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Appendix 3

Instructor Interview Protocol

Purpose of Interview:

This series of interviews aims to gather instructors' perspectives and experiences regarding student feedback provided through course evaluation text comments. The discussion will explore how instructors use, interpret, and respond to these comments, with a focus on how they inform teaching practices, highlight areas for improvement, and affect instructor well-being and professional development.

Interview Details:

- **Duration:** 60 minutes
- **Facilitator:** [Insert name]
- **Co-facilitator/Note taker:** [Insert name]
- **Number of Participants:** 20-25 instructor interviews
- **Location/Platform:** [zoom/MS Teams online meetings]

Interview Guide:

I. Introduction (5 minutes)

1. Welcome and Introductions

- Introduce the facilitator, explain their role.
- Briefly describe the purpose of the interview.
- Ask the participant to introduce themselves (name, department, course types they teach, teaching experience).

2. Ground Rules

- Encourage respectful, open dialogue. Emphasize that there are no right or wrong answers.
- Ensure the participant understands the voluntary nature of the interview and that they can withdraw at any time.
- Explain confidentiality: comments will not be attributed to individuals in any reports.
- Confirm consent to record the session (if applicable).

3. Purpose Overview

- “Today, we’re focusing on how you, as an instructor, receive, interpret, and use feedback from the Student Experience of Instruction survey text comments. We’ll discuss what is helpful, what is challenging, and how this feedback informs your teaching and professional growth.”

Criteria		Score (0=Unavailable/No, 1=Limited, 2=OK, 3=Good/Yes)			Additional Comments
		Dataiku	MLY (Explorance)	TextIQ (Qualtrics)	
10.1	The solution supports integration with UBC's Identity & Access Management System (including CWL and Multi-Factor Authentication)	Yes	Yes	Yes	
11. Security, Data Governance, and Privacy					
11.1	The solution complies with FIPPA.	Yes, it can since it supports clients who have to meet FIPPA requirements	Yes	Yes, but some features have been disabled because they don't comply with FIPPA	
11.2	The solution complies with UBC's data governance policies.	Yes	Yes	Yes (But some features are disabled by IT)	General: Based on the information available online, these platforms should comply with UBC's data governance policies (a formal PIA is needed prior to moving forward).
12. Cost Consideration					
12.1	Pricing model: subscription-based or one-time purchase	-	-	-	
	12.1.1) subscription-based or one-time purchase 12.1.2) pricing determined by FTE or by data load/volume 12.1.3) additional charges for administrative users or analysts	Annual Subscription with additional costs depending on number of reader licenses	Annual Subscription	Annual Subscription	Qualtrics: The basic access that we have with TextIQ right now is free (all instructors should have access) but would have to upgrade to get the fully functioning TextIQ with things like summaries.

Criteria		Score (0=Unavailable/No, 1=Limited, 2=OK, 3=Good/Yes)			Additional Comments
		Dataiku	MLY (Explorance)	TextIQ (Qualtrics)	
12.2	Service model: SaaS, hosted, self-hosted cloud	Allows all	SaaS	SaaS	
12.3	The solution offers different levels of access to the system's functionalities or features based on pricing tiers.	Yes	No	No	
12.4	Local architecture or system administrators are required	Yes	No	No	

Appendix 7

Quantitative Analysis

Investigating Bias in Student Experience of Instruction Surveys:
A Hierarchical Analysis of Instructor, Course and Student Attributes

July 3, 2025

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1.0 INTRODUCTION

Surveys such as the SEI are intended to offer students the opportunity to provide formative feedback that can be used to improve aspects of a course. The results may also be used to partly inform faculty tenure and promotion. However, there have been concerns that these evaluations may reflect biases related to factors such as instructor gender, racialized status, disability, and Indigeneity status, rather than providing an objective assessment of teaching quality.

This research employed hierarchical modeling techniques with SEI survey data from three consecutive winter terms to investigate whether student feedback is influenced by instructor, student and course attributes. Separate analyses were conducted for each campus and for graduate and undergraduate programs.

This report presents a summary of the data, methodology, and findings.

2.0 DATA and POPULATION

Data from the Student Experience of Instruction (SEI) surveys conducted during the winter sessions of 2021, 2022, and 2023, across UBC Vancouver (UBCV) and UBC Okanagan (UBCO) campuses, were used in this study. Analyses were limited to course-instructor combinations where student survey response rates met the University's Recommended Minimum Response Rate (RMRR). (Supplement 1) (1) The SEI data were merged with Employment Equity Survey (EES) data to incorporate instructor self-reported demographic information, including gender, racialized and Indigenous status, as well as persons with a disability. Data on instructors who were missing demographic data were excluded. Student level data were linked from administrative records to include international/domestic status and gender.

The SEI includes six University Module Items (UMI 1-6). (Supplement 2) Each UMI survey question is on a 5-point Likert scale, ranging from 'Strongly Disagree' to 'Strongly Agree'. The primary outcomes for these analyses were the percentage favourable on each UMI for each course/instructor pairing. Percent favourable is calculated as the proportion of student scores in a course/instructor pairing with a UMI responses equal to 4 ('Agree') or 5 ('Strongly Agree') for each of the six UMI questions.

3.0 STATISTICAL METHODS AND ANALYSIS

These analyses are conducted at the level of course-instructor pairings. Each section of a course in a given term or year, could have a single or multiple instructors. A unique course-instructor pairing refers to a specific course section in a unique term, and survey responses are aggregated separately for each instructor who teaches in that course section. For example, Math 100 may have 3 sections in one term taught by the same instructor. This would count as 3 unique course-instructor pairings. Alternatively, if there are 2 instructors for one section of Biology 300, then that would also count as 2 unique course-instructor pairings. Course-instructor pairings are nested within fields of study. Thirty-two fields of study were created in alignment with the Canada Classification of Instructional Programs (CIP). (Supplement 3)

The characteristics of students, instructors and courses were shown using counts and percentages. The percent favourable score was calculated for each UMI in each course-instructor pairing. The mean

percent favourable scores for each UMI were calculated at both campuses by graduate/undergraduate program. A box-plot was created to provide an example of the distribution of percent favourable scores for each campus and graduate/undergraduate program.

Multivariable hierarchical generalized linear regression modeling with a Beta distribution was used to analyze the percent favourable SEI scores. The beta distribution is used to model the probability of success in a series of trials. In these analyses each course-instructor combination can be considered a trial, and a UMI score of 4 or 5 is considered a success. The hierarchical approach allows for estimating relationships between variables at multiple levels by accounting for the nested structure of the data. Field of study and instructor were included as the levels in these models. The field of study represents the highest level of the hierarchy, with instructors nested within fields of study. The models included the following factors: course attributes (i.e., year level and class size), instructor demographics (e.g., gender, professorial rank, racialized and Indigenous status, and disability status), and student demographics (i.e., gender and residency status). Models were stratified by campus (UBCV/ UBCO) and by graduate/undergraduate program.

To highlight the variability in the data, we provided an example of differences in percent favourable scores between racialized and non-racialized faculty by groups categorized by professorial faculty type (Group A: educational leadership faculty and lecturers, Group B: research stream faculty, adjuncts, sessionals and post-doctoral students), class size (small: 1-49 students; medium: 50-99 students; large: ≥ 100 students), and year-level for UBCV undergraduate programs. We stratified these findings by fields of study with low, moderate and high mean UMI response scores. Low rater fields of study were consistently in the bottom quarter of percent favourable UMI scores, and high rater fields of study were consistently in the top quarter of percent favourable UMI scores across UMI. (Supplement 3b)

Analyses were performed using the GLIMMIX procedure in SAS statistical software (SAS 9.4, Cary, NC).

4.0 RESULTS

4.1 Descriptive Statistics

Roughly 70% of course-instructor pairings were excluded from the analyses due to either not meeting the required minimum response rates (~65% not met) or missing self-reported employment equity data (additional 5% missing these data). The required minimum response rates (RMRR) are used to ensure that the results from each survey meet sample size limits for representativeness.¹³ Of the 35% of surveys that did not meet the RMRR, 27% were only 1-5 responses short of meeting the RMRR, and an additional 23% were 6-10 responses short.

The final analytic dataset included 280,465 student survey responses to the six University Module Items (UMI) from 66,338 students, for 2,670 instructors and 8,825 unique course-instructor pairings over the three-year period. Of these responses, 252,544 (90%) were from undergraduate courses and

¹³ Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563. Information also found: <https://seoi.ubc.ca/metrics/reported-metrics/>

27,921(10%) from graduate courses. The distribution of course, student, and instructor factors are shown for completed SEI responses. (Supplement 4.1,4.2)

Table 1 shows the mean percent favourable score for each UMI across the four campus and program strata. Overall, the percent favourable for each UMI for course-instructor pairings was very high. UMIs 2 (MOTIVATION) and 4 (FEEDBACK) had the lowest scores recorded across each group and UMI 5 (SUPPORT) was the highest for UBC-V undergraduate and both campus graduate programs. Overall, graduate programs had higher scores than undergraduate programs at both campuses, with the lowest scores being recorded for the UBC-O undergraduate program. In both graduate programs, more than 25% of course-instructor pairings received only favourable responses, and UBC-O graduate course-instructor pairings received slightly higher scores than UBC-V graduate course-instructor pairings.

Table 1. Mean (standard deviation) percent favourable scores for UMI questions by campus and program.

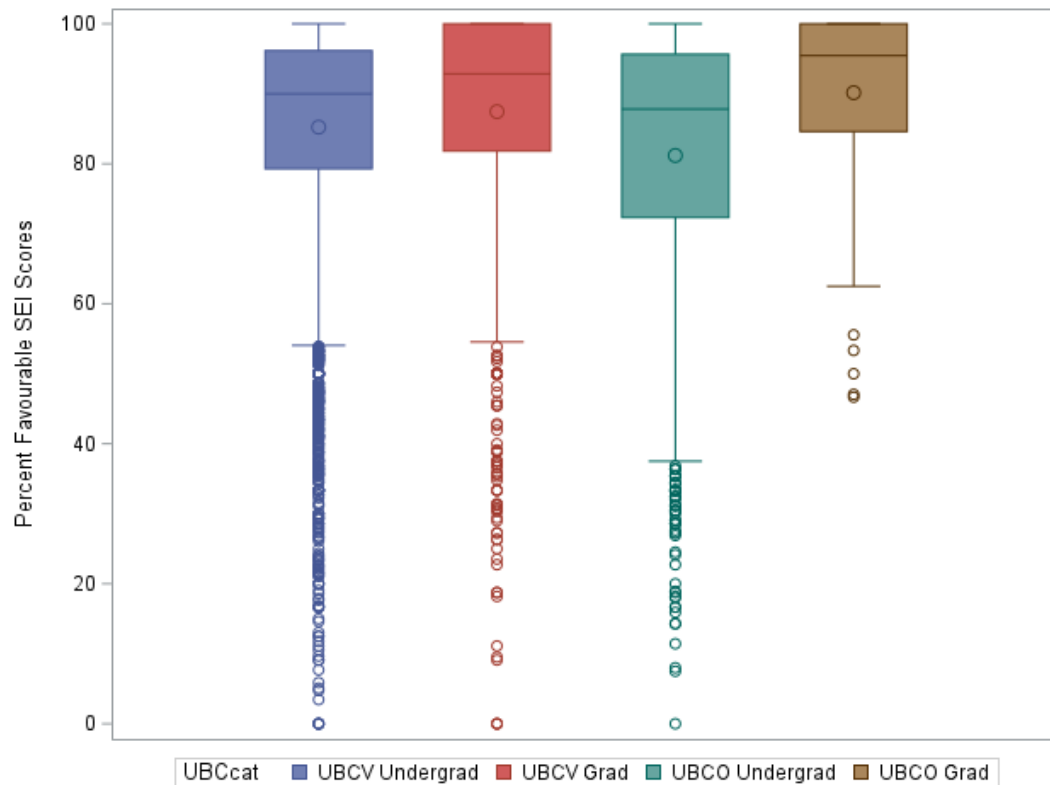
Mean (Standard Deviation) Percent Favourable SEI Score	UBCV Undergrad	UBCO Undergrad	UBCV Grad	UBCO Grad	OVERALL
1. Throughout the term, the instructor explained course requirements, so it was clear to me what I was expected to learn. (EXPECTATION)	85 (16)	81 (19)	87 (16)	90 (13)	85 (16)
2. The instructor conducted this course in such a way that I was motivated to learn. (MOTIVATION)	78 (19)	70 (24)	84 (19)	86 (15)	78 (20)
3. The instructor presented the course material in a way that I could understand. (PRESENTATION)	83 (17)	76 (22)	86 (17)	88 (15)	83 (18)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course. (FEEDBACK)	76 (19)	71 (21)	82 (19)	85 (17)	76 (19)
5. The instructor showed genuine interest in supporting my learning throughout this course. (SUPPORT)	85 (16)	80 (19)	90 (14)	92 (10)	85 (16)
6. Overall, I learned a great deal from this instructor. (OVERALL)	83 (17)	76 (22)	86 (17)	87 (16)	82 (18)

The following boxplot shown in Figure 1 illustrates the distribution of percent favourable SEI responses for undergraduate and graduate groups at each campus for UMI 1 (EXPECTATION). Overall, the percent of favourable SEI scores are high, with median and mean values clustering near 80% or above in all groups, indicating generally positive student feedback. Graduate courses—particularly at UBCO—tend

to receive slightly higher and more consistent ratings than undergraduate courses. In contrast, UBCO undergraduate courses show greater variability, with a longer rectangle, suggesting a wider range of student experiences. A Mann-Whitney U statistical test confirms that differences between groups are significant ($p < 0.0001$), though all groups maintain strong overall results. These findings reinforce that while SEI scores are generally positive across the institution, instructional context—such as student program level and campus—can influence patterns in the data.

Mean percent favourable scores by instructor factors are shown by campus and program for each of the six UMIs in Supplement 5. Unadjusted mean scores were similar across all UMI in each stratum.

Figure 1. Box-plots showing distribution of percent favourable SEI scores by campus and graduate/ undergraduate program for UMI 1. The circles in the boxes represent the mean percent favourable in each group and the line across the box represents the median percent favourable. The length of the box represents the interquartile range (the distance between the 25th and 75th percentiles). The circles below the boxes represent course-instructor pairings whose percent favourable scores fall outside of 1.5+/- the interquartile range and can be thought of as extreme values. ($p < 0.001$)



4.2 Statistical Modeling

For each of the hierarchical models, the covariances for the hierarchical levels (field of study and instructor) were non-zero, indicating that SEI scores for course-instructor pairings with the same instructor or within the same field of study were similar. Note: the three models for UBCO graduate UMI1 and 2, and UBCV graduate UMI2 were run with only field of study as a hierarchical level due to sample size.

4.2.1 Undergraduate courses

The hierarchical model outputs looking at factors associated with percent favourable SEI scores at UBCV in undergraduate courses are shown in Tables 2a-c. Each row shows output for the corresponding UMI (e.g., row 1 shows results for the model with the outcome of percent favourable for UMI 1, “Expectation”). Table 2a-c shows the odds ratios from the same six models, presented by course attributes and student demographics (Table 2a), professorial rank (Table 2b) and instructor factors (Table 2c). For example, in Table 2a, classes with 1-49 students enrolled, rated UMI 1 “Expectation” higher than the reference group of classes that enrolled 100 students or more, and classes with enrolments of 50-99 rated slightly higher when compared with ≥ 100 enrolments. Following in the same row of Table 2a, 3rd and 4th-year courses received statistically significantly higher ratings when compared with 1st-year courses, but the difference between 1st and 2nd-year students was not statistically different. Comparing student attributes of international student ratings compared with domestic students, the international students rated slightly higher on all UMI questions. Women students rated very similarly to men across most UMI questions, with slightly higher ratings than men on questions 1, 3 and 4 that were found to be statistically significant.

Further tables show similar output for models at UBCO undergraduate program (Tables 3a-c), UBCV graduate program (Tables 4a-c) and UBCO graduate program (Tables 5a-c). Details for all models, including confidence intervals, are shown in Supplement 6.

At UBCV in undergraduate courses, racialized instructors and men instructors received a lower percentage of favourable scores across most survey items. Courses with fewer students, in higher years of study and with higher proportions of international students were more likely to receive favourable scores. In addition, courses taught by assistant professors or teaching faculty (i.e., lecturers, assistant/associate professors of teaching) had higher percentage favourable scores compared to research stream faculty across all survey items; post-doctoral teaching staff had the lowest percentage favourable scores. There was no difference in percent favourable scores by disability status or for self-reported Indigenous.

Table 2a *UBC-Vancouver undergraduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable for each UMI by course attributes and student demographics.

UMI Questions	Course Attributes					Student Demographics	
	Class Size Reference ≥ 100 students		Year Level Reference=1 st year			Residency*	Gender*
	1-49	50-99	2nd	3rd	4th	International (%)	Women (%)
1. Expectation	1.36	1.11	1.06*	1.10	1.19	1.04	1.02
2. Motivation	1.62	1.21	1.12	1.25	1.50	1.05	1.01
3. Presentation	1.52	1.19	1.00	1.06	1.31	1.03	1.02
4. Feedback	1.73	1.26	1.14	1.26	1.57	1.06	1.01
5. Support	1.85	1.26	1.22	1.38	1.63	1.03	1.01
6. Overall	1.68	1.35	1.13	1.18	1.40	1.05	1.00

*odds ratios represent increase in odds ratio of percent favourable per 5% increase in %international or % women in a class
 **light grey represents non-significant findings

Table 2b. *UBC-Vancouver undergraduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable for each UMI by professorial rank.

UMI Questions	Professorial Rank *							
	Lecturer	Assoc. Prof Teaching	Asst. Prof. Teaching	Adjunct	Asst Prof	Assoc Prof.	Sessional	Postdoc
1. Expectation	1.36	1.39	1.69	1.11	1.37	0.98	1.08	0.92
2. Motivation	1.36	1.45	1.69	1.16	1.29	0.95	1.04	0.86
3. Presentation	1.52	1.45	1.85	1.29	1.34	0.98	1.20	0.90
4. Feedback	1.38	1.38	1.79	1.22	1.31	0.98	1.17	0.98
5. Support	1.38	1.24	1.62	1.19	1.27	0.95	1.12	0.96
6. Overall	1.19	1.36	1.48	1.06	1.29	0.94	0.99	0.79
*Reference group is professor								
**light grey represents non-significant findings								

Table 2c. *UBC-Vancouver undergraduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable for each UMI by instructor characteristics.

UMI Questions	Instructor Demographics			
	Gender Woman Reference=man	Racialized Reference= non-Indigenous/ Non-racialized	Indigeneity Reference= non-Indigenous/ Non-racialized	Disability Reference= no disability
1. Expectation	1.10	0.89	0.80	0.92
2. Motivation	1.03	0.82	0.96	1.01
3. Presentation	1.17	0.84	0.88	0.98
4. Feedback	1.15	0.89	0.85	0.96
5. Support	1.13	0.89	0.97	1.03
6. Overall	1.01	0.84	0.83	0.94

Table 3a. *UBC-Okanagan undergraduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable for each UMI by course attributes and student demographics.

UMI Questions	Course Attributes					Student Demographics	
	Class Size Reference \geq 100 students		Year Level Reference=1 st year			Residency*	Gender*
	1-49	50-99	2nd	3rd	4th	International students (%)	Women students (%)
1. Expectation	2.20	1.33	0.90**	0.87	1.08	1.06	0.97
2. Motivation	2.74	1.56	0.93	1.02	1.38	1.10	0.99
3. Presentation	2.24	1.39	0.87	0.98	1.16	1.05	0.98
4. Feedback	2.70	1.31	1.05	1.09	1.38	1.10	1.02
5. Support	2.88	1.38	1.08	1.23	1.65	1.02	1.01
6. Overall	2.80	1.47	0.98	1.04	1.29	1.08	1.01
*odds ratio represent increase per 5% increase in %international or % women in the class							
**light grey represents non-significant findings							

Table 3b. *UBC-Okanagan undergraduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable scores for each UMI by professorial rank.

UMI Questions	Professorial Rank *							
	Lecturer	Assoc. Prof Teaching	Asst. Prof. Teaching	Adjunct	Asst Prof	Assoc Prof.	Sessional	Postdoc
1. Expectation	1.23	1.60	1.89	0.53	1.51	1.22	1.21	0.98
2. Motivation	1.02	1.55	1.82	0.61	1.27	1.21	1.08	0.94
3. Presentation	1.23	1.34	1.90	0.52	1.61	1.24	1.28	0.94
4. Feedback	1.24	1.50	1.92	0.74	1.26	1.17	1.32	0.83
5. Support	1.23	1.63	2.16	0.64	1.26	1.22	1.21	1.02
6. Overall	0.94	1.38	1.50	0.47	1.14	1.07	0.93.	0.75
*Reference group is professor								
**light grey represents non-significant findings								

Table 3c. *UBC-Okanagan undergraduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable for each UMI by instructor characteristics.

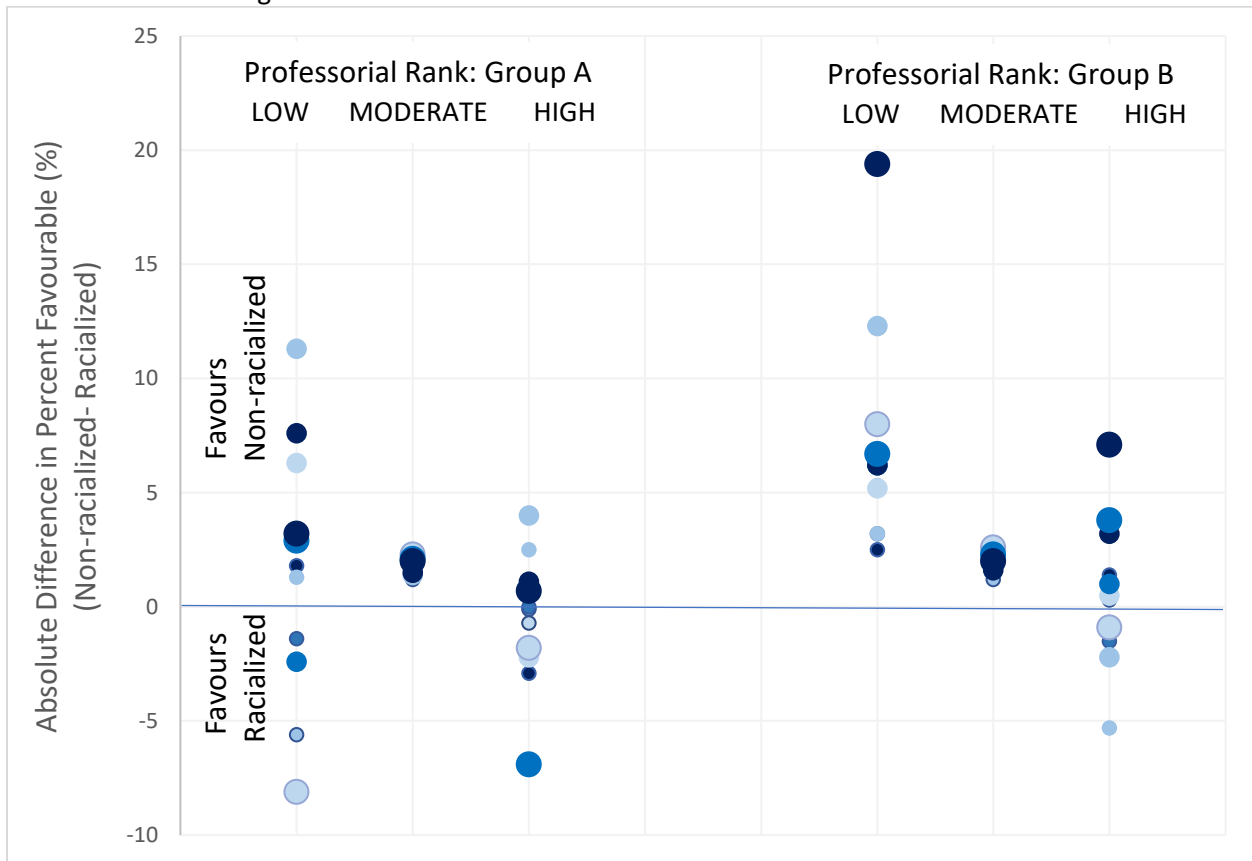
UMI Questions	Instructor Characteristics			
	Gender Woman Reference=man	Racialized Reference= non-Indigenous/ Non-racialized	Indigeneity Reference= non-Indigenous/ Non-racialized	Disability Reference= no disability
1. Expectation	0.81	0.69	1.05	0.72
2. Motivation	0.81	0.70	1.17	0.86
3. Presentation	0.92	0.71	1.08	0.70
4. Feedback	0.82	0.76	0.99	0.81
5. Support	0.88	0.76	0.96	0.85
6. Overall	0.82	0.71	1.16	0.74

At UBCO in undergraduate courses, non-Indigenous racialized instructors received lower percentage favourable scores across all survey items compared to non-Indigenous/non-racialized instructors; Indigenous instructors had similar scores to racialized instructors, but results were not statistically significant. Women instructors and instructors who self-reported as having a disability were more likely to receive lower scores, but the results were non-significant.

Smaller class sizes were associated with higher percent favourable scores; and the relative impact of class size on scores was greater at UBCO compared to UBCV. Unlike at UBCV, the impact of year of program did not occur until 4th year, and was only important for UMI 2 (MOTIVATION), 4 (FEEDBACK), 5 (SUPPORT) and 6 (OVERALL). Having a higher proportion of international students in a class was associated with a higher score.

Figure 2 shows the difference in percent favourable scores between non-racialized and racialized faculty at UBCV in undergraduate programs in groups categorized by type of faculty, class size and class level, and stratified by low, moderate and high rated fields of study. Overall, there was a lot of variability in the difference between racialized and non-racialized scores, with some groupings favouring racialized instructors, some favouring non-racialized instructors, and some no difference. The majority of group differences were less than $\pm 5\%$. The greatest variability was seen in the low rated fields of study: among Group A instructors (lecturers and educational leadership) the difference was in both directions, but for Group B instructors (Research Stream Faculty, Adjuncts, Sessionals and Post-doctoral students) non-racialized instructors consistently received higher scores. In moderate rated course-sections non-racialized instructors scored consistently higher, but the differences were very small (2-3%). For high rated fields of study there was modest variability in percent favourable differences between racialized and non-racialized instructors but the dispersion was in both directions with most differences between $\pm 5\%$. There was no consistent pattern in differences by class size or course level.

Figure 2: Differences in percent favourable scores between racialized and non-racialized instructors by professorial type in low, moderate and high rated fields of study at UBCV in undergraduate programs. Group A (educational leadership faculty and lecturers) shown on left and Group B (Research Stream Faculty, Adjuncts, Sessionals and Post-doctoral students) on right. Each bubble represents one of 72 groupings of course section by professorial rank (2-level), rating in field of study (3-level), class size (3-level) and course level (4-level). The size of the bubble represents class size (small: <50 students; medium 50-99 students; large ≥ 100 students). The colour represents the class level with the lightest bubbles representing 100 level courses, and darkest bubbles representing 400 level). The value on the y axis represents the difference in mean percent favourable scores in each group of course sections between non-racialized and racialized instructors. Values greater than 0 show groups where non-racialized instructors receive higher scores, and values less than 0 show groups where racialized instructors receive higher scores.



4.2.2 Graduate courses

At UBCV in graduate courses (Tables 4a-c, Supplement 5), class size at the biggest impact on percentage favourable, with course-instructor pairings with fewer than 50 students receiving higher scores. A higher proportion of international students in a course also was related to higher percentage favourable scores for UMI 1,2,4 and 6. The relationship between professorial rank and percentage favourable was different for graduate students. Assistant professors received the highest scores, followed by professors and adjunct professors, and lecturers; sessionals, and postdocs received lower scores. The higher score for teaching faculty seen in undergraduate programs was not apparent. There was a trend in lower scores for all UMIs for racialized, Indigenous and disabled instructors, but these were non-significant.

At UBCO in graduate courses (Tables 5a-c, Supplement 5), class size had the largest magnitude of relationship with scores, but the findings were all non-significant. There were no significant findings across the other variables, perhaps due to small sample size, but there was a trend of adjunct professors receiving the highest scores for all UMI. Racialized faculty had a trend towards lower scores similar to UBCV, but in contrast, Indigenous instructors showed a trend towards higher SEI scores than their non-racialized colleagues. There was no difference in scores between instructors with and without a disability.

Table 4a. *UBC-Vancouver graduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable scores for each UMI by course attributes and student demographics.

	Course Attributes	Student Characteristics	
	Class Size Reference ≥ 50 students	Residency*	Gender*
UMI Questions	1-49	International students (%)	Women students (%)
1. Expectation	1.25	1.05	1.00
2. Motivation	1.49	1.04	1.00
3. Presentation	1.31	1.01	1.03
4. Feedback	1.38	1.06	1.00
5. Support	1.34	1.02	0.98
6. Overall	1.35	1.03	1.01

*odds ratio represent increase per 5% increase in %international or % women in the class
**light grey represents non-significant findings

Table 4b. *UBC-Vancouver graduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable scores for each UMI by professorial rank.

UMI Questions	Professorial Rank *							
	Lecturer	Assoc. Prof Teaching	Asst. Prof. Teaching	Adjunct	Asst Prof	Assoc Prof.	Sessional	Postdoc
1. Expectation	0.76	1.29	0.92	1.21	1.43	1.01	0.70	0.57
2. Motivation	0.71	1.00	0.90	1.21	1.13	0.89	0.50	0.52
3. Presentation	0.88	1.19	0.87	1.05	1.20	0.93	0.67	0.51
4. Feedback	0.79	1.25	1.02	1.12	1.18	1.00	1.00	0.63
5. Support	0.86	0.88	1.04	1.15	1.18	0.93	0.63	0.56
6. Overall	0.64	0.91	0.82	1.03	1.15	0.93	0.56	0.62

*Reference group is professor
**light grey represents non-significant findings

Table 4c. *UBC-Vancouver graduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable scores for each UMI by instructor characteristics.

UMI Questions	Instructor Characteristics			
	Gender Woman Reference=mam	Racialized Reference= non-Indigenous/ Non-racialized	Indigeneity Reference= non-Indigenous/ Non-racialized	Disability Reference= no disability
1. Expectation	1.05	0.85	0.60	0.71
2. Motivation	0.91	0.87	1.02	0.89
3. Presentation	0.99	0.91	0.86	0.84
4. Feedback	1.08	0.97	0.61	0.91
5. Support	0.97	0.97	0.65	0.81
6. Overall	0.99	0.91	0.76	0.81
*light grey represents non-significant findings				

Table 5a. *UBC-Okanagan graduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable for each UMI by course attributes and student demographics (5a), professorial rank (5b) and instructor characteristics (5c).

UMI Questions	Course Attributes	Student Demographics	
	Class Size Reference \geq 50 students	Residency*	Gender*
	1-49	International (%)	Women (%)
1. Expectation	1.20	1.01	1.05
2. Motivation	2.03	1.13	1.06
3. Presentation	1.13	1.00	1.14
4. Feedback	2.84	1.05	1.04
5. Support	1.49	1.14	0.98
6. Overall	1.79	1.01	1.11
*odds ratio represent increase per 5% increase in %international or % women in the class			
**light grey represents non-significant findings			

Table 5b. *UBC-Okanagan graduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable scores for each UMI by professorial rank.

UMI Questions	Professorial Rank *							
	Lecturer	Assoc. Prof Teaching	Asst. Prof. Teaching	Adjunct	Asst Prof	Assoc Prof.	Sessional	Postdoc
1. Expectation	0.88	2.61	0.76	9.46	1.11	0.65	0.79	0.68
2. Motivation	1.26	0.14	0.31	1.43	0.81	0.55	0.35	0.42
3. Presentation	1.50	0.84	0.77	9.82	1.08	1.39	0.78	1.00
4. Feedback	1.58	1.32	0.41	2.16	1.24	0.56	0.60	0.80
5. Support	1.26	4.06	0.52	3.82	0.90	0.81	1.67	0.54
6. Overall	0.60	1.40	0.27	2.50	0.75	0.57	0.36	0.69
*Reference group is professor								
**light grey represents non-significant findings								

Table 5c. *UBC-Okanagan graduate students*: Multivariable analyses showing odds ratios for increases in SEI percent favourable scores for each UMI by instructor characteristics.

UMI Questions	Instructor Demographics			
	Gender Woman Reference=man	Racialized Reference= non-Indigenous/ Non-racialized	Indigeneity Reference= non-Indigenous/ Non-racialized	Disability Reference= no disability
1. Expectation	0.61	0.88	2.62	0.94
2. Motivation	0.75	0.56	5.34	0.78
3. Presentation	0.70	0.74	2.44	0.50
4. Feedback	0.65	0.66	2.29	1.19
5. Support	1.00	0.54	3.57	1.01
6. Overall	0.72	0.76	5.63	0.61
*light grey represents non-significant findings				

5.0 CONCLUSION AND RECOMMENDATIONS

Overall, Student Experience of Instruction survey scores were high across all University Module Items. Of note, scores were lower at UBCO compared to UBCV, and graduate course-instructor pairings were scored higher than undergraduate course-instructor pairings. The most important and consistent factor related to scores was class size, i.e., course-instructor pairings with smaller class sizes received higher scores. In addition, class level, self-reported racialized status of instructor, and professorial rank also impacted scoring. Course-instructor pairings with more international students also had higher rankings.

Our findings on the relationship between class size and scores were aligned with other studies. Unlike previous findings showing men instructors tend to receive higher scores, (2) we found that at UBCV in undergraduate courses, women instructors received similar (2 out of 6 UMIs) or higher (4 out of 6 UMIs) scores compared to their men colleagues. Similar to other studies we found that racialized instructors in undergraduate programs at both campuses had lower responses compared with non-racialized instructors, although on average these differences were small, and varied by course size and level in direction (2) The number of Indigenous instructors at UBC is small relative to non-Indigenous instructors, and the scores for these instructors were also variable. At UBCV, scores for Indigenous instructors were similar to racialized instructors, however, there was a trend towards higher scores for Indigenous instructors compared to all other instructors at UBCO.

There are several limitations to this study. First, the definition of percent favourable responses for each SEI University Module Item loses differentiation by collapsing scores 4 and 5 and those 3 and below. There may be differences in the distribution of neutral scores, and scores of disagreement, or between the strength of agreement among course-instructor pairings with the same score. Percent favourable scores are highly correlated with interpolated median, but still the differences collapsing these data prior to aggregation over course-instructor pairings could lead to smaller differences in scores across groups, and may not highlight the differences between course-instructor pairings with different score distribution, but similar interpolated medians and percent favourable scores. For example, those instructor pairings who only received scores 3 and above would have a similar score to those who had a bimodal distribution (i.e., a small number of neutral scores, and more unfavourable scores).

More than 65% of course-instructor pairings were excluded from this analysis because they did not meet the required minimum response criteria or because the instructors did not complete the equity survey. Factors affecting RMRR are related to larger class size, lower-level courses, first versus second term, and faculty. Of note, an additional 27% of surveys were only 1-5 responses short of meeting the RMRR, and an additional 23% were 6-10 responses short. Therefore, strategies to increase response rates, and consideration of RMRR inclusion cutpoints, could lead to increased inclusion of surveys in future extended analyses.

In addition, this analysis does not take into account the instructor experience with a course, their teacher training (professorial rank is a loose proxy for this), the time they had to prepare to teach, the need to use other faculty course-materials, or whether they are teaching in their area of expertise. Contextualizing SEI responses with these factors in mind is essential. Finally, it is important to note that results of the analyses are aggregate, and may not reflect the lived experience of individual course-instructor pairings.

In summary, small differences in scoring were identified by some course-level, instructor, and student factors, and these findings were different at each campus and for different programs. These factors may be unrelated to the course or teaching quality of an individual instructor. There was variability in individual instructor results, such that an instructor's predicted score based on the modeling may not match their actual score. Given that student survey results can be used for critical outcomes for instructors (e.g., promotion, salary, rehire), it is important that potential biases are identified and considered in evaluation. The teaching effectiveness of an individual should be based on multiple tools, and not restricted to the SEI survey results. In addition, SEI survey results can be used at the course and

instructor population levels to inform course planning and development, as well as identify opportunities and resources to support instructor education. For example, a class with a bi-modal distribution of scores (i.e., many high and low scores), may warrant consideration for separation into two sections, or different courses based on resources and need. Alternatively, we can use these findings to help identify groups of faculty that might benefit from teaching supports and resources, such as an increase in teaching assistant time for clinical/research faculty, or Centre for Teaching and Learning courses prior to teaching for new teachers and post-doctoral students, as well as having teaching mentors within departments.

Repeating these analyses in the future will help to monitor the potential for support for courses or instructors that are continually scoring lower on the SEI. Departments and faculty could use these findings to contextualize SEI scores for instructor evaluations or course development.

6.0 REFERENCES

1. Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student SEI surveys of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563
2. Stoesz BM, De Jaeger AE, Quesnel M, Bhojwani D, Los R. Bias in Student Ratings of Instruction: A Systematic Review of Research from 2012 to 2021. *Canadian Journal of Educational Administration and Policy*, 2022 20: 39-62

7.0 SUPPLEMENT

Supplement 1. Recommended Minimum Response Rate

Class Size¹	Recommended Minimum Response Rate¹
≤ 10	75%
11 -19	65%
20 -34	55%
35 - 49	40%
50 -74	35%
75 -99	25%
100 -149	20%
150 - 299	15%
300 - 499	10%
≥ 500	5%

Supplement 2. University Module Item Questions

The following six core University Module Items (UMI) questions were implemented at both UBC Vancouver and UBC Okanagan, starting in 2021 Winter Term 1:

1. Throughout the term, the instructor explained course requirements, so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
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.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

Supplement 3A. Fields of Study

Anthropology	Cultural & Religious Studies
Forestry	English
Computer Science	Education
Sociology and Social Work	Nursing
Journalism	Food, Health & Nutrition

Biological Sciences	Kinesiology & Exercise Sciences
Geography	Business
General & Integrated Science	Medicine & Dentistry
Asian Studies	Performing Arts
Psychology	Philosophy and History
Pharmaceutical Sciences	Political Science, Policy and Law
General Arts Studies	Chemistry
Architecture Landscape & Planning	Engineering
Earth, Ocean and Environmental Sciences	Communication and Creative Writing
Physics and Astronomy	European Language Studies
Math and Statistics	Economics

Supplement 3B. Fields of Study with high, moderate and low SEI scores at UBC-Vancouver.

Low Raters	Moderate Raters	High Raters
Chemistry	Cultural & Religious Studies	General & Integrated Science
Earth, Ocean and Environmental Sciences	Forestry	Pharmaceutical Sciences
Economics	Computer Science	Asian Studies
Engineering	Journalism	Performing Arts
Math and Statistics	Sociology and Social Work	European Language Studies
Nursing	Biological Sciences	Communication and Creative Writing
Physics and Astronomy	Geography	Philosophy and History
	Psychology	Political Science, Policy and Law
	English	
	Education	
	Food, Health & Nutrition	
	Kinesiology & Exercise Sciences	
	Business	
	Medicine & Dentistry	
	Anthropology	
	Architecture Landscape & Planning	
	General Arts Studies	

Supplement 4.1 Course Section Characteristics

	Undergraduate Program		Graduate Program	
	UBCV n=199,714*	UBCO n=52,830	UBCV n=26,173	UBCO n=1,748
Class Factors				

Class Size (# students)				
1-49	35,046(18)	6,711 (13)	16,502 (63)	1,315 (75)
50-99	41,895 (21)	9,190 (17)	6,473 (25)	326 (19)
≥ 100	122,773 (61)	36,929 (70)	3,198(12)	107(6)
Class Level				
100	65,884 (33)	23,584 (45)	N/A	N/A
200	54,365 (27)	11,406 (22)		
300	55,352 (28)	12,889 (24)		
400	24,113 (12)	4,951 (9)		
Student Factors				
Gender Woman	122,352 (61)	29960 (57)	15,344 (59)	750 (43)
International Resident	56828 (28)	8652 (16)	10,898 (42)	1,092 (62)
*Counts represent unique survey responses. Students may be represented multiple times depending on the number of surveys they filled out for unique course-instructor pairings. Instructors will be counted for each course section they taught during the study period.				
**Table shows counts (column percentage)				

Supplement 4.2 Instructor Characteristics

	Undergraduate		Graduate	
	UBCV n=1,746	UBCO n=405	UBCV n=491	UBCO n=28
Female Gender	824** (47)	187 (46)	251 (51)	240(49)
Non-Racialized	1174 (67)	268 (66)	353 (72)	21 (75)
Racialized	540 (31)	118 (29)	127 (26)	6 (21)
Indigenous	32 (2)	19 (5)	11 (2)	1 (4)
With a Disability	191(11)	52 (13)	55 (11)	4 (14)
Professorial Rank				
Adjunct Prof	115 (7)	7 (2)	61 (12)	2 (7)
Assoc. Prof	237 (14)	80 (20)	82 (17)	6 (21)
Assoc. Prof Teaching	84 (5)	29 (7)	7 (1)	0 (0)
Asst. Prof	293 (17)	73 (18)	100 (20)	6 (21)
Asst. Prof Teaching	93 (5)	19 (5)	21 (4)	1 (4)
Lecturer	218 (12)	61 (15)	39 (8)	1 (4)
Postdoc	70 (4)	17 (4)	12 (2)	5 (18)
Professor	369 (21)	27 (7)	120 (24)	4 (14)
Sessional	267 (15)	92 (23)	49 (10)	3 (11)
*Counts represent unique instructors.				
**Table shows counts (column percentage)				

Supplement 5. Distribution of percent favourable scores by instructor characteristics for each campus and program.

A) UBCV Undergraduate

UMI	Man	Woman	Disabled	Not Disabled	Indigenous	Non-racialized	Racialized
1. Expectation	84 (16)	86 (15)	86(16)	85 (16)	84 (18)	85 (15)	85 (16)
2. Motivation	77 (19)	79 (19)	81 (18)	78 (19)	82 (18)	79 (19)	77 (20)
3. Presentation	81 (18)	85 (16)	85 (16)	83 (17)	86 (15)	84 (17)	82 (18)
4. Feedback	74 (19)	78 (18)	78 (18)	76 (19)	78 (18)	76 (18)	76 (19)
5. Support	84 (16)	87 (15)	87 (15)	85 (16)	89 (12)	85 (16)	85 (16)
6. Overall	82 (17)	83 (17)	84 (17)	83 (17)	85 (17)	83 (17)	82 (18)
*Table shows mean (standard deviation)							

B) UBCO Undergraduate

UMI	Man	Woman	Disabled	Not Disabled	Indigenous	Non-racialized	Racialized
1. Expectation	81 (18)	81 (20)	77 (22)	82 (19)	85 (14)	82 (18)	78 (21)
2. Motivation	70 (23)	70 (25)	67 (27)	70 (23)	79 (17)	71 (23)	66 (25)
3. Presentation	75 (21)	77 (22)	73 (68)	77 (21)	82 (15)	78 (21)	72 (24)
4. Feedback	71 (20)	71 (22)	68 (23)	71 (21)	77 (19)	72 (21)	68 (23)
5. Support	80 (18)	80 (20)	79 (19)	80 (19)	84 (16)	81 (18)	78 (19)
6. Overall	76(21)	75 (23)	71 (25)	77 (21)	83 (15)	77 (21)	72 (24)
*Table shows mean (standard deviation)							

C) UBCV Graduate

UMI	Man	Woman	Disabled	Not Disabled	Indigenous	Non-racialized	Racialized
1. Expectation	88(15)	86 (18)	84 (19)	87 (16)	87 (20)	87 (18)	87 (17)
2. Motivation	85 (17)	83 (20)	83 (22)	84 (18)	85 (20)	84 (18)	83 (19)
3. Presentation	86 (16)	86 (18)	85 (19)	86 (17)	88 (18)	86 (17)	85 (18)
4. Feedback	82 (18)	81 (20)	81 (20)	82 (18)	81 (21)	81 (19)	82 (19)
5. Support	90 (13)	89 (15)	88 (16)	90 (13)	89 (13)	90 (14)	90 (14)
6. Overall	87 (16)	85 (19)	84 (20)	86 (17)	87 (19)	86 (18)	86 (17)
*Table shows mean (standard deviation)							

D) UBCO Graduate

UMI	Man	Woman	Disabled	Not Disabled	Indigenous	Non-racialized	Racialized
1. Expectation	91 (12)	86 (14)	88 (17)	90 (12)	95 (5)	89 (14)	90 (12)
2. Motivation	88 (13)	82 (20)	84 (21)	86 (15)	92 (6)	86 (16)	84 (16)
3. Presentation	89 (13)	85 (17)	84 (18)	88 (15)	95 (5)	88 (15)	85 (18)
4. Feedback	87 (13)	81 (22)	82 (23)	85 (16)	85 (8)	85 (19)	85 (16)
5. Support	92 (11)	93 (10)	93 (9)	92 (11)	96 (4)	93 (8)	89 (14)
6. Overall	89(13)	84 (19)	83 (18)	88 (15)	94 (5)	87 (17)	86 (15)
*Table shows mean (standard deviation)							

Supplement 6. Results of multivariable hierarchical regression modeling

Supplement 6.1 UBC-Vancouver, undergraduate course-instructor pairings. Hierarchical generalized linear model for percent favourable SEI scores.

N=6,012	UMI 1 OR(95% CI)	UMI 2 OR(95% CI)	UMI 3 OR(95% CI)	UMI 4 OR(95% CI)	UMI 5 OR(95% CI)	UMI 6 OR(95% CI)
Instructor						
Woman	1.10(1.00,1.22)	1.03 (0.94,1.14)	1.17(1.06,1.30)	1.15(1.05,1.25)	1.13(1.03,1.25)	1.01(0.91,1.11)
Man	1.00	1.00	1.00	1.00	1.00	1.00
Indigenous	0.80 (0.55, 1.16)	0.96 (0.66,1.40)	0.88(0.59,1.29)	0.85(0.62,1.17)	0.97(0.67,1.42)	0.83(0.57,1.21)
Visible Minority	0.89 (0.80, 0.98)	0.82 (0.74,0.90)	0.84(0.76,0.94)	0.89(0.81,0.97)	0.89(0.80,0.98)	0.84(0.76,0.93)
Non-Racialized	1.00	1.00	1.00	1.00	1.00	1.00
Disability	1.00	1.00	1.00	1.00	1.00	1.00
No Disability	1.09 (0.93,1.27)	0.99(0.85, 1.15)	1.02(0.87,1.20)	1.04(0.91,1.19)	0.97(0.83,1.13)	1.06(0.90,1.23)
Instructor Rank						
Adjunct	1.11 (0.90,1.37)	1.16 (0.95,1.42)	1.29(1.04,1.60)	1.22(1.02,1.46)	1.19(0.97,1.46)	1.06(0.86,1.30)
Associate Prof	0.98 (0.83,1.16)	0.95 (0.81,1.11)	0.98(0.83,1.16)	0.98(0.85,1.13)	0.95(0.81,1.12)	0.94(0.80,0.93)
Assoc Teach	1.39 (1.10,1.75)	1.45 (1.15,1.82)	1.45(1.15,1.84)	1.38(1.13,1.69)	1.24(0.99,1.55)	1.36(1.08,1.71)
Asst Prof	1.37 (1.17,1.61)	1.29(1.11,1.51)	1.34(1.16,1.55)	1.31(1.15,1.50)	1.27(1.09,1.49)	1.29(1.10,1.50)
Asst Teach	1.69 (1.37,2.09)	1.69(1.38,2.07)	1.85(1.50,2.29)	1.79(1.49,2.14)	1.62(1.32,2.00)	1.48(1.20,1.82)
Lecturer	1.36 (1.16,1.60)	1.36(1.16,1.59)	1.52(1.29,1.79)	1.38(1.20,1.58)	1.38(1.18,1.62)	1.19(1.01,1.39)
Postdoc	0.92 (0.71,1.19)	0.86(0.67,1.11)	0.90(0.70,1.17)	0.98(0.78,1.22)	0.96(0.75,1.23)	0.79(0.62,1.02)
Sessional	1.08 (0.92,1.26)	1.04(0.90,1.21)	1.20(1.02,1.40)	1.17(1.02,1.33)	1.12(0.96,1.30)	0.99(0.85,1.16)
Professor	1.00	1.00	1.00	1.00	1.00	1.00
Class						
Class size						
1-49	1.36 (1.25, 1.48)	1.62(1.50,1.75)	1.52(1.40,1.65)	1.73(1.61,1.86)	1.85(1.70,2.01)	1.63(1.50,1.77)
50-99	1.11 (1.03, 1.19)	1.21(1.13,1.29)	1.19(1.11,1.27)	1.26(1.18,1.34)	1.26(1.17,1.35)	1.21(1.13,1.30)
100+	1.00	1.00	1.00	1.00	1.00	1.00
Level						
100	1.00	1.00	1.00	1.00	1.00	1.00
200	1.06 (0.98, 1.15)	1.12(1.04,1.22)	1.00(0.92,1.08)	1.14(1.06,1.22)	1.22(1.13,1.32)	1.13(1.04,1.22)
300	1.10 (1.01, 1.20)	1.25(1.15,1.35)	1.06(0.98,1.15)	1.26(1.17,1.36)	1.38(1.28,1.50)	1.18(1.09,1.29)
400	1.19 (1.07, 1.33)	1.50(1.36,1.67)	1.31(1.17,1.46)	1.57(1.43,1.73)	1.63(1.47,1.82)	1.40(1.26,1.56)
Student Level						
Per 10% increase in	0.98 (0.96,1.00)	0.99(0.97,1.01)	0.98(0.97,1.00)	0.99(0.97,1.00)	0.99(0.97,1.01)	1.00(0.98,1.02)

proportion Women						
Per 10% increase in proportion International	1.04 (1.03,1.08)	1.05(1.03,1.06)	1.03(1.02,1.05)	1.06(1.04,1.08)	1.03(1.01,1.04)	1.05(1.03,1.08)

Supplement 6.2 UBC-Okanagan, undergraduate course-instructor pairings. Hierarchical generalized linear model for percent favourable SEI scores.

N=1290	UMI 1 OR(95%CI)	UMI 2 OR(95%CI)	UMI 3 OR(95%CI)	UMI 4 OR(95%CI)	UMI 5 OR(95%CI)	UMI 6 OR(95%CI)
Instructor						
Woman	0.81(0.63,1.04)	0.81(0.64,1.01)	0.92(0.72,1.17)	0.82(0.67,1.00)	0.88(0.70,1.10)	0.82(0.65,1.04)
Man	1.00	1.00	1.00	1.00	1.00	1.00
Indigenous Visible Minority Non-Racialized	1.05(0.60,1.85) 0.69(0.53,0.90) 1.00	1.17(0.70,1.98) 0.70(0.55,0.89) 1.00	1.08(0.62,1.86) 0.71(0.55,0.91) 1.00	0.99(0.63,1.55) 0.76(0.62,0.94) 1.00	0.96(0.58,1.60) 0.76(0.60,0.97) 1.00	1.16(0.68,1.99) 0.71(0.55,0.91) 1.00
Disability	1.00	1.00	1.00	1.00	1.00	1.00
No Disability	1.38(0.98,1.97)	1.16(0.84,1.60)	1.43(1.02,2.01)	1.24(0.93,1.64)	1.18(0.86,1.63)	1.36(0.97,1.89)
Instructor Rank						
Adjunct	0.53(0.20,1.41)	0.61(0.24,1.57)	0.52(0.20,1.36)	0.74(0.32,1.67)	0.64(0.26,1.57)	0.47(0.18,1.22)
Associate	1.22(0.75,2.00)	1.21(0.76,1.91)	1.24(0.78,1.99)	1.17(0.79,1.73)	1.22(0.78,1.90)	1.07(0.67,1.72)
Assoc Teach	1.60(0.88,2.93)	1.55(0.87,2.75)	1.34(0.75,2.39)	1.50(0.93,2.43)	1.63(0.95,2.79)	1.38(0.78,2.46)
Asst	1.51(0.92,2.50)	1.27(0.80,2.02)	1.61(1.00,2.60)	1.26(0.84,1.87)	1.26(0.81,1.98)	1.14(0.71,1.83)
Asst Teach	1.89(1.01,3.56)	1.82(1.02,3.24)	1.90(1.04,3.46)	1.92(1.16,3.18)	2.16(1.21,3.84)	1.50(0.81,2.75)
Lecturer	1.23(0.75,2.02)	1.02(0.64,1.61)	1.23(0.76,1.97)	1.24(0.83,1.85)	1.23(0.78,1.92)	0.94(0.58,1.51)
Postdoc	0.98(0.50,1.91)	0.94(0.50,1.75)	0.94(0.50,1.80)	0.83(0.48,1.43)	1.02(0.56,1.88)	0.75(0.39,1.42)
Sessional	1.21(0.74,1.98)	1.08(0.68,1.71)	1.28(0.80,2.06)	1.32(0.89,1.95)	1.21(0.78,1.88)	0.93(0.58,1.48)
Professor	1.00	1.00	1.00	1.00	1.00	1.00
Class						
Class size						
1-49	2.20(1.81,2.68)	2.74(2.28,3.29)	2.24(1.84,2.73)	2.70(2.28,3.20)	2.88(2.40,3.45)	2.80(2.30,3.40)
50-99	1.33(1.13,1.57)	1.56(1.34,1.81)	1.39(1.18,1.64)	1.31(1.14,1.51)	1.38(1.19,1.59)	1.47(1.25,1.72)
100+	1.00	1.00	1.00	1.00	1.00	1.00
Level						
100	1.00	1.00	1.00	1.00	1.00	1.00
200	0.90(0.75,1.07)	0.93(0.80,1.08)	0.87 (0.74,1.03)	1.05(0.91,1.21)	1.08(0.93,1.27)	0.98(0.83,1.16)
300	0.87(0.73,1.03)	1.02(0.88,1.19)	0.98(0.83,1.17)	1.09(0.94,1.27)	1.23(1.05,1.43)	1.04(0.8,1.22)
400	1.08(0.87,1.34)	1.38(1.13,1.68)	1.16(0.93,1.44)	1.38(1.14,1.66)	1.65(1.35,2.03)	1.29(1.04,1.59)
Student Level						
Per 10% increase in proportion Women	0.97(0.93,1.02)	0.99(0.95,1.04)	0.98 (0.93,1.02)	1.02(0.98,1.06)	1.01(0.97,1.05)	1.01(0.97,1.06)
Per 10% increase in proportion International	1.06(1.01,1.12)	1.10(1.04,1.15)	1.05(1.01,1.11)	1.10(1.05,1.15)	1.02(0.98,1.08)	1.08(1.02,1.12)

Supplement 6.3 UBC-Vancouver, graduate course-instructor pairings. Hierarchical generalized linear model for percent favourable SEI scores.

N=1420	UMI 1 OR(95%CI)	UMI 2* OR(95%CI)	UMI 3 OR(95%CI)	UMI 4 OR(95%CI)	UMI 5 OR(95%CI)	UMI 6 OR(95%CI)
Instructor						
Woman	1.05(0.85,1.29)	0.91 (0.77,1.07)	0.99(0.81,1.22)	1.08(0.89,1.29)	0.97(0.79,1.18)	0.99(0.81,1.21)
Man	1.00	1.00	1.00	1.00	1.00	1.00
Indigenous	0.60(0.31,1.15)	1.02(0.61,1.71)	0.86(0.43,1.70)	0.61(0.34,1.09)	0.65(0.35,1.21)	0.76(0.40,1.44)
Visible Minority	0.85(0.69,1.05)	0.87(0.74,1.02)	0.91(0.73,1.13)	0.97(0.80,1.18)	0.97(0.79,1.20)	0.91(0.73,1.12)
Non-Racialized	1.00	1.00	1.00	1.00	1.00	1.00
Disability	0.71(0.52,0.97)	0.89(0.69,1.14)	0.84 (0.61, 1.15)	0.91 (0.68,1.20)	0.81 (0.60,1.10)	0.81 (0.60, 1.11)
No Disability	1.00	1.00	1.00	1.00	1.00	1.00
Instructor Rank						
Adjunct	1.21(0.75,1.35)	1.21(0.87,1.67)	1.05(0.73,1.52)	1.12(0.80,1.56)	1.15(0.80,1.64)	1.03(0.72,1.49)
Associate Prof	1.01(0.75,1.35)	0.89 (0.70,1.13)	0.93(0.69,1.25)	1.00(0.77,1.31)	0.93(0.70,1.24)	0.93(0.69,1.24)
Assoc Teach	1.29(0.56,2.95)	1.00(0.54,1.82)	1.19(0.51,2.74)	1.25(0.60,2.60)	0.88(0.41,1.88)	0.91(0.41,2.01)
Asst Prof	1.43(1.08,1.89)	1.13(0.90,1.42)	1.20(0.91,1.58)	1.18(0.92,1.51)	1.18(0.90,1.55)	1.15(0.88,1.52)
Asst Teach	0.92(0.61,1.41)	0.90(0.65, 1.26)	0.87(0.57,1.32)	1.02(0.70,1.50)	1.04(0.69,1.58)	0.82(0.54,1.24)
Lecturer	0.76(0.54,1.07)	0.71(0.55,0.91)	0.88(0.62,1.24)	0.79(0.58,1.09)	0.86(0.61,1.20)	0.64(0.46,0.90)
Postdoc	0.57(0.33,0.99)	0.52(0.32,0.83)	0.51(0.30,0.87)	0.63(0.46,0.87)	0.56(0.32,0.98)	0.62(0.36,1.08)
Sessional	0.70(0.49,0.99)	0.50(0.38,0.66)	0.67(0.47,0.96)	1.00(0.97,1.04)	0.63(0.45,0.90)	0.56(0.40,0.80)
Professor	1.00	1.00	1.00	1.00	1.00	1.00
Class						
Class size						
1-49	1.25(1.04,1.50)	1.49(1.24,1.79)	1.31(1.09,1.57)	1.38(1.17,1.63)	1.34(1.12,1.61)	1.35(1.13,1.62)
50+	1.00	1.00	1.00	1.00	1.00	1.00
Student Level						
Per 10% increase in proportion Women	1.00(0.96,1.04)	1.00(0.97,1.04)	1.03(0.99,1.07)	1.00(0.97,1.04)	0.98(0.95,1.02)	1.01(0.97,1.05)
Per 10% increase in proportion International	1.05(0.931,1.08)	1.04(1.01,1.06)	1.01(0.98,1.04)	1.06(1.03,1.09)	1.02(0.99,1.05)	1.03(1.00,1.05)

Supplement 6.4 UBC-Okanagan, graduate course-instructor pairings. Hierarchical generalized linear model for percent favourable SEI scores.

N=100	UMI 1* OR(95%CI)	UMI 2* OR(95%CI)	UMI 3 OR(95%CI)	UMI 4 OR(95%CI)	UMI 5 OR(95%CI)	UMI 6 OR(95%CI)
Instructor						
Woman	0.61(0.24,1.52)	0.75(0.30,1.85)	0.70(0.22,2.26)	0.65(0.23,1.89)	1.00(0.31,3.22)	0.72(0.22,2.32)
Man	1.00	1.00	1.00	1.00	1.00	1.00
Indigenous	2.62(0.31,22.44)	5.34(0.77,,37.28)	2.44(0.14,42.10)	2.29(0.15,34.09)	3.57(0.15,83.25)	5.63(0.20,156.48)
Visible Minority	0.88(0.34,2.26)	0.56(0.24,1.31)	0.74(0.24,2.24)	0.66(0.24,1.86)	0.54(0.18,1.60)	0.76(0.25,2.3)
Non-Racialized	1.00	1.00	1.00	1.00	1.00	1.00
Disability	1.00	1.00	1.00	1.00	1.00	1.00
No Disability	1.06(0.27,4.13)	1.29(0.35,4.74)	2.01(0.36,11.39)	0.84(0.16,4.30)	0.99(0.17,5.82)	1.65 (0.30,9.08)
Instructor Rank						
Adjunct	9.46(0.08,inf)	1.43(0.19,10.94)	9.82(0.22,441.7)	2.16(0.21,22.73)	3.82(0.16,90.90)	2.50(0.13,46.78)
Associate Prof	0.65(0.22,1.95)	0.55(0.19,1.58)	1.39(0.35,5.47)	0.56(0.16,1.92)	0.81(0.21,3.09)	0.57(0.14,2.25)
Assoc Teach	2.61(0.15,46.5)	0.14(0.02,0.86)	0.84(0.06,11.1)	1.32(0.10,16.94)	4.06(0.09,191.9)	1.40(0.08,24.97)
Asst Prof	1.11(0.43,2.84)	0.81(0.33,1.96)	1.08(0.35,3.36)	1.24(0.43,3.62)	0.90(0.29,2.80)	0.75(0.23,2.45)
Asst Teach	0.76(0.17,3.34)	0.31(0.09,1.09)	0.77(0.11,5.55)	0.41(0.07,2.50)	0.52(0.07,3.70)	0.27(0.04,2.08)
Lecturer	0.88(0.25,3.08)	1.26(0.36,4.40)	1.50(0.30,7.63)	1.58(0.34,7.37)	1.26(0.26,6.07)	0.60(0.13,3.69)
Postdoc	0.68(0.19,2.50)	0.42(0.14,1.32)	1.00(0.20,5.05)	0.80(0.18,3.64)	0.54(0.12,2.47)	0.69(0.13,3.69)
Sessional	0.79(0.17,3.60)	0.35(0.09,1.39)	0.78(0.12,5.33)	0.60(0.10,3.57)	1.67(0.22,12.46)	0.36(0.05,2.49)
Professor	1.00	1.00	1.00	1.00	1.00	1.00
Class						
Class size						
1-49	1.20(0.18,7.96)1.	2.03(0.44,9.29)	1.13(0.16,8.16)	2.84(0.47,17.39)	1.49(0.20,10.94)	1.79(0.26,12.33)
50+	00	1.00	1.00	1.00	1.00	1.00
Per 10% increase in proportion Women	1.05(0.87,1.27)	1.06(0.89,1.27)	1.14(0.93,1.38)	1.04(0.88,1.24)	0.98(0.83,1.17)	1.11(0.92,1.33)
Per 10% increase in proportion International	1.01(0.86,1.19)	1.13(0.96,1.33)	1.00(0.84,1.19)	1.05(0.89,1.24)	1.14(0.95,1.36)	1.01(0.85,1.21)



To: Senate
From: Nominating Committee
Re: President's Advisory Committee for the Selection of a Vice-President Research & Innovation
Date: 1 November 2025

The Nominating Committee is pleased to advise that it has appointed Dr Juilen Picault and Dr Suzie Currie to the President's Advisory Committee for the Selection of a Vice-President Research & Innovation.

The Nominating Committee would thank the large number of senators who expressed an interest in serving on this search committee and the Senate for delegating to the Committee the power to make these appointments given the time considerations. In making its decision, the Committee considered faculty and student representation on the search committee, research and administrative experience as well as disciplinary balance and other demographic considerations.

The Committee would note with some concern the increase in rush requests for search committee appointments from the administration. The Clerk has advised that he will continue discussions on how to address these matters.

Respectfully submitted,

Dr Jan Cioe, Chair
Senate Nominating Committee



27 November 2025

To: Okanagan Senate

From: Rella Ng, Registrar

Re: 2025 Board of Governors By-Election Results

Set out below are the by-elections results.

Okanagan Student Representative to the Board of Governors

Further to the call for nominations issued on 4 September 2025 for an eligible student registered at the Okanagan Campus to serve as a representative of students on the Board of Governors of the University of British Columbia for a term ending 31 March 2026 and thereafter until a successor is elected, six (6) valid nominations were received. An election was conducted 9-23 October 2025. Pursuant to Section 16 of the *University Act*, the following student is elected:

- **Noah Arney**



27 November 2025

To: Okanagan Senate

From: Rella Ng, Registrar

Re: 2026-2029 Triennial Election Results

Set out below is the first set of election results for the 2026-2029 triennium.

Joint Faculties Representatives to Senate

Further to the call for nominations for faculty members of the Okanagan campus to fill the sixteen (16) positions for representatives of the joint faculties on the Okanagan Senate issued on 14 October 2025, eight (8) valid nominations were received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the joint faculties on the Okanagan Senate for terms beginning on 1 September 2026 and ending 31 August 2029 and thereafter until successors are elected:

- **Peter Arthur, Professor of Teaching, Faculty of Education**
- **Joanna Cockerline, Lecturer, Faculty of Creative and Critical Studies**
- **Tamara Ebl, Lecturer, Faculty of Management**
- **George Grinnell, Associate Professor, Faculty of Creative and Critical Studies**
- **Sandy Hilton, Associate Professor of Teaching, Faculty of Management**
- **Daniel Keyes, Associate Professor, Faculty of Creative and Critical Studies**
- **Stephen O'Leary, Professor, Faculty of Applied Science**
- **Ray Taheri, Professor of Teaching, Faculty of Applied Science**

A second call for nominations for the remaining positions was issued on 13 November 2025.