



Okanagan Senate

THE FOURTH MEETING OF THE OKANAGAN SENATE  
 FOR THE 2025/2026 ACADEMIC YEAR

**THURSDAY, 18 DECEMBER 2025**

**3:30 P.M. | RHS 257 AND VIA ZOOM**

1. **Call to Order** – Dr Lesley Cormack
2. **Minutes of the Meeting of 27 November 2025** – Dr Lesley Cormack (approval)  
(docket pages 3-21)
3. **Business Arising from the Minutes** – Dr Lesley Cormack (information)
4. **Remarks from the Deputy Vice-Chancellor** – Dr Lesley Cormack (information)
5. **Remarks from the Provost** – Dr Marie Tarrant (information)
6. **Academic Policy Committee** – Dr Jannik Haruo Eikenaar
  - a. Revised Academic Regulations for the Faculty of Management: Master of Management (approval) (docket pages 22-27)
  - b. New Joint Senate Policy J-136: *Definition of Full-Time Status for Undergraduate Students* (approval) (docket pages 28-31)
7. **Admissions and Awards Committee** – Dr Yves Lucet
  - a. New Award and Changes to Existing Awards (approval) (docket pages 32-34)
  - b. New Awards for International Students (approval) (docket pages 35-37)
  - c. New Cooperation Agreement: UBC and Jiangnan University (approval)  
(docket pages 38-61)
8. **Curriculum Committee** – Dr Yves Lucet  
  
Curriculum Proposals (approval) (docket pages 62-66)
9. **Learning and Research Committee** – Dr Sally Stewart  
  
Emeritus Appointment (approval) (docket page 67)



**10. Report from the Provost – Dr Marie Tarrant**

Student Experience of Instruction Report for 2023W and 2024W (information)  
(docket pages 68-86)

**11. Report from the Registrar – Dr Rella Ng**

2026-2029 Triennial Election Results (information) (docket pages 87-88)

**12. Other Business**

*Regrets: Telephone 604.822.5239 or email: [facsec@mail.ubc.ca](mailto:facsec@mail.ubc.ca)*



# OKANAGAN SENATE

## MINUTES OF 27 NOVEMBER 2025

**DRAFT**

### Attendance

**Present:** L. Cormack (Vice-Chair), R. Ng (Secretary), A. Alnaar, O. Ayodele-Makun, P. Arthur, S. Bates, K. Buschert, R. Campbell, J. Cioe, E. Cunningham, S. Currie, B. D Souza, J. Denison, E. Ebl, T. Ebl, S. Epp, M. Evans, T. Forneris, R. Frost, S. Hafeez, J. Hare, S. Hilton, K. Hodges, P. Howard, R. Janke, R. Johnson, A. Kalra, D. Keyes, P. Lasserre, Y. Lucet, B. Marcolin, S. O’Leary, S. Pakpour, L. Parrott, J. Picault, B. Ramos, S. Roy-Bois, M. Salazar, P. Samra, L. Sanborn, C. Schreyer, P. Simpson, S. Stewart, R. Taheri, M. Tarrant, S. Tomášková, P. Verholen

**Regrets:** A. Ardestani-Jaafari, B.-A. Bacon, J. Eikenaar, J. Goel, G. Jacoby, M. Libben, J. Olson, T. Quewezance, M. Rheault, J. Rogers, H. Shaba, B. Traister, B. Visscher, J. Wang, W. Hughes, C. Yan

**Clerk:** C. Eaton

### Call to Order

The Vice-Chair of Senate, Dr Lesley Cormack, called the third meeting of the Senate for the 2025/2026 Academic Year to order at 3:30 pm and she provided an acknowledgement of the land.

### Senate Membership

#### DECLARATION OF VACANCY

The Registrar, Dr Rella Ng, announced the following vacancies from among the members of Senate:

Pursuant to Rule 12 of the *Rules and Procedures of the Okanagan Senate*, the seat of Negin Jalil, Representative of the Convocation, is declared vacant due to absence.

Pursuant to Rule 12 of the *Rules and Procedures of the Okanagan Senate*, the seat of Nikhita Obeegadoo, Representative of the Faculty of Creative and Critical Studies, is declared vacant due to absence.



## Minutes of Previous Meeting

Ray Taheri  
Rob Johnson

*That the minutes of the meeting of 23 October  
2025 be approved.*

Approved

## Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor (DVC), Dr Lesley Cormack, began with an update on the concrete barriers on campus. She explained that she had obtained a full account of the situation from Shelley Kayfish, Director, Campus Operations and Risk Management. She reported that interim barriers were installed quickly following the Lapu-Lapu Day tragedy in Vancouver last spring, ahead of convocation. She noted that the province had required all public events to implement such security measures to prevent vehicles from entering crowded areas. She added that the province subsequently issued more detailed standards governing when and where barriers were required. She indicated that work was underway on both campuses to determine how best to address this risk in the long term. She noted that Campus Operations and Risk Management would review the recommendations and implement them subject to available budget.

The DVC reported that the barriers had been removed for the winter months to allow snow-clearing vehicles to access the courtyard and other areas of campus. She added that the University was unaware of any major events scheduled for open public spaces during the winter, and therefore there was no present need for additional security measures of that nature.

The DVC then referred to recent developments regarding provincial funding. She noted that the Province of British Columbia had launched a funding formula review for the post-secondary sector. She mentioned that the terms of reference had been posted publicly and were detailed. She recalled that a prior funding formula review initiated in 2021 ended without decision, in part because COVID-19 had changed the operating context. She also observed that subsequent changes affecting international students had shifted the economic environment further.

She explained that the new review was intended to proceed quickly, with a report and recommended actions expected by March. She indicated that the review would examine potential reductions in redundancies, including possible consolidation of similar functions or sharing of services. She added that the province was aware of issues related to access and the needs of various types of institutions, including indigenously run institutions, while also addressing the fact that several institutions were close to insolvency.



The DVC explained that, to her knowledge, UBC had not yet determined how it would participate in the review. She said she expected that members of the administration, possibly the President and the Vice-President, External Relations, would be asked to provide input. She noted that she would provide further updates as more information became available.

Senator Sandy Hilton asked how the provincial funding formula review fit into the timeline for the ongoing restructuring discussion underway on the campus.

The DVC reported that the federal government had released the numbers of international students and visas that would be available. She consulted the figures for British Columbia and noted that 32,596 applications for the required Provincial Attestation Letters would be available for the province. She explained that British Columbia had not yet indicated how it would distribute this allocation. She added that complexities remained because graduate students were no longer required to obtain letters of attestation, yet they were still included in the total maximum number of students permitted to enter the country, which made it more difficult to determine how the process would unfold.

Senator Jan Cioe observed that the University had repeatedly faced the challenge that its funding model differed from that of other universities with respect to undergraduates and graduate student compensation. He asked how the concern could be raised in a way that would lead to positive change.

The DVC responded that it was unlikely that the funding formula review would devote significant attention to the internal operations of the University. She explained that she was working to ensure that the University had some voice in the process. She noted that the provincial government was confronting a substantial deficit, and the post-secondary sector overall was facing a collective deficit that contributed to it. She added that twenty-one of the twenty-five post-secondary institutions were posting deficits for the year.

She noted that UBC was not posting a deficit, and she remarked that the University as a whole was in a significantly different position from many other institutions. She explained that the University would work to ensure that the government and the reviewers remained aware that UBC consisted of two distinct campuses with different management structures. She suggested that it would be more important to continue the internal work of budget reimagining, as the provincial government appeared to take the view that UBC had sufficient resources and made its own decisions regarding allocation.

Senator Karen Hodges expressed concern about the redundancy component of the review and questioned the extent to which reviewers might examine UBC Okanagan and ask why the campus required staff who or programs that also existed in Vancouver. She urged that UBC Okanagan be positioned as non-redundant.



The DVC replied that it remained unclear where and when opportunities for substantive discussion would arise. She explained that the terms of reference provided limited insight, but when the reviewers referred to redundancy, they indicated that duplication of programs had appeared across the province without sufficient oversight. She added that, in her view, the provincial authorities had approved each of those programs. She suggested that the reviewers were likely considering a broad set of colleges with replicated programming rather than targeting UBC Okanagan. She noted that she would raise the concern if the opportunity arose. She affirmed that UBC Okanagan operated as a successful campus and expressed that she did not anticipate efforts to close parts of it.

Senator Tamara Ebl asked about the approximate 33,000 seats for international students, seeking clarification on how that number compared to the allocation for British Columbia in the upcoming year.

The DVC noted that the current number was roughly 15,000 fewer than the previous year. She explained that the government's total allocation for new international students to the country had been substantially lower than the prior year, almost 50% less, but that the allocation more closely matched the actual number of students who arrived this year.

The Registrar added that the allocation for British Columbia reflected the total assigned to the province, and noted that not all institutions had fully utilized their respective allocations.

Senator Hilton noted that the decrease in international student numbers might reflect the fact that graduate students were not required to be included in the count, suggesting that this could account for the reduction. He inquired whether graduate students were excluded from the same pool.

The Registrar responded that she was not completely certain but indicated that the count likely applied only to students requiring a Provincial Attestation Letter, and since graduate students did not require a PAL, they were probably excluded from the total.

The DVC explained that the graduate student factor contributed to the discrepancy and acknowledged ongoing uncertainty regarding how the allocations would operate. She suggested that the number of international students remained manageable and that there was potential to increase enrolment based on forthcoming data.

Senator Hilton responded by seeking confirmation of the graduate student explanation and its effect on the overall count.



The DVC reiterated that graduate students' exclusion from the PAL requirement provided context for the apparent reduction and affirmed that the situation was not as concerning as the numbers might suggest.

The DVC congratulated Dr Heather Gainforth from the Faculty of Health and Social Development on her appointment as UBC Okanagan's newest Canada Research Chair, a SSHRC Tier 2 Canada Research Chair in Research Coproduction and Implementation Science, recognizing her as an emerging leader and enabling her to dedicate more time to spinal cord injury research.

She congratulated Dr Mary Jung on her appointment as Scientific Director of CIHR Institute of Nutrition, Metabolism and Diabetes for a four-year term beginning January 1, noting that the Institute would relocate to UBC Okanagan, marking the first time the campus hosted a national institute. She highlighted the significance of this development in establishing UBC Okanagan as a hub for health research in Canada.

The DVC then provided an update on plans to revise the campus's academic structure. She explained that the process represented a long-term initiative aimed at strengthening academic collaboration, focusing resources, and enhancing support for teaching, learning, and research. She outlined the formation of a design working group tasked with analyzing potential academic structures in relation to academic opportunities, policy, student experience, human resources, and financial implications.

She specified that the working group would operate from January to April, chaired by the Jackie Denison, Associate Provost, Teaching and Research and Dr Ed Hornibrook, Associate Vice-Principal, Research and Innovation, and composed of faculty members and staff nominated by the Okanagan Leadership Council. The working group would review potential structures and report to a steering committee to inform the development of the campus's future academic structure, which would then be shared with the campus community for consultation.

The DVC indicated that the overall academic restructure process was expected to take approximately two years, including consultation and phased implementation, and stressed the importance of Senate participation. She noted that faculty members, staff, and students would have opportunities to provide feedback through surveys, engagement sessions, and communication with deans, with the goal of ensuring broad input. She noted the Academic Priorities webpage on the UBC Okanagan Provost's website for further information and opportunities to engage.

Senator Daniel Keyes noted a report in Castanet on November 14 regarding the departure of the Athletics Director Tom Huisman and asked what plans were in place for the position, whether it



would be replaced, or whether responsibilities would be restructured as part of the campus's broader academic structure review.

The DVC replied that the matter fell under the responsibility of the Associate Vice-President, Students, since athletics and recreation were part of his portfolio. She indicated that discussions had taken place that day regarding plans for athletics, emphasising that athletics would continue to flourish under a slightly different leadership structure while remaining an integral part of campus life. She noted that the new structure was still being developed but assured that support for varsity teams and recreation programming would be maintained.

### **Remarks from the Provost**

The Provost, Dr Marie Tarrant, reported on progress regarding the third-party recruitment strategy for international undergraduate students, noting that substantial advancements had been made since her predecessor, Dr Rehan Sadiq, introduced the approach. She indicated that agreements had been signed with over 75 third-party recruiters, all of whom had been carefully vetted by the recruitment team and the Office of the University Counsel. She acknowledged the efforts of the University Counsel for processing these applications efficiently and noted that additional agreements were expected in the coming two months to cover all viable recruitment regions worldwide.

She reported that more than 900 staff members within these third-party recruitment organisations had completed their training modules and were actively engaging with prospective students.

Provost Tarrant also provided updates on the StEAR Enhancement Fund for faculty members and staff, noting that four UBC Okanagan projects had received approximately \$26,000 in round one funding, with round two opening in January and a total of \$200,000 available across both rounds. She added that a separate student fund, with \$100,000 available, would be adjudicated the following month.

She noted that later in the meeting, the Associate Provost, Teaching and Learning would present findings from a multi-phase examination of Student Experience of Instruction (SEI) feedback at UBC. She explained that the SEI combined student input with peer review and self-reflection to support teacher development and that the report addressed recommendations from the 2020 review of UBC's policy on Student Evaluation of Teaching.

