. Arthur, B. Heerema, R. Herzberg, J. Low, J. Anderson, R. Sharma, D. Rogers, L. Prakesh

Regrets: S. Point, S. Bates, P. Barker, J. Olson, G. DiLabio, J. Lee, L. Markley, M. Libben, A. Schatzko, B. Traister, L. Fu, J. Udochi, K. Morgan, R. Somal, S. O’Leary, M. Lunde, H. Khan, R. Somal

Clerk: A. Breen, J. Iverson

Guest: R. Sadiq, R. Einarson, J. Madden, A. Riley, L. Bilodeau, K. Falkner

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the meeting to order at 3:33 pm

Senate Membership**SENATE NOMINATING COMMITTEE**

The Registrar announced that two senators have been nominated for the vacancy on the Senate Nominating Committee: Stephen O’Leary and Rob Johnson. An election was held during the meeting to select a member until 31 August 2023 and thereafter until replaced.

The results of the election were confirmed at the end of the meeting; Rob Johnson was elected as a member of the Nominating Committee for the specified term.

Minutes of the Previous Meeting

Jan Cioe }
Barb
Marcolin

That the Minutes of the Meeting of 30 August and 23 September 2021 be approved as corrected.

Approved

Business Arising from the Minutes – Dr Santa J. Ono (information)

The President noted that the Learning and Research Committee will present its report on Honorary Degrees later in the meeting.

Remarks from the Chair and Related Questions – Dr Santa J. Ono (information)

The President opened his remarks by congratulating Provost and Vice-President Academic Ananya Mukherjee Reed on being named one of the Women's Executive Network (WXN) top 100 most powerful women, noting that the University is grateful for her outstanding leadership.

Dr. Ono announced that almost two months into the Fall term, things are going very well with regard to COVID-19. As of October 19, over 95% of students, faculty and staff have declared their vaccination status. Of those who have declared, 96% have declared they are fully vaccinated and a further 2% are partially vaccinated and 1.21% have chosen not to disclose their status. Targeted messages were sent on September 27th, September 28th, October 4th and October 6th to those who had not completed their declaration, had not provided proof of vaccination or hadn't registered for rapid testing.

Those who have declared they are not vaccinated or chose not to disclose their status, have received targeted messages to schedule their rapid testing appointments. A message was sent a week ago to those faculty and staff who had not uploaded proof of vaccination indicating that continued non-compliance will lead to progressive discipline.

A message was also sent to those students who had not completed their declaration or uploaded proof of vaccination, indicating that continued non-compliance will result in significant consequences. Those who have submitted incorrect or fraudulent documentation will be contacted directly with a letter of expectation. As part of this process, audits of proof of vaccination uploaded into the system will be done.

The COVID-19 Rapid Testing Program has been created to help keep the University community safe. The President urged everyone, if they have not completed the declaration and provided proof, or have not yet signed up for rapid testing – if required – that they do so as soon as possible.

Because UBC is doing so well with regard to COVID-19, Fall 2021 graduation ceremonies at the Vancouver campus will be held in person. The safety of all graduates, guests, and the UBC community is of utmost importance, and ceremonies will be planned according to Public Health Orders and guidelines. The hope is to learn from this experience and that the much larger May/June graduation ceremonies at Vancouver and the Okanagan will benefit from this November's events.

The President next provided an update on the recent national forum on anti-Asian racism, hosted by UBC. The Forum, which involved 126 panelists and more than 2,100 participants from across Canada, was held in June amidst a surge in anti-Asian racism and violence.

The Forum report has now been released, and Dr Ono highlighted some of the main findings:

- The intersecting impacts of settler colonialism, systemic racism and white supremacy are found in all sectors of Canadian society.

- Current anti-racism activism is missing cross-sectional representation, leading to a simplified narrative and lack of culturally responsive solutions.
- There is a need for capacity building in order to take action and maintain long-term sustainable changes.
- There are possibilities to harness the energy and bold visions of students and young people to co-create a different future.

The results of a survey on racism aimed at Canadian youth were recently released. The survey, done by the Angus Reid Institute in partnership with UBC, showed that 58% of Canadian youth have seen their peers insulted, bullied or excluded at school based on their race or ethnicity. Another 14% said they've experienced it themselves, with visible minority children three times as likely, and Indigenous children twice as likely, as white children to say that they have faced personal abuse.

The results also showed how little students know about Canada's history of racism. For example, 1 in 5 students have never heard of the Komagata Maru, 2 in 5 have never heard of the Chinese Head Tax, and 1 in 2 have never learned of the internment of Japanese Canadians.

The President stated that if Canadian youth are not learning the basic history of anti-Asian racism in Canada, and if their teachers are also not aware, they will not have the tools to respond to or deal with it. Students also will not see their teachers as capable of helping them: 1 in 5 students surveyed said they did not believe their teachers knew how to help, or their teachers would deny or ignore the existence of the racism.

Dr Ono noted that there is a critical need for structural solutions, and questioned whether there was a mismatch between the diversity of our students and our teachers, counsellors, and school principals? Are teachers and administrators equipped with the knowledge, training and resources to deal with racism in their schools?

The President stated that no child should ever have to experience bullying and exclusion because of their race or ethnicity, and racism and bias have no place in our community. Accordingly, UBC will be signing the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education next month. The Charter's four principles of Black flourishing, inclusive excellence, mutuality, and accountability will guide UBC as we develop our own action plan to redress anti-Black racism.

Dr Ono acknowledged the support of the Black Caucus in endorsing the Charter, and thanked Ananya Mukherjee Reed, who worked as part of the national network of higher education institutions to formulate the Charter. Dr Ono concluded by saying that it is his hope that UBC can work to model a different kind of community – one where we embrace difference and work to build each other up while enacting values of dignity, mutual respect, and justice.

Finally, the President provided an update on that UBC's delegation of eight to the 26th United Nations Climate Change Conference of the Parties (COP26) in Glasgow this November. By attending as official observers, UBC delegates deepen their understanding of how global climate negotiations work, which will benefit their research and programs. The delegates will also share UBC's exemplary work on the climate emergency with this global gathering and share their experiences with the wider UBC community when they return.

Dr Ono shared that he will also be participating indirectly in COP26, as he will be participating remotely in a Presidents' panel at the Times Higher Education Climate Impact Forum next week. He concluded his remarks by saying that as one of the world's leading universities on sustainability, UBC is responding to the unprecedented challenges of a changing planet.

Senator Garrard stated that he had been part of the Climate Emergency Task Force last summer and noted that the report had been received and acted up at the Vancouver campus and questioned what actions had been taken at the Okanagan campus. Dr Ono responded that he will do everything he can to be supportive of initiatives at the Okanagan campus, and invited Drs Cormack and Mukherjee Reed to comment on plans for moving forward on addressing the climate emergency with either faculty hiring or supporting faculty/student research on campus.

Dr Mukherjee Reed stated that the steps taken at the Okanagan campus are slightly different than those in Vancouver. For example, the newly created Bachelor of Sustainability degree is one initiative, along with pending hiring on environmental racism. Also, the Climate Action Plan was recently presented to the Leadership Council and will be presented to the Senate later in the today's meeting. Dr Cormack added that there are a range of activities and sustainability work happening at the Okanagan campus and that the next step will be to think about how these varied initiatives can be brought together in a cohesive way.

Dr Ono stated that the discussion at the Times Higher Education Global Summit earlier in the day considered steps campuses can take on climate emergency and sustainability initiatives, He noted that his own discretionary funds can be used to support strategic initiatives and invited senators to share their ideas and aspirations in addressing the climate emergency. In addition to the research projects underway at both campuses, three issues came up at the summit:

- (1) social justice with respect to the climate emergency, recognizing that indigenous people and other individuals who are less privileged are actually more affected by the climate emergency through no fault of their own. The Indigenous Strategic Plan can help us to think about this intersection and what we can do as an institution to support indigenous peoples;
- (2) how can the concept of the campus as a living laboratory be scaled up, how can we make our campuses more sustainable and increase collaboration between UBC faculty and students with the communities in which we work and study? A recent documentary on CBC The National shows how faculty and students are interfacing with different neighborhoods and are encouraging members to take ownership of what they can actually do in their neighbourhood. This can be scaled up across all the neighbourhoods and communities in BC, thereby empowering people to feel that they are part of the solution;
- (3) the recognition that there are dozens of higher education institutions doing great work in sustainability and addressing the climate emergency and that much more can be done as a network rather than individually. There was general agreement at the Summit that if there is going to be a meaningful response by 2030, it must be a global approach and there must be a commitment at every level, including academia and governments.

Dr McNeil commented that it is encouraging to see the progress that has been made with respect to COVID-19 vaccinations rates and safety protocols on campus, noting that the vaccination rate is not yet at 100%. He expressed his concern for the safety of students in classrooms where instructors are refusing vaccination, and questioned whether progressive discipline may include removing

unvaccinated faculty members who fail to follow testing protocols from classrooms. Dr Ono responded that this may be an option under the institutional policies in place at UBC and that there have been several messages from the President to the UBC community outlining the requirements around proof of vaccination and regular testing. He noted that there are institutions globally that are terminating tenured faculty and expelling students who fail to comply with vaccination or testing requirements. Dr Ono stated that there will be more information forthcoming starting next week.

Remarks from the Deputy Vice-Chancellor and Related Questions – Dr Lesley Cormack (information)

Dr Cormack thanked President Ono, noting that continued discussion of COVID-19 protocols is very important and that she was looking forward to the clarity the campus community will have following next week's announcements.

Dr Cormack started by recognizing the loss of Dr Hugo De Burgos, Associate Professor of Teaching in the Faculty of Arts and Social Sciences' Department of Community, Culture and Global Studies. Dr De Burgos arrived in Canada from El Salvador at the age of 18, settling in Edmonton and starting his studies at the Grant MacEwan Community College music program. He then went on to earn a Bachelor of Cultural Anthropology from McGill University in 1982 and then a Master's degree in Medical Anthropology from the University of Toronto in 1994.

Dr De Burgos later returned to Edmonton to complete a doctorate in Medical Anthropology at the University of Alberta in 2006, which is where Dr Cormack first met him. He had a passion for social justice, a love for the arts, and found great inspiration in his fellow Hispanic scholars. He came to UBC Okanagan in 2008 as an Assistant Professor of Teaching and then promoted to Associate Professor.

Dr De Burgos was an anthropologist, a filmmaker, a poet and musician, a historian, an activist and an author. He published three books and articles in numerous journals and publications on topics such as traditional hearing, water, indigenous medicine and ethnic identity. He earned many awards and accolades including the Eleanor Roosevelt Global Citizenship Award for inspiring university students to take part in their global community, a distinction given to fewer than 1% of anthropology professors in North America and in 2013, he was recognized as one of the 10 most influential Hispanics Canadians. Dr De Burgos' passing is felt deeply on this campus and by all those who were touched by his life and career. Dr Cormack asked the assembly to observe a moment of silence for Dr Hugo De Burgos.

Dr Cormack's comments then shifted to the return to campus, noting that she is very pleased with how well the campus has reopened, with only 28% of classes on line and a majority in person. She urged everyone who knows someone who is unvaccinated to do all they can to encourage and support them to get vaccinated. Dr Cormack stated that she is resolute about enforcing the University's policies around declarations, documentation and rapid testing requirements. She noted that seasonal flu shots are now available and encouraged everyone to ensure that they receive the flu vaccination in addition to the COVID-19 vaccination.

Dr Cormack noted that there have been recent conversations around what steps need to be taken to get to where the campus wants to go by 2040, including the programs we offer, the students, faculty and staff communities on campus, space and buildings etc. Also, what are the enablers that will allow the campus to achieve these goals? Dr Cormack stated that she has had some very exciting conversations with the

deans recently and hopes to carry these forward in the larger context, and that the UBC Downtown Kelowna project is moving forward, with lease approval by the Board expected shortly.

Remarks from the Provost and Related Questions – Dr Ananya Mukherjee-Reed (information)

Dr Mukherjee-Reed thanked everyone for their congratulations and kind words for the WXN recognition. On the return to campus, she noted that some courses are being offered as a hybrid of online/in-person before they fully shift to in-person instruction. Anecdotally, she has heard that students appreciate the care shown by instructors in accommodating individual circumstances and the technological upgrades in classrooms. There is a system-wide taskforce on COVID learning which will inform educational delivery pedagogy going forward, and will take into account the experiences shared by faculty and students.

Dr Mukherjee-Reed noted the issues related to Examination Hardships raised a few meetings ago have now been resolved and that scheduling for the next examination period will begin shortly.

With an update on informal learning spaces, she noted that there is a lot of work happening to renovate and upgrade informal learning spaces for undergraduate students, as well as developing more spaces for graduate students. This work is happening with the support of—and in consultation with—the Student Union. Dr Mukherjee-Reed thanked student leaders for all their contributions.

She then provided an update on the system-wide task force on student affordability, which she co-chairs with Provost Andrew Szeri and Vice-President Students, Ainsley Carry, noting that student senators were the first to bring to the Senate's attention the issue of escalating costs of educational materials, online courses, etc. The task force includes a project specifically on the cost of educational materials. University Librarian Heather Berringer and Director of Continuing Education Dr Simon Bates have been working to develop recommendations that will be reviewed by the task force.

An update on the Anti-Racism Task Force was provided; it is now finalizing its report and holding consultation with different equity-deserving groups. The task force has developed more than 50 recommendations, 6-7 of which have already been forwarded for implementation.

There was a final comment on the Climate Action Plan and that Dr Phil Barker, Vice-Principal Research was planning the launch of Campus as a Living Laboratory project, which will integrate academic research and teaching with campus planning, infrastructure, operations and community development.

ACADEMIC POLICY COMMITTEE

The Chair of the Senate Academic Policy Committee, Dr Jan Cioe, presented.

Jan Cioe
Tamara Ebl

} *That Senate approve the Graduate Council
Parental Accommodation Policy.*

In response to a question from Senator Hilton on whether the policy accommodates leaves for multiple birth differently, Senator Simpson noted that the issue of multiples is not specifically anticipated by policy and that the policy will be amended should this become an issue.

Approved

ADMISSIONS AND AWARDS COMMITTEE

The Chair of the Senate Admissions and Awards Committee, Senator Tamara Ebl, presented. The Chair noted that she was pleased to highlight that the Andrew Arida Memorial Award was included in the report.

<p>Tamara Ebl Barb Marcolin</p>	}	<p><i>That Senate approve the new awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i></p>
-------------------------------------	---	--

Approved

<p>Tamara Ebl Patricia Lasserre</p>	}	<p><i>That Senate approve changes to the Grade 12 Literacy Assessment requirement for admission for applicants following the BC/Yukon secondary school curriculum, effective for entry to the 2022 Winter Session and thereafter.</i></p>
---	---	---

Approved
1 abstention

CURRICULUM COMMITTEE

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

<p>Yves Lucet Peter Arthur</p>	}	<p><i>That the revised certificate program, and new and revised courses, brought forward by the Faculties of Education and Health and Social Development be approved.</i></p>
------------------------------------	---	---

Referring to page 51 of the docket, Dr Cioe asked why reference to ‘Dean of Education’ was being replaced by ‘Okanagan School of Education’ and why approval had shifted to the School from the Dean. Dr Lucet responded that approvals vary widely across the curriculum, some of which must be granted specifically by the head or dean, and some which can be granted by the program, hence the change to a more general term.

Dr Cioe also noted a number of minor errors and omissions, which will be forwarded to the clerk for correction.

Approved

LEARNING AND RESEARCH COMMITTEE

The Chair of the Senate Learning and Research Committee, Dr Sally Willis-Stewart, presented.

<p>Sally Willis- Stuart } Tamara Ebl</p>	<p><i>That the Senate not approve honorary degrees for the 2021-2022 Academic Year.</i></p>
--	---

Senator Willis-Stewart stated that the motion considered at the September Senate meeting was being put forward again, that honorary degrees not be approved for the 2021/2022 academic year. She noted that the circulated report clearly outlined the reasons for suspension of honorary degrees, primarily that the Committee’s focus will be on reviewing the process for granting honorary degrees.

Dr McNeil commented that if there is not a formal defined and transparent mechanism by which honorary degrees can be rescinded, then there should be a robust discussion on the vetting process prior to granting the honour. Dr McNeil spoke in favour of the motion and noted that developing a procedure to rescind honorary degrees is a tacit admission that the University may grant a degree to someone that in the fullness of time we realize we would rather not have done. Dr McNeil noted that not granting honorary degrees for next year will not delay the work that needs to be done with respect to developing criteria for granting and rescinding degrees. He noted that there was no connection between developing procedures for granting / rescinding degrees and a moratorium on granting degrees for the next academic year.

Dr Willis-Stewart responded, noting that the Committee had received no new nominations for the 2022/2023 academic year, which may be a result of the broader community’s concerns around the issues that have been raised with respect to rescinding honorary degrees from specific individuals. She stated that it was important to examine the University’s processes on granting honorary degrees, especially in light of the concerns that have been raised around past recipients. Dr McNeil responded that individuals should not be denied the opportunity to receive an honorary degree if nominated but appreciated the Committee’s recommendation for a moratorium for one year.

Dr Ebl clarified that while Committee may not have received new nominations for the 2022/23 academic year, there are still nominations that are active from previous years that might be considered by the Committee. She agreed with the Committee’s motion which shows that the

University is focusing on process and broader issues that are of concern to the community within and outside of the Okanagan campus. Dr Willis-Stewart confirmed that there are a few nominations from previous years that remain active.

Senator Herzberg indicated support for the motion, that pausing the current process will allow the Committee to have meaningful discussions on an important issue and address concerns with both the process for granting and rescinding of honorary degrees.

Senator Cioe asked for an update on discussions to date on this issue at the Vancouver campus, noting that this motion may have been passed by the Vancouver Senate. He noted that some of the sensitivities around this issue are also at play with the University's Naming Policy, with respect to naming buildings, and that the current conversation highlights that the University may have honoured individuals who represent values that are not consistent with those we now hold as an institution.

Dr Willis-Stewart confirmed that the Vancouver Senate had passed the motion and that the Vancouver Senate Tributes Committee has held a meeting and will be striking a cross-campus sub-committee to develop procedures for both the granting of and rescinding of honorary degrees. There will be updates provided regularly to the Learning and Research Committee and to the Senate as well. She noted that the regularly scheduled meeting to consider honorary degree recipients had been used to have a fuller discuss about how to develop more detailed processes.

In response to a comment by Senator Picault, Dr Willis-Stewart confirmed that the normal three-year eligibility for honorary degree nominees can be extended by one year to account for the moratorium on honorary degrees for next year.

Senator Reeves commented that there are two main issues under consideration; the principles and processes for granting honorary degrees and also for revoking honours that have already been conferred. The motion for approval only speaks to the first and questioned whether the Learning and Research Committee was planning on addressing this and if so, should there be reference to revocation in the motion as well? Dr Willis-Stewart responded that a well-articulated process for granting honorary degrees will also anticipate and account for scenarios and situations in which revocation might need to be considered.

Senator Ebl questioned whether there have been any calls for revocation of honorary degrees conferred at the Okanagan campus, and if not, whether it is premature to anticipate any requests for revocation and state that intention in the motion. Dr Willis-Stewart confirmed that there were no pending requests for revocation of honorary degrees at the Okanagan campus.

Senator Hare spoke in favor of the motion, noting that this is an opportunity to examine the procedures that govern both the granting and revocation of honorary degrees and to more meaningfully consider these honours in terms of institutional culture and values. She stated that the pause on granting honorary degrees will also give UBC an opportunity to think about the responsibilities and expectations of recipients.

Approved

NOMINATING COMMITTEE

The Chair of the Senate Nominating Committee, Dr. Jannik Eikenaar, presented.

<p>Jannik Eikenaar Jan Cioe</p>	}	<p><i>That Senate appoint Greg Garrard to the President's Advisory Committee for the Extension of the Appointment of the Vice-President Research and Innovation.</i></p>
-------------------------------------	---	--

Approved

President Ono noted his appreciation for Senator Garrard serving on the advisory committee.

REPORT FROM THE DEPUTY VICE-CHANCELLOR

Climate Action Plan 2030

Dr Cormack presented the Climate Action Plan 2020 for discussion, welcoming guest presenters Rob Einarson, John Madden, Leanne Bilodeau and Abigail Riley. In his opening comments, Rob Einarson stated 'that UBC's 2019 Climate Emergency Declaration recognized the severity, complexity, disproportionate impacts of, and responsibilities for, the climate crisis. It committed UBC to develop a collective response that embeds climate justice throughout its activities and priorities. With endorsement in principle of the Climate Emergency Task Force Report and Recommendations, the UBC Board of Governors emphasized that climate action continues to be a top strategic priority for the University, providing direction for UBC staff to update plans to address the climate crisis with the urgency it requires.

Ben Johnson, Leanne Bilodeau, Krista Falkner and Abigail Riley then presented the Climate Action Plan (CAP) 2030. The Climate Emergency Declaration and subsequent Climate Emergency Community Engagement process reaffirmed UBC's commitment to accelerate emissions reductions in alignment with the Paris Agreement of limiting global warming to 1.5°C. Reaching the 1.5°C Paris Target requires a global Green House Gas (GHG) reduction of 45% from 2010 to 2030 and reaching net zero around 2050. Three objectives for CAP 2030 are reflected in UBC's Climate Emergency Declaration mandate:

1. Setting new targets that accelerate UBC's path toward achieving the net zero emissions target prior to 2050;
2. Applying a climate justice lens to the policies and actions developed in CAP 2030

3. Expanding CAP scope to include areas of influence extending beyond UBC's operations, such as commuting, air travel, food systems, materials and waste.

CAP 2030 addresses and accelerates GHG reductions in operational emissions (buildings, energy supply and fleet) and extended emissions (commuting, food, business air travel, embodied carbon, waste and materials) that are considerably larger and are now being included to align with the intent of UBC's Climate Emergency Declaration.

This Plan outlines an ambitious path of deep GHG-emission reductions for each campus, with bold actions including district energy decarbonization and building retrofits, while also providing opportunities for teaching, learning and research through Campus as a Living Lab initiatives that address the climate imperative. CAP 2030 will decarbonize the institution while considering the inequitable impacts of climate change and subsequent responses on marginalized communities, including an understanding that the ability to partake in sustainable actions can be constrained by a lack of privilege and inequality.

Building on two previous Climate Action Plans and significant GHG reductions already achieved, UBC Vancouver's CAP 2030 sets a bold vision and accelerated pathway for a broader scope of emission reductions in response to UBC's 2019 Declaration on the Climate Emergency:

CAP 2030 will position UBC as a model of how universities can mobilize to address the climate emergency and Paris targets through bold, impactful actions to accelerate and deepen GHG reductions across operations, and expanded action to reduce extended emissions.

UBC's Climate Emergency Declaration recognizes the severity, complexity, disproportionate impacts of, and responsibilities for, the climate crisis. It commits UBC to develop a collective response that embeds climate justice throughout its activities and priorities. With this endorsement, the UBC Board of Governor's emphasized that climate action continues to be a top strategic priority for the University. Specifically, the Declaration gives impetus for UBC to update plans to address the climate crisis with the urgency it requires.

This Plan sets targets that will accelerate and broaden UBC's climate action with a 2030 GHG reduction target of 85% on operational emissions (2007 baseline year) and 45% on extended emissions (2010 baseline year), in addition to advancing UBC's target for net-zero operational emissions to 2035—15 years ahead of the original 2050 target.

This Plan helps to advance many facets of UBC's strategic plan goals by creating platforms for climate informed teaching, learning and research, and leverages multiple Campus as a Living Laboratory opportunities to maintain UBC's reputation and leadership position in climate action and sustainability.

CAP 2030 addresses operational emissions (buildings, energy and fleet), which are within

existing CAP reduction targets, and extended emissions (commuting, food, business air travel, embodied carbon, waste and materials, and paper), which are considerably larger and are now being included to align with the intent of UBC's Declaration on the Climate Emergency.

Without further commitment to accelerate action across all areas, UBC's GHG emissions will continue to increase substantially, risking UBC's reputation and the many associated benefits, and exposing the institution to considerable energy and carbon liabilities in the future.

The CAP 2030 is a UBC-wide effort across both the Vancouver and the Okanagan campuses, and will require leadership and resourcing from many units across both campuses. The breadth and scope of the Plan necessitates that it reaches every corner of the institution, requiring a distributed approach to implementation. A CAP Accountability Framework has been developed that outlines responsibilities for implementation of actions, monitoring progress, governance over decisions and processes.

The distributed leadership model integrates concurrent work into this Plan, enhances mobilized resources across campuses, and embeds ownership and accountability for delivering on this Plan across the organization. This approach builds the cross-organizational capacity required for systems change. UBC Campus and Community Planning will serve as a support and/or lead for several discrete actions, and support the monitoring and reporting on progress led by units over time, ensuring all units are held accountable and recognized for advancing their respective actions. The distributed leadership approach will continue through implementation to ensure successful execution of this Plan.

CAP 2030 represents a significant UBC-wide effort across both the Vancouver and Okanagan campuses. The CAP 2030 team engaged UBC's Strategic Decision Support to advise on the development of a resourcing strategy. The implementation horizon is 10 years and will require sustained leadership, increased resourcing, and cross-campus engagement with the academy and collaboration from many units across both campuses. Partnership opportunities will be pursued with utilities, industry and government to leverage funding and investments in low carbon solutions. Financial mechanisms and price signals will continue to be identified that support behavioral change while helping to fund emission reductions.

In response to a question from Senator Garrard, Ms Bilodeau stated that there is a concerted effort to reduce air travel between campuses and an investment in developing policies that will support and encourage opportunities for alternatives to air travel. She stated there is work underway to improve the measurement and tracking of business travel for both campuses and that current figures taken from travel booking systems are likely an underestimation, given that many faculty will arrange their own travel and are then reimbursed.

Senator Ebl commented that the presenters should consider that business travelers may be driving instead of flying. She noted that some students take a taxi home at night as there is insufficient public transit at night or early in the morning, and improvements to transit will require community partnerships. Dr Cormack responded that expanding transit options to the campus must be a joint project with the City and that with respect to environmental impact and sustainability, the City is looking at electrification of its bus fleet. The University can also work

with the City to increase bus service to campus at night so students have a safe and reliable community options. Increasing the number of student residences on campus will also reduce the number of students who commute daily to and from the campus. Mr Einarson added that the City is planning to build a facility adjacent to the campus where buses will be modified to be electric. While proximity to the campus may not mean that more buses will come here, it is part of the overall plan to increase transit options to and from the campus.

Senator Cioe questioned how more faculty, staff, and students will be encouraged to shift to electric vehicles, what incentives or disincentives are being considered? Mr. Einarson responded that the strategy will be a combination of both, and will consider factors such as the availability and cost of parking on campus, increasing the number of charging stations on campus, etc. These decisions will require input from the community as community buy-in to these initiatives will be critical. Dr. Cioe added that there are also equity considerations such as impact on students if the cost of parking on campus is increased.

Ms Falkner added that a possible incentive would be to offer electrification options to encourage more people to purchase an electric vehicle as many people are not able to charge their vehicles at home so their primary access to a charging station will be on campus.

Senator Eikenaar thanked the presenters and stated that he is very appreciative of the emphasis on the importance of a transportation plan. He questioned whether initiatives such as the agreement to increase the amount of parking at Kelowna Airport for people coming to campus is consistent with the transportation plan. Also, the 10% subsidy for transportation passes is not likely sufficient to persuade people to switch from driving to taking transit.

On the first comment, Mr Einarson responded that the request to increase access to parking for travelers came from the airport. The busiest time for the airport is in the summer months, and this is normally a quieter time for the campus, so overflow from the airport could be accommodated on campus. Dr. Cormack clarified that this is not an agreement but has been reported as one; discussions are still in an early phase. She added that at a recent meeting of the Airport Authority, she encouraged them to really start thinking about how they can have a similar kind of Climate Action Plan; the airport is a destination where people come and leave their vehicles and there may be some creative ways to minimize the environmental impact.

Senator McNeil commented that when moving forward to develop these policies, we should try to strike a balance between incentives and penalties. It is important to remember that the intent of these policies is not to move people from single-occupancy vehicles to transit, but rather to move people out of fossil-fuel burning vehicles into clean-energy vehicles. He added that emphasis should be on encouraging people to change to electric vehicles, which is consistent with the recent announcement by the BC Government; the hope is that 30% of all new cars are going to be electric by 2030 and 100% by 2040.

In response to a question from Senator McNeil on the timeline for the electrification of the Kelowna transit fleet, Ms Falkner responded it will be anywhere between 2023 and 2025, once the facility adjacent to the campus is built, with hopes of full electrification by 2050.

Senator Picault commented that many students who have a lengthy break between classes will go home and then return to campus and this may be one reason that students choose to drive rather than take transit. Has there been any consideration of augmenting the services provided on campus that would incentivize students to remain for the day rather than making multiple trips to and from campus? Mr Einarson responded that this issue is being considered by Enrolment Services to review scheduling options that would mitigate this to some degree.

Senator Garrard thanked the presenters for producing such a well thought-out and ambitious program, and commented on the Climate Emergency Task Force that it would be good to have a teaching and research initiative that is commensurate with it. He noted that a decentralized approach to implementing the plan on the Vancouver campus, and a similar approach may work well for the Okanagan Campus as well.

ADJOURNMENT

Seeing there was no other business, the meeting was adjourned at 5:30 pm





THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

25 November 2021

To: Okanagan Senate
From: Academic Policy Committee
Re: Senate COVID Health Academic Regulation

The Senate Academic Policy Committee has reviewed a proposed Senate COVID Health Academic Regulation developed by the Office of the University Counsel in consultation with the Offices of the Registrar and Vice President, Students. The regulation is intended to uphold health and safety by enforcing student compliance with all aspects of the COVID-19 Campus Rules created by UBC Risk Management Services, pursuant to Policy SC1 (Occupational and Research Health and Safety Policy). These rules include but are not limited to the requirements to complete the UBC Declaration of COVID-19 Vaccination Status and, if not declared to be vaccinated, participate in regular rapid testing. The regulation states compliance with the COVID-19 Campus Rules is required to maintain registration at UBC, and failure to comply may result in students being de-registered from courses. The Committee confirmed that faculty and staff policies with respect to COVID-19 measures are under review.

The Committee voted unanimously to recommend the *Senate COVID Health Academic Regulation* to the Senate for approval.

Motion: *That Senate approve the COVID Health Academic Regulation, effective from 1 January 2022.*

Respectfully submitted,
Jan Cioe
Chair, Academic Policy Committee

Senate COVID Health Academic Regulation

WHEREAS:

- A. The Board of Governors pursuant to the *Health and Safety Policy* has authorized UBC Risk Management Services to make rules regarding health and safety which must be observed by all faculty, students and staff.
- B. The Severe Acute Respiratory Syndrome Coronavirus 2 (“COVID”) pandemic has created a risk to the health of all members of society, including all students, faculty, and staff at UBC.
- C. On 30 August 2021 and 10 September 2021 the Okanagan and Vancouver Senates passed a resolution urging the President and Board of Governors to require all students, staff, and faculty attending, supporting, or delivering in-person classes, tutorials, or laboratories to be fully vaccinated against the COVID-19 virus prior to doing so.
- D. The President and Executive have implemented a program requiring students, faculty and staff to be tested weekly for COVID unless they have demonstrated they have been vaccinated against COVID.
- E. The Board of Governors has endorsed this program.
- F. Pursuant to the Health and Safety Policy, Risk Management Services has promulgated the COVID-19 Campus Rules to impede the spread of COVID at UBC.
- G. While the overwhelming majority of members of the UBC community have complied with the COVID-19 Campus Rules, some members are not in compliance and this non-compliance poses a risk to students, faculty, staff, and visitors at UBC.
- H. The university has in place a system to assess and provide appropriate accommodations to persons who are unable to fully comply with the university’s health and safety rules due to grounds protected pursuant to the British Columbia *Human Rights Code*.

NOW THEREFORE THE OKANAGAN SENATE CREATES THE FOLLOWING REGULATION:

Compliance with Health Safety Requirements for Maintaining Registration

The following academic regulation is in effect 1 January 2022.

In response to the pandemic caused by COVID, UBC Risk Management Services has created the COVID-19 Campus Rules, pursuant to the UBC Board of Governors *Health and Safety Policy*, to impede the spread of COVID at UBC. The COVID-19 Campus Rules can be found here:

<https://riskmanagement.sites.olt.ubc.ca/files/2021/09/COVID19-Campus-Rules.pdf>.

All students at UBC must comply with the COVID-19 Campus Rules, including but not limited to the requirements (in accordance with UBC’s instructions) to:

- complete the UBC Declaration of COVID-19 Vaccination Status; and
- if not declared to be vaccinated, participate in regular rapid testing if physically attending at UBC’s Point Grey campus or Okanagan campus.

Compliance with the COVID-19 Campus Rules is required to maintain registration at UBC. For those students who are enrolled exclusively in courses that do not require any in-person

attendance in class or other activities at any facilities operated by UBC, exceptions may be made at the discretion of the Dean of the Faculty in which the student is registered.

In addition to the requirements of the COVID-19 Campus Rules, some Faculties and Schools may require proof of approved COVID vaccination for certain programs or courses to comply with the requirements of third parties, including but not limited to health authorities, governments, employers, and other institutions through which practica, co-operative education programs, or other experiential learning opportunities are offered. Compliance with those requirements may be required to remain registered in those programs or courses.

The Registrar shall be responsible for de-registering students who fail to comply with the COVID-19 Campus Rules, and Deans of Faculties shall be responsible for de-registering students who fail to comply with Faculty or School based regulations. Students who believe these regulations are being improperly applied by either the Registrar or their Dean may appeal such a matter as an appeal of academic standing [[insert link here to regulations on appeals](#)].



Date	November 10 th , 2021
To	Gina DeVeaux, Academic Governance Officer Senate and Curriculum Services Office of the Senate
Copy to	
From	Mark Crosbie, Associate University Counsel, Office of the University Counsel Samantha Reid, Executive Director of the Office of the Vice President, Students
Subject	Communications to the UBC Community re: UBC COVID-19 Plan and Rapid Testing Program

1. **Below and attached are the following messages sent to the UBC community including students regarding participation in UBC's COVID-19 Rapid Testing Program.**

(a) Broadcast e-mails (all students, faculty and staff):

(i) **September 6th, 2021:** Advisory: UBC's COVID-19 Rapid Testing Program



(ii) **September 7th, 2021:**

<https://broadcastemail.ubc.ca/2021/09/07/launching-ubcs-covid-19-rapid-testing-program/>

(iii) **September 15th, 2021** (faculty and staff):

<https://broadcastemail.ubc.ca/2021/09/15/reminder-please-complete-ubcs-covid-19-vaccination-status-declaration/>

(iv) **September 15th, 2021** (students):

<https://broadcastemail.ubc.ca/2021/09/15/reminder-please-complete-ubcs-covid-19-vaccination-status-declaration-2/>

(v) **September 29th, 2021:**

<https://broadcastemail.ubc.ca/2021/09/29/update-ubcs-covid-19-rapid-testing-program/>

(b) Automated notifications:

(i) **September 27th, 2021:** Notification to complete UBC's COVID-19 vaccination status declaration



Page 2



September-27-2021.pdf

- (ii) **October 4th, 2021:** Important notification – UBC’s COVID-19 Rapid Testing Program



October-4-2021.pdf

- (iii) **October 6th, 2021:** Notification to declare or update your COVID-19 vaccination status (1)



October-6-2021.pdf

- (iv) **October 6th, 2021:** Notification to declare or update your COVID-19 vaccination status (2)



October-6-2021-2.pdf

- (v) **October 21st, 2021:** Notification to declare or update your COVID-19 vaccination status (1)



October-21-2021.pdf

- (vi) **October 21st, 2021:** Notification to declare or update your COVID-19 vaccination status (2)



October-21-2021-2.pdf

- (vii) **October 21st, 2021:** Notification to declare or update your COVID-19 vaccination status (3)



October-21-2021-3.pdf

- (c) Presidential blog with mentions of the program (including videos):

- (i) **September 9th, 2021:**
<https://president.ubc.ca/blog/2021/09/09/declaration-of-vaccination-status/>
- (ii) **September 16th, 2021:**
<https://president.ubc.ca/blog/2021/09/16/community-update-3/>



Page 3

- (iii) **September 29th, 2021:**
<https://president.ubc.ca/blog/2021/09/29/community-update-5/>
 - (iv) **October 15th, 2021:**
<https://president.ubc.ca/blog/2021/10/15/community-update-october-15/>
 - (v) **October 20th, 2021:**
<https://president.ubc.ca/blog/2021/10/20/non-compliance/>
- (d) Targeted notices:
- (i) **September 23rd, 2021:** Fully vaccinated students in housing only - upload verification, without deadline.
 - (ii) **September 27th, 2021:** Students, faculty and staff who have not yet declared – to sign up for rapid testing: without completion deadline.
 - (iii) **September 28th, 2021:** Students who did not disclose status/unvaccinated/partially vaccinated in housing - to sign up for rapid testing, outline of requirements/frequency.
 - (iv) **October 4th, 2021:** Those who completed declaration, but did not disclose their status, are partially vaccinated or unvaccinated - to sign up for rapid testing.
 - (v) **October 6th, 2021:** Students, faculty and staff who have not yet declared - to complete vaccination declaration with no completion deadline.
 - (vi) **October 6th, 2021:** Students, faculty and staff who have declared they are fully vaccinated - upload verification, with no completion deadline .
 - (vii) **October 21st, 2021:** Students, faculty and staff who have not yet declared - complete declaration, outline of consequences.
 - (viii) **October 21st, 2021:** Students, faculty and staff who have declared they are fully vaccinated - complete declaration, outline of consequences.

October 21st, 2021: Those who completed declaration, but did not disclose their status, are partially vaccinated or unvaccinated - sign up for rapid testing, outline of requirements/frequency, outline of consequences.
- (e) Broad notices:
- (i) **September 28th, 2021:** Students, faculty and staff who have declared they are fully vaccinated - upload verification, without deadline.



Page 4

- (f) COVID-19 Rapid Testing Program Website Enforcement FAQ:
<https://rapidtesting.covid19.ubc.ca/faq/#how-will-the-covid-19-rapid-testing-program-be-enforced>



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

25 November 2021

To: Okanagan Senate
From: Academic Policy Committee
Re: Policy O-9 Graduate Student Supervision & Membership in the College of Graduate Studies

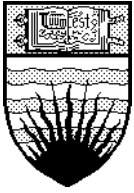
The Academic Policy Committee reviewed and enclosed the attached policy it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the new version of Policy O-9: Graduate Student Supervision & Membership in the College of Graduate Studies, in replacement to the previous policy, effective 1 January 2022.*

Respectfully submitted,
Jan Cioe
Chair, Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: O-9

OKANAGAN SENATE
c/o Enrolment Services
University Centre
UBC Okanagan Campus

Title & Number:

O-9: Graduate Student Supervision and Membership in the College of Graduate Studies

Effective/Implementation Date:

January 1, 2022

Approval Date:

TBD

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *Responsible Committee*.

Responsible Committee(s):

Senate Academic Policy Committee

Authority:

University Act

S. 40

“A faculty has the following powers and duties:

(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business.”

S. 41

“A general rule made by a faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.”

Purpose and Goals:

This policy is designed to:

- 1) Set out regulations for the eligibility for and granting, review, renewal, limitation, and removal of *supervisory privileges*.
- 2) Set out regulations for membership in the *College of Graduate Studies*.

Applicability:

This policy is applicable to all individuals eligible for graduate student *supervisory privileges* as set out in the policy.

Exclusions:

This policy does not apply to the supervision of undergraduate student research.

Definitions:

For the purposes of this policy:

- *College of Graduate Studies (or the College)* shall mean the coordinating body for graduate education at UBC Okanagan established by the Senate and Board.
- *Graduate Council* shall mean the governance body established for the government, direction, and management of the *College of Graduate Studies* and its affairs and business.
- *Graduate program coordinator* shall mean the individual appointed by a Dean or Department Head to administer a graduate program, or equivalent.
- *Graduate student* shall mean a student registered in a Master's or Doctoral program at the Okanagan Campus.
- *Supervisor* shall mean an eligible individual who serves as the academic mentor to a graduate student, with emphasis on guidance, instruction, and encouragement of scholarship and research. The supervisor oversees the graduate student's academic progress and serves as chair of the graduate student's supervisory committee, where applicable.
- *Co-Supervisors* shall mean eligible individuals who jointly supervise the graduate student.
- *Supervisory privileges* shall mean the privilege granted to a qualified individual to supervise masters and/or doctoral students within the parameters of this policy and, the *College of Graduate Studies*, and within the parameters of a graduate program's supervisory policy.

Policy:

Membership in the College of Graduate Studies

- 1) The *College of Graduate Studies* consists of the President, the Deputy Vice-Chancellor, the Provost, the Vice-Principal Research, the Dean of the *College of Graduate Studies*, Deans of Faculties, and appropriately qualified members of the faculty from *UBC Okanagan* as set out in this policy.
- 2) There are three categories of membership: Supervisory, Co-supervisory, and

Committee membership (i.e. eligibility to be a member of a student's advisory committee).

- 3) For purpose of this policy there is no distinction in forms of co-supervision, i.e. primary, secondary, or equal. Holders of Co-supervisory membership status must co-supervise with a member who holds Supervisory status. The member who holds Supervisory status should be aware that in the event that the co-supervisor is unable to continue in their role (due to a change in employment etc.), then the member who holds Supervisory status will be responsible for the supervision of the student.
- 4) Tenured and tenure-track UBC Okanagan research faculty members (i.e., Professors, Associate Professors, and Assistant Professors) are eligible for Supervisory membership.
- 5) Members of Graduate and Postdoctoral Studies UBC Vancouver are entitled to Co-supervisory membership. Eligibility to co-supervise or join the advisory committee of any student requires the approval of the program.
- 6) The following groups are eligible for Co-supervisory membership, subject to the *College of Graduate Studies* and program approval. Eligibility to co-supervise or join the advisory committee of any student requires the approval of the program.
 - Retired and Emeritus UBC Okanagan faculty (Professoriate or Teaching stream)
 - Affiliate faculty
 - Adjunct faculty

In the case of time-limited appointments of Affiliate or Adjunct faculty, it is expected that the graduate program will maintain awareness of expiring appointments and will work to avoid discontinuities in supervision.

- 7) Tenured and tenure-track UBC Okanagan educational leadership faculty members (i.e., Professors of Teaching, Associate Professors of Teaching, and Assistant Professors of Teaching) are eligible for Supervisory membership. In recognition of the variety of roles filled by Educational Leadership faculty across campus, Supervisory membership will be subject to approval by the dean or designate of the faculty, and by the *College of Graduate Studies*.

It is the intent of this policy to respect the qualifications of Educational Leadership faculty, and to respect the value of their contributions to the institution through teaching and through (indeed) educational leadership. The intent of the policy is to create the opportunity for graduate supervision where appropriate, but not to create an expectation of graduate supervision as part of the role.

Educational Leadership faculty are eligible for Co-supervisory membership, subject to the *College of Graduate Studies* and program approval. Eligibility to co-supervise or join the advisory committee of any student requires the approval

of the program.

- 8) Clinical faculty are eligible for Co-supervisory membership for a 5-year term (renewable), subject to the *College of Graduate Studies* and program approval. Eligibility to co-supervise or join the advisory committee of any student requires the approval of the program. Clinical associate professors without review are eligible for Committee membership, subject to program approval. It is expected that the graduate program will maintain awareness of expiring appointments and will work to avoid discontinuities in supervision.
- 9) Lecturers with continuing or time-limited appointments which extend to at least the normal duration of a student's degree are eligible for Committee membership, with approval of the program.
- 10) Acting assistant professors and assistant professors without review are eligible for Committee membership, subject to program approval. It is expected that the graduate program will maintain awareness of expiring appointments and will work to avoid discontinuities in supervision.
- 11) External-to-UBC qualified individuals are eligible for Co-supervisory membership, subject to the *College of Graduate Studies* and program approval. Eligibility to co-supervise or join the advisory committee of any student requires the approval of College of Graduate Studies and of the graduate program.
- 12) Postdoctoral fellows are not eligible for membership.
- 13) Any faculty member new to UBC who is eligible to supervise must acquaint themselves with UBC supervisory policies, procedures, and best practices.
- 14) Exceptions to the above limitations on supervisory privileges may be considered by application to the Dean of the *College of Graduate Studies*. Respecting the authority of this policy, it is expected that the granting of exceptions will be rare.

Review, Limitation, and Removal of Supervisory Privileges

- 15) Informal reviews, or 'issue/conflict resolution' shall be undertaken by the *Graduate Program Coordinator* when concerns are raised either by the *graduate student(s)* or by the *supervisor*. Such concerns may include, but are not limited to:
 - a. lack of effective communication;
 - b. the absence of regular supervisory meetings;
 - c. a sustained pattern of disrupted or unsuccessful supervisory relationships;
 - d. expectations around the quality and amount of work required; differences around funding levels; and/or,
 - e. respectful work environment issues.

If the *Graduate Program Coordinator* is unable to resolve the concerns, the coordinator should next consult with the Department Head or equivalent. If it is the case that the Department Head is the *supervisor* in question, then the Faculty Dean should be consulted. If the Department Head or Faculty Dean is unable to resolve the concerns, then the *Dean of the College of Graduate Studies* shall be consulted to resolve the concerns.

- 16) Serious concerns raised to Faculty Deans or the Dean of the *College of Graduate Studies* about the effectiveness of a faculty member's supervision of *graduate students* will result in a formal review of supervisory privileges. Serious concerns may include, but are not limited to:
 - f. Inattentive or poor graduate supervision; and/or,
 - g. Violations of the bounds of appropriate conduct between a faculty member and student such as:
 - i. Allowing conflict of interest to develop between the student and the faculty member;
 - ii. Placing inappropriate demands upon a student; and/or
 - iii. Failing to follow principles of scholarly integrity with respect to the research and work of students.
- 17) The formal review of supervisory privileges will be conducted by the Dean of the *College* in consultation with the appropriate Faculty Dean.
- 18) Upon a formal review, the Dean of the *College of Graduate Studies* can set or remove limitations on a faculty member's supervisory privileges in consultation with the appropriate Dean or designate.
- 19) Removal of supervisory privileges by the Dean of the *College of Graduate Studies* should occur only in exceptional circumstances, or when remedial or mentoring efforts have not changed the pattern or concerns that initiated the formal review.
- 20) Should a faculty member's supervisory privileges be removed, the Dean of the *College of Graduate Studies* will set a timeline for consideration of renewal in consultation with the appropriate Faculty Dean.
- 21) Removal of a faculty member's supervisory privileges does not result in a loss of membership in the *College of Graduate Studies*. However, removal or limitation of supervisory privileges means that one is not a member in good standing of the *College of Graduate Studies*.

Continuity of Supervision

- 22) In agreeing to supervise a *graduate student*, an individual is committing to supervising that *graduate student* through to timely completion of their degree (refer to [Duration of Program under Academic Regulations](#)) or withdrawal from the graduate program.

- 23) If, for any reason, the *supervisor* is unable to continue supervising a master's or doctoral student for a temporary period (e.g., sabbatical, leave of absence), the supervisor, the graduate program coordinator, and the graduate program must arrange for temporary alternative supervision. A supervisor should provide notice of planned temporary absence to the graduate program coordinator and the student at least four months prior to their absence in order for appropriate alternative supervision to be arranged.
- 24) If a *supervisor* is permanently leaving the University, the supervisor, the *graduate program coordinator*, and the graduate program must arrange for alternative supervision. A *supervisor* should provide notice of departure to the *graduate program coordinator* at least four months prior to their departure in order for appropriate alternative supervision to be arranged. The *supervisor* may continue as *co-supervisor* after they leave the University if they are able and willing to do so, pending *College of Graduate Studies* ' approval.
- 25) Under exceptional circumstances, a *supervisor* or *graduate student* may request permission from the Dean of the *College of Graduate Studies* to discontinue the supervisory relationship.
- 26) If, despite best efforts, alternative supervision cannot be found, the student will be required to withdraw from the graduate program.

Responsibilities

- 27) The *Graduate Council* shall establish and revise procedures under this policy for the administration of membership in the *College of Graduate Studies*, including procedures for appealing a faculty recommendation to place limitations on supervisory privileges and procedures for appealing removal of supervisory privileges.

Calendar Statement(s):

There is no Calendar statement associated with this policy.

Consultations:

The following groups have been consulted during the development of this policy:

Graduate Council, Associate Deans Research and Graduate Studies, Graduate Student Advisory Council

History:

This is the third version of this policy; however, provisions concerning membership in the *College of Graduate Studies* accompanied previous versions of *Policy O-4.2: Governance of the College of Graduate Studies* in procedures.

Related Policies:

- [Senate Policy #O-4.3: Governance of the College of Graduate Studies](#)
- [Board of Governors Policy #SC6 – Scholarly Integrity](#)
- [Board of Governors Policy #LR2 - Research](#)
- [Board of Governors Policy #SC17 – Sexual Misconduct and Sexualized Violence Policy](#)

Appendix/Appendices:

N/A



15 November 2021

To: Okanagan Senate

From: Okanagan Admissions and Awards Committee

Re: a) New and Revised Awards (approval)
b) Optional Use of SAT/ACT Scores for Admission from American Secondary School Curriculum – Admission Change (approval)
c) College of Graduate Studies: Revised Awards (approval)

a. New and Revised Awards

The Admissions and Awards Committee has reviewed and recommends to Senate for approval the attached list of new and revised awards.

Motion: That the Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.

b. Optional Use of SAT/ACT Scores for Admission from American Secondary School Curriculum – Admission Change

The Admissions and Awards Committee has reviewed and recommends to Senate for approval a proposal to waive the Scholastic Aptitude Test (SAT) and American College Test (ACT) admission requirement for applicants following the American secondary school curriculum. SAT/ACT scores will be used in determining admissibility only where available and will not be required. This proposal was approved by Senate at its October 2020 meeting and was effective for entry to the 2021 Winter Session only. The request is to extend the optional use of the SAT/ACT for applicants entering the 2022 Winter Session.

Motion: That Senate approve the Undergraduate Admissions “Test Optional” proposal for applicants following the American Secondary School Curriculum, effective for admission to the 2022 Winter Session only.

c. College of Graduate Studies: Revised Awards

The Admissions and Awards Committee has reviewed and recommends to Senate for approval the attached list of revised awards for students in the College of Graduate Studies.



Motion: That the Senate approve revisions to Graduate Dean's Entrance Scholarships, University Graduate Fellowships, Graduate Dean's Thesis Fellowship, Graduate Dean's Aboriginal Entrance Fellowship and Aboriginal Graduate Fellowship for students in the College of Graduate Studies, as presented.

Respectfully submitted,

Tamara Ebl, Chair
Senate Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA**November 1, 2021****Development and Alumni Engagement**

The University of British Columbia | Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211

<http://supporting.ok.ubc.ca/welcome.html>

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus**To: Okanagan Senate Admissions and Awards Committee****Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee**

New awards for consideration:

Proposed Title: **Barry Silver and Ethel Johnston PhD Scholarship in Environmental Science**

A \$15,000 entrance scholarship has been made available annually through a gift from Barry Silver and Ethel Johnston to a PhD student in the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. Preference is given to a student working in the area of watershed science. The scholarship is renewable for their second, third and fourth years of study subject to the student maintaining academic standing. The scholarship is made on the recommendation of the Department of Earth, Environmental and Geographic Sciences in consultation with the College of Graduate Studies. (First award available for the 2021/2022 Winter session)

Proposed Title: **Barry Silver and Ethel Johnston Master of Science Award in Environmental Science**

A \$10,000 award has been made available annually through a gift from Barry Silver and Ethel Johnston, along with matching funds from The University of British Columbia, to a first year Master's of Science student in the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. The award will renewable for a second-year subject to maintaining academic standing. Preference is given to a student working in the area of watershed science. The award is made on the recommendation of the Department of Earth, Environmental and Geographic Sciences in consultation with the College of Graduate Studies. (First award available for the 2022/2023 Winter session)

Proposed Title: **Gabriel Dix Memorial Graduate Award in Health and Exercise Sciences**

Awards totaling \$12,000 (payable \$6,000 per year) have been made available through an endowment established by friends and family in memory of Gabriel Dix (BHK '19, MSc '21) along with matching funds from the University of British Columbia for graduate students in the School of Health and Exercise Sciences in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Gabriel was a much loved student in the School of Health and Exercise Sciences. He dedicated himself to learning so that he could help those in greatest need. His outstanding academic record, commitment to volunteerism, along with his natural leadership qualities gave him the ability to connect with and inspire those around him. Preference is given to MSc students in the School of Health and Exercise Sciences who are engaged in interdisciplinary work, demonstrate qualities of outstanding citizenship and a commitment to inclusion. Eligible students will not hold a major Tri-Agency funded award or other major scholarship. Subject to maintaining continued academic standing, award recipients will have their award renewed for their second year of study. The awards are adjudicated by the School of Health and Exercise in consultation with the Sciences College of Graduate Studies. (First award available for the 2022/2023 Winter session)

Proposed Title: **Students' Union Okanagan of UBC Diversity and Inclusion Scholarship**

A \$4,000 scholarship has been made available through an endowment established by the Students' Union of UBC Okanagan, along with matching funds from The University of British Columbia, to an outstanding UBC Okanagan domestic student who identifies as Black, Indigenous, or a Person of Colour. The scholarship is made on the recommendation of Enrolment Services; undergraduate students for even-numbered years and graduate students for odd-numbered years in consultation with the College of Graduate Studies. (First award available for the 2021/2022 Winter session)

Proposed Title: **Professor Jessie Gordon MacCarthy Memorial Scholarship**

A scholarship of \$800 has been endowed by family, friends and colleagues of the late Jessie Gordon MacCarthy, who for ten years contributed through teaching, administration and research to the development of the Health Sciences at UBC. The award is made to the student who having completed the penultimate year of any program at the University of British Columbia, Vancouver or the University of British Columbia, Okanagan best combines academic excellence, demonstrated interest and leadership in the field of community and/or population health. Activities in the years immediately preceding admission to UBC may be considered as well as activities carried out while an undergraduate. The scholarship is made on the recommendation of the Office of the Vice-President, Health. (First award available for the 2021/2022 Winter session)

Revisions: Previously approved award with changes in terms or funding source

Existing description (2016):

Award Title: **S.D. Harold Pope Award in Civil Engineering**

A \$2,000 award is offered by family in memory of Harold Pope to a third- or fourth-year **Indigenous** student in the civil engineering program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a student who shows assessed financial need and great promise in the field of civil engineering. Harold Pope is remembered for his passion for engineering and groundbreaking work in road- and bridge-building across the province. The award is made on the recommendation of the School of Engineering.

Amended Description: S.D. Harold Pope Award in Civil Engineering

A \$5,000 award is offered by family in memory of Harold Pope to a third- or fourth-year Indigenous student in the civil engineering program in the School of Engineering in the Faculty of Applied Science at the University of British Columbia, Okanagan campus. Preference is given to a student who shows assessed financial need and great promise in the field of civil engineering. Harold Pope is remembered for his passion for engineering and groundbreaking work in road- and bridge-building across the province. The award is made on the recommendation of the School of Engineering.

Rationale: The donor wishes to support Indigenous students

Existing description (2013):

Award Title: **Crowe Mackay LLP and CPA Education Foundation Achievement Award in Accounting**

A \$2,500 award is offered by Crowe McKay LLP Kelowna and the Chartered Professional Accountants Education Foundation of BC (CPAEF) to a ~~third-year~~ student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. Consideration will be given to students pursuing a career in chartered **professional** accounting who have excelled in ~~third-year~~ accounting courses and have demonstrated a strong involvement in professional and extracurricular activities. Equal consideration is to be given to academic and non-academic criteria. The award is made on the recommendation of the Faculty.

Amended award description: Crowe MacKay LLP and CPA Education Foundation Achievement Award in Accounting

A \$2,500 award is offered by Crowe MacKay LLP Kelowna and the Chartered Professional Accountants Education Foundation of BC (CPAEF) to a student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. Consideration will be given to students pursuing a career in chartered

professional accounting who have excelled in accounting courses and have demonstrated a strong involvement in professional and extracurricular activities. Equal consideration is to be given to academic and non-academic criteria. The award is made on the recommendation of the Faculty.

Rationale: The BMgt program has changed in recent years, now organized and delivered as a “4-year” program instead of the legacy 2+2 program – the current wording of the Crowe MacKay / CPAEF awards, specifically in regard to “third-year”, no longer effectively captures what is believed to be the spirit and intent of the awards.

Existing description (2013):

Award Title: **Crowe Mackay LLP and CPA Education Foundation Leadership Award in Accounting**

A \$2,500 award is offered by Crowe McKay LLP Kelowna and the Chartered Professional Accountants Education Foundation of BC (CPAEF) to a ~~third-year~~ student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. In addition to demonstrating a high level of academic achievement, candidates must also exemplify leadership by engaging in campus life and serving as a role model for their peers. The award is made on the recommendation of the Faculty to a student pursuing a career in chartered **professional** accounting.

Amended award description: **Crowe MacKay LLP and CPA Education Foundation Leadership Award in Accounting**

A \$2,500 award is offered by Crowe MacKay LLP Kelowna and the Chartered Professional Accountants Education Foundation of BC (CPAEF) to a student in the Bachelor of Management Program in the Faculty of Management at the University of British Columbia, Okanagan campus. In addition to demonstrating a high level of academic achievement, candidates must also exemplify leadership by engaging in campus life and serving as a role model for their peers. The award is made on the recommendation of the Faculty to a student pursuing a career in chartered professional accounting

Rationale: The BMgt program has changed in recent years, now organized and delivered as a “4-year” program instead of the legacy 2+2 program – the current wording of the Crowe MacKay / CPAEF awards, specifically in regard to “third-year”, no longer effectively captures what is believed to be the spirit and intent of the awards.

Review of 2021W US Curriculum Test-Optional Policy

Prepared by Undergraduate Admissions and the International Student Initiative

Background:

Historically, UBC has required standardized test scores (SAT or ACT) from applicants presenting US curriculum for admission to undergraduate programs. Many of these applicants reside in the United States, but UBC also receives numerous applications from students who complete the US curriculum in international schools worldwide. Moreover, while most of these students are international, there are also a significant number of Canadian citizens or permanent residents who attend US curriculum schools and apply to UBC.

The COVID-19 pandemic significantly impacted test centers across the United States and abroad, and testing agencies had to cancel numerous SAT and ACT exam sessions due to safety reasons. Many applicants also expressed concerns about writing in-person tests even though one might have been available to them. This situation prompted [several universities](#) and colleges in the US to adjust test requirements last year and, UBC also moved forward with a 'test optional' approach where applicants could elect to submit a test score or not. This approach promoted the completion of applications for admission.

This document reflects how the test-optional policy impacted the 21W US curriculum applicant pool at both campuses and recommendations on moving forward for the 2022W admission cycle.

Observations from 2021W US Curriculum Applicants

How many students submitted SAT or ACTs?

During the 2021W admissions cycle, 4709 US curriculum applicants applied to UBC. Of this group, 2106 did not submit a standardized test score.

Table 1: Total US Curriculum Applicants in 21W

Total US Curriculum Applicants	US Curriculum w/ NO TEST	Percentage of US Curriculum Applicant Pool
4709	2106	45%

And, looking at the school locations of these applicants, 76% of the total applicant group attended school in the United States, with the remaining 24% of applicants attending US curriculum schools in other countries. The 'NO TEST' group aligned with the overall applicant pool and saw 76% of applicants attending school in the United States suggesting that not submitting a test score is not sensitive to region.

Table 2: Applicant Location by test submission in 21W

	All US Curriculum Applicants	US Curriculum w/ NO TEST
Total Applicant Pool	4709	2106
School location in USA	3561	1605
School location outside of USA	1148	501
% of applicants with school in USA	76%	76%

One important note is that *the US curriculum applicant pool in 21W was 36% larger than 20W.* It is unlikely that this increase in applications can be attributed solely to the test-optional approach; however, we cannot discount that more students may consider UBC a viable option if they can choose to submit a test. Additionally, The Common App, a non-profit organization that connects applicants to various colleges and universities in the United States, [reported](#) that under-represented minority students were less likely to submit test scores than non-minority students, suggesting that our non-submitting sub-group may be more diverse than the test-submitting group.

Test submitters present stronger course grades

The Table 3 data below reflects US curriculum applicants who received an academic assessment after meeting eligibility requirements. Students who are missing courses or do not meet minimum grade thresholds for specific classes are refused before a full review is conducted and are excluded here. The overall assessment is conducted on all academic Grade 11 and Grade 12 equivalent classes that a student completes, and does not include SAT/ACT scores. Students receive a band score on a 0-5 scale for the assessment. The percentage range provided for each band approximates the average academic performance of the courses considered in the overall assessment.

Table 3: Overall Assessment in 21W

US Applicants w/ TEST			US Applicants w/ NO TEST		
Band	Students (n)	% of Total	Band	Students (n)	% of Total
5 (~93-100%)	539	27%	5 (~93-100%)	304	19%
4 (~89-92%)	501	25%	4 (~89-92%)	351	22%
3 (~85-88%)	650	33%	3 (~85-88%)	584	37%
2 (~80-84%)	181	9%	2 (~80-84%)	179	11%
1 (~70-79%)	124	6%	1 (~70-79%)	144	9%
Total	1995		Total	1562	

A critical feature of the overall assessment is that it is the same assessment for all programs and students regardless of whether a student submits a test. It permits a straightforward comparison of the two applicant sub-groups. The data shows that applicants who submitted a test score present higher in the overall assessment than applicants who did not submit a test score, particularly in the highest range. This fact suggests that applicants who submitted a test score to UBC were more academically competitive on grades alone than applicants who did not submit a test score.

Table 4: Core Assessment in 21W – Choice 1 programs

US Applicants w/ TEST			US Applicants w/ NO TEST		
Band	Students (n)	% of Total	Band	Students (n)	% of Total
5 (~95-100%)	407	20%	5 (~95-100%)	288	18%
4 (~91-94%)	665	33%	4 (~91-94%)	399	26%
3 (~85-90%)	600	30%	3 (~85-90%)	372	24%
2 (~80-84%)	253	13%	2 (~80-84%)	356	23%
1 (~70-79%)	70	4%	1 (~70-79%)	143	9%
Total	1995		Total	1558	

The core assessment shown in Table 4 is different from the overall assessment in two important ways. First, it only considers academic courses at the senior-most level relevant to the degree program to which the student applied. Second, it integrates the SAT or ACT for US curriculum applicants into the banded outcome. Students receive a numerical band score on a 0-5 scale for the assessment. The percentage range provided for each band approximates the average academic performance of the courses considered.

Per the test-optional approach, students could elect to submit a test score, and those who did not submit a test score were evaluated on grades in core courses only. The core assessment distribution also shows that applicants presenting a test score were assessed higher than those that applied without a test score. Considering that students without a test have higher course grades in general (as observed in Table 3 above), it seems expected that the core assessment outcomes would also be higher since core courses are a subset of all academic courses considered in the overall assessment. Additionally, in a test-optional environment, students can be selective in their test submissions and may provide them only if they perceive it as an advantage. This context might also explain why core assessments for test submitters trend higher.

Test Submitters tend to take more challenging course loads

Table 5: Breadth, Depth, and Relevance (BDR) Assessment in 21W - Choice 1

US Curriculum w/ TEST			US Curriculum w/ NO TEST		
Band	Students (n)	% of Total	Band	Students (n)	% of Total
5	491	26%	5	130	9%
4	511	27%	4	315	22%
3	459	24%	3	405	28%
2	319	17%	2	398	27%
1	112	6%	1	163	11%
0	31	2%	0	53	4%
Total	1923		Total	1461	

The Table 5 data above reflects applicants that received a BDR assessment on a 0-5 scale. Students presenting the US curriculum gain an assessment score through multiple means, including participation in AP courses and exams, IB courses, Running Start or concurrent college enrolment courses, honours courses, non-academic but relevant courses, and the volume and alignment of these courses to the program to which they have applied. The BDR band score a student receives increases as they enrol in a more substantive academic load.

There is a noticeable discrepancy between the BDR assessments of applicants who submitted a test score and those who did not. The higher BDR outcomes of the test submitting sub-group indicate that they are completing a more academically rigorous program or enriched curriculum than those who did not submit a test score.

Enrolment Outcomes

Table 6: US Curriculum Enrolment Outcomes - International 21W

	Total	US Curriculum w/ TEST	US Curriculum w/ NO TEST
Applicants	3385	1749	1636
Admits	2255	1235	1020
Registered	355	212	143
Admit Rate	67%	71%	62%
Yield Rate	16%	17%	14%

Table 7: US Curriculum Enrolment Outcomes – Domestic 21W

	Total	US Curriculum w/ TEST	US Curriculum w/ NO TEST
Applicants	1324	854	470
Admits	810	514	296
Registered	227	129	98
Admit Rate	61%	60%	63%
Yield Rate	28%	25%	33%

Tables 6 and 7 outlines the enrolment outcomes achieved in 21W for domestic and international students in US curriculum schools. The admit rate for international students was marginally higher for test-submitters, which makes sense considering that we did see evidence that this group presented higher overall course grades. The yield rate is also marginally better than the non-submitter group which is notable since competitive students are often harder to yield from the competitive US market, and because students applied to more schools this year.

For domestic students, the picture is a bit different. The admit rate and yield rate for non-submitters is slightly better than anticipated. The admit rate may be the product of which program a student applied to since programs vary in competitiveness at UBC; however, the higher yield rate is more difficult to explain. The non-submitting group has a lower academic profile than their counterparts as seen above (Table 3), and this could influence how they perceive an offer of admission from a top ranked university. It is also worth noting that domestic students within the US could generally view UBC more positively due to the significant affordability gains compared to universities closer to home. This factor would also have a positive impact on yield.

In 20W, international students in US curriculum schools saw an admit rate of ~76%, while domestic students had ~66%. Last year, our admit rates were higher, but the decrease this year

was expected since the overall volume of applications UBC received increased substantially. These outcomes suggest that UBC's approach to test-optional admission has not significantly altered the enrolment pattern of this group. We have preserved an equitable enrolment system for US curriculum students while providing support and flexibility to these applicants during a time of significant disruption.

Recruitment Considerations

UBC aims to enroll a diverse incoming class each year and this requires us to consider the recruitment impacts of test-optional admission policies. The Common App report noted above also mentioned that many states saw significant declines in test reporting rates this past year. Most notably, Massachusetts, Washington, Oregon, and California saw double digits percentage rate declines in test reporters this past year. Approximately 56% of UBC's applications from international students attending US curriculum schools are from those states. And all public 4-year flagship universities located within them have adopted test-optional policies for the upcoming year. Maintaining admission requirements that are misaligned with key competitors may not be the most prudent course of action moving forward.

California is of particular interest as a [recent decision](#) by the University of California system outlines that it will no longer use any standardized test for admission purposes for any of its ten campuses. Reverting to a test-required policy in 2022W admission and beyond may make recruiting students in that state difficult. Similarly, with our Canadian competitors, the University of Toronto and McGill have declared plans to move ahead with test-optional policies for 2022 entry.

Recommendations for 2022W

As evidenced above, it appears that our current applicant pool has test-submitting students that have more robust overall course records than students who choose not to submit standardized tests. While there may be many reasons for this, one of them might be that students with strong test scores may wish to apply to a school that will at least consider their scores for admission. Considering that UBC still wants to recruit highly motivated, academic-minded students, we should attempt to structure our policies to ensure we remain a top destination for these students. Moreover, although test submitters had stronger academic records, we were able to enroll a significant number of non-test submitters at a comparable admission rate. This fact suggests that our method of assessing students using a test-optional approach does not significantly disadvantage this sub-group. The fact that we have balanced our assessment outcomes is an essential consideration. The same Common App report referenced above also suggests that students from under-represented backgrounds submit test scores less frequently.

UBC aims to improve outcomes for marginalized groups as a stated goal in the Inclusion Action Plan, which can be supported with a test-optional approach.

Also, when UBC evolved its admission approach in 2019, we suggested that we would no longer specify a minimum or a maximum number of courses for competitive admission. We instead opted for a system that looked at all academic coursework and exams that a student wished to complete. This feature aligns well within a test-optional framework. It is also more closely aligned with our approach to Advanced Placement exams, which are optional for admission and only considered if the student wishes to submit them.

Lastly and most importantly, it is in UBC's best interests to ensure that it is aligned with top competitors in the US market to ensure that it can effectively recruit undergraduate students. The developments over the past year in critical competitive marketplaces do not suggest that reverting to a system where standardized test scores are required is a sustainable path to ensuring a robust pipeline of qualified applicants.

For the 2022W admission cycle, the Undergraduate Admissions Office and the International Student Initiative recommend that UBC remain test-optional for US curriculum students as this approach positions us to achieve our enrolment goals for the upcoming year. Further data and review of the current 21W incoming class will provide more evidence to evolve this approach for the future.

Appendix

Historical Correlations to First Year Session Average of US Curriculum students

The tables below summarize correlations to first-year session averages of US curriculum students who registered from 2014W to 2108W. During this time, US curriculum students had an academic average calculated by the Admission Office based on the top four academic full-year courses from their senior school years. This calculation is called 'HS Admission Average' in the tables below. The 'SAT – Total' score is listed on the pre-2016 scale (600-2400). For cases where students submitted the ACT instead of the SAT, the ACT Composite score was converted to an overall SAT score based on concordance data provided by the College Board and the ACT organization. The UBC session average of students in their first year of studies is called 'First-Year Session Average.' Please note that students with first-year session averages below 40% are excluded from the data in this summary.

Table A: Summary information of US curriculum registrants 14W-18W

	Mean	Std. Dev.	(N)
First-Year Session Average	71.4	9.9	2826
SAT - Total	1878	209	2826
HS Admission Average	88.3	6.6	2826

Table B: Correlations to First-Year Session Average of US curriculum registrants 14W-18W

	First-Year Session Average	SAT - Total	HS Admission Average
First-Year Session Average	1	0.315	0.366
SAT - Total	0.315	1	0.223
HS Admission Average	0.366	0.223	1
SAT - Total + HS Admission Average	0.437	-	-

Correlations in this table are significant at .01 level (2-tailed)

N = 2826 for all correlations

Table B shows a correlation of .366 between the first-year session average and the calculated high school admission average. This is slightly better than the correlation of .315 demonstrated between the first-year session average and the SAT-Total. Additionally, Table B also shows that high school admission average has a .223 correlation to SAT-Total. Both SAT-Total and high school average for these students correlate slightly better to first-year session average than they do to each other. This might suggest that these two factors measure somewhat different aspects of student ability.

Lastly, the multiple correlations of SAT - Total and high school admission average taken together is .437. This larger correlation suggests that using both factors when making an admission decision may provide better potential opportunities to assess student success.

Graduate Council GDES Language Change Proposal

To: The Senate Awards and Admissions Committee

Speaker: Deanna Roberts, Director for the College of Graduate Studies

Original Language:

Graduate Dean's Entrance Scholarships (GDES) are based on merit and offered to incoming full-time thesis-based master's and doctoral students at UBC's Okanagan campus. Students who have submitted a complete admission application by the deadline for each admission cycle will receive priority consideration for these awards. Students who do not meet the deadline may still be considered for these awards, but only when all students who have submitted applications by the deadline have been considered. Eligible students must have a GPA of first-class standing or other exceptional qualifications. In addition, the admission application's supporting documentation (CV, reference letters, letter of intent) are used for adjudication purposes. The minimum value of the Graduate Dean's Entrance Scholarship is \$5,000 to \$25,000. However, if the student holds a major external award, such as NSERC, SSHRC or CIHR, the amount of the award may be adjusted. The funding for the GDES award will be made available from the University budget. Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies.

Proposed Language:

Graduate Dean's Entrance Scholarships (GDES) are administered by the College of Graduate Studies through funding made available from the University Budget. GDES are awarded to incoming graduate students who are registered in a full-time thesis-based program at UBC's Okanagan campus. To be eligible for the GDES, students must submit a complete admission application and be nominated by the graduate program in which they intend to be registered. Eligible students must have exceptional qualifications.



Graduate Council UGF Language Change Proposal

To: The Senate Awards and Admissions Committee

Speaker: Deanna Roberts, Director for the College of Graduate Studies

Original Language:

University Graduate Fellowships (UGF) are administered by the College of Graduate Studies through funding made available from the University Budget. UGFs are awarded to current graduate students at UBCO who are making satisfactory progress, demonstrate academic excellence, and are registered in a full-time thesis-based program at UBC Okanagan. To be eligible for the UGF, students must submit an annual progress report to the College of Graduate Studies by June 1, be nominated by the graduate program in which they are registered, and have completed no more than 24 months (Master's) or 48 months (PhD) of study as of April 30 of the adjudication year. Only students with progress reports evaluated as Satisfactory by the College of Graduate Studies will be eligible to receive the UGF. The College of Graduate Studies allocates University Graduate Fellowship funding annually to graduate programs. This award may be dispersed in increments of \$3,000 to a maximum of \$24,000. However, if the student holds a major external award, such as an NSERC, SSHRC or CHIR, a maximum amount of \$15,000 may be awarded in addition to the major award. All nominees must be confirmed by the College of Graduate Studies.

Proposed Language:

University Graduate Fellowships (UGF) are administered by the College of Graduate Studies through funding made available from the University Budget. UGFs are awarded to current graduate students at UBCO who ~~are making satisfactory progress, demonstrate academic~~ **excellence in their program**, and are registered in a full-time thesis-based program at UBC Okanagan. To be eligible for the UGF, students must submit an annual progress report to the College of Graduate Studies by June 1, **and** be nominated by the graduate program in which they are registered, **and** have completed no more than 24 months (Master's) or 48 months (PhD) of study as of April 30 of the adjudication year. ~~Only students with progress reports evaluated as Satisfactory by the College of Graduate Studies will be eligible to receive the UGF. The College of Graduate Studies allocates University Graduate Fellowship funding annually to graduate programs. This award may be dispersed in increments of \$3,000 to a maximum of \$24,000. However, if the student holds a major external award, such as an NSERC, SSHRC or CHIR, a maximum amount of \$15,000 may be awarded in addition to the major award. All nominees must be confirmed by the College of Graduate Studies.~~

Graduate Dean's Thesis Fellowship

Current:

The Graduate Dean's Thesis Fellowship (GDTF) is a merit-based fellowship that is awarded to full-time, thesis-based MFA and PhD students that are approaching their final term and are focusing on the completion of their thesis or dissertation. This fellowship is intended to provide financial support while students are engaged in the final writing stages of their graduate program. Students may receive a GDTF only once per degree program.

Proposed:

The Graduate Dean's Thesis Fellowship (GDTF) is a merit-based fellowship that is awarded to full-time, thesis-based ~~MFA and PhD~~ graduate students who are approaching their final term and are focusing on the completion of their thesis or dissertation. This fellowship is intended to provide financial support while students are engaged in the final writing stages of their graduate program. Students may receive a GDTF only once per degree program.

Graduate Dean's Aboriginal Entrance Fellowship

Current

The Graduate Dean's Aboriginal Entrance Fellowship is a merit-based fellowship that is awarded to incoming full-time Canadian Aboriginal students entering a thesis-based graduate program. This includes Canadian First Nations, Métis, or Inuit students. Fellowships are awarded as a one-time award per degree program.

Proposed:

Indigenous Graduate ~~Dean's Aboriginal~~ Entrance Fellowship

The ~~Indigenous~~ Graduate ~~Dean's Aboriginal~~ Entrance Fellowship is a merit-based fellowship that is awarded to incoming full-time Canadian ~~Aboriginal~~ indigenous students entering a thesis-based graduate program. This includes Canadian First Nations, Métis, or Inuit students. ~~The Fellowship provides funding for up to two years (at \$10,000 per year) and is Fellowships are~~ awarded as a one-time award ~~per student~~ per degree program.

Aboriginal Graduate Fellowship

Current

The Aboriginal Graduate Fellowship is a merit-based fellowship that is awarded to current Canadian Aboriginal students who are engaged in a thesis-based full-time graduate degree program. This includes Canadian First Nations, Metis or Inuit students. Students are required to apply through the annual competition. Fellowships are awarded one-time per degree program.

Proposed

Discontinue award. Rolled into the continuing component of the above revised Indigenous Graduate Entrance Fellowship.

To: Senate

From: Senate Agenda Committee

Re: Continuation of the Suspension of the Rules and Procedures of Senate to Facilitate Senate Meetings

Date: 18 November 2021

As Senators are aware, the *Rules and Procedures of Senate* normally prohibit remote attendance at meetings except in limited circumstances by the Chancellor and President (Senate Rules 20 and 21). In early 2020, to allow for the work of the Senate to continue while in-person meetings are not possible, the Senate suspended (in the form of the new language being substituted) several Rules until the end of that calendar year and last December, the Senate extended that suspension to the end of 2021.

The Senate Agenda Committee has started discussions on how senate meetings operate, both in light of the COVID-19 pandemic, as well as other ongoing matters relating to access, accessibility, collegiality, and efficacy. In particular, the Committee has considered if the Senate should revert back to in-person meeting (either as organized before the pandemic or in different ways), if it should continue to meet virtually, or if a hybrid approach should be attempted with substantial numbers attending either in-person and virtually. Similar conversations have been or will be occurring at Senate's committees this term and we expect will continue into next year.

The Committee is aware of some of the benefits and detriments of all three approaches, and would like more time to consider the issue as well as an opportunity to survey all members of Senate on their preferences moving forward and beyond the COVID-19 pandemic. The Committee expects this consideration to occur throughout the Term 2 of this Winter Session, and intends to bring a recommendation to the May meeting of Senate with an implementation date of September 2022. To that end, the Senate Agenda Committee would recommend that Senate resolve as follows:

That Rules 20 and 21 of the Rules and Procedures of Senate be suspended until 31 August 2022 and be replaced by the following amended rule during that time:

*20. Senators may only attend and participate in debate at Meetings of Senate in person **or via such remote attendance means deemed acceptable to the Secretary.***

21. ~~Section 20 notwithstanding, the chancellor or President may participate in debate via videoconference upon recognition of the chair, but shall not be considered in attendance while doing so; their participation in such a manner shall be minuted appropriately;~~

NB: New text in is bold, text to be removed is struck through. This text is identical to the text approved by the previous Senate last March and December.

NB: Along with the above suspension, previously the Senate also temporarily expanded the delegated powers of the Senate Agenda Committee to address urgent situations where it would not be practicable for the Senate to meet. The Agenda Committee is not recommending that this power extension be continued.



25 November 2021

To: Okanagan Senate
From: Curriculum Committee
Re: Curriculum Proposals (approval)

The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the new courses brought forward by the Faculty of Applied Science be approved.*

- a. From the Faculty of Applied Science
 - i. APSC 520 – New course
 - ii. ENGR 408 – New course

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: Effective Session: 2022W	Date: 2021.06.01 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
Rationale: The proposed course focuses on a key area of sustainable energy planning– Demand Side Management. This knowledge is very helpful for many graduate students at the School of Engineering (and UBC). In addition, the industry has also requested a similar course at the School of Engineering. We are collaborating closely with FortisBC Inc. to develop this graduate level course.	
Proposed Academic Calendar Entry: <u>APSC 520 (3) - Demand Side Energy Management</u> <u>Socio-economic and environmental considerations of energy demand and management, building energy performance improvements, building and community level energy policies and regulations, renewable and alternative energy integration.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form New Course – Okanagan campus

Category: 1	
School of Engineering Faculty of Applied Science Faculty/School Approval Date: Effective Session: 2021W	Date: 2021.06.11 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: Yang.Cao@ubc.ca
Type of Action: New Course	
<p>Rationale: The transition to clean energy requires a series of activities that include a detailed understanding of system issues in our energy system, specifically our electric grid. Most universities, including UBC offer an excellent series of courses on the components of the energy system, including alternate energy sources, transmission and distribution system design, storage systems, etc., but there is a rapidly growing need for a detailed overview of system operation and constraints. Why is frequency control important? How is supply-demand balance in both real and reactive power maintained on a real time basis? How can reliability be managed and when a large part of the supply system is either intermittent or seasonal and is not co-incident with customer needs, how cost effective is storage, and what options are available for this role.</p> <p>The proposed course would be offered to a limited number of 4th year students, from Mechanical or Electrical Engineering, with ENGR 320 as a pre-requisite to provide a basic understanding of 3 phase power.</p> <p>It is proposed that initially, the course be offered as a directed studies course and subsequently advanced as appropriate.</p> <p>Note: Paul Chernikhowsky, of FortisBC has reviewed this concept, and has agreed to participate in the preparation and delivery of the course. FortisBC will also accommodate a field trip for the students.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>ENGR 408 (3) Energy System Transition</u></p> <p><u>GHG emission reductions, examination of the sources and use of energy, practical potential transition strategies. Participation in a one-day weekend field trip in March is required. [3-0-0]</u></p> <p><u>Prerequisite: ENGR 320.</u></p>	<p>Present Academic Calendar Entry:</p> <p>N/A</p>
--	---

Re-envisioning the Student Experience of Instruction Survey Questions from the Student Perspective



July 30, 2021



Authored by:

Stephanie McKeown, PhD

Abdel-Azim Zumrawi, PhD

Camilo Peña, PhD (candidate)

Acknowledgements

The authors would like to acknowledge the following individuals who played a substantial role in the project assisting with data collection and analysis.

Academic Assistants (students)

Anshul Dhariwal

Lisvet Parra Montas

Dyuti Raghu

Thishani Rajapakshe

Offices of the Provosts and Vice Presidents Academic

Debbie Hart (Vancouver)

Laura Prada (Okanagan)

Office of Planning and Institutional Research

Jodie Foster

Brent Harris

Kristi Hoffman

Irene McKechnie

Gavin Yap

Executive Summary

“They were good questions that were able to help me re-evaluate my learning experience in this course and reflect upon it.”

- Student comment provided during the SEI pilot testing phase

This report summarizes the results of an eight-step project to evaluate the proposed wording of the six University Module Items (UMI) on the Student Experience of Instruction (SEI) survey.

We used a mixed-methods approach for this project. We first conducted 24 online focus group sessions with 116 students (16 focus groups) and 40 faculty members (8 focus groups), and held 29 online think-aloud interviews with individual students. All focus group sessions and interviews were digitally recorded and transcribed for further analysis. The transcriptions were then uploaded into NVivo, a qualitative analysis tool, and participant comments were analysed to determine patterns of meaning and organized into general themes. The themes were further refined and coded to aid in the interpretation of the data. The results of the qualitative analysis were used to further refine the questions with the aim to clearly articulate the intention behind each of the questions, and how they were related to the student learning experience and feedback on instruction.

The next phase of the project involved pilot-testing the revised survey questions developed from the thematic analysis. Students were invited by email to participate in the pilot survey through an anonymous survey link, using the survey software program Qualtrics. We received 333 responses to the pilot survey. To determine how well the new items functioned across individuals and respondent groups, we conducted a quantitative analysis of the questions using Item Response Theory (IRT) and Differential Item Functioning (DIF), conducted using the software programs SAS and Winsteps. Results from the IRT models showed significant improvement in each individual item’s contribution to the overall survey information compared with a similar sample drawn at random from the 2020/21 (Winter Term 2) course evaluations. Based on the results of this mixed-method approach, we make the following recommendations on the SEI UMI questions for use at UBC.

Recommendations

We recommend that the following six new core UMI questions be adopted for implementation across both campuses for Winter Term 1 2021/22 courses and onwards:

Note: for the reader's reference, the previously proposed questions from the SEoT Working Group in May 2020 are included in grey italicized font below each of the newly recommended questions.

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
The instructor made it clear what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
The instructor engaged me in the subject matter.
3. The instructor presented the course material in a way that I could understand.
I think that the instructor communicated the subject matter effectively.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
I have received feedback that supported my learning.
5. The instructor showed genuine interest in supporting my learning throughout this course.
I think that the instructor showed concern for student learning.
6. Overall, I learned a great deal from this instructor.
Overall, this instructor was effective in helping me learn.

Response options for all questions above: *strongly agree, agree, neutral, disagree, and strongly disagree.*

We also recommend that three common open-ended questions be included on all SEI surveys across both campuses to collect text comments:

7. Please identify what you consider to be the strengths of this course.
8. Please provide suggestions on how this course might be improved.
9. Do you have any suggestions for what the instructor could have done differently to further support your learning?

1.0 Introduction and Background

In February 2019, a Student Evaluation of Teaching (SEoT) Working Group formed with membership across both UBC Okanagan and UBC Vancouver campuses. Working under the auspices of the UBCO Senate Learning and Research Committee and the UBCV Senate Teaching and Learning Committee, the group had the following remit:

1. Interrogate anonymized UBC SEoT data, to determine if there is evidence of potential biases.
2. Review and assess the recent literature on the effectiveness of SEoT, with particular reference to potential sources of bias in evaluations.
3. Review the existing University questions used in SEoT in light of the data and available literature, recommending changes where appropriate.
4. Propose recommendations for appropriate metrics, effective analysis and presentation of data to support SEoT as a component of teaching evaluation.
5. Consider the implications any proposed changes may have on other components of teaching evaluation.

Through work and consultations conducted over an extended period, the SEoT Working Group presented a report to both the Okanagan and Vancouver Senates in May 2020. The report included 16 recommendations about student evaluations of teaching, which were endorsed by both Senates. Included in the report were recommendations to revise the former SEoT questions and to create a common set of core University Module Items (UMI) to be asked across both campuses. They also recommended changing the focus of these surveys to reflect the student experience, and to write the questions in a manner that puts the student at the heart of the question, thereby making the questions more student-centred. Thus, the Working Group recommended changing the name of the course-end questionnaire to Student Experience of Instruction (SEI).

The Working Group also proposed changes to the wording of the Vancouver version of the survey, including a substantial change to UMI 4, "Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair." The changes proposed for the Okanagan version of the SEoT were more significant, reducing the questions asked from nineteen to six. Please see Appendix 1 for a list of the existing SEoT questions at each campus as well as the question wording proposed by the SEoT Working Group in their May 2020 report.

In the Fall of 2020, two new committees were formed to oversee the process of implementing the Working Group's recommendations: a Steering Committee, and an Implementation Committee. Since one of the recommendations in the original Working Group's report was to change the name of the process

from “student evaluations of teaching” to “Student Experience of Instruction” (SEI), these new committees are called the SEI Steering and SEI Implementation Committees. The SEI Steering Committee is made up of senior leaders, faculty, and students on both campuses, and provides strategic guidance and oversight for the Implementation Committee, which is tasked with operationalizing the implementation of the recommendations at both campuses. Please see Appendix 3 for membership of these groups.

1.1 PROJECT OVERVIEW

To address the recommendation by the Working Group to revise the existing University questions, the SEI Implementation Committee developed an eight-step project plan (see Figure 1). This plan included a mixed-method approach that collected qualitative feedback from student and faculty participants through focus groups and interviews, revised the questions based on this feedback, then conducted pilot-tests of the new questions using an online survey, and finally conducted a quantitative analysis of the results to see how well the revised items functioned.

Two questions did not function as well as expected, so we collected additional qualitative data from students on their interpretation of these items and made further refinements based on their comments. A final set of six core UMI questions are recommended to the Vancouver Senate Teaching and Learning and the Okanagan Senate Learning and Research Committees for their consideration and endorsement for implementation starting in Winter Term 1 2021/22 courses.

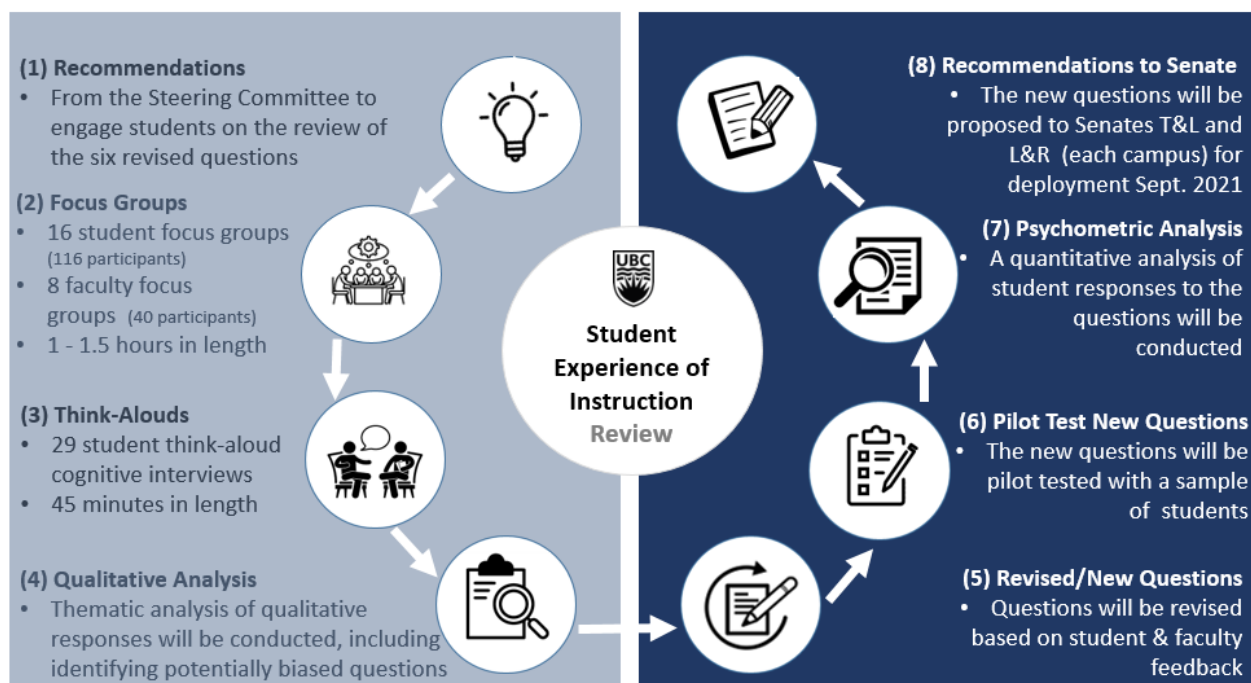


Figure 1. Eight-Step Project Plan to Evaluate the Proposed SEI Questions

2.0 Methodology

2.1 FOCUS GROUPS

We held 16 focus-group sessions with a total of 116 students across both campuses, all year levels, undergraduate and graduate, and across a diversity of programs. Each focus-group session was conducted online using Zoom and took between one hour and 1.5 hours to complete. Upon permission of the participants, each session was digitally recorded for later transcription. All students who participated in the focus group session received a \$20 electronic gift card of their choice.

The goal of the focus groups was to introduce the six proposed questions and to gain an understanding of how students interpreted and would respond to the survey questions. Further, we asked them to identify any possible confusion that might occur in terms of different interpretations of the questions, and suggestions on how to improve the questions that might be understood differently by students or in different environments, such as a large- or small-class setting or class type.

We asked participants to think about their experiences of receiving and completing the former student evaluations of teaching questions, and asked them if they knew what the surveys were used for at UBC. We shared with the participants highlights from the report and recommendations made by the SEoT Working Group. We then introduced participants to the proposed six UMI questions put forward by the SEoT Working Group and asked them to provide their overall impression of the proposed changes to each of the questions.

We walked the student participants through each of the six UMI questions, asking them to discuss the following for each question:

- What is your understanding of the question?
- How would you respond? Does your response reflect the change in the question?
- Is this question confusing? Are there any words which need further defining or is there a better word to use? Do you think students could interpret this question differently from each other? Can you think of anyone who might be able to interpret this question differently from you?
- Would you interpret this question differently if you were enrolled in a small class compared with a large class?
- Would you interpret this question differently if you were enrolled in [subject] compared with [subject]?

At the end of the focus group session we asked participants to reflect on the following question: “Of all the things we’ve discussed today, what would you say are the most important issues, in terms of refining the new questions on the student experience of instruction survey?”

We also held eight one-hour focus group sessions with faculty members, of which four involved Okanagan faculty and four involved Vancouver faculty. In total, 40 faculty members participated in the sessions, coming from a range of programs, and employed in tenure-track and non-tenure track positions. Again, we asked faculty participants to provide insight on how they interpreted the proposed questions and their thoughts on how students would understand and respond to the questions. We also collected suggestions on how to reword the questions. Faculty members who participated in the focus group sessions did not receive any remuneration for their involvement.

2.2 THINK-ALLOUD INTERVIEWS

In addition to the focus-group sessions, we conducted 29 one-on-one interviews with students who had not previously attended a focus group. Each interview was held online using Zoom and took between 45 minutes and one hour to complete. Upon permission of the participants, each session was digitally recorded for later transcription. Similar to the focus group sessions, all students who participated in the interview received a \$20 electronic gift card of their choice.

The goal of the think-aloud interviews was to collect information from student participants on the six UMI questions by way of verbal feedback about their understanding of the questions, and how they process the questions to be able to respond to them. These types of interviews are known as think-aloud sessions, or cognitive interviews, and are very different from a focus group or a typical interview (Ryan et al., 2012; Trenor et al., 2011). Students are asked to verbalize everything they are thinking about as they read through the survey question and recall experiences and thoughts that inform how they would answer each question. The objective is for the participant to talk constantly as if they were alone in the room speaking aloud to themselves. It is a useful technique to gather information on whether students who complete the survey make sense of the question in the same manner as it was intended to be interpreted from the survey designer, or if they are struggling to understand what the question is asking.

We began each think-aloud session by introducing the purpose of the interview and describing the process of a think-aloud interview. To get students feeling comfortable with the approach, the interviewer conducted a practice round with two survey questions from the UBC Undergraduate Experience Survey, which included, "I am proud to say that I attend UBC," and "I feel a strong sense of connection to UBC." Providing the participant with time to practice was an important step in this process because it enabled the interviewer to provide feedback on how well the student was thinking aloud and to encourage additional talking if necessary. In the practice round, the interviewer asked the participant to read each question aloud and verbalize their thoughts about the question itself.

The following suggestions were offered to the participant to consider while thinking about the question:

- What do you think this question is asking you?
- What are you thinking about while considering your response?

- What does the question mean to you when thinking about your experiences? Do you have any examples in mind?
- Are you thinking about something other than the question?
- Is there anything about the question that is confusing? What is it?
- Is the question vague?
- Are you able to answer the question easily?
- How did you arrive at your answer?
- Do the response options capture your answers appropriately? If not, how would you want to respond?

Once the participant understood what was expected of them, the interviewer then asked the participant to “think-aloud” while reading through the proposed six SEI questions. The think-aloud interviews are considered “facilitator light,” meaning that we want the participants to speak openly without too many prompted questions; however, students were prompted to give a response if they were silent for any long period of time, or if they seemed to be struggling and needed additional support from the interviewer.

Students were reminded that the aim of the interview was to evaluate the SEI questions, not the participant’s performance nor their instructor’s performance. We asked each participant to consider a lecture course they were currently enrolled in to use as an example when reviewing the question. We collected information about the course name and number, the year level of the course, the number of students enrolled in the course, if it was a required course for their program or an elective, if there was a teaching assistant (TA) assigned to the course, and if there was any additional information they wanted us to know about the course. With that course in mind, the participant began the SEI review using the think-aloud approach.

2.3 QUALITATIVE THEMATIC ANALYSIS

All focus-group sessions and interviews were digitally recorded and transcribed for further analysis. The transcriptions were uploaded into NVivo, a qualitative analysis tool, and participant comments were analysed to identify patterns of meaning, and organized into general themes. The themes were further refined and coded to aid in the interpretation of the data. A few members of the Implementation Committee were involved in the analysis of the qualitative data (see Appendix 3 for a list of Committee members). After individually analysing the qualitative data, the members met online to discuss the themes and any disagreements or differences they had with the interpretation of the data until agreement on the themes and interpretations was reached.

2.4 PILOT-TESTING THE REVISED QUESTIONS

The next phase of the project involved pilot-testing the revised survey questions developed from the thematic analysis. The 280 students who had indicated their interest in participating in the SEI project were contacted by email and asked if they would complete the pilot test of the revised questions through an anonymous survey link using the survey software program Qualtrics. In addition, students who had not previously participated in the project (through either focus groups or interviews) were invited by email to participate in the pilot survey by and asked to provide their feedback on the revised questions.

To collect contextual information, students were asked to provide some additional information at the start of the survey including: a course name and number that they were considering when responding to the questions; the number of students enrolled in the course; and whether it was a required course for their program or an elective. They were also asked to provide some additional information about themselves: whether they were an undergraduate or graduate student; at which campus they were enrolled; program of study; year level; and whether they were a domestic or international student. Participants were reminded at the start of the survey, and on each page of the survey, that this was a pilot project and that the focus of the survey was to review the revised questions, not the student's nor the instructor's performance.

2.5 ITEM RESPONSE THEORY AND DIFFERENTIAL ITEM FUNCTIONING

Quantitative data collected from the pilot survey were analysed using Item Response Theory (IRT) and Differential Item Functioning (DIF). IRT is an approach used for test development and can be used in a similar fashion for survey item development or refinement. Through IRT, we are able to: 1) predict individual survey responses based on a respondent's attitude or perception, and 2) to establish a relationship between an individual's item response and the set of traits underlying item performance through a function called the "item characteristic curve" (Hambleton et al., 1991). This information can help the survey developer evaluate how well the questions function across different attitudinal levels, and how well the response options work for each question.

DIF analyses examined whether students responded to the pilot survey questions differently across groups, such as focus-group participation, required vs. elective courses, class size, campus and year level. In surveys, DIF is conceptualized as occurring when survey respondents who have similar attitudes on a measured trait respond differently due to construct-irrelevant factors such as differential interpretation of terms used in the survey. If an item is flagged as having DIF it suggests that a survey question may indicate a different understanding across the student groups. When DIF is detected, further analyses examine why some items function differentially across respondents to determine whether refinement of the survey question is needed.

3.0 Findings

3.1 QUALITATIVE THEMATIC ANALYSIS

Most student and faculty participants supported re-writing the current UMI core questions from the perspective of the student. Participants from the Okanagan campus were overwhelmingly in support of reducing the number of items from 19 to six. Participants suggested that proposed questions from the SEoT Working Group were not consistently written as student-centred. They argued that simply adding “I think” to a question did not make it student-centred. In addition, participants interpreted some of the terms and phrases used in the proposed questions differently, and some participants suggested that terms could possibly lead to biased responses (e.g., the use of “concern” and the use of “communicated”). Much of the feedback from participants suggested that more clarity and specificity was required in the questions to reduce the potential ambiguity and multiple meanings that could be inferred from certain statements.

The results of the qualitative analysis were used to refine the questions with the aim to articulate the intention behind each of the questions clearly, and to relate them to the student-learning experience and feedback on instruction. Below is a list of the six UMI proposed by the SEoT Working Group in May of 2020, along with feedback from the student and faculty participants regarding each survey question. The revised wording on each question is included at the bottom of each of the sections below. These newly worded questions were used in the subsequent pilot survey to test how well students responded to them.

Q1. The instructor made it clear what I was expected to learn.

There was quite a bit of discussion on this item, and a variety of interpretations were drawn across the focus-group participants. The diverse interpretations were grounded in a lack of clarity on what it was that “the instructor made clear” in the sentence. Some participants thought it referred to clear communication of the syllabus at the start of the course, while others thought it meant that the instructor spoke clearly about the expected learning outcomes at the start of each class, and others wondered if it referred to clarity around course learning outcomes or course objectives. Some participants interpreted “what I was expected to learn” to be about tests and assignments delivered throughout the term, while others suggested it could also include broad skills learned throughout the term that might not be directly tied to the stated learning objectives for the course. Most participants suggested that clarifying the timing of what is being referred to in the question, such as throughout the term or at the start of the term, would help with interpretation. They also acknowledged that not all courses have articulated learning objectives, but all do have course requirements, so that would need

to be kept in mind when refining the question further. Some participants felt that this question was not student-centred and was still focused on the instructor rather than the student experience.

As a result of the feedback, the proposed new question wording for the pilot survey is:

Q1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.

Q2. The instructor engaged me in the subject matter.

In this question, there was lack of understanding by participants of the term “engaged” used in the sentence. Some participants thought this referred to time spent participating in class, or communicating with the instructor one-on-one during office hours, or in a group setting. Other participants suggested this could refer to being engaged in a class because of the subject matter alone, or due to the way in which the instructor taught the course. Many argued that due to the lack of clarity in understanding the term “engaged,” participants could respond differently to the question based on their own interpretation, which might not reflect the original intention of the question. In addition, some felt that they might have difficulty responding to the question because they could feel engaged with the instructor’s teaching style but not engaged with the subject matter, given that it is not of their own interest. Many suggested that the question should be reworded to ask about the way in which the course was taught, and they also suggested that we did not use the word “engaged”.

As a result of the feedback, the proposed new question wording for the pilot survey is:

Q2. The instructor conducted this course in such a way that I was motivated to learn.

Q3. I think that the instructor communicated the subject matter effectively.

Overall, participants thought it was a good idea to focus on the student experience of instruction and write the questions so they are student-centred. Yet many participants said that adding “I think” to the sentence does not make it student-centred, and some students indicated that it actually made them feel as if their feedback they provided to instructors on the evaluations were less important. In addition, the term “subject matter” was interpreted as being too broad, making participants unsure about how to answer the question. Some participants interpreted “subject matter” as referring to the course content, while others suggested it could include the field of study, which would imply more than the course content. As a result, many participants suggested using the term “course material” to make it specific to the actual course. There was also further ambiguity with the word “communicated” in this question. Some participants were not sure if this was referring to communication in terms of the announcements, emails, discussions, communication about course activities in Canvas, or if it referred to the communication style of the instructor. Some worried that if students interpreted the question to be

asking about the communication style of the instructor, ratings could be possibly biased against instructors with an accent, or for instructors for whom English is not their first language.

As a result of the feedback, the proposed new question wording for the pilot survey is:

Q3. The instructor presented the course material in a way that I could understand.

Q4. I have received feedback that supported my learning.

Across all focus-group sessions, participants thought that this question should include an adjective to describe the quality or timeliness of the feedback provided. They suggested that sometimes feedback could be given, but not necessarily in a way that informed them what they needed to do to improve in the course. Others provided examples of when they had received feedback too late in the term, when they did not have time to improve or prepare sufficiently for their next assignment/exam, or even when the course was almost over. As they read the question, some participants were not sure if they would interpret “feedback” as referring to grades, written/email communications, oral feedback given during class, out-of-class questions, or written feedback (e.g., from quizzes and exams). Also, some student participants indicated that they do not actively ask for feedback, or take advantage of instructor office time to ask for feedback, so they were unsure about how to respond to this question. Many participants also discussed how class size could influence how a student might respond to this question, and that instructors teaching large classes might not be able to provide feedback to students in the same manner that they would if it were a smaller class.

As a result of the feedback, the proposed new question wording for the pilot survey is:

Q4. Considering the type of class (e.g., large lecture, seminar, studio, etc.), the instructor provided constructive and timely feedback that helped me understand how my learning progressed during this course¹.

Q5. I think that the instructor showed concern for student learning.

For many participants, the word “concern” had a negative connotation to it and could be interpreted as “worried,” “apprehensive,” or “fearful”. As such, it was mentioned that this could be quite confusing for certain students for whom English is not their first language. Participants also thought the word “concern” could be associated with an emotional reaction and could result in biased responses based on instructor personality or gender identity. Other students thought that it was a good question and that

¹ Results from the pilot survey indicated that further refinement of this question was needed, so the final recommended question is: *Considering the type of class (e.g., large lecture, seminar, studio, etc.), the instructor provided **useful** feedback that helped me understand how my learning progressed during this course.* This is discussed further in the report.

showing concern for student learning, and how well they progressed during the course, was a positive characteristic for an instructor and in alignment with quality instruction. Nonetheless, many participants thought this question needed to be more specific and should provide examples of what specific actions they were being asked to associate with an instructor who shows concern for student learning.

As a result of the feedback, the proposed new question wording for the pilot survey is:

Q5. The instructor showed genuine interest in supporting my learning throughout this course.

Q6. Overall, this instructor was effective in helping me learn.

Most participants agreed that this was a good closing question, either to summarize what was already asked or to cover additional aspects that were not evaluated in the previous questions. There were participants who said the question was both too vague and not as specific as the other questions in the survey, or they felt that the question was too similar to other questions, making it difficult to answer as a unique question. They suggested that further refinement of this question was warranted to make it more specific and to provide clarity on the criteria being used to determine the term “effective”, or they recommended that the word be excluded from the question altogether. Many respondents commented on how similar questions 5 and 6 were and recommended making more of a differentiation between the two items.

As a result of the feedback, the proposed new question wording for the pilot survey is:

Q6. I learned a great deal from this instructor.²

3.2 QUANTITATIVE ANALYSIS

A total of 333 completed student responses to the pilot survey were received. Tables 1.a and 1.b provide a breakdown of some student demographics and course attributes of participants in the pilot survey. There were fairly balanced representations from students who had previously participated in a focus group or interview for the SEI project, and those who did not participate, as well as across program year level, class size, and whether the course was required or an elective. A larger number of students who participated in the survey indicated they were enrolled in a program at the Okanagan campus (76% of the sample) compared with students from the Vancouver campus (24%). A large majority, 76%, of the respondents were female.³ Not all participating students answered all six UMI questions, resulting in 13

² Results from the pilot survey indicated that further distinction of this question compared with UMI 5 was needed so the final recommended question is: **Overall, I learned a great deal from this instructor.** This is discussed further in the report.

³ Student gender is based on administrative records, which are currently recorded as a binary variable, Male or Female.

observations with partially missing data. Most of these analyses cannot be conducted on missing data, and so for two of the three methods described further in this document, a reduced sample of 320 responses was used in the final analysis⁴.

In addition to the pilot survey data, and for comparative purposes, a sample of equal size was randomly drawn from the 2020/21 Winter (Term 2) SEoT data to see how the newly revised questions compared with the existing questions.

Table 1.a Distribution of Pilot Survey Responses by Student Demographics

<u>Focus group participant</u>	<u>Number of responses</u>		
Yes	156		
No	177		
<u>Gender</u>	<u>Number of responses</u>		
Female	232		
Male	73		
<u>Campus</u>	<u>Number of responses</u>		
Okanagan	244		
Vancouver	79		
<u>Residency</u>	<u>Graduate</u>	<u>Undergraduate</u>	<u>Total</u>
Domestic	19	254	273
International	17	32	49
Total	36	286	322

⁴ The Winsteps implementation of the Mantel-Haenszel is slightly different than usual Mantel-Haenszel computations in that cases with missing data are stratified at an estimated measure and so it does not delete cases with missing data (Linacre, n.d.). The Winsteps method was used in this project, so all 333 cases were analysed.

Table 1.b Distribution of Pilot Survey Responses by Year Level, Class Size and Course Requirement

<u>Year level</u>	<u>Number of responses</u>
1 st	44
2 nd	86
3 rd	92
4 th	80
5 th	21

<u>Self-reported Class size</u>	<u>Number of responses</u>
1 – 49	85
20 – 99	70
100 – 199	98
200+	80

<u>Course</u>	<u>Number of responses</u>
A requirement	209
An elective	124

We used IRT to analyse the questions in the pilot survey. There are several assumptions of the data that need to be met before conducting and interpreting this IRT analysis: 1) unidimensionality of the measured trait; 2) local independence of the survey items; 3) monotonicity; and 4) item invariance. Unidimensionality means that all items on the survey are measuring just one underlying construct (e.g., quality of instruction) and that one main factor should explain most of the variance in the survey responses (Hambleton et al., 1991). When items on the survey have local independence, it means that the response to one item is independent of the other questions on the survey, except for the fact that they measure the same underlying construct. Monotonicity occurs when the probability of positively endorsing an item continuously increases as an individual's attitude/perception level increases. Finally, item invariance means that the estimated item parameters do not differ across different groups (e.g. domestic vs. international students), due to misunderstanding or misinterpretation of the questions. These assumptions were met for this analysis and therefore we were able to continue with interpreting the results.

Three methods were used to determine DIF and to see if the results corresponded across the different methods: 1) Mantel-Haenszel, 2) logistic regression, and 3) the cumulative logit approach. Rather than determining sample size requirements alone, researchers suggest that a combination of sample size and the number of questions on the survey should be considered together to determine if item parameters are estimated accurately in IRT models. Şahin & Anil (2017) concluded that a sample size of 250 with 30

items is viable for a 2-parameter model. Zumbo (1999) suggested that 20 test items can be successfully used to run a DIF analysis and have enough information to be able to match individuals on ability level and form meaningful groups. Due to the small number of items on the SEI survey (only six UMIs) and small sample size ($N=333$), we conducted further analysis to determine if our sample size in this analysis was adequate. We drew random sample sizes of 150, 250 and 300 from the pilot data and used each sample to estimate item parameters in a 2-parameter IRT model. For the 2020/21 Winter data, we used sample sizes of 320 and 500, 1000 and 2000. The model parameter estimates were examined as the sample size increased to gauge the stability of the model and parameter estimates and to ensure that a sample of 320 suffices to estimate model parameters. Additionally, for the Mantel-Haenszel method, the computation used (from the software program, Winsteps) relied on both the Mantel-Haenszel and Rasch procedures (e.g., 1-parameter model). For these types of procedures, researchers have suggested having at least 30 responses (Linacre, 1994), with valid findings demonstrated using short tests (4 to 39 items) and small sample conditions (100-300 responses) (Paek and Wilson, 2011). Based on these additional analyses, we felt that we satisfied the sample size assumptions to continue with the IRT and DIF analyses.

Factor analysis was used to test if all six UMI questions represented a single underlying construct measuring quality of instruction from the student perspective (unidimensional assumption). The results of the factor analysis showed that all six UMI items had high factor loadings, i.e. all six UMI questions represent one underlying construct. The Scree and Variance plots in Figure 2 summarize the results of the factor analysis. The elbow in the Scree plot in Figure 2 indicates minimal contributions from subsequent factors. The first factor explained more than 75% of the variation. These findings support the unidimensionality assumption for the IRT analysis.

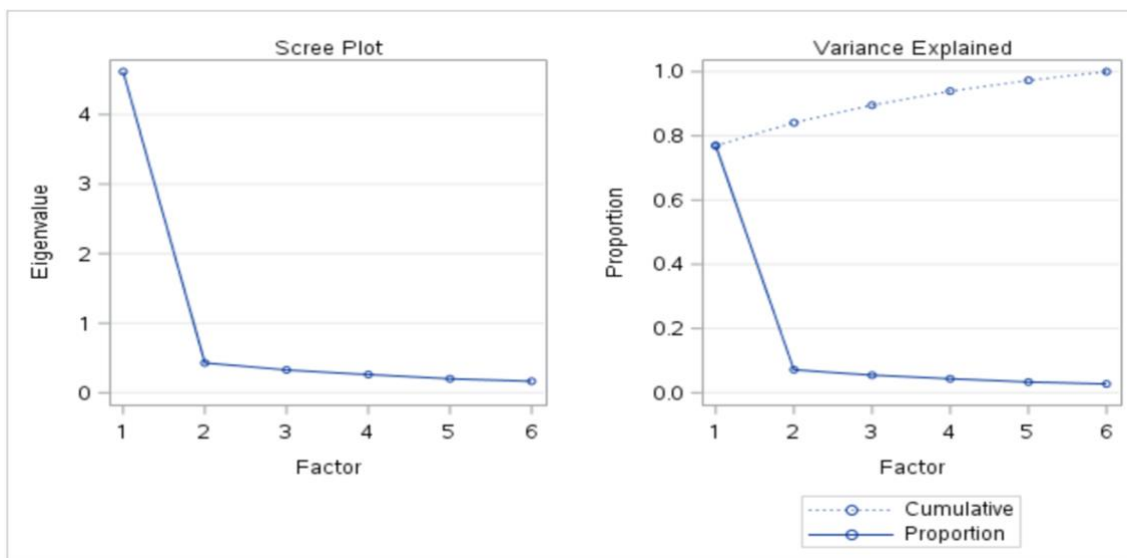


Figure 2. Scree and Variance Plots (UMI Pilot Survey)

Using DIF, we also examined whether students responded differently across groups, such as focus group participation, required vs. elective courses, class size, campus, year level, and student gender. The results of the DIF analysis will flag an item if it functions differently across participant groups, will indicate the direction of the DIF, and will also indicate if an item has uniform or non-uniform DIF. Uniform DIF occurs when DIF is the same for all attitude levels across the two groups, whereas non-uniform DIF occurs when there is an interaction between attitude levels and group membership.

The Mantel-Haenszel procedure is a commonly-used approach for detecting DIF. The Mantel-Haenszel method was run using the software program, Winsteps, which stratifies the sample by total survey scores to determine appropriate “attitudinal” groupings (Linacre, n.d.). To interpret the magnitude of DIF, we followed the criteria as defined by Zwick et al. (1999):

- a) none or negligible DIF was detected if the absolute value logits were less than 0.43;
- b) slight to moderate DIF was detected with absolute value logits between 0.43 to 0.64, and $p \leq 0.05$; and
- c) moderate to large DIF was detected if the absolute value logits were larger than 0.64 and $p \leq 0.05$.

We used SAS statistical software to run the logistic regression model approach (Proc Logistic) and the generalized linear model procedure (Proc Genmod) for the cumulative logit method. In the logistic regression model, DIF is detected if individuals matched on attitude/perception have significantly different probabilities responding to a survey question and therefore will have differing logistic regression curves. We followed a three-model approach for the logistic regression method. The first model used a binary approach for the dependent variable (e.g., UMI survey item), where responses on the Likert scale of 4 “agree” and 5 “strongly agree” were combined and coded together as “favourable.” A logistic regression model was fit to the binary data as a function of “attitude/perception” as measured by the overall survey score. The second model includes both “attitude/perception” and a variable representing the reference and focal groups of interest, such as gender. Finally, the third model included the variables in the second model and an interaction term (e.g. attitude/perception*gender).

$$\text{Model 1: } \mathbf{Logit(P)} = \beta_0 + \beta_1\theta$$

$$\text{Model 2: } \mathbf{Logit(P)} = \beta_0 + \beta_1\theta + \beta_2Z$$

$$\text{Model 3: } \mathbf{Logit(P)} = \beta_0 + \beta_1\theta + \beta_2Z + \beta_3\theta Z$$

Where: Logit(P) is the logit of the probability of respondent’s endorsement;

$\beta_0, \beta_1, \beta_2$ and β_3 are model parameters;

θ denotes the value of the responder attitude/perception as measured by total score; and

Z denotes group membership (e.g. gender or focus group)

The cumulative logit-model method applies a similar three-model approach, except that the dependent variable uses the ordinal response scale values (Likert scale strongly agree “5” – strongly disagree “1”) of the dependent variable (e.g., UMI survey item) and fits a cumulative logit function. For both approaches, a significant difference in fit statistics between models 1 and 2 i.e. a significant β_2 would indicate uniform DIF, whereas a significant β_3 in model 3 would indicate non-uniform DIF.

The results of the DIF analysis between different groups of student demographics and course attributes are summarized in Table 2 below.

Table 2: Differential Item Functioning (DIF) between different student groups and course attributes

Test Method	Grouping						
	Focus group Participation (Yes vs. No)	Course (Required vs. elective)	Class size (< 100 vs. > 100)	Class Size (1-49 vs 200+)	Campus	Year level 1 st & 2 nd vs. 3 rd & 4 th	Student Gender**
Mantel-Haenszel Procedure	None	None	UMI 3	UMI 1	None	None	UMI 6
Logistic Regression Models*	None	None	UMI 1 UMI 3	UMI 1	None	None	None
Cumulative Logit Models*	None	None	None	UMI 1	None	UMI 1	UMI 6

*DIF significance based on p-values < 0.05; **Student gender is based on administrative records, which are currently recorded as a binary variable, Male or Female.

Results reported in Table 2 indicate that DIF was not detected, or was negligible for most of the groupings. DIF was detected for both class-size categories, year level and gender. Across all three methods, UMI question 1 showed moderate DIF between the smallest and largest class sizes (enrolments of 1-49 compared with classes with 200+ enrolments), with more positive responses given to the largest class size over the smallest (DIF, 0.67 and p-values of 0.006, 0.001 and 0.003 for the 3 methods, respectively). UMI 1 also exhibited non-uniform DIF between the lowest and highest year levels using the cumulative logit model (p=0.03), where 1st and 2nd year students provided more positive responses compared with students in their 3rd and 4th year, but did not show DIF using the other approaches. There

was slight DIF detected (DIF 0.43 and p-values of 0.03 and 0.01 for methods 1 and 2, respectively) for question UMI 3 comparing class sizes over 100 to those below 100 (again favoring the larger class sizes), and in UMI 6 (DIF, 0.46 and p-value of 0.03 for both method 1 and 3) for student gender; female students were more positive in their responses to this item. The UMI 3 and UMI 6 DIF results were not consistent across the different testing methods; therefore, these results were inconclusive. Fit statistics for DIF analysis using logistic and cumulative logit models are shown in Appendix 2. It is also worth noting that class size was self-reported by students and there was some inconsistency in the reported class size information with the same course names, which may be influencing the results of the DIF analyses.

There were fewer graduate and international student participants in the pilot survey; nonetheless, there was no differential functioning between graduate and undergraduate nor between domestic and international students. There was no DIF in all UMI questions between students who participated in the focus group discussions and those who did not participate, and no DIF based on whether the course was a requirement for their program of study or a chosen elective.

Finally, a two-parameter IRT model (graded response model, using Marginal Maximum Likelihood estimation method) was used to assess item response characteristics, item information and overall information functions, and to evaluate whether similar profiles were found between the pilot data and a comparable random sample from the 2020/21 version of the survey. A two-parameter IRT model estimates the difficulty and discrimination parameters of the survey items along the attitudinal scale of respondents. Random samples of size 150, 250 and 300 were drawn from the pilot data, and used to estimate the 2-parameter IRT model. Also for the 2020 winter data, model estimates were compared for the sample sizes of 320, 500, 1000 and 2000. The results showed that changes in parameter estimates were negligible as the sample size is increased. This indicates that the model is stable and that a sample of 320 can be used to estimate item parameters in the 2-parameter, unidimensional, IRT model.

The item difficulty parameter, or location parameter, which is perhaps a more appropriate term for this analysis, provides information on how difficult it is to achieve a 50% probability of a correct response for a specific item given the respondent's level on the underlying attitudinal scale. For example, if a student responds to UMI question 6, "I learned a great deal from this instructor," by answering with the most positive response option available, "strongly agree," this item would be located to the right or higher end on the attitudinal scale. A student who was very positive about the quality of instruction within the course would be more likely to have a 50% probability of endorsing the most positive response options for the UMI questions than a student with a more negative attitude about the quality of instruction within the course.

The item difficulty or location parameter also provides information on how the different response options (i.e., Likert scale options) function within each item. Although the UMI questions have essentially the same response options, with the exception of UMI 4 that has a "not applicable" option, the respondents

may not use the scale in the same equivalent manner across the questions. The item difficulty parameter estimates can provide information to the survey developers about the allocation of appropriate item and response-option weightings. Item difficulty parameter estimates (thresholds) were fairly consistent across response options for the six UMI questions (see Appendix 2 for IRT model parameter estimates), which indicates that the 5-point Likert scale options function similarly within each of the six new UMI questions. Reliability estimates were consistent across approaches; Cronbach's Alpha of 0.89 suggests a high survey reliability. Person and item reliability estimates were also generated for the Mantel-Haenszel procedure, ranging from 0.80 to 0.81 and from 0.84 to 0.85, respectively. The person reliability value suggests that the test discriminates the sample into enough levels while the item reliability value suggests that the sample is big enough for the analysis. The reliability estimate (Cronbach's Alpha) for the existing UMI questions from the 2020/21 sample was 0.94.

The item discrimination parameter indicates the strength of the relationship between an item and the measured construct, i.e., quality of instruction. It determines the rate at which the probability of positively endorsing an item changes given the individual attitude/perception levels (Thorpe & Favia, 2012). The higher the discrimination parameter, the steeper the slope will be on the item characteristic curve, indicating a stronger ability to detect differences in the attitude/perception of respondents compared with less steep slopes. The item discrimination parameter estimates (slopes) for the two-parameter IRT model are given in Table 3 for both the new UMI pilot survey questions and the random sample from the 2020/21 Winter (Term 2) version of the survey (the UMI questions currently in use). Typically, the larger the discrimination parameter, the steeper the slope, which implies that the item is more effective at discriminating among different attitudes along the continuum. Thus, for a given level of endorsement, an item with a discrimination parameter of 8.5 would have more than 10 times the contribution to the survey information compared to an item with a discrimination parameter of 2.5. Yet a discrimination parameter of 8.5 is quite high, which is an indication that the survey question is not working properly. Reeve and Fayers (2005) suggest the useful range of discrimination values is from 0.5 to 2.5. Following their recommendation, the only item with a discrimination parameter value in that range for the existing questions is UMI 4, and for the pilot survey all items except UMI 2 fall within that range.

Table 3: Item Discrimination Parameter Estimates

Data Source	Parameter Estimates					
	UMI 1	UMI 2	UMI 3	UMI 4	UMI 5	UMI 6
Sample from 2020/21 W2	3.62	5.38	4.15	2.02	3.28	8.67
UMI Pilot Survey	2.45	3.28	2.62	1.84	2.47	2.58

UMI question 4 has the least relative discrimination in the existing question that asks if *the evaluation of student learning was fair* (2.02) and the new UMI question asking about *timely and constructive feedback* (1.84), indicating that this item does not discriminate as much as the other items, among different attitude/perception levels. A low discrimination estimate may imply that the item is too complex for respondents to answer. Overall, the parameter estimates in the new UMI questions have been reduced from those reported for the sample from Winter 2020/21 (Term 2), and they are now more consistent across the items and fall closer within the range of useful parameter values of 0.5 to 2.5.

Figures 3 and 4 display the Item Information Curves (IIC) for each of the new UMI questions, and for the existing UMI questions from the 2020/21 sample, respectively. The IICs measure the statistical information an individual item contributes to the overall survey. The x-axis is the individual's level of endorsement; a person with an endorsement level of 2 has a more positive attitude regarding the course than someone with a level of -0.2. The y-axis indicates the magnitude of the information provided by each of the survey items. Higher information signifies higher precision (or reliability) in differentiating among respondents (Reeve & Fayers, 2005). In addition, items should be well spaced across the continuum (x-axis).

There are notable differences evident when comparing the item information curves in Figure 3 and 4. Figure 3 indicates improvement in the relative contributions of UMI questions 1, 2, 3 and 5 to the overall survey information compared with the 2020/21 sample. There was also some slight improvement in the contribution of UMI question 4. The newly worded UMI items shown in Figure 3 appear to differentiate across a broader range on the x-axis than existing UMI items shown in Figure 4. The y-axis scales differ between Figures 3 and 4 as a result of the disproportionately large UMI 6 discrimination parameter (8.67) in Figure 4. Although UMI 6 has a relatively large discrimination parameter estimate in the existing UMI question, it appears to discriminate across a very narrow range on the x-axis and displays sharp peaks on the information curve, which implies that the item is not functioning well.

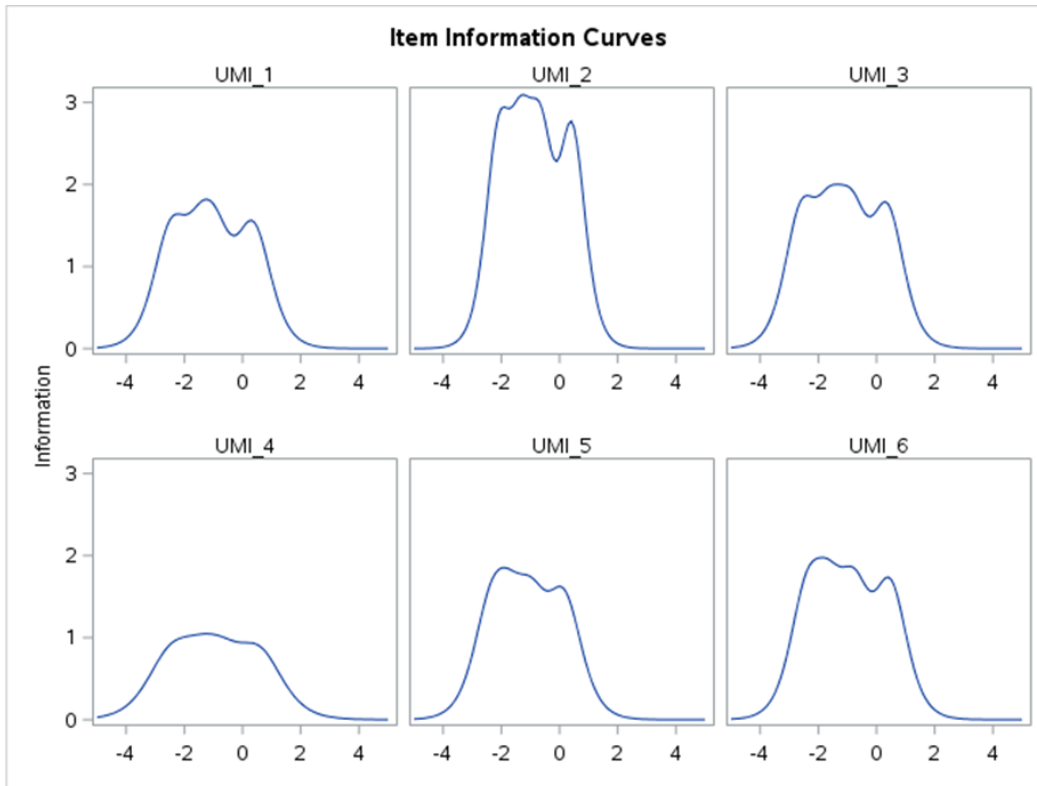


Figure 3: Item Information Curves for New UMI questions (UMI Pilot Survey)

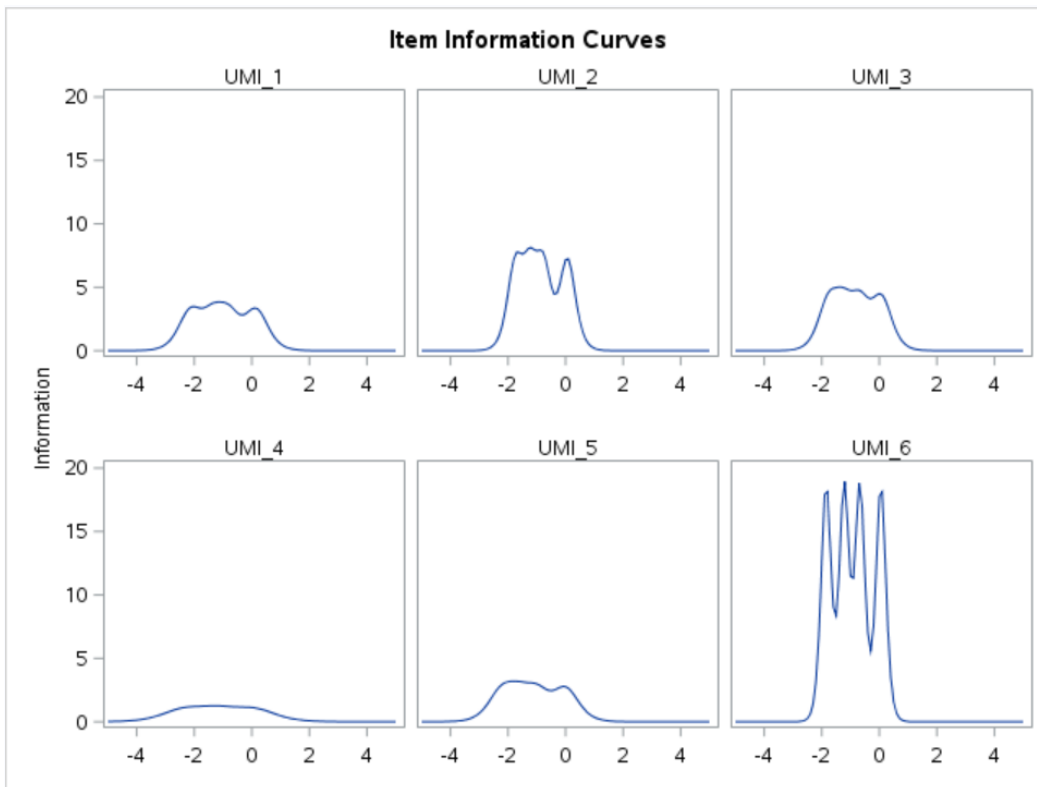


Figure 4: Item Information Curves for existing UMI questions (2020/21 W2 sample)

Looking at Figure 4, the IICs for existing UMI questions in the 2020/21 sample show that UMI 6 disproportionately contributes to the overall survey information; however, for the new set of UMI questions, the contribution of each item seems to be more consistent. Overall, the proposed changes to the UMI questions appear to have improved their relative discrimination among students with varying levels of endorsements for most items. While most of the newly worded UMI questions showed no DIF among different student groups, UMI 1 exhibited moderate DIF, and UMI 3 exhibited slight DIF between different class sizes. Slight DIF between genders was also detected for UMI 6, with female students positively endorsing that question more than male students (recall that only binary data are currently available for gender).

During the pilot survey, students were also asked to provide their feedback on the wording of the questions using an open-text field on the survey. Although most participants supported the changes to the questions, a few students indicated that UMI 4 may be asking about two different things: constructive *or* timely feedback. Some students also suggested that UMI 5 and UMI 6 still read as very similar questions, and they recommended further refinement to distinguish these questions from each other. Based on this additional feedback, and the results from the IRT and DIF analyses, questions 4 and 6 have been further refined. For UMI 4, we have removed the terms “constructive and timely” and replaced them with “useful” to simplify the question. UMI 6 has been revised to include the word “Overall” at the start of the sentence to capture more appropriately the comprehensive nature of that question and to further differentiate it from UMI 5.

4.0 Conclusion

Overall, the feedback from participants indicated support for a more student-centred questionnaire to be used for the end-of-term course evaluations. Participants from the Okanagan campus were overwhelmingly in support of the shorter core set of questions and for alignment across UBC campuses. Upon the recommendation of the SEoT Working Group, the six UMI questions were tested using a mixed-methods approach. Based on participant feedback during the focus-group sessions and the think-aloud interviews, further refinement of the proposed questions was warranted due to multiple interpretations of questions, and to the use of terms or words that could lead to potentially biased responses. The thematic analysis of the qualitative data provided information to refine the questions with the aim to reduce the potential ambiguity and multiple meanings that could be inferred from certain statements or words. Further, the qualitative data helped to articulate clearly the intention behind each of the questions and how each is related to the student learning experience and feedback on instruction, as well as being student-centred.

The results from the quantitative analyses indicated that the revised statements seem to function better than the existing questions. In the existing version, UMI question 6 provides most of the statistical information for the overall survey, but does not differentiate broadly among the respondents; sharp peaks in the item information curve indicate the item is not functioning well. The IIC results from the pilot test data provide preliminary evidence that the revised questions are much more consistent in their contribution to the overall survey, and are more widespread across the attitudinal continuum (x-axis). Although moderate DIF was detected in class size for UMI 1 and UMI 3 in the pilot survey, the class size variable was self-reported, and closer inspection of the data identified discrepancies on how the class size was reported, which could be falsely detecting DIF. In addition, the DIF results were not consistent across test methods and thus were not conclusive. The results did detect slight DIF for UMI 6, with respect to student gender, which suggests that further examination is needed to see how the newly worded questions function across demographic variables for students and instructors.

Based on these results, we recommend that the following new questions be adopted for implementation at UBC for the upcoming 2021/22 Winter Term and onwards.

Note: for the reader's reference, the previously proposed questions from the SEoT Working Group in May 2020 are included in grey italicized font below each of the newly recommended questions.

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
The instructor made it clear what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
The instructor engaged me in the subject matter.
3. The instructor presented the course material in a way that I could understand.
I think that the instructor communicated the subject matter effectively.
4. Considering the type of class (e.g., large lecture, seminar, studio, etc.), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
I have received feedback that supported my learning.
5. The instructor showed genuine interest in supporting my learning throughout this course.
I think that the instructor showed concern for student learning.
6. Overall, I learned a great deal from this instructor.
Overall, this instructor was effective in helping me learn.

Response options for all questions above: *strongly agree, agree, neutral, disagree, and strongly disagree.*

We also recommend that three common open-ended questions be included on all SEI surveys across both campuses to collect text comments:

7. Please identify what you consider to be the strengths of this course.
8. Please provide suggestions on how this course might be improved.
9. Do you have any suggestions for what the instructor could have done differently to further support your learning?

5.0 Limitations and Further Analysis

The scope of this project was restricted to reviewing the six core UMI questions proposed by the SEoT Working Group in May 2020. There are other questions that faculties, departments, or instructors may be using to collect additional information from students. Those questions were not included in this analysis.

The quantitative results of the analyses in this report were based on a small sample size (N=320) and only six UMI questions. Further analysis will be conducted on a larger data set collected during the fall deployment of the SEI to test the accuracy of item-parameter estimates and the detection of DIF for the newly worded survey questions. Additional work is required to determine how to support instructors interpreting responses to their SEI results between the new version of the UMI questions and the existing questions. Analyses regarding bias need to be conducted using both faculty and student demographic data. Currently, the demographic data required to conduct such an analysis were not available. The UBC Employment Equity Survey is used to gather demographic data from faculty and staff, but due to low response rates and non-random missing data they are not usable for these analyses. A revised Employment Equity Survey will be available to all employees starting in early Fall 2021, and a campaign to promote the completion of this new survey will begin at the same time, which should increase the number of responses and thus provide a more complete data set that will allow for a bias analysis. In addition, a student demographic project has been launched that will focus on collecting a broader range of student demographic data, similar to the questions asked in the Employment Equity Survey.

References

- Columbia University Mailman School of Public Health (2019). "Item Response Theory." <https://www.publichealth.columbia.edu/research/population-health-methods/item-response-theory>.
- Hambleton, R.K., Swaminathan, H, & Rogers HJ. Fundamentals of Item Response Theory. Thousand Oaks: Sage Publications; 1991.
- Li, Zhusahn (2015). "A Power Formula for the Mantel-Haenszel Test for Differential Item Functioning." *Applied Psychological Measurement*, 39(5), 373–388.
- Linacre, J.M. "Mantel & Mantel-Haenszel DIF statistics."(n.d.). http://www.winsteps.com/winman/mantel_and_mantel-haenszel_dif.htm
- Linacre, J.M. (1994). "Sample Size and Item Calibration Stability." *Rasch Measurement Transactions*, 7(4), 328.
- Paek, I. & Wilson, M. (2011). "Formulating the Rasch Differential Item Functioning Model Under the Marginal Maximum Likelihood Estimation Context and Its Comparison With Mantel– Haenszel Procedure in Short Test and Small Sample Conditions." *Educational and Psychological Measurement*, 71(6), 1023-1046.
- Reeve, B., & Fayers, P.M. (2005). Applying item response theory modelling for evaluating questionnaire item and scale properties. In *In: Assessing Quality of Life in Clinical Trials: Methods and Practice, 2nd edn* (ed Fayers, P.M.; Hays, R.D.), Oxford University Press, Oxford (pp. 55-73).
- Ryan, K., Gannon-Slater, N. & Culbertson, M.J. (2012). Improving Survey Methods With Cognitive Interviews in Small- and Medium-Scale Evaluations. *American Journal of Evaluation*, 33, 3, 414-430.
- Şahin, A. & Anil, D. (2017). The Effects of Test Length and Sample Size on Item Parameters in Item Response Theory. *Educational Sciences: Theory & Practice*, 17, 1, 321-335.
- Thorpe, G.L. & Favia, A. (2012). Data Analysis Using Item Response Theory Methodology: An Introduction to Selected Programs and Applications. Psychology Faculty Scholarship, 20. https://digitalcommons.library.umaine.edu/psy_facpub/20

Trenor, J.M., Miller, M.K., & Gipson, K.G. (2011). Utilization of a Think-Aloud Protocol to Cognitively Validate a Survey Instrument Identifying Social Capital Resources of Engineering Undergraduates. Paper presented at 2011 ASEE Annual Conference & Exposition, Vancouver, BC.

Zumbo, B. (1999). A Handbook on the Theory and Methods of Differential Item Functioning (DIF): Logistic Regression Modeling as a Unitary Framework for Binary and Likert-Type (Ordinal) Item Scores. Ottawa, ON: Directorate of Human Resources Research and Evaluation, Department of National Defense.

Zwick, R., Thayer, D.T., & Lewis, C. (1999) An Empirical Bayes Approach to Mantel-Haenszel DIF Analysis. *Journal of Educational Measurement*, 36, 1, 1-28.

Appendix 1

Current and Proposed Changes to the University Module Items

CURRENT VANCOUVER CAMPUS CORE UMI QUESTIONS

1. The instructor made it clear what students were expected to learn.
2. The instructor helped inspire interest in learning the subject matter.
3. The instructor communicated the subject matter effectively.
4. Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.*
5. The instructor showed concern for student learning.
6. Overall, the instructor was an effective teacher.

Response options: *strongly agree, agree, neutral, disagree, strongly disagree*

*UMI 4 includes *not applicable* as a response option

Open-ended questions differ amongst faculty and departments in Vancouver.

CURRENT OKANAGAN CAMPUS QUESTIONS

1. The instructor set high expectations for students.
2. The instructor showed enthusiasm for the subject matter.
3. The instructor encouraged student participation in class.
4. The instructor fostered my interest in the subject matter.
5. The instructor effectively communicated the course content.
6. The instructor responded effectively to students' questions.
7. The instructor provided effective feedback.
8. Given the size of the class, assignments and tests were returned within a reasonable time.
9. The instructor was available to students outside class.
10. The instructor used class time effectively.
11. The instructor demonstrated a broad knowledge of the subject.
12. Students were treated respectfully.
13. Where appropriate, the instructor integrated research into the course material.
14. The evaluation procedures were fair.
15. I would rate this instructor as very good.
16. The textbook and/or assigned readings contributed strongly to this course.
17. I found the course content challenging.
18. I consider this course an important part of my academic experience.

19. I would rate this course as very good.

Open ended Questions:

- What were the strengths of the course?
- What were the weaknesses?
- What did you most enjoy about it?

PROPOSED SEI QUESTIONS BY SEOT WORKING GROUP IN MAY 2020

Note: words in red font and italics below indicate wording changes proposed by the SEoT Working Group in May 2020 compared with the current Vancouver version of the UMI questions.

1. The instructor made it clear what *I* was expected to learn.
2. The instructor *engaged me in the* subject matter.
3. I *think* that the instructor *communicated the subject matter effectively*.
4. *I have received feedback that supported my learning*.
5. *I think that* the instructor showed concern for student learning.
6. Overall, this instructor was *effective in helping me learn*.

Appendix 2

Additional Model Statistics

Summary of DIF Analysis using Logistic Regression Models

Table A2.1 Logistic Regression Models: Class Size (1-49 vs. 200+)

	-2log L	β_1		β_2		β_3		DIF
		Estimate	p-value	Estimate	p-value	Estimate	p-value	
UMI 1								
Model 1	136.193	-1.2572	<0.0001					Uniform
Model 2	73.193			2.414	0.0012			
Model 3	73.192					0.0157	0.9716	
UMI 2								
Model 1	167.910	-1.2845	<0.0001					None
Model 2	89.848			0.0364	0.9473			
Model 3	89.801					-0.0767	0.8294	
UMI 3								
Model 1	151.276	-1.2272	<0.0001					None
Model 2	87.250			-1.0936	0.0628			
Model 3	87.142					0.1148	0.7430	
UMI 4								
Model 1	198.037	-1.1275	<0.0001					None
Model 2	95.091			-0.7986	0.1452			
Model 3	94.958					-0.1291	0.7172	
UMI 5								
Model 1	173.304	-1.0146	<0.0001					None
Model 2	68.227			-1.2411	0.0667			
Model 3	66.650					-0.6554	0.2561	
UMI 6								
Model 1	166.096	-1.2322	<0.0001					None
Model 2	88.230			0.2190	0.6948			
Model 3	88.107					0.1339	0.7268	

Note: Using logistic regression models to examine class size (1-49 vs. 200+), UMI question 1 exhibited uniform moderate DIF. This finding implies that students who self-reported in the survey that they were enrolled in larger classes (200+) provided more positive responses compared with students in self-reported smaller classes (1-49). Uniform DIF is the simplest type of DIF where the item exhibits differences in the location parameter but equally discriminates at all levels of the attitudinal scale.

Table A2.2 Logistic Regression Models: Class Size (<100 vs. 100+)

	-2 Log L	β_1		β_2		β_3		DIF
		Estimate	p-value	Estimate	p-value	Estimate	p-value	
UMI 1								
Model 1	136.193	-1.2572	<.0001					Uniform
Model 2	131.405			1.0429	0.0344			
Model 3	131.369					-0.0585	0.8484	
UMI 2								
Model 1	167.910	-1.2845	<.0001					None
Model 2	167.285			0.3279	0.4315			
Model 3	167.281					0.0191	0.9467	
UMI 3								
Model 1	151.276	-1.2272	<0.0001					Uniform
Model 2	143.600			-1.2753	0.0085			
Model 3	143.600					-0.00158	0.9956	
UMI 4								
Model 1	198.037	-1.1275	<.0001					None
Model 2	197.410			-0.2984	0.4298			
Model 3	197.408					0.00873	0.9710	
UMI 5								
Model 1	173.304	-1.0146	<.0001					None
Model 2	173.303			0.0103	0.9796			
Model 3	173.261					0.0454	0.8370	
UMI 6								
Model 1	166.096	-1.2322	<.0001					None
Model 2	165.932			0.1686	0.6857			
Model 3	165.474					-0.1860	0.5045	

Note: Using logistic regression models to examine class size (<100 vs. 100+), UMI question 1 exhibited significant uniform DIF as did UMI question 3, again favouring the larger class sizes. These findings imply that students who self-reported in the survey that they were enrolled in larger classes (100+) provided more positive responses compared with students in self-reported smaller classes (<100). Uniform DIF is the simplest type of DIF where the item exhibits differences in the location parameter but equally discriminates at all levels of the attitudinal scale.

Summary of DIF Analysis using Cumulative Logit Models

Table A2.3 Cumulative Logit Models: Class Size (1-49 vs. 200+)

	Full log L	β_1		β_2		β_3		DIF
		Estimate	p-value	Estimate	p-value	Estimate	p-value	
UMI 1								
Model 1	-296.844	-1.0401	<.0001					Non-Uniform
Model 2	-153.942			0.7422	0.0200			
Model 3	-149.161					-0.5113	0.0027	
UMI 2								
Model 1	-304.164	-1.1758	<.0001					None
Model 2	-154.989			0.1217	0.6980			
Model 3	-154.976					0.0248	0.8725	
UMI 3								
Model 1	-299.394	-1.0364	<.0001					None
Model 2	-154.641			-0.3007	0.3344			
Model 3	-153.747					0.2136	0.1838	
UMI 4								
Model 1	-343.483	-0.9096	<.0001					None
Model 2	-164.801			-0.4536	0.1431			
Model 3	-164.494					-0.1216	0.4339	
UMI 5								
Model 1	-291.248	-0.9807	<.0001					None
Model 2	-136.884			-0.2831	0.3999			
Model 3	-136.647					0.1127	0.4921	
UMI 6								
Model 1	-296.263	-1.1261	<.0001					None
Model 2	-153.569			0.2681	0.3909			
Model 3	-153.523					-0.0471	0.7610	

Note: Using cumulative logit models to examine class size (1-49 vs. 200+), UMI question 1 exhibited significant non-uniform DIF. This finding implies that students who self-reported in the survey that they were enrolled in larger classes (200+) provided more positive responses compared with students in self-reported smaller classes (1-49). Non-uniform DIF is more complicated than uniform DIF, where the item exhibits differences in the location parameter and differences across levels of the attitudinal scale.

Table A2.4 Cumulative Logit Models: Year Level (1st & 2nd years vs. 3rd & 4th years)

	Full Log L	β_1		β_2		β_3		DIF
		Estimate	p-value	Estimate	p-value	Estimate	p-value	
UMI 1								
Model 1	-296.844	-1.0401	<0.0001					Non-Uniform
Model 2	-230.868			-0.5958	0.0216			
Model 3	-228.507					0.2835	0.0314	
UMI 2								
Model 1	-304.164	-1.1758	<0.0001					None
Model 2	-241.712			0.0572	0.8194			
Model 3	-241.638					-0.0490	0.7013	
UMI 3								
Model 1	-299.394	-1.0364	<0.0001					None
Model 2	-236.728			-0.3228	0.2070			
Model 3	-236.630					0.0561	0.6577	
UMI 4								
Model 1	-343.483	-0.9096	<.0001					None
Model 2	-270.912			-0.3307	0.1774			
Model 3	-269.709					-0.1904	0.1229	
UMI 5								
Model 1	-291.248	-0.9807	<.0001					None
Model 2	-229.298			-0.0169	0.9483			
Model 3	-228.449					-0.1665	0.1952	
UMI 6								
Model 1	-296.263	-1.1261	<.0001					None
Model 2	-237.678			-0.2823	0.2623			
Model 3	-237.667					-0.0184	0.8821	

Note: Using cumulative logit models to examine year level (1st & 2nd years vs. 3rd & 4th years), UMI question 1 exhibited significant non-uniform DIF. This finding implies that students who self-reported in the survey that they were in the 1st and 2nd year of their program provided more positive responses compared with students in 3rd and 4th year of their program. Non-uniform DIF is more complicated than uniform DIF, where the item exhibits differences in the location parameter and differences across levels of the attitudinal scale.

Table A2.5 Cumulative Logit Models: Gender (Male vs. Female)

	Full Log L	β_1		β_2		β_3		DIF
		Estimate	p-value	Estimate	p-value	Estimate	p-value	
UMI 1								
Model 1	-296.844	-1.0401	<.0001					None
Model 2	-277.463			0.0631	0.8183			
Model 3	-276.868					0.1496	0.2745	
UMI 2								
Model 1	-304.164	-1.1758	<.0001					None
Model 2	-288.528			-0.2315	0.3895			
Model 3	-287.891					0.1487	0.2592	
UMI 3								
Model 1	-299.394	-1.0364	<.0001					None
Model 2	-286.928			-0.0474	0.8583			
Model 3	-284.817					0.2718	0.0411	
UMI 4								
Model 1	-343.483	-0.9096	<.0001					None
Model 2	-321.731			0.0385	0.8838			
Model 3	-320.904					-0.1814	0.2070	
UMI 5								
Model 1	-291.248	-0.9807	<.0001					None
Model 2	-275.617			0.4094	0.1341			
Model 3	-274.661					0.1853	0.1644	
UMI 6								
Model 1	-296.263	-1.1261	<.0001					Uniform
Model 2	-282.775			0.5675	0.0311			
Model 3	-282.324					-0.1290	0.3459	

Note: Using cumulative logit models to examine gender, based on binary administrative data available, UMI question 6 exhibited slight uniform DIF. This finding implies that female students answered more positively to this item than male students in the pilot survey. The majority of respondents were female (76%) which may have influenced the findings. Uniform DIF is the simplest type of DIF where the item exhibits differences in the location parameter but equally discriminates at all levels of the attitudinal scale.

IRT Model Parameter Estimates and Associate Statistics

Table A2.6 The IRT Procedure: Pilot UMI Questions

Item Parameter Estimates				
Item	Parameter	Estimate	Standard Error	Pr > t
UMI_1	Threshold 1	-2.39771	0.26767	<.0001
	Threshold 2	-1.50133	0.16862	<.0001
	Threshold 3	-1.09966	0.14039	<.0001
	Threshold 4	0.35646	0.11028	0.0006
	Slope	2.19052	0.28182	<.0001
UMI_2	Threshold 1	-2.05169	0.20537	<.0001
	Threshold 2	-1.31050	0.13837	<.0001
	Threshold 3	-0.64382	0.10446	<.0001
	Threshold 4	0.44359	0.10032	<.0001
	Slope	3.14382	0.41281	<.0001
UMI_3	Threshold 1	-2.52349	0.27780	<.0001
	Threshold 2	-1.57872	0.15881	<.0001
	Threshold 3	-0.86133	0.11487	<.0001
	Threshold 4	0.35722	0.09930	0.0002
	Slope	3.02993	0.40007	<.0001
UMI_4	Threshold 1	-2.56614	0.30786	<.0001
	Threshold 2	-1.50355	0.18223	<.0001
	Threshold 3	-0.76689	0.13341	<.0001
	Threshold 4	0.46683	0.12355	<.0001
	Slope	1.84834	0.24299	<.0001
UMI_5	Threshold 1	-2.15778	0.22601	<.0001
	Threshold 2	-1.59566	0.16526	<.0001
	Threshold 3	-0.86355	0.11711	<.0001
	Threshold 4	0.10887	0.09789	0.1330
	Slope	2.81557	0.37124	<.0001
UMI_6	Threshold 1	-2.40848	0.26671	<.0001
	Threshold 2	-1.70015	0.17895	<.0001
	Threshold 3	-0.69357	0.11413	<.0001
	Threshold 4	0.42394	0.10711	<.0001
	Slope	2.48822	0.31326	<.0001

Table A2.7 The IRT Procedure: 2020/21 Winter 2 Sample

Item Parameter Estimates				
Item	Parameter	Estimate	Standard Error	Pr > t
UMI_1	Threshold 1	-2.12152	0.17804	<.0001
	Threshold 2	-1.34732	0.11453	<.0001
	Threshold 3	-0.82825	0.08764	<.0001
	Threshold 4	0.14158	0.07877	0.0361
	Slope	3.61894	0.36565	<.0001
UMI_2	Threshold 1	-1.73431	0.13671	<.0001
	Threshold 2	-1.24201	0.09961	<.0001
	Threshold 3	-0.78375	0.08049	<.0001
	Threshold 4	0.06511	0.07379	0.1888
	Slope	5.38393	0.60850	<.0001
UMI_3	Threshold 1	-1.74377	0.14140	<.0001
	Threshold 2	-1.26538	0.10528	<.0001
	Threshold 3	-0.68511	0.08113	<.0001
	Threshold 4	0.06301	0.07617	0.2040
	Slope	4.14696	0.43046	<.0001
UMI_4	Threshold 1	-2.36069	0.22743	<.0001
	Threshold 2	-1.47748	0.14753	<.0001
	Threshold 3	-0.98293	0.11563	<.0001
	Threshold 4	0.08154	0.09161	0.1867
	Slope	2.01884	0.21183	<.0001
UMI_5	Threshold 1	-2.19906	0.18933	<.0001
	Threshold 2	-1.65832	0.13868	<.0001
	Threshold 3	-1.01607	0.09908	<.0001
	Threshold 4	-0.01400	0.07888	0.4295
	Slope	3.27754	0.33456	<.0001
UMI_6	Threshold 1	-1.84873	0.14098	<.0001
	Threshold 2	-1.21931	0.09336	<.0001
	Threshold 3	-0.67438	0.07437	<.0001
	Threshold 4	0.05644	0.07082	0.2128
	Slope	8.66758	1.46121	<.0001

Appendix 3

Steering and Implementation Committees Memberships and Consultations

The Steering committee and Implementation Group began work in the Fall 2020, and smaller groups also worked on specific items. Additional information can be found on the website seoi.ubc.ca.

Steering Committee, 2020-2021

Support: Debbie Hart, Senior Manager, Strategic Projects

Simon Bates	Associate Provost, Teaching and Learning, UBCV (Co-chair)
Moura Quayle	Vice Provost, Associate Vice-President Academic Affairs, UBCV, (Co-chair)
Stefania Burk	Associate Dean Academic, Faculty of Arts, UBCV
Sage Cannon	Students Union Okanagan - Faculty of Creative & Critical Studies Representative, UBCO
Julia Mitchell	Director, Communications & Marketing, Office of the Provost & Vice-President Academic, UBCV
Karen Ragoonaden	Chair, Senate Learning and Research Committee, UBCO
Rehan Sadiq	Professor and Executive Associate Dean, School of Engineering, UBCO
Naznin Virji-Babul	Assistant Professor, Physical Therapy Senior Advisor to the Provost on Women and Gender-Diverse Faculty, UBCV
Georgia Yee	Vice-President Academic and University Affairs, UBCV

Implementation Committee, 2020-2021

Support: Debbie Hart, Senior Manager, Strategic Projects

Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV (Chair)
Vanessa Auld	Professor / Head, Research Group Co-leader - Cellular Mechanisms of Development and Disease, UBCV
Breeonne Baxter	Communications Manager, VPA Communications, UBCV
Brendan D'Souza	Lecturer, Department of Biology, UBCO
Tanya Forneris	Interim Academic Lead, CTL, Associate Professor of Teaching, School of Health & Exercise Sciences, UBCO
Mark Lam	Lecturer, Department of Psychology, UBCV
Stephanie McKeown	Chief Institutional Research Officer (PAIR)

Marianne Schroeder	Sr. Associate Director, Teaching and Learning Technologies, CTLT, UBCV (Sept. 2020-Feb. 2021)
Abdel-Azim Zumrawi	Statistician, PAIR, UBCV (Feb. 2021 onwards)

Advisory group on changes to UMI

Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV
Stephanie McKeown	Chief Institutional Research Officer (PAIR)
Catherine Rawn	Professor of Teaching, Psychology, UBCV
Bruno Zumbo	Professor, Canada Research Chair in Psychometrics and Measurement, Tier 1; & Paragon UBC Professor of Psychometrics and Measurement Educational and Counselling Psychology, and Special Education, UBCV
Abdel-Azim Zumrawi	Statistician, PAIR, UBCV

Starting in the Fall of 2020, the Implementation Committee consulted with several groups, which have informed and provided feedback on the work of implementing the recommendations.

In addition to the work detailed above to test the new UMI, discussions were held with and feedback was collected from:

- UBC Vancouver:
 - Senate Teaching & Learning Committee
 - Associate Deans Academic, Students, and Faculty
 - Heads & Directors (at a Provost's Heads & Directors meeting)
- UBC Okanagan:
 - Senate Learning & Research Committee
 - Deans Council
 - Student Academic Success Committee
- Across both campuses:
 - Senior Appointments Committee
 - Open forum March 10, 2021 (over 100 faculty, staff and students joined)