Senator Keyes inquired about the planned suspension of requirements in digital literacy, power, diversity and culture, sustainability, and communication for the Bachelor of Arts program. He asked for clarification on the process for revising a degree that had undergone only one revision in recent years.



Senator Jackie Denison responded that the review of the Bachelor of Arts arose from challenges students experienced in progressing through the program. She noted that a task force with broad representation had been formed. The task force led to the creation of a curriculum design working group, which examined ways to make the degree more flexible and to provide students with greater choice. She confirmed that consultation had occurred and that the proposed changes were proceeding through the standard Senate processes.

Senator Keyes responded that some of the challenges stemmed from the implementation of Workday, which had affected students' ability to use Degree Navigator and plan their degrees. He expressed concern that the removal of requirements such as digital literacy was primarily a response to software limitations rather than academic priorities. He suggested that adjustments could be made to make digital literacy more inclusive rather than eliminating it.

Dean Silvia Tomášková responded that the issue was not solely due to Workday. She explained that the main problem was the high number of credits required for the Bachelor of Arts. She indicated that this created significant challenges for students, particularly transfer students, potentially extending degree completion to five years and causing financial difficulties. She clarified that digital literacy requirements were being incorporated into other categories rather than entirely removed.

The Deputy Vice-Chancellor added that the proposed changes would come to Senate in due course, allowing both Curriculum Committee and full Senate review.

Senator Julien Picault noted that in addition to the high number of credit requirements, the degree was highly inflexible due to the narrow definition of the requirements and the limited number of courses approved to meet them. He explained that a national review of other programs had shown that this combination of many and rigid requirements was highly unusual. He added that the current measures were temporary and that a full review and redesign of the degree was planned, with the expectation that a new degree would be implemented within two to three years to better reflect the intended values and objectives of the program.

The DVC confirmed that the temporary adjustments were intended to allow students to graduate and that a comprehensive redesign of the degree would follow the review process, aiming to implement a revised program within the anticipated timeframe.



## Candidates for Degrees

The DVC noted that there were 224 candidates for degrees.

Sally Stewart  
Barb Marcolin

*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 2025, and that a committee comprised of the Registrar, the relevant dean(s), and the Chair of Senate be empowered to make any necessary adjustments.*

Approved

## Admissions and Awards Committee

*See Appendix A: Awards Report*

The Chair of the Senate Admissions and Awards Committee, Prof Rob Johnson, presented.

### NEW AWARD AND CHANGES TO AN EXISTING AWARD

Rob Johnson  
Ray Taheri

*That Senate approve the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that a letter of thanks be sent to the donors.*

Approved

### COLLEGE OF GRADUATE STUDIES: NEW MASTER OF DESIGN ENTRANCE AWARD

Rob Johnson  
Jackie Denison

*That Senate approve the Master of Design Entrance Award, as presented.*

Approved

**NEW DIRECT-ENTRY UNDERGRADUATE ENGLISH LANGUAGE PROFICIENCY TEST:  
DUOLINGO ENGLISH TEST**

Rob Johnson  
Stephen O’Leary

*That Senate approve the Duolingo English Test to satisfy English language admission standards for applicants to direct-entry undergraduate programs, effective for admission to the 2026 Summer Session and thereafter.*

Approved

**Curriculum Committee**

*See Appendix B: Curriculum Report*

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

**CURRICULUM PROPOSALS**

Yves Lucet  
Peter Arthur

*That Senate approve and recommend to the Board of Governors for approval the new courses, revised courses, discontinued courses, new program, and revised program, as brought forward by the Faculties of Education, Health and Social Development, and Science.*

Approved

**Learning and Research Committee**

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

**UPDATE ON 2025/26 HONORARY DEGREES**

Senator Stewart reported that the Committee annually recommends individuals for honorary degrees to be conferred at the June graduation ceremonies, typically reviewing nominations at the November meeting. She explained that this year, after careful consideration of all nominations, the Committee decided not to recommend any candidates. She noted that nominations can remain active for three years and that some submissions would be reconsidered in the future following further development of their nomination profiles.



Senator Stewart explained that honorary degrees represent one of the highest honours the University can grant and that the Committee's vetting process is detailed and thorough. She explained that the Committee concluded that no nominee this year met the criteria to be meaningfully considered. She suggested that, for future cycles, greater campus-wide engagement would be beneficial to solicit nominations of sufficient merit and that enhanced communication efforts from the Senate Office could support this objective. She added that the Committee planned to discuss strategies to increase the number of nominations at its next scheduled meeting in December.

Senator Stewart reported that, historically, the University had not had a formal policy for honorary degrees. She explained that both the Learning and Research Committee and the Vancouver Senate Tributes Committee were collaborating on creating a joint policy, which was close to completion and expected to be released for consultation in the new year, with the aim of finalizing it by the end of the current triennium.

Senator Tamara Ebl asked for confirmation that honorary degrees were not generally awarded at each convocation ceremony and inquired whether this could result in no honorary degrees being offered at the June 2026 convocations.

Senator Stewart confirmed that no honorary degrees would be awarded at any Okanagan campus convocation ceremonies in June 2026. She clarified that there had never been a requirement to award a certain number of honorary degrees at each ceremony and that the number of awards varied depending on the merit of nominees.

The DVC encouraged all members of Senate to consider nominating individuals for honorary degrees. She noted the importance of aiming for highly distinguished individuals in various fields.

#### **REPORT OF THE 2023 STUDENT EXPERIENCE OF INSTRUCTION WORKING GROUP**

Senator Stewart introduced the Student Experience of Instruction Working Group Report. She described that the cross-campus Working Group had been constituted in 2019 when the University examined Student Evaluation of Teaching. She noted that a number of recommendations had been submitted to both Senates in May 2020. She added that the report outlined additional recommendations to further enhance the student evaluation of instruction process.

Senator Denison explained that the sixteen recommendations had been endorsed by both Senates. She clarified that the report presented was in response to Themes 3 and 4, which called for improved use of open text comments, regular analysis of bias, and the development of systems to mitigate bias in student feedback.



Senator Denison described the multi-phase study, noting that it involved a university-wide working group of twenty faculty members and staff across both campuses. She indicated that both quantitative and qualitative student experience of instruction data were collected and analyzed, and that twenty-four interviews with faculty were conducted to understand instructor perceptions of the Student Experience of Instruction process. She added that the review included relevant UBC policies on discrimination, harassment, and respectful environment, as well as provincial legislation.

Senator Denison detailed that the study included an environmental scan of other institutions in Canada and globally to examine approaches to harmful and discriminatory feedback. She reported that three text analytic tools were tested and a quantitative analysis of over 280,000 SEI responses from 2021 to 2023 was conducted. She highlighted that instructors valued SEI feedback for reflection and improving teaching, but voiced concerns regarding harmful, discriminatory, or vague feedback, as well as a lack of clarity on how SEIs were used in high-stakes decisions such as promotion and tenure.

Senator Denison noted that the current decentralized approach, in which instructors individually read and report problematic comments, impeded consistency and institutional accountability. She reported that the working group reached consensus that the process could be improved, and investigated both a proactive automated flagging system and the existing reactive process. She noted that a standardized review criteria, clear oversight, and appeal structures were core recommendations.

Senator Denison explained that automated upstream flagging was a realistic approach to screen the large volume of comments and to provide timely early assistance if students indicated self-harm or safety concerns. She indicated that three systems were tested, two commercial and one custom machine-learning platform. She stressed that any process should include institutional oversight, adhere to UBC's policies, and provide instructors with a transparent protocol for flagging harmful feedback.

Senator Denison summarized the quantitative findings, noting that smaller class sizes were associated with higher favourable responses. She observed modest differences at the course level related to instructor characteristics, including slightly lower SEI scores for racialized instructors in some undergraduate courses, though results varied by context. No consistent differences were observed for other attributes such as gender, Indigenous status, or persons living with a disability. She cautioned that findings reflected aggregate-level associations and should not be used to assess individual instructors.

Senator Denison outlined the six recommendations. The first recommendation called for a standardized SEI comment review process. The second recommended investment in a text



analytic platform in compliance with privacy and data governance policies. The third involved expanding instructor training and support, including peer mentoring networks. The fourth suggested improving student preparation for providing respectful and constructive feedback. The fifth encouraged context-sensitive use of SEIs, considering class size, year level, and discipline. The sixth recommended ongoing SEI assessment, including review of survey effectiveness, equity considerations, bias analysis, and consultation with faculty, staff, and students.

Senator Tamara Ebl inquired whether the Committee had considered the situation in which students involved in academic misconduct investigations remained eligible to complete SEIs, and whether there was potential to remove or flag such responses.

Senator Denison responded that this issue had not been addressed. She noted that it highlighted the importance of establishing a centralized and consistent approach to remove feedback that was harmful or discriminatory, including comments reflecting frustration or anger beyond the instructional experience.

Senator Cioe raised a question regarding the identification of students in crisis through SEIs. He asked how this could be reconciled with the concept of anonymous surveys and how a system could differentiate comments indicating self-harm from other feedback.

With permission of Senate, Chief Institutional Research Officer Dr Stephanie McKeown responded that SEIs were not completely anonymous. She clarified that only one person had access to the identity of students, and only under specific circumstances. In cases indicating potential harm, that individual could identify the student and trigger the early assist protocol.

Senator Barb Marcolin inquired whether the Committee had considered combining a proactive approach with random selection of SEIs in future processes.

Senator Denison responded that the proactive option would remain voluntary for instructors, who could choose to participate or not. She noted that random sampling of SEIs had not been considered.

Dr McKeown explained that small samples had been drawn from the qualitative data, focusing on responses with low ratings, to assess the prevalence of negative comments. She indicated that few such comments were found in these samples.

Senator Simon Bates added that, although the vast majority of student feedback was thoughtful, detailed, and helpful, a small number of negative comments in an anonymous environment could have a significant impact on instructors. He affirmed that the



Committee believed it was necessary due to the disproportionate effect of harmful comments.

Senator Bates described a purposeful sampling of SEI responses with very low ratings. Out of approximately 3,000 to 3,700 responses, very few were identified as violating the UBC Respectful Environment Statement, with roughly a dozen containing personal comments not directly related to instruction. He emphasized that more than two-thirds of the comments were constructive and helpful.

Senator Hodges questioned why the proposed system for flagging SEI comments would be opt-in for faculty members. She noted the logistical challenges of asking sessional instructors each semester to participate and raised a concern that those most at risk, due to tenure or promotion precarity, might choose not to opt-in. She recommended making the system universal.

Senator Denison responded that the opt-in approach respected instructors' private and personal information. She explained that participation would involve a simple tick-box mechanism and would not require ongoing tracking. The purpose of the system was to generate thematic reports over time, allowing instructors to derive meaning from feedback trends. She explained that the opt-in process was not intended to share individual responses with others, but rather to identify patterns in feedback.

Senator Bates added context, explaining that the Committee had undertaken a proof of concept using automated text analytics tools to flag comments. He clarified that the process would involve semi-automated flagging for human inspection, not fully automated AI. He described that the model would be trained on UBC-specific data, requiring participant opt-in, piloting, and refinement to ensure accuracy. He noted that the goal was formative, to assist instructors in interpreting large volumes of student feedback, rather than to incorporate the flagged data into formal evaluation processes.

Senator Hilton asked for clarification regarding information referencing instructors' ability to appeal. He questioned what exactly could be appealed, specifically whether it referred to feedback removed at the proactive stage.

Senator Denison explained that an appeal would occur if an instructor requested removal of feedback and the Committee reviewing the human aspect of the process initially declined that request.

Senator Tamara Ebl noted the challenges associated with large classes in relation to SEI feedback. She explained that when reviewing SEI responses, she received the answers to questions accompanied by all comments, but those reviewing the SEI were unable to determine the source of specific comments. She noted that when a comment referred to "see comment



above,” it was not possible to identify which student had made the remark. She further explained that it was unclear whether negative comments originated from a single student or whether individual students provided a mixture of negative and positive feedback. She added that the situation became more complicated in large classes and that for instructors who sought to develop and improve based on feedback, it would be beneficial to have a method to link comments to specific responses while maintaining confidentiality.

Senator Denison noted the importance of supporting students and providing them with resources on how to give feedback effectively.

Senator Saami Hafeez asked whether any measures had been implemented to encourage students to complete SEI surveys, noting that the surveys were being administered during the second-last week of the term, a particularly stressful and busy period for students. He explained that the timing often caused the surveys to be deprioritized and inquired whether there were strategies to improve student participation.

Senator Hafeez inquired about the presence of discriminatory or hurtful comments in SEI responses. He asked whether there would be any follow-up or repercussions for students who submitted such comments.

Senator Denison responded, noting that there had been a general decline in student response rates to SEIs and that this issue coincided with a difficult period in the academic term. She explained that efforts were underway to enhance student participation, including clarifying the value of student feedback and how it was applied. Regarding inappropriate comments, she stated that in cases of serious concern, consultation with legal counsel was sometimes sought, while maintaining the integrity and anonymity of the process in all but extreme situations.

Senator Hafeez explained that many students had expressed concerns that the surveys were scheduled immediately before final exams, which limited their ability to provide feedback that included the final exam experience. He suggested considering an extension of the SEI timeline to the end of the term to allow students to submit a more comprehensive evaluation.

Senator Denison acknowledged the concern and noted that the timing of SEIs was determined by the Student Evaluation of Teaching policy, but she indicated that the feedback would be communicated for consideration.

Senator Sheila Epp asked whether the removal of harmful comments from SEI surveys would also affect the associated quantitative data. She inquired if, in the case of a student submitting a particularly inappropriate or harmful comment, their numerical responses would be removed as well.



Senator Denison confirmed that the entire survey response from such a student would be removed. She acknowledged the importance of the issue and emphasized the extensive efforts of many individuals who had worked long hours on improving the process. She expressed hope that these measures would enhance the effectiveness of SEIs and ensure that teaching could be constructively evaluated and improved moving forward.

### **Nominating Committee**

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

#### **PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PRESIDENT RESEARCH AND INNOVATION**

Senator Cioe reported that Drs Julien Picault and Suzie Currie had been recommended to the President's Advisory Committee for the selection of the Vice President of Research and Innovation, and noted that they had already met. He acknowledged the contributions of all individuals who had put their names forward and expressed gratitude to senators and others who participated in the process.

The DVC noted the importance of these committees as integral parts of university governance. She highlighted the significance of this particular position due to its cross-campus responsibilities and the need for thorough representation. She thanked those serving on the Committee as well as all individuals who had put their names forward and expressed anticipation for positive outcomes from the process.

### **Report from the Registrar**

The Registrar, Dr Ng, presented.

#### **2025 BOARD OF GOVERNORS BY-ELECTION RESULTS**

The Registrar advised Senate that pursuant to Section 16 of the *University Act*, Noah Arney was elected as a representative of students on the Board of Governors for a term ending 31 March 2026 and thereafter until a successor is elected.

#### **2026-2029 TRIENNIAL ELECTIONS RESULTS**

The Registrar advised Senate that pursuant to Section 15 of the *University Act*, that 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

The Registrar also noted that a second call for nominations for the remaining positions was issued on 13 November 2025.

### **Adjournment**

Seeing no other business, the meeting was adjourned at 4:50 pm.



## Appendix A: Awards Report

### New Award - Annual:

#### **Smith + Andersen Scholarship in Engineering for Indigenous Students – Okanagan**

A \$2,000 scholarship has been made available annually through a gift from Smith + Andersen for First Nations, Inuit or Métis students of Canada in third or fourth year of the Bachelor of Applied Science program studying mechanical or electrical engineering in the School of Engineering at the University of British Columbia, Okanagan campus. The award is made on the recommendation of Enrolment Services. (First award available for the 2026/2027 winter session)

### **Revised Awards (Previously Approved Awards with Changes in Terms or Funding Source):**

#### Annual:

#### **22137 - Smith + Andersen Scholarship in Engineering - Okanagan**

##### Current Award Description:

~~A \$2,000 scholarships totalling \$2,000 have~~ been made available annually through a gift from Smith + Andersen for ~~women in~~ third or fourth year ~~female- of the~~ Bachelor of Applied Science ~~program students majoring in~~ **studying** mechanical or **electrical** engineering in the School of Engineering at the University of British Columbia, Okanagan campus. ~~The scholarships will be adjudicated by~~ **award is made on the recommendation of** Enrolment Services.

##### Proposed Award Description:

A \$2,000 scholarship has been made available annually through a gift from Smith + Andersen for women in third or fourth year of the Bachelor of Applied Science program studying mechanical or electrical engineering in the School of Engineering at the University of British Columbia, Okanagan campus. The award is made on the recommendation of Enrolment Services.

##### Rationale for Proposed Changes:

The donor has renewed funding of this award. The requested changes will provide clarity to the award value and align the award language with current writing practices.

### New College of Graduate Studies Award

#### **Master of Design Entrance Award**

Individual awards of \$5000, totaling up to \$100,000, have been made available by the School of Engineering, UBC Okanagan, for students entering their first year in the Master of Design program (MDes). Recipients are selected based on academic excellence, creativity and design



innovation potential. The scholarship is made on the recommendation of the MDes Admissions Committee.

Rationale: A new entrance award has been developed for the Master of Design (MDes) program. This is a merit-based award intended to attract outstanding students to the new MDes program. The award recognizes academic excellence, creativity, and design innovation potential.



## **Appendix B: Curriculum Report**

### Faculty of Education

Revised Program: Bachelor of Education

New Courses: EDUC\_O 432, EDUC\_O 433, EDUC\_O 434, EDUC\_O 443, EDUC\_O 445, EDUC\_O 446, EDUC\_O 451, EDUC\_O 452, EDUC\_O 454, EDUC\_O 471, EDUC\_O 472, EDUC\_O 473, EDUC\_O 475, EDUC\_O 481, EDUC\_O 483

Revised Course: EDUC\_O 403

Discontinued Courses: EDUC\_O 431, EDUC\_O 436, EDUC\_O 437, EDUC\_O 438, EDUC\_O 440, EDUC\_O 441, EDUC\_O 442, EDUC\_O 444

### Faculty of Health and Social Development

New Program: Bachelor of Health and Exercise Sciences > Concentration in Kinesiology, Allied Health, and Health Behaviour Change

### Faculty of Science

New Courses: BIOL\_O 310, BIOL\_O 320

Revised Course: SUST\_O 302



18 December 2025

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: **Faculty of Management – Master of Management Academic Regulations** (approval)

---

The Academic Policy Committee has reviewed the attached proposal from the Faculty of Management and is pleased to recommend the following to Senate:

**Motion:** *That Senate approve the amendments to the academic regulations for the Faculty of Management Master of Management, effective 2026S and thereafter, as set out in the attached proposal.*

Respectfully submitted,

Dr. Jannik Haruo Eikenaar, Chair  
Senate Academic Policy Committee



## Curriculum Proposal Form New or Revised Course/Program

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 2</b>	
<b>Faculty:</b> Management <b>Dept./Unit:</b> Dept./Unit <b>Faculty Approval Date:</b> 2025-06-30 <b>Effective Session:</b> 2026S	<b>Date:</b> 2025-06-20 <b>Contact Person:</b> Eric Li <b>Phone:</b> 250.807.8853 <b>Email:</b> eric.li@ubc.ca
<b>Type of Action: Revision to Calendar Description</b>	
<p><b>Rationale:</b> The degree requirements for the Master of Management (MM) program have recently been revised to ensure consistency and alignment across all three program options. As a result, corresponding updates to the program overview, admissions criteria, and academic regulations are necessary to accurately reflect the current structure and expectations of the program. These revisions aim to provide greater clarity for prospective and current students, support effective program delivery, and maintain alignment with institutional academic standards.</p> <p>Additionally, the adjustment from a pass/fail assessment model to a graded format reflects an intentional pedagogical shift. This change supports deeper student engagement, encourages higher levels of academic performance, and allows for more nuanced feedback on learning outcomes. A graded approach also aligns better with graduate-level expectations and facilitates more meaningful evaluation of student achievement across the program.</p>	



<p style="text-align: center;"><b>Proposed Academic Calendar Entry:</b></p> <p><b>Academic Regulations</b></p> <p>Academic Regulations for the Master of Management Dual Degree option can be found in the <a href="#">Master of Management Dual Degree Program Option</a> entry.</p> <p>Unless discussed below, the Master of Management program follows the Campus-wide Policies and Regulations <a href="#">found here</a>.</p> <p><b>Academic Progress</b></p> <p>The progress of all students working toward the Master of Management degree will be reviewed regularly by the Dean or Dean's designate of the Faculty of Management. A student may be required to withdraw if academic progress has not been satisfactory.</p> <p>A student must pass all courses to be considered to be progressing satisfactorily.</p> <ul style="list-style-type: none"> <li>• Where a pass is not obtained in a course, and based on approval of the Dean or Dean's designate of the Faculty of Management, the student may repeat a course for higher standing. If the Dean or Dean's designate does not approve this course of action, the student will be required to withdraw from the program.</li> </ul>	<p style="text-align: center;"><b>Draft Academic Calendar URL: URL</b></p> <p style="text-align: center;"><a href="https://okanagan.calendar.ubc.ca/faculties-schools-and-colleges/faculty-management/master-management-program/academic-regulations">https://okanagan.calendar.ubc.ca/faculties-schools-and-colleges/faculty-management/master-management-program/academic-regulations</a></p> <p style="text-align: center;"><b>Present Academic Calendar Entry:</b></p> <p><b>Academic Regulations</b></p> <p>Academic Regulations for the Master of Management Dual Degree option can be found in the <a href="#">Master of Management Dual Degree Program Option</a> entry.</p> <p>Unless discussed below, the Master of Management program follows the Campus-wide Policies and Regulations <a href="#">found here</a>.</p> <p><b>Academic Progress</b></p> <p>The progress of all students working toward the Master of Management degree will be reviewed regularly by the Dean or Dean's designate of the Faculty of Management. A student may be required to withdraw if academic progress has not been satisfactory.</p> <p><del>A Pass/Fail grading practice applies to all courses in the MM program.</del></p> <ul style="list-style-type: none"> <li>• <del>The Faculty of Management will use marking schemes and rubrics with a minimum pass equivalency set at B+ (76%) in UBC's standard marking system. Evaluation criteria for Pass/Fail status is available upon request from the instructor.</del></li> </ul> <p>A student must pass all courses to be considered to be progressing satisfactorily.</p>
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- If a course is repeated, both standings will appear on the transcript.

### Attendance and Participation

Students must ensure that the minimum technical requirements for the program can be met before the program start date. The requirements can be [found here](#).

- Students will be expected to complete all assigned readings and other preparatory work; to complete and submit in a timely fashion all assigned work and to participate actively in all interactive course components.
- Students who do not participate fully in all course components will normally be asked to withdraw from the program.
- Students who cannot participate in a course, or a substantial portion of a course, by reason of medical, emotional, or similar circumstances should apply for special consideration (see [Academic Concession](#)).

Students in the 12-month full-time program option must complete degree requirements within two years of their enrolment into the Master of Management Program. Extensions may be granted under exceptional circumstances with the permission of the Dean or Dean's designate of the Faculty of Management.

Students in the 25-month<sup>1</sup> part-time program option must complete degree requirements within five years of their enrolment into the Master of Management Program. Extensions may be granted under exceptional circumstances with the

- Where a pass is not obtained in a course, and based on approval of the Dean or Dean's designate of the Faculty of Management, the student may repeat a course for higher standing. If the Dean or Dean's designate does not approve this course of action, the student will be required to withdraw from the program.
- If a course is repeated, both standings will appear on the transcript.

### Attendance and Participation

Students must ensure that the minimum technical requirements for the program can be met before the program start date. The requirements can be [found here](#).

- Students will be expected to complete all assigned readings and other preparatory work; to complete and submit in a timely fashion all assigned work and to participate actively in all interactive course components.
- Students who do not participate fully in all course components will normally be asked to withdraw from the program.
- Students who cannot participate in a course, or a substantial portion of a course, by reason of medical, emotional, or similar circumstances should apply for special consideration (see [Academic Concession](#)).

Students in the 12-month full-time program option must complete degree requirements within two years of their enrolment into the Master of Management Program. Extensions may be granted under exceptional circumstances with the



permission of the Dean or Dean's designate of the Faculty of Management.

**'The Master of Management part-time program option can be completed over 12 to 25 months of part-time hybrid study.**

### **Withdrawal, Readmission and Reinstatement**

#### **UBC Initiated Withdrawal**

A candidate may be required to withdraw if progress has not been satisfactory as shown by coursework, or non-participation in courses.

When a student is required to withdraw, the academic record will indicate "required to withdraw".

#### **Readmission**

A student who is required to withdraw will not normally be eligible to apply for readmission to the Master of Management program for at least one year. Readmission follows the admission process outlined [here](#).

#### **Grading**

**For students registered in the Faculty of Management's Master of Management program, Fail (F) for individual courses is defined as below 60%:**

<u>Percentage (%)</u>	<u>Letter Grade</u>
<u>90-100</u>	<u>A+</u>
<u>85-89</u>	<u>A</u>
<u>80-84</u>	<u>A-</u>
<u>76-79</u>	<u>B+</u>
<u>72-75</u>	<u>B</u>
<u>68-71</u>	<u>B-</u>
<u>64-67</u>	<u>C+</u>
<u>60-63</u>	<u>C</u>
<u>0-59</u>	<u>F (Fail)</u>

permission of the Dean or Dean's designate of the Faculty of Management.

Students in the 25-month part-time program option must complete degree requirements within five years of their enrolment into the Master of Management Program. Extensions may be granted under exceptional circumstances with the permission of the Dean or Dean's designate of the Faculty of Management.

### **Withdrawal, Readmission and Reinstatement**

#### **UBC Initiated Withdrawal**

A candidate may be required to withdraw if progress has not been satisfactory as shown by coursework, or non-participation in courses.

When a student is required to withdraw, the academic record will indicate "required to withdraw".

#### **Readmission**

A student who is required to withdraw will not normally be eligible to apply for readmission to the Master of Management program for at least one year. Readmission follows the admission process outlined [here](#).



However, only 6 credits of courses with grades in the C to C+ range (60-67%) may be counted toward a master's program. For all other courses, students must obtain a minimum of 68%. Some graduate programs may require a higher passing grade for specific courses.



18 December 2025

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: **J-136: *Definition of Full-Time Status for Undergraduate Students*** (approval)

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In accordance with [Policy O-1: Format, Development & Administration of Senate Policies](#), the Senate Academic Policy Committee has incorporated the existing definition of full-time status for undergraduate students into the Senate policy template.

The original policy was established at a 1998 meeting of the former university Senate and currently appears in the [Policy Abstracts](#) on the Vancouver Senate website.

The intent of the proposed policy is not to introduce substantive changes, but to codify existing policy, align with current practices, and improve clarity through editorial revisions. The policy is being proposed as a joint policy to ensure consistency across UBC's campuses and to minimize confusion for students, particularly those who move between the two campuses.

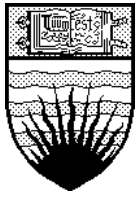
During the codification process, the definition of full-time status for undergraduate students was updated from "at least 24 credits in a Winter Session" to "at least 9 credits in a Winter Session term." This revision brings the policy into alignment with many current institutional practices across both campuses (including Student Housing eligibility requirements and Confirmation of Enrolment letters) and acknowledges that many students now complete their degrees over five years rather than four. The policy also provides flexibility by permitting individual units to set higher thresholds for full-time status where appropriate.

**Motion:** *That Senate approve Policy J-136: Definition of Full-Time Status for Undergraduate Students, effective September 1, 2026 and thereafter, as attached.*

Respectfully submitted,

Dr. Jannik Haruo Eikenaar, Chair  
Senate Academic Policy Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



## SENATE POLICY: J-136

### VANCOUVER & OKANAGAN SENATES

c/o Enrolment Services  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

#### Number & Title

J-136: *Definition of Full-Time Status for Undergraduate Students*

#### Effective Date:

01 September 2026

#### Approval Date:

2025 December (anticipated)

#### Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee*.

#### Responsible Committees:

Okanagan Senate Academic Policy Committee  
Vancouver Senate Academic Policy Committee

#### Authority:

*University Act, S. 37(1)*

*“The academic governance of the university is vested in the senate and it has the following powers:*

*...(p) to deal with all matters reported by the faculties, affecting their respective departments or divisions; ...”*

*and,*

*S. 40*

*“A faculty has the following powers and duties:*

...(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate...”

### **Purpose and Goals:**

This policy is designed to provide a definition of “full-time” status for undergraduate students in terms of academic workload, ensuring its use is uniform, consistent, and appropriate for all applicable purposes, and that it is equitable, to the greatest possible extent, for all students.

### **Applicability:**

This policy is applicable to students registered in undergraduate degree programs offered by the University.

### **Exclusions:**

This policy does not apply to:

- 1) Government student loans programs,
- 2) University-based financial need programs,
- 3) Student awards, and
- 4) Students registered in graduate degree programs.

### **Definitions:**

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Program of study* shall mean an undergraduate degree program, including its declared specializations (e.g., honours, major, and minor programs, or any combinations thereof).
- *Winter Session* shall mean the period of study that begins in September and ends in April.

### **Policy:**

- 1) A standard *program of study* is defined as 30 credits in a *Winter Session*.
- 2) For all calculations of undergraduate full-time equivalent enrolment, 30 credits should be used.

- 3) Unless otherwise defined, any student who is taking at least 9 credits in a *Winter Session* term shall be considered as a full-time student in that term.

**Calendar Statement:**

As above.

**Consultations**

The following groups were consulted during the development of this policy:

Planning, Analytics & Institutional Research Office (PAIR)  
Enrolment Services including Student Financial Management  
UBC Student Housing and Community Services  
Office of the Associate Vice-President, Students (Okanagan)

**History:**

This is the first version of this policy which codifies largely extant regulations.

**Related Policies:**

None.

**Appendix:**

There is no appendix to this policy.



18 December 2025

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** a. New and Revised Awards (approval)  
b. International Student Initiative – New Awards (approval)  
c. Affiliation Agreement – UBC Okanagan Faculty of Science and Jiangnan University (approval)

---

a. New and Revised Awards (**approval**)(**circulated**)

The Committee has reviewed and recommends to Senate for approval the attached new and revised awards, as presented

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

b. International Student Initiative – New Awards (**approval**)(**circulated**)

The Committee has reviewed and recommends to Senate for approval the terms of four (4) new awards for international applicants, as presented.

***Motion: That Senate approve the terms of the Go Global Learning Programs Award, the Go Global International Seminar Programs Award, the Bachelor of Commerce International Launch Award and the Bachelor of Commerce International Entrance Award, as presented.***

c. Affiliation Agreement – UBC Okanagan Faculty of Science and Jiangnan University (**approval**)(**circulated**)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation between the UBC Okanagan Faculty of Science and Jiangnan University (JNU). As outlined in the agreement, applicants from JNU will be admissible to the UBC Okanagan Bachelor of Science program following completion of three (3) years of study at JNU and upon meeting UBC program admission requirements.

***Motion: That Senate approve the terms of the affiliation between the University of British Columbia Okanagan Faculty of Science and Jiangnan University, as outlined in the “Cooperation Agreement Between Jiangnan University, The People’s Republic of China and University of British Columbia, Canada.”***

Respectfully submitted,  
Rob Johnson, Chair  
Senate Admissions and Awards Committee



Date: November 24, 2025

From: Shari Slattery, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval of the Okanagan Senate Admissions and Awards Committee

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### **NEW AWARDS – ENDOWED:**

#### **Ross and Linda Fitzpatrick Entrance Award in Commerce**

Renewable entrance awards totalling \$11,000 have been made available through an endowment established by The Honourable D. Ross Fitzpatrick, O.C., O.B.C. (B.Com. 1959, Hon. LL.D. 2012) and Linda Fitzpatrick for outstanding domestic students entering the Bachelor of Commerce program in the Faculty of Management at the University of British Columbia, Okanagan campus directly from secondary school or transferring from another post-secondary institution. Ordinarily, each award will be valued at not less than \$5,000 per year. Subject to continued outstanding academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The awards are made in recognition of Ross Fitzpatrick and his significant contributions to the Canadian wine industry, aerospace, and natural resources. He also served in the Canadian Senate from 1998 to 2008. The awards are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

### **REVISED AWARDS (PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE):**

#### **Endowed Awards:**

#### **1. 22520 - The Colin & Lois Pritchard Foundation Award in Nursing**

##### **Current Award Description:**

Five \$4,000 awards have been made available through an endowment established by The Colin & Lois Pritchard Foundation, along with matching funds from The University of British Columbia, for undergraduate nursing students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. These awards are established in recognition of Lois Pritchard and her training as a registered nurse. Preference will be given to students ~~entering the program in first-year or, third-year students directly transferring into the Bachelor of Science in Nursing program from Okanagan College and~~ who have graduated from a

British Columbia secondary school in School Districts 5, 8, 20, 22, 23, 51, 53, 58, 67, 73 or 83. The awards are made on the recommendation of the School of Nursing.

Proposed Award Description:

Five \$4,000 awards have been made available through an endowment established by The Colin & Lois Pritchard Foundation, along with matching funds from The University of British Columbia, for undergraduate nursing students in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. These awards are established in recognition of Lois Pritchard and her training as a registered nurse. Preference will be given to students who have graduated from a British Columbia secondary school in School Districts 5, 8, 20, 22, 23, 51, 53, 58, 67, 73 or 83. The awards are made on the recommendation of the School of Nursing.

Rationale for Proposed Changes

Faculty recommended change. There is no longer a nursing program at Okanagan College.

**2. 21483 - Students' Union of UBC Okanagan Diversity and Inclusion Scholarship**

Current Award Description:

A \$4,050 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.

Proposed Award Description:

A \$4,050 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 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.

Rationale for Proposed Changes

Following review with the donor, we are removing the domestic criteria to make this award available to all students.

**THE UNIVERSITY OF BRITISH COLUMBIA****International Student Initiative**

The University of British Columbia | Okanagan Campus  
3272 University Way, UNC 222B  
Kelowna, BC V1V 1V7  
Tel 250.807.8098

November 10, 2025

**From:** Stuart Floyd, International Student Initiative, Dana Lowton, Go Global Office

**To:** Okanagan Senate Admissions and Awards Committee

**Re:** Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee

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**New Award**

**Award Title:** Go Global International Learning Programs Award

Awards valued up to \$5,000 each are offered to international undergraduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships/practica, international service learning, cooperative education or research placements. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

**Rationale for Award**

Until recently, international undergraduate students wishing to embark on a Go Global program have been supported through a general award for all UBCO students funded by the central finance operating budget. Due to an increase in the number of international undergraduate students undertaking Go Global opportunities it has been deemed necessary to align the Okanagan Campus Go Global program with the Vancouver campus, and establish funding and awards from the ISI SFA Okanagan budget. This new award will uniquely support international undergraduate students in accessing session based international experiences through the Go Global Office as part of their undergraduate degree program.

**New Award**

**Award Title:** Go Global International Seminar Programs Award

Awards valued up to \$5,000 each are offered to international undergraduate UBC students participating in recognized seminar programs through Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

**Rationale for Award**

This award is the same as the “International Learning Programs” award, however, for students undertaking a seminar program through the Go Global Office. Separation of these two awards is

necessary to recognize the programmatic and administrative differences between session based Go Global programs and seminar programs, and also to support relevant budget and administrative management.

### **New Award**

**Award Title:** Bachelor of Commerce International Launch Award

Renewable awards, totaling up to \$10,000 per year over four years, are available to international students entering the Bachelor of Commerce undergraduate degree at the University of British Columbia's Okanagan campus. The awards are renewable for up to three years or until the Bachelor of Commerce degree is completed (whichever is the shorter period), provided the student continues to meet award standing, maintains enrolment in the Bachelor of Commerce degree, and maintains their status as an international student in Canada. The awards are made on the recommendation of the International Student Initiative Office, in conjunction with the UBC Okanagan Faculty of Management.

### **Rationale for Award**

The UBC Okanagan Bachelor of Commerce International Launch Award has been created to celebrate the new Bachelor of Commerce by the Faculty of Management. As one initiative as part of a broader undergraduate recruitment strategy for the new degree, this award offering is a multi-year pilot program aimed to encourage international students to choose the Bachelor of Commerce at UBC's Okanagan campus as their first choice of study at UBC. In addition, this award will contribute towards addressing international student affordability, and expand access for international undergraduate students to a high quality UBC education.

The proposed award will help maintain UBC's competitive market positioning and work towards addressing the impact of the transition to the new, more expensive, Bachelor of Commerce program; in conjunction with other award offerings, this award will successfully position UBC Okanagan Bachelor of Commerce competitively amongst key competitor institutions, provide an incentive for students to enroll in a UBC Okanagan program, and support the work of our recruitment partners, teams and faculties in advertising and promoting UBC Okanagan.

Senate Policy O-200: *Student Awards* determines award renewability criteria and adjudication. As these awards are not merit based, there has been detailed consultation with the Registrar and Enrolment Services to ensure renewability criteria are applied fairly. Awards will only be renewed for students who maintain full-time international student status, enrolment in the Bachelor of Commerce at UBC Okanagan, and who are in good academic standing.

The value of the award has been set as \$6,000 per year for students entering in 2026W, and will be reassessed on an annual basis to ensure continued compliance with the Senate-approved award terms. Funding for 2026W and 2027W awards will be provided by the ISI SFA budget, and thereafter by the Faculty of Management. It is anticipated that these awards will be reduced in value and phased out as the Bachelor of Commerce program is established, with an aim to no longer offer the awards from the 2030W cohort onwards.

### **New Award**

**Award Title:** Bachelor of Commerce International Entrance Award

Renewable awards, totaling up to the full cost of tuition per year over four years, are available to international students entering the Bachelor of Commerce undergraduate degree at the University of British Columbia's Okanagan campus. The awards are renewable for up to three years or until the Bachelor of Commerce degree is completed (whichever is the shorter period), provided the student continues to meet award standing, maintains enrolment in the Bachelor of Commerce degree, and maintains their status as an international student in Canada. The awards are made on the recommendation of the International Student Initiative Office, in conjunction with the UBC Okanagan Faculty of Management.

**Rationale for Award**

With a transition to the Bachelor of Commerce degree at the UBC Okanagan Campus, the new degree will generate additional “differential” tuition fee revenue, part of which will be provided through the Tuition Allocation Model to the ISI SFA budget. As this ISI SFA revenue has uniquely been generated by the Bachelor of Commerce, it will only be able to be used to support international undergraduate students in this program. This is similar to the “Above the Base” specific awards for the Bachelor of Commerce and the Bachelor of International Economics programs at the UBC Vancouver Campus that also charge differential tuition fees.

This award will be a merit-based entrance award, supporting only the number of students that can be funded by the specific ISI SFA revenue each year. The award value will be positioned in line with the other ISI SFA merit-based entrance awards (such as the International Major Entrance Scholarship) and could range from \$10,000 per year up to \$25,000 per year, or even higher depending on the quality of the candidates.

The goal of this award is to attract and retain the most meritorious international undergraduate students to the Bachelor of Commerce program, and requires a large renewable award value to compete with other top ranked business schools in Canada and around the world.

The first awards will be offered for the 2028W session once ISI SFA revenue is no longer being used for the International Launch Award, and is available to fund these new merit-based entrance awards.



## MEMORANDUM

**Date:** November 17, 2025

**To:** Members of the Senate Admissions and Awards Committee

**From:** The Office of the Provost and Vice-President, Academic, UBC Okanagan

**Re:** Jiangnan University Affiliation

Dear Senate Committee Members,

In partnership with the Faculty of Science, the Office of the Provost and Vice-President, Academic has developed a 3+2 pathway with Jiangnan University (JNU), located in Wuxi, Jiangsu, China.

We are requesting approval from the Senate Admissions and Awards Committee for an affiliation with JNU for a 3+2 pathway between the School of Biotechnology at JNU and the Department of Biology in the Irving K. Barber Faculty of Science at UBC Okanagan. The pathway has been carefully articulated between UBC's Department of Biology and the partner institution to ensure students' academic preparedness and success (see attached articulation details).

As set forth in the cooperation agreement, students will complete three years of study at JNU, followed by two years at UBC Okanagan. The enclosed agreement outlines the responsibilities of each institution. Specific items of note include:

- Students must meet UBC's English language requirements and entry requirements: upon application to UBC, all students must meet UBC's standard admission requirements, including a minimum grade average of 70% or 2.8 on a 4.0 scale for all courses counting towards the degree, including all courses outlined in Schedule A taken at JNU in the first three years.
- Those students who meet the entrance requirements of UBC may complete their studies at UBC in UBC's regularly scheduled classes, leading to a BSc degree, as applicable.
- JNU must enroll a cohort of a minimum of 20 and a maximum of 30 learners per year.
- UBC is responsible for delivering one-third of the program core courses, in English, at JNU in years one to three.

The partnership presented here has been reviewed by UBC legal counsel and is supported by the Department of Biology and the Irving K. Barber Faculty of Science (see attached Faculty support). This partnership was approved by the Irving K. Barber Faculty of Science Faculty Council on November 5, 2025.



This agreement will significantly advance UBC Okanagan's internationalization efforts by enhancing the visibility of UBC's programs and research to prospective students and researchers worldwide. For the Faculty of Science, the cooperation will strengthen global connections in biotechnology and the life sciences, creating new opportunities for research collaboration, sharing best practices in teaching and curriculum, and broadening perspectives on teaching and learning in the classroom. Through guaranteed student enrolment in dedicated cohorts, this cooperation provides a valuable opportunity to strategically manage enrolment and plan for targeted growth in the Biology program.

Thank you,

Sincerely,

Jackie Denison  
Associate Provost, Teaching and Learning  
Office of the Provost and Vice-President, Academic

Raina Reddecliff  
Associate Director, Campus Internationalization  
Office of the Provost and Vice-President, Academic

## **COOPERATION AGREEMENT**

**Between**

**Jiangnan University,  
The People's Republic of China**

**And**

**University of British Columbia, Canada**

**October 2025**

## **Agreement between Jiangnan University (JNU) and The University of British Columbia (“UBC”) on behalf of its Okanagan campus (“UBC Okanagan”) Faculty of Science**

**Title of Program: Joint Education Program for Provision of Bachelor Degrees in Biotechnology at JNU and Biology at UBC.**

- A. Jiangnan (JNU) is a university in the People’s Republic of China with the School of Biotechnology offering a Bachelor of Science with a Major in Biotechnology

Address: 1800 Lihu Avenue, Wuxi, Jiangsu Province, China (214122)

Legal Representative: Professor Wei Chen

Position: President

- B. UBC is a university in Canada with the Irving K. Barber Faculty of Science at UBC Okanagan offering a Bachelor of Science degree with a Major in Biology.

Address:

Legal Representative:

Position:

- C. JNU and UBC would like to work together to offer a “3+2” Bachelor of Science Major in Biology, where “3+2” refers to students completing three years of study at JNU and two years of study at UBC (the “**Program**”).
- D. In addition, JNU and UBC would like to work together for the purpose of academic teaching exchanges.

**PURPOSE:** In accordance with Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools, Regulations of the People’s Republic of China on Implementation Methods for Chinese-Foreign Cooperation in Running Schools, and the Administrative Licensing Law of the People’s Republic of China, as applicable to JNU, and in order to foster academic cooperation between the Faculty of Science at the Okanagan campus of the University of British Columbia (UBC), Canada and Jiangnan University, China, the two institutions have agreed to establish educational collaboration at the undergraduate level. Through the “3+2” program, JNU would like to introduce high-quality educational resources which include the latest curricula, teaching materials, advanced teaching methods, teaching skills, and student management methods in the field of biology and biotechnology provided by UBC.

**AGREEMENT:****1. ENROLLMENT AND REGISTRATION****1.1 JNU will:**

- a. enroll mainly Chinese high school graduates into the Program, in accordance with the national unified enrollment policy which is included in the enrollment plan of Chinese regular higher education institutions. According to the regulations of the Chinese Ministry of Education, the enrollment policies and standards for admitting Chinese students and issuing Chinese diploma certificates are the same as those applied by JNU for admitting to any other Chinese students.
- b. set up entry requirements and standards for the Program according to JNU's requirements for the undergraduate admission, which JNU will establish so as to minimize the number of students accepted into the Program who do not meet the entrance requirements of UBC as required by Section 3.2; and
- c. enroll not less than 20 students and not more than 30 students in the Program in any one year unless both parties have consented in writing to a larger cohort and approved by China's Ministry of Education and the relevant Canadian authorities (if applicable). If JNU does not enroll a minimum of 20 students in any specific cohort of the Program, UBC will have the right, but not the obligation, to cancel the Program for that cohort.

**2. STUDENT RECORDS**

- 2.1 JNU will keep students' records for their first three years of the Program.
- 2.2 UBC will keep students' records for the last two years of the Program.
- 2.3 The parties will only exchange student records with the permission of the student and in accordance with applicable laws.

**3. EDUCATIONAL PLAN AND COURSE ARRANGEMENT****3.1 Academic requirement**

- 3.1.1 Teaching plan, training program, and course content for the portion of the joint Program offered at JNU shall meet the academic standards of UBC, and satisfy the following conditions:
  - a. One-third of the Program courses<sup>1</sup> (listed in Schedule A) taught at JNU must cover content from courses offered in the Program at UBC;

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<sup>1</sup>Program courses are the courses taught at JNU, which can be transferred to UBC within the BSc Program.

- b. JNU must cover content from at least one-third of all Program core courses<sup>2</sup> (marked in Schedule A) taught at UBC;
- c. One-third of the teaching for Program core courses at JNU are the responsibility of UBC;
- d. One-third of the teaching hours of the Program core courses at JNU are the responsibility of UBC.

### 3.1.2 Teaching Arrangements

Each party separately takes the responsibility to arrange for their respective teachers whose aptitude is considered appropriate pursuant to the policies of their respective parties. Teaching staff from JNU will focus on improving students' English language skills, fundamental academic knowledge and cross-cultural communication abilities; teaching staff from UBC will focus on improving students' advanced professional knowledge, innovative capabilities, academic English in biology.

Subject to mutual agreement by the Parties on the specific arrangements, at the expense of JNU, JNU shall regularly send teachers of professional courses to UBC for training to understand UBC's advanced teaching concepts and teaching modes and improve English teaching ability of teaching staff from JNU. UBC shall regularly select qualified teachers to teach the students of the Program.

### 3.1.3 Teaching Materials

Regarding this program's established curriculum, the stage of study at JNU shall use jointly approved teaching materials/textbooks (textbooks or materials in English will serve as the main teaching materials for courses at JNU, and materials in Chinese as supplementary materials). For the courses provided by UBC, if UBC requires the use of specific materials such as textbooks, UBC will provide such material and will charge students in accordance with its usual policies respecting payment for materials. The stage of study at UBC shall use teaching materials all in English provided by UBC.

For the purpose of this clause Intellectual Property means all rights resulting from intellectual activity whether capable of protection by statute, common law or in equity and includes copyright, discoveries, inventions, patent rights, registered and unregistered trademarks, design rights, eligible circuit layout rights, plant varieties, trade secrets and domain names and all rights and interest of a like nature, together with any and all documentation relating to such rights and interests.

For the avoidance of doubt any Intellectual Property solely developed by one party shall be solely owned by that party.

This clause does not change or impact on ownership of any Intellectual Property owned or controlled by a party, including Intellectual Property developed before or independently of this Agreement, which the party determines, in its sole discretion, to make available for the implementation of activities under this Agreement.

### 3.1.4 Teaching Evaluation

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<sup>2</sup>Program core courses are the courses taught at JNU with matching courses under the UBC degree requirements for the BSc Program. At UBC Okanagan, these courses are offered by Faculty of Science.

Both parties have a comprehensive teaching quality monitoring and evaluation system. Both parties shall jointly carry out regular evaluation during teaching process.

- 3.2 After completion of the first three years of their Program at JNU, students in the Program may apply to UBC. Students must meet all UBC standard admission requirements, including a minimum grade average of 70% or 2.8 on a 4.0 scale for all courses counting towards such degree and all course outlined in Schedule A taken at JNU in the first three years. Students must meet UBC's English language requirements and entry requirements (as updated from time to time and available online <https://you.ubc.ca/applying-ubc/requirements/english-language-competency-ok/>). Those students who meet the entrance requirements of UBC may complete their studies at UBC in UBC's regularly scheduled classes leading to a BSc degree, as applicable.
- 3.3 Each party acknowledges that the other party has complete and absolute discretion over any and all academic standards and decisions related to the portion of the Program conducted by that party, including but not limited to admissions requirements. For clarity, UBC may determine in its sole discretion whether any particular student enrolled by JNU in the Program meets UBC's admission requirements for continuation of studies in the Program at UBC.
- 3.4 JNU will make appropriate arrangements for those students who do not meet UBC's admission requirements (including but not limited to students who do not obtain a student visa) to study related subjects at JNU. Students who cannot complete their study at UBC due to force majeure other than personal reasons, will continue to enter the fourth year of study at JNU and upon completion of the required credits and graduation internship and graduation thesis, students who comply with related Chinese laws and regulations for graduation will receive an undergraduate certificate and a Bachelor of Science degree conferred by JNU.
- 3.5 The parties agree that the courses in Schedule A listed under the headings "Courses Taught at JNU" for each Program (the "**Teaching Schedule**"), are a foundation for the learning in the final two years of the Program and are intended to help JNU to establish courses which may be required for entrance into UBC. The courses in Schedule A under the headings "Courses Taught at UBC" are a listing of the upper level courses UBC requires for completion of the Major in Biology as of the date of this Agreement. UBC may amend the Teaching Schedule from time to time by written notice to JNU.
- 3.6 Upon successful completion of all of UBC's requirements for completion of the BSc degree, and in accordance with all other UBC regulations and policies applicable to JNU students, UBC will award students the BSc degree, as applicable, and will provide degree certificates to the graduates. The undergraduate certificate with a major in Biotechnology and the Bachelor of Science degree conferred by JNU shall be consistent with the certificate and bachelor's degree awarded to those students of the same major in the non-Chinese-Foreign collaborative program. The Bachelor of Science in Biology conferred by UBC shall be recognized and consistent with the degree awarded to the students in its home country. The certificate granted upon completion of each degree shall not be marked with any other words for both parties.

#### **4. PROGRAM ADMINISTRATION**

- 4.1 UBC and JNU will establish an Administrative Advisory Committee (the “**Committee**”) to make recommendations regarding the promotion and administration of the Program. Its recommendations are not binding on the parties. The Committee will be responsible for examining and appraising the implementation of this Agreement and each party’s fulfillment of its duties and obligations, and providing a written report of its findings and recommendations at least once per year.
- 4.2 Each party will appoint representatives to the Committee, for a total of nine members on the Committee (four from UBC and five from JNU). JNU will appoint one person to be the director and UBC will appoint one person to be the deputy director of the Committee. At least six members must attend each meeting, with three representatives from each party. If the minimum number of meeting participants is not present within 30 minutes of the scheduled meeting start time, the meeting will be rescheduled.
- 4.3 The Committee’s meetings will be held face to face, by telephone or by video conference. Each party is responsible for all costs associated with its representatives attending the meetings, such as travel costs, long distance charges, video conference charges and other similar expenses.
- 4.4 Each party will advise the Committee of any changes in its tuition or other student fees applicable to the students enrolled in the Program.

#### **5. ALLOCATION OF RESPONSIBILITIES**

- 5.1 JNU will:
- (a) obtain a license from the applicable authorities to allow the Program to be offered;
  - (b) make a teaching plan for the portion of the Program housed at JNU, with the input of UBC;
  - (c) arrange and implement the Program, and manage students in the first three years of their studies in the Program;
  - (d) ensure teaching quality in accordance with the JNU guidelines and teaching plan;
  - (e) at its option, have one or more of its representatives, at JNU’s cost, attend UBC to conduct curriculum articulation visits each year;
  - (f) keep student records of enrollment and examination results;
  - (g) evaluate, process, and approve student applications to JNU;
  - (h) collect fees for the portion of the Program housed at JNU according to the standard determined by Parties;
  - (i) give advice to potential students of UBC;

- (j) provide adequate and appropriate teaching and accommodation facilities, full administrative management and other logistical support in JNU for the teaching of courses in the first three years of the Program;
- (k) make teaching arrangements and supply accommodations for UBC teachers at JNU;
- (l) grade examinations and maintain student records every academic year for the students at JNU;
- (m) arrange, at JNU's cost, including travel and accommodation, for JNU's representatives to attend the graduation ceremony at UBC, where the students will be awarded the degree by UBC; and
- (n) arrange, at JNU's cost, including salaries, benefits, travel and accommodation, JNU teachers to engage in academic exchange or training at UBC in such numbers and for such duration as determined by JNU and approved by UBC.

5.2 UBC will:

- (a) provide a teaching plan for the BSc degree to JNU;
- (b) provide sample teaching materials for the Program to JNU;
- (c) make sure that students of the Program, once admitted to UBC, have the same rights as other UBC students;
- (d) send, at UBC's cost, including salaries, benefits, travel and accommodation, UBC instructors to teach at JNU in such numbers and in such duration as determined by UBC and approved by JNU. If JNU does not enroll a minimum of 20 students in any specific cohort of the Program as required in Section 1(c), UBC may, at its discretion, determine to provide instructors to teach via distance education technologies selected by UBC rather than sending instructors in person ;
- (e) arrange and implement the Program, and manage students in the last two years of the Program at UBC and ensure teaching quality in accordance with UBC guidelines and teaching plan;
- (f) at its option, have one or more of its representatives, at UBC's cost, attend JNU to conduct curriculum articulation visits each year;
- (g) assess students' results and process students' records while they are attending UBC;
- (h) collect the appropriate UBC fees;
- (i) provide adequate and appropriate teaching facilities, and assist with accommodation arrangements, at no cost to UBC, for JNU teachers visiting UBC;
- (j) provide full administrative management and other logistical support at UBC for the teaching of courses;
- (k) grade examinations and maintain students records;
- (l) award degrees to students who have successfully completed the Program;
- (m) hold the graduation ceremony and assist with finding boarding for JNU attendants; and

- (n) provide necessary supportive documents for program students' visa applications.

**6. FINANCE, APPORTIONMENT OF FEES, AND INTELLECTUAL PROPERTY**

- 6.1 JNU will collect and retain for its own benefit the fees from students enrolled at JNU.
- 6.2 UBC will collect and retain for its own benefit the fees from students enrolled at UBC.
- 6.3 If a student is required to repeat a course following assessment, the party providing the course will charge a fee according to its normal tuition rates.
- 6.4 Tuition fees are set separately by each party. At the time of this Agreement, UBC expects to charge students in the Program the same fees as would be charged any international student in the BSc Program at UBC.
- 6.5 The intellectual property of each party remains the intellectual property of that party and each party will not have any right to use the other parties' intellectual property on or after the termination or expiration of this Agreement.
- 6.6 No party will use the trade-marks or name of the other party in any promotional material without prior written consent.

**7. TERM AND TERMINATION**

- 7.1 Notwithstanding its signature, it is a condition precedent of this Agreement that this Agreement is approved by the academic bodies and government, if required, of each party and this Agreement only comes into force upon receipt of those approvals.
- 7.2 The term of this Agreement is 5 years (the intention of the parties is that one cohort of students will be recruited into the Program in each year of this Agreement, for a total of 5 cohorts from JNU to UBC and the last cohort will graduate from the Program in 2036), commencing on the date this Agreement is signed by both parties, after which it will continue to operate automatically on an annual basis unless terminated in writing in accordance with this Agreement. The parties will cause the Committee to review the terms and operation of this Agreement each year and provide a report before the 1st of December.
- 7.3 Upon termination of this Agreement, the assets owned by each party before the implementation of the Program shall be returned to its original owner. Assets shared by the parties, if any, will be allocated in accordance with the ratios that each party provided capital to the Program.
- 7.4 Either party may terminate this Agreement by providing 12 months' written notice to the other, in which case the Agreement expires at the end of the academic year. For greater certainty, if UBC is terminating this Agreement as a result of JNU failing to provide a minimum of 20 students for a cohort under Section 1.1(c), the resulting termination shall be deemed to

free UBC of admitting any further cohorts into the program, regardless of the timing of termination.

7.5 A party may terminate this Agreement by providing written notice, such termination to be effective immediately upon receipt of that notice, if the other party:

- (a) defaults in performing, observing or fulfilling any provisions of this Agreement and if such default is capable of remedy, where the default has not been remedied within 30 days of receiving written notice of that default from the non-defaulting party;
- (b) has appointed a liquidator, provisional liquidator, administrator or similar officer, or a like appointment is made in relation to the assets of either party, or an application is made to a competent court for an order, or an order is made, or a meeting is convened, or a resolution is passed for the purpose of appointing a liquidator, provisional liquidator, administrator or similar officer;
- (c) fails to duly and punctually comply with the proper laws binding on it for the purposes of the rights and obligations specified in this Agreement; or
- (d) ceases or threatens to cease to carry on the business customarily carried on by it.

7.6 Termination of this Agreement for any reason does not extinguish, prejudice or affect any antecedent rights that may have accrued to a party prior to the date of termination.

7.7 Termination of this Agreement for any reason does not affect the position of a student immediately prior to the effective date of termination and each such student has the opportunity to complete the studies for which the student was enrolled immediately prior to the date of termination at the party in which that student was enrolled. For clarity, JNU will permit students enrolled in the first three years of the Program at the time of termination to complete their studies at JNU as if Section 3.4 applied.

7.8 This Agreement will be reviewed if visa requirements prevent nominated UBC staff from teaching in China or students from coming from China to Canada.

## 8. **CONFIDENTIALITY**

8.1 The parties may disclose the contents of this Agreement to a third party only with the prior written reasonable notice to the other party, as required by applicable laws or regulations, or to professional advisers as necessary for the performance of the Agreement.

## 9. **GENERAL**

9.1 This Agreement is not assignable.

9.2 This Agreement constitutes the entire agreement between the parties with respect to the matters described in this Agreement, and the parties do not rely upon any representation or agreement whatsoever which is not incorporated in this Agreement.

- 9.3 This Agreement is binding on and ensures to the benefit of the parties hereto and to their respective successors and permitted assigns.
- 9.4 This Agreement has both English and Chinese versions. If any disputes arise under this Agreement, the parties shall first attempt to resolve the dispute by consultation between the parties on a friendly basis. If no resolution can be reached using this method, then either party may initiate arbitration. If JNU initiates arbitration first, the dispute shall be submitted to the Shanghai Sub-Commission of China International Economic and Trade Arbitration Commission (CIETAC) for arbitration. If UBC initiates arbitration first, the dispute shall be submitted to the Vancouver International Arbitration Center (VANIAC) and resolved using Canadian law.
- 9.5 No amendment of this Agreement is valid unless it is in writing and signed by the parties.
- 9.6 UBC does not in any way or for any purpose become a partner, a joint venturer or a member of joint enterprise with JNU. No provision of this Agreement is intended to create a relationship between the parties other than that of independent contractors.
- 9.7 The Agreement is executed in sextuplicate. Each party signing the Agreement will possess three copies in each language.

9.8 Any notice required or permitted under this Agreement must be in writing and may be given by personal delivery, overnight courier, mail, email or facsimile transmission to the party at the following address:

(a) If to JNU:

Jiangnan University  
1800 Lihu Avenue, Wuxi, Jiangsu Province, China (214122)  
Attention: Prof. Ye Ni, Director of Office of International Affairs  
Email: [yni@jiangnan.edu.cn](mailto:yni@jiangnan.edu.cn)

(b) If to UBC:

The University of British Columbia  
Okanagan campus  
Faculty of Science  
3187 University Way, ASC 413  
Kelowna BC V1V 1V7  
Attention: Dean Lael Parrott, Dean, Faculty of Science  
Email: lael.parrott@ubc.ca

Notices given by personal delivery will be deemed to have been received on the date of the delivery. Notices given by overnight courier will be deemed to have been received on the day following the date of delivery. Notice given by email or facsimile transmission will be deemed delivered at the moment when the sender's email system shows the delivery is successful (subject to the successful delivery receipt) and no system bounce message (or delivery failure notification) has been received. Notices delivered by mail will be deemed to have been received upon signature by the recipient.

9.9 This Agreement may be executed in counterparts and delivered by electronic transmission.

Signed by the parties as of the date indicated next to their signature below.

**JIANGNAN UNIVERSITY**

Per: \_\_\_\_\_  
Chen Wei, President

Per: \_\_\_\_\_  
Zhang Yinglu, Vice President

Date: \_\_\_\_\_

**THE UNIVERSITY OF BRITISH COLUMBIA**

Per: \_\_\_\_\_  
Authorized Signatory

Per: \_\_\_\_\_  
Authorized Signatory

Date: \_\_\_\_\_

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### Schedule A - Teaching Schedule

Courses taught at JNU	Credits
高等数学II Differential and Integral Calculus with Applications to Physical Sciences and Engineering MATH 100 & 101	6.0
线性代数II Matrix Algebra MATH 221	3.0
概率论与数理统计II Introductory Statistics STAT230	3.0
大学物理 I 及实验 Introductory Physics for the Life Sciences I & II PHYS 112 & 122	6.0
无机及分析化学III (含实验) Atomic and Molecular Chemistry and Physical and Organic Chemistry CHEM 121 & 123	6.0
有机化学II (含实验) Organic Chemistry for Biological Sciences I+II CHEM 213 & 214	6.0
物理化学II (含实验) Introduction to Physical CHEM 201	3.0
基础生物学 I (含实验) Biology for Science Majors I BIOL 116	3.0
基础生物学II Biology for Science Majors II BIOL 125	3.0
微生物学 Introductory Microbiology BIOL 228	3.0
细胞生物学 Cell Biology BIOL 200	3.0
进化与生态学 Introduction to Evolution and Ecology BIOL 201	3.0
生物遗传育种学 Principles of Genetics BIOL 265	3.0
脊椎动物结构与功能 Vertebrate Structure and Function BIOL 204	3.0
比较无脊椎动物学 Comparative Invertebrate Zoology BIOL 205	3.0
发育生物学 Developmental Biology BIOL 363	3.0
<b>Total Credits</b>	<b>60</b>

Courses taught at UBC	Credits
生物统计 Introduction to Biostatistics BIOL 202	3.0
生物化学 I Biochemistry I BIOL 311	3.0
生物化学II Biochemistry II BIOL 319	3.0
生物化学实验 Biochemistry Laboratory BIOL 393	3.0
生物信息学 Bioinformatics BIOL 477	3.0
分子生物学 Molecular Genetics BIOL 366	3.0
专业英语与论文写作 Studies in Composition ENGL 112	3.0
非殖民化导论: 土著研究 Introduction to Decolonization: Indigenous Studies INDG 100	3.0
专业英语 ENGL XXX	3.0
细胞生理学 Cell Physiology BIOL 354	3.0
食品与工业微生物 Food and Industrial Microbiology BIOL 380	3.0
高阶生物选修课 (2 门) Upper-level BIOL Electives (2 course)	6.0
高阶选修课程 (4 门) Upper-level Electives (4 courses)	12.0

选修课程 (3 门) Non-Science Electives (3 courses)	9.0
<b>Total Credits</b>	<b>60</b>

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**THE UNIVERSITY OF BRITISH COLUMBIA**  
**Office of the Provost and Vice-President, Academic**  
 Okanagan Campus

International Partner Profile

**Jiangnan University**

## Overview

**Institution Name:** Jiangnan University

**Location:** Wuxi, China

Jiangnan University (JNU) dates back to 1902 with the establishment of San Jiang Normal School. In 1958, it became the Wuxi Institute of Light Industry. The current Jiangnan University was formed in 2001 through the merger of the Wuxi University of Light Industry, Jiangnan College, and Wuxi Education College. JNU is recognized for its strengths in applied sciences, particularly agriculture and engineering. The university hosts several national-level research platforms, such as the National Key Laboratory of Food Science and Technology and seven other state-level engineering research centres. JNU also maintains active international collaborations worldwide, with a high number of undergraduate students participating in overseas experiences during their degrees.

**30,378**

Number of Students

**2,056**

Number of Faculty

**18**

Faculties / Schools

## University Rankings

JNU appears in several notable international university rankings, including ARWU, Times Higher Education and QS. It is particularly noted for its performance in subject-specific areas such as food science, biotechnology, textile engineering and chemical engineering.

**601 - 800**

Times Higher Education

**1001 - 1200**

QS World University Rankings

**60**

QS WUR Subject Rankings  
Agriculture and Forestry

## Partnership Opportunities

In February 2025, UBC Okanagan's Provost and Vice-President, Academic, visited JNU and signed a Statement of Cooperation. JNU was particularly interested in biotechnology and a 3+1+X arrangement. The Faculty of Science worked with JNU from March 2025 – August 2025 to develop a 3+2 pathway cooperation. JNU is also interested in summer programming in wine research and graduate programs with the Irving K. Barber Faculty of Arts and Social Sciences.

### Opportunities to explore:

- Pathways- 2+2; 3+1+1
- Summer programming

#### Partner contact

Jinjing Wang  
 Assistant Professor, School of Biotechnology  
[jjwang@jiangnan.edu.cn](mailto:jjwang@jiangnan.edu.cn)

Dr. Du Guocheng  
 Professor, School of Biotechnology  
 Vice-President, Jiangnan University  
[gcd@jiangnan.edu.cn](mailto:gcd@jiangnan.edu.cn)

#### UBC contact

Raina Reddecliff  
 Associate Director, Campus Internationalization  
 Okanagan Campus International Office  
[raina.reddecliff@ubc.ca](mailto:raina.reddecliff@ubc.ca)





THE UNIVERSITY OF BRITISH COLUMBIA

Irving K. Barber Faculty of Science

Okanagan Campus

Office of the Dean

3187 University Way ASC 413

Kelowna, BC V1V 1V7

Ph: 250-807-9597

November 17, 2025

**RE: 3 + 2 partnership with Jiangnan University**

Dear senate committee members,

I am writing to express my strong support and excitement for the proposed 3 + 2 partnership agreement between the School of Biotechnology of Jiangnan University (JNU) and the Department of Biology in the IK Barber Faculty of Science. Students enrolled in the program will attend 3 years of study at JNU, during which time some of their courses will be taught in English by UBC instructors, and then they will complete their final 2 years of study at UBC. The program has been carefully articulated between our Department of Biology and the partner institution to ensure the academic preparedness and success of students.

A motion to approve the agreement was discussed and approved by a vote of Faculty Council on November 5, 2025 (Approved- 41; Opposed- 3; Abstained- 5).

The School of Biotechnology at JNU is a leading school in China for research and teaching in food biotechnology, fermentation and biomedical technology. Through faculty exchanges, this partnership will open opportunities for research collaboration in biotechnology and related fields, as well as sharing of best practices in biotechnology teaching and curriculum.

Lastly, by enhancing the visibility of our programs and research to prospective students and researchers in China, the proposed partnership will contribute to the internationalization efforts of our campus.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lael Parrott'.

Lael Parrott

Professor and Dean



THE UNIVERSITY OF BRITISH COLUMBIA

Irving K. Barber Faculty of Science  
Okanagan CampusDepartment of Biology  
1177 Research Road  
Kelowna, BC V1V 1V7  
[biology.okanagan@ubc.ca](mailto:biology.okanagan@ubc.ca)

Perry Howard PhD  
Head and Associate Professor  
Department of Biology  
[biology.head@ubc.ca](mailto:biology.head@ubc.ca)  
250 8078942

November 14, 2025

RE: Jiangnan University dual degree program

Dear Members of Senate,

I am writing to state the Department of Biology's strong support for the proposed 3+2 dual degree program between UBC Okanagan and Jiangnan University. Under this model, Jiangnan will select 20–30 high-performing students each year to complete three years of study in China, followed by two years of study at UBC Okanagan. Students who meet academic requirements will earn degrees from both institutions.

This partnership has been approached with care and due diligence. The full articulation of curricula and learning outcomes was reviewed by Megan Lockhead (Faculty of Science, Manager of Curriculum and Academic Programs), myself as Department Head, and Associate Dean Academic Dr. Trudy Kavanaugh. At each stage, progress was communicated to the Department. In October, the Department met to review the final agreement in detail. Faculty expressed strong support for the partnership and interest in teaching within the program. The formal vote was 19 in favour, 1 abstention, and none opposed.

Jiangnan University is exactly the kind of partner we want. It is academically strong, internationally engaged, and well aligned with our disciplinary strengths. Their School of Biotechnology hosts national-level training bases, laboratories, and its research excellence is recognized at the highest levels in China. The school is widely recognized for its applied biotechnology strengths, strong industry partnerships, and extensive international collaborations across North America, Europe, and Asia.



For UBC Okanagan, this program brings clear value. It will enrich our campus with intercultural diversity, broaden our classroom perspectives, and strengthen global connections in biotechnology and the life sciences. It also positions our campus to develop deeper research and training linkages with a world-class institution that shares our commitment to high-quality, application-driven science. For these reasons, the Department of Biology endorses the 3+2 partnership and recommends Senate approval.

Sincerely,

*Perry Howard*

**Dr. Perry Howard**  
Professor and Head, Department of Biology  
University of British Columbia Okanagan

## Schedule A - Teaching Schedule

The following schedule outlines the required courses for both institutions.

UBC's articulation process:

1. Relevant UBCO syllabi were provided to Jiangnan University (JNU).
2. The list of JNU courses was shared with the Department Head of Biology to develop a preliminary mapping of courses with potential UBCO equivalents. The Department Head returned a draft table identifying possible transfer courses.
3. Complete JNU course syllabi were forwarded to the Biology Articulator for detailed review.
4. Courses were approved for transfer credit when the content overlapped with the comparable UBCO course by at least 70% and when the instructional hours were equivalent to or greater than those of the UBCO course/s.
5. In cases where JNU delivers lecture and laboratory components as separate courses, the combination of these courses was assessed and, when equivalent, approved for transfer to a UBCO course or courses.

Courses taught at JNU	Credits
高等数学 II Differential and Integral Calculus with Applications to Physical Sciences and Engineering MATH 100 & 101	6.0
线性代数 II Matrix Algebra MATH 221	3.0
概率论与数理统计 II Introductory Statistics STAT230	3.0
大学物理 I 及实验 Introductory Physics for the Life Sciences I & II PHYS 112 & 122	6.0
无机及分析化学 III (含实验) Atomic and Molecular Chemistry and Physical and Organic Chemistry CHEM 121 & 123	6.0
有机化学 II (含实验) Organic Chemistry for Biological Sciences I+II CHEM 213 & 214	6.0
物理化学 II (含实验) Introduction to Physical CHEM 201	3.0

基础生物学 I (含实验) Biology for Science Majors I BIOL 116	3.0
基础生物学 II Biology for Science Majors II BIOL 125	3.0
微生物学 Introductory Microbiology BIOL 228	3.0
细胞生物学 Cell Biology BIOL 200	3.0
进化与生态学 Introduction to Evolution and Ecology BIOL 201	3.0
生物遗传育种学 Principles of Genetics BIOL 265	3.0
脊椎动物结构与功能 Vertebrate Structure and Function BIOL 204	3.0
比较无脊椎动物学 Comparative Invertebrate Zoology BIOL 205	3.0
发育生物学 Developmental Biology BIOL 363	3.0
<b>Total Credits</b>	<b>60</b>

<b>Courses taught at UBC</b>	<b>Credits</b>
生物统计 Introduction to Biostatistics BIOL 202	3.0
生物化学 I Biochemistry I BIOL 311	3.0
生物化学 II Biochemistry II BIOL 319	3.0
生物化学实验 Biochemistry Laboratory BIOL 393	3.0
生物信息学 Bioinformatics BIOL 477	3.0
分子生物学 Molecular Genetics BIOL 366	3.0
专业英语与论文写作 Studies in Composition ENGL 112	3.0
非殖民化导论：土著研究 Introduction to Decolonization: Indigenous Studies INDG 100	3.0

专业英语 ENGL XXX	3.0
细胞生理学 Cell Physiology BIOL 354	3.0
食品与工业微生物 Food and Industrial Microbiology BIOL 380	3.0
高阶生物选修课 ( 2门 ) Upper-level BIOL Electives ( 2 course)	6.0
高阶选修课程 ( 4门 ) Upper-level Electives ( 4 courses)	12.0
选修课程 ( 3门 ) Non-Science Electives ( 3 courses)	9.0
<b>Total Credits</b>	<b>60</b>



THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**

University Centre | UNC 322  
3333 University Way  
Kelowna, BC Canada V1V 1V7  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

18 December 2025

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

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

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new courses and revised course, as brought forward by the Faculties of Creative and Critical Studies and Education.*

- a. Faculty of Creative and Critical Studies
  - i. New Course: WRLD\_O 391
  - ii. Revised Course: ENGL\_O 391
  
- b. Faculty of Education
  - i. New Courses: ECED\_O 401, EPSE\_O 408, LLED\_O 565

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee



## Curriculum Proposal Form New or Revised Course/Program

<b>Category: 1</b>	
<b>Faculty:</b> Creative and Critical Studies <b>Dept./Unit:</b> Creative Studies <b>Faculty Approval Date:</b> 2025-04-14 <b>Effective Session:</b> 2026W	<b>Date:</b> 2025-02-25 <b>Contact Person:</b> Sakiru Adebayo <b>Phone:</b> 250- <b>Email:</b> sakiru.adebayo@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b> <span style="float: right;"><b>Cross List Existing Course</b></span>	
<b>Rationale:</b> The English program offers this course in African Literature (ENG 391). The WRLD_O lost its only specialist in African literature last year. With the freeze on hires in our Faculty Studies the possibilities of having someone new covering this relevant subject in our program is very unlikely. Cross-listing this course also assists us in delivering a course in African and World Literatures.	
<b>Proposed Academic Calendar Entry:</b>  <b>ENGL_O 391 (3) Afropolitan Literature</b> Contemporary African identities in the age of accelerating globalization. <b><u>Credit will be granted for only one of ENGL_O 391 or WRLD_O 391.</u></b> Prerequisite: One of ENGL_O 109, ENGL_O 112, ENGL_O 114, ENGL_O 150, ENGL_O 151, ENGL_O 153, ENGL_O 154, ENGL_O 155, ENGL_O 156, and third-year standing. <b><u>Equivalency: WRLD_O 391</u></b>  <b><u>WRLD_O 391 (3) Afropolitan Literature</u></b>  <b><u>Contemporary African identities in the age of accelerating globalization. Credit will be granted for only one of WRLD_O 391 or ENGL_O 391. Prerequisite: Third year standing. Equivalency: ENGL_O 391</u></b>	<b>Present Academic Calendar Entry:</b>  <b>ENGL_O 391 (3) Afropolitan Literature</b> Contemporary African identities in the age of accelerating globalization. Prerequisite: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156. and third-year standing.



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category:</b> 1	
<b>Faculty/School:</b> Faculty of Education <b>Dept./Unit:</b> Okanagan School of Education <b>Faculty/School Approval Date:</b> September 25, 2025 <b>Effective Session:</b> 2026W	<b>Date:</b> 2025/09/05 <b>Contact Person:</b> Dr. Stephen Berg <b>Phone:</b> 250.807.9682 <b>Email:</b> Stephen.berg@ubc.ca
<b>Type of Action:</b> New course	
<b>Rationale:</b> 1) <i>Supporting Young Children's Health and Well-being in Early Learning</i> (currently offered as ECED_O 480-G -Special Topics in Education) has been offered for several years. We would like to make it its own course (ECED_O 401) given the frequency of its offering.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>ECED O 401 (3) Supporting Young Children's Health and Well-being in Early Learning</b></u>  <u><b>Innovative practices in early childhood education with a focus on children's health, nutrition, and safety. Emphasizes wellness as a foundation for learning, effective teaching strategies, and the role of family and community partnerships. Restricted to students with at least third-year standing or enrolled in one of the following programs: Bachelor of Education, Diploma or Certificate in Interdisciplinary Studies in Contemporary Education, Certificate in Teaching English and Additional Languages. Pass/Fail.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b>  None



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Education <b>Dept./Unit:</b> Okanagan School of Education <b>Faculty/School Approval Date:</b> September 25, 2025 <b>Effective Session:</b> 2026S	<b>Date:</b> 2025/09/05 <b>Contact Person:</b> Dr. Stephen Berg <b>Phone:</b> 250.807.9682 <b>Email:</b> Stephen.berg@ubc.ca
<b>Type of Action: New course</b>	
<b>Rationale:</b> 1) <i>Autism Spectrum Disorders</i> (currently offered as EPSE_O 470-G -Special Topics in Education) has been offered several times in the last year. We would like to make it its own course (EPSE_O 408) given the frequency of its offering.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>EPSE O 408 (3) Autism Spectrum Disorders</b></u>  <u><b>Communication supports, evidence-based interventions, assistive technology, IEP development, and advocacy. Effective support of individuals with ASD across diverse educational and life contexts.</b></u>  <u><b>Restricted to students with at least third-year standing or enrolled in one of the following programs: Bachelor of Education, Diploma or Certificate in Interdisciplinary Studies in Contemporary Education, Certificate in Teaching English and Additional Languages. Pass/Fail.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b>  None



## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Education <b>Dept./Unit:</b> Okanagan School of Education <b>Faculty/School Approval Date:</b> September 25, 2025 <b>Effective Session:</b> 2026S	<b>Date:</b> 2025/09/10 <b>Contact Person:</b> Dr. Scott Douglas <b>Phone:</b> 250.807.9277 <b>Email:</b> Scott.douglas@ubc.ca
<b>Type of Action:</b> New course	
<b>Rationale:</b> This course will allow us to offer research and theory-informed courses that are topical and current in an area of high demand and interest. Currently, there are no graduate-level Language and Literacy Education courses offered the Okanagan School of Education. This course and course description builds on current undergraduate course offerings in Language and Literacy Education. The course and course description is also well suited for graduate students with a scholarly and practical interest in this field.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>LLED O 565 (3-9) Special Topics in Language and Literacy Education</b></u>  <u><b>Topics related to various aspects of Language and Literacy Education. Designed to bring scholar-practitioners up to date with recent findings and developments.</b></u> <u><b>Restricted to Education students in the M.A., M.Ed. or Ed.D. programs.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b>  None



18 December 2025

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Candidate for Emeritus Status (approval)

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The Learning and Research Committee recommends the following:

**Motion:** *That Senate confer upon Jeanette Vinek the title of Associate Professor of Teaching Emeritus in Nursing, and that pursuant to section 9(2) of the University Act, they be added to the Role of Convocation, effective 10 June 2025.*

Respectfully submitted,

Dr. Sally Willis-Stewart, Chair  
Senate Learning and Research Committee

# **STUDENT EXPERIENCE OF INSTRUCTION 2023W and 2024W REPORT TO UBC OKANAGAN SENATE**

**December 2025**

**Authored by:**

Caren Rose, PhD, Senior Statistician, Planning, Analytics, and Institutional Research, UBC

Stephanie McKeown, PhD, Chief Institutional Research Officer, Planning, Analytics, and Institutional Research, UBC

Jackie Denison, MSN, RN, Associate Provost, Teaching and Learning, UBC Okanagan

**Prepared for:**

Office of the Provost and Vice-President Academic, UBC Okanagan

## 1.0 EXECUTIVE SUMMARY

This report summarizes findings from the Student Experience of Instruction (SEI) surveys administered in Winter Terms 1 and 2 of the 2023 and 2024 Winter sessions at UBC Okanagan. The analysis focuses on the six University Module Items (UMI), which assess core dimensions of instructional experiences at UBC using a 5-point Likert scale. A total of 1,612 course section instructor surveys in 2023 and 1,460 in 2024 were included, representing courses with five or more students and at least one valid student response.

### 1.1 Response Rates

Across both years, students received a median of 4 to 5 survey invitations each term, with substantial variation in survey load. Response behaviour followed a consistent pattern: about 33% of students did not respond to any surveys, 12% completed all, and 55% responded to some. At the course section instructor level, 35-38% of surveys met the University's Recommended Minimum Response Rate (RMRR).<sup>1</sup> Response rates were higher in Term 1 than Term 2, in larger class sizes, in lower-level undergraduate courses (100/200 level), and varied significantly across faculties and course types. Within-faculty and within-department differences were also observed, with some units achieving close to 70% of surveys meeting the RMRR. Analyses showed that modest increases in student participation (1-5 additional responses per course) would substantially increase the percent of course sections meeting the RMRR.

### 1.2 Student Experience of Instruction Scores

Despite low response rates, SEI scores were consistently high across all UMI questions and stable across years. Median interpolated median (IM) values ranged from 4.3 to 4.7, with median percent favourable (PF) scores between 80% and 90%. The highest ratings were for UMI 5 ("instructor showed genuine interest in supporting my learning"), while UMI 2 ("I was motivated to learn") and UMI 4 ("provided useful feedback") received slightly lower scores. Interpretive labels ("Outstanding", "Excellent" and "Good") were assigned using threshold values derived from empirical distributions of IM and PF scores across multiple survey periods. Overall, 74% of course section instructor surveys achieved "Outstanding" or "Excellent" ratings, with an additional 18% rated "Good."

### 1.3 Dashboards and Access

In April 2025, three interactive SEI dashboards were launched to complement existing PDF reports. These dashboards can be found on the PAIR website:<sup>1</sup>

- **Instructor Dashboard** – allows instructors to view their individual course-section scores with visualizations.
- **Academic Unit Dashboard** – provides administrators with access to aggregated departmental and faculty results.
- **SAC Summary Dashboard** – generates standardized reports aligned with Senate Academic Committee (SAC) guidelines.

These dashboards increase accessibility of SEI results and support data-informed discussions at the course, unit, and institutional levels.

### 1.4 Discussion and Implications

SEIs capture a range of student perspectives on their learning experiences, but response rates could improve. Factors contributing to survey fatigue include the high number of invitations per student, email burden, mid-term and teaching assistant evaluations, and sections with multiple instructors. Improving response rates remains a priority for the Planning, Analytics, and Institutional Research (PAIR) Office and the Office of the Provost and Vice President Academic (VPAO). Potential strategies include targeted student engagement, timely collaboration and promotion with student leadership, in-class completion opportunities, streamlined survey practices, and sharing effective approaches from faculties with higher participation.

In summary, SEI results at UBC Okanagan remain strongly positive and stable across years, but addressing response rate challenges is essential to ensuring data representativeness and supporting fair, meaningful use of SEIs in teaching evaluation.

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<sup>1</sup> <https://pair.ubc.ca/surveys/sei/>

## 2.0 METHODS

### 2.1 Data and Population

Data for this study were drawn from the Student Experience of Instruction (SEI) surveys administered in Winter Terms 1 and 2 of the 2023 and 2024 academic years at UBC Okanagan. UBC students are invited to complete a SEI survey for each credit course in which they are enrolled during an academic term. This report focuses on the six University Module Items (UMI 1-6), which form the standardized core of the SEI survey (see [Appendix A](#)). Each UMI is rated on a 5-point Likert scale, ranging from 'Strongly Disagree' to 'Strongly Agree'. In courses with multiple instructors, students provide separate UMI ratings for each instructor.

To protect anonymity, the analytic sample excludes course sections with fewer than five students. The analytic sample also excludes courses of an independent or individualized nature where UMI questions were not administered, and courses with zero submitted UMI responses.

### 2.2 Statistical Analyses

#### 2.2.1 SEI Response Rates

We examined student response behaviour at both the individual and course section levels. At the student level, we calculated the proportion of students who completed all invited surveys (complete responders), some invited surveys (partial responders), or no surveys (non-responders). At the course section instructor level, the response rate was defined as the proportion of enrolled students who submitted a survey response. We then calculated the proportion of course section instructor pairings that met the Required Minimum Response Rate (RMRR; see [Appendix B](#)), overall and by term, class size, course level, and class type (e.g., lecture, laboratory, seminar).

To assess sensitivity, we determined how the addition of 1 to 5 student responses would impact the proportion of course section instructor surveys meeting the RMRR.

### 2.2.2 SEI Scores

Statistics used to summarize instructor ratings included the Interpolated Median (IM), Percent Favourable (PF), and Dispersion Index (DI).<sup>2,3</sup>

- **Interpolated median (IM):** The IM is an adjusted median that accounts for the distribution of responses above, equal to, and below the traditional median. This adjustment makes the IM a more precise measure of central tendency when working with grouped data and a limited number of response categories. For example, an IM between 3.5 and 4.5 indicates a median response of 4; if the IM falls between 4.0 and 4.5, more responses were above 4 than below 4.<sup>4</sup>
- **Percent favourable (PF):** PM is calculated as the proportion of responses in the favourable categories ('Agree' or 'Strongly Agree') divided by the total number of responses, multiplied by 100.
- **Dispersion index (DI):** The DI measures variability in student scores, with values ranging from 0 (perfect agreement) to 1 (maximum disagreement, whereas responses are evenly split between 'Strongly Disagree' and 'Strongly Agree'). The DI is calculated by summing the product of the cumulative proportion of responses and one minus that proportion at each response level, dividing by the number of levels minus one, and then dividing by four.

Analyses of SEI ratings were restricted to course section instructor pairings where student response rates met the University's Recommended Minimum Response Rate (RMRR; see Appendix B). Interpretive labels ("Outstanding", "Excellent" and "Good") were assigned using threshold values derived from empirical distributions of IM and PF scores across multiple survey periods. IM and PF scores were examined together and survey scores were categorized as

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<sup>2</sup> 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

<sup>3</sup> Zumrawi, A. A., & Macfadyen, L. P. (2023). Proposed metrics for summarizing student evaluation of teaching data from balanced Likert scale surveys. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2254665>

<sup>4</sup> An explanation of the interpolated median can be found here:  
[https://spu.edu/depts/insdev/interpolated\\_median\\_explanation.pdf](https://spu.edu/depts/insdev/interpolated_median_explanation.pdf)

‘Outstanding’ when scores were very high on both measures (IM > 4.5 and PF > 75%), ‘Excellent’ when scores were very high on one measure (IM > 4.5 or PF > 75%) or ‘Good’ when scores were high on both measures (IM between 3.5-4.5 and PF between 50 and 75%). These thresholds are not meant to serve as evaluative rankings but as interpretive aids to help contextualize SEI data within the broader institutional distribution.

### 3.0 RESULTS

At UBC Okanagan, 1,612 SEI course section instructor surveys were administered in Winter 2023 and 1,460 in Winter 2024. These figures include course sections with class sizes of five or more students where the UMI questions were asked and at least one student submitted a response. A summary of course sections with instructor surveys, by faculty and course level, is provided in Table 1 (2023) and Table 2 (2024).

In Winter 2023, 10,793 unique students were invited to complete course section instructor surveys. The median number of invitations per student per winter term was four, with 25% of students receiving more than six invitations a term. Similarly, in Winter 2024, 10,770 unique students were invited to complete surveys. The median number of invitations was five per term, with 25% of students again receiving more than six survey invites per term. These counts reflect only SEI surveys and do not include mid-term evaluations or survey invitations for teaching assistants.

**Table 1. Course Section Instructor Surveys Included in the 2023W SEI Senate Report<sup>1</sup>**

FACULTY	COURSE LEVEL					Total
	100	200	300	400	Graduate	
<b>Applied Science</b>	34	38	36	57	30	195
<b>Arts and Social Sciences<sup>2</sup></b>	65	66	132	71	19	353
<b>Creative and Critical Studies</b>	154	80	72	26	13	345
<b>Education</b>	17	0	2	29	8	56
<b>Health and Social Development</b>	53	108	80	43	36	320
<b>Management</b>	6	10	8	30	1	55
<b>Science<sup>2</sup></b>	71	63	104	42	8	288
<b>Total</b>	400	365	434	298	115	1612

<sup>1</sup> Unique course section instructor combination.

<sup>2</sup> Department and course subject codes were used to identify Faculty of Science and Faculty of Arts courses.

**Table 2. Course Section Instructor Surveys Included in the 2024W SEI Senate Report <sup>1</sup>**

FACULTY	COURSE LEVEL					
	100	200	300	400	Graduate	Total
Applied Science	37	35	35	48	28	183
Arts and Social Sciences	64	76	131	62	24	357
Creative and Critical Studies	137	74	70	33	13	327
Education	16	0	2	25	9	52
Health and Social Development	38	40	62	16	44	200
Management	6	10	10	29	1	56
Science	70	52	92	49	22	285
<b>Total</b>	<b>368</b>	<b>287</b>	<b>402</b>	<b>262</b>	<b>141</b>	<b>1,460</b>

<sup>1</sup> Unique course section instructor combination.

### 3.1 SEI Response Rates

#### 3.1.1 Student-level

For each student, we calculated a student response rate, defined as the percentage of invited surveys to which the student submitted a response:

$$\text{Student response rate} = \frac{\text{Submitted Surveys}}{\text{Invited Surveys}} \times 100$$

The median response rate represents the 50<sup>th</sup> percentile, with half of students responding at a higher rate and half at a lower rate than the median. The first (q1) and third (q3) quartiles represent the 25<sup>th</sup> and 75<sup>th</sup> percentiles, i.e., one quarter of students will have a response rate less than the 25<sup>th</sup> percentile (q1) and one quarter of students will have a response rate greater than the 75<sup>th</sup> percentile (q3).

In Winter 2023, the median student response rate was 20% (q1=0%, q3=55%). Eleven percent of students responded to all invited surveys, 58% responded to some, and 31% did not respond to any. In Winter 2024, results were nearly identical: the median response rate was 20% (q1 = 0%, q3= 50%), with 12% responding to all surveys, 55% to some, and 33% to none.

#### 3.1.2 Course section instructor level

At the course section instructor level, we assessed the proportion of surveys meeting the RMRR. Results were consistent across years, with 35% meeting the RMRR in Winter 2023 and 38% in Winter 2024. Comparative data for Winter 2022 showed similar proportions (Table 3).

**Table 3.** Course Sections Meeting/Exceeding the Recommended Minimum Response Rate by Class Size

Class Size	Recommended Minimum Response Rate <sup>1</sup>	Percent Meeting the Recommended Minimum Response Rate					
		2024W1	2023W1	2022W1	2024 W2	2023W2	2022W2
≤ 10	75%	31%	18%	27%	20%	23%	14%
11 -19	65%	22%	16%	21%	18%	13%	19%
20 -34	55%	19%	23%	21%	18%	17%	17%
35 - 49	40%	34%	39%	40%	26%	29%	25%
50 -74	35%	45%	37%	50%	29%	21%	36%
75 -99	25%	73%	63%	79%	47%	40%	67%
100 -149	20%	70%	68%	79%	56%	60%	67%
150 - 299	15%	91%	97%	99%	85%	88%	96%
≥ 300	10%	88%	100%	100%	100%	100%	100%
<b>Overall</b>	--	41%	39%	43%	34%	31%	35%

Across academic terms, the percentage of surveys meeting the RMRR was consistently higher in Term 1 than Term 2. Detailed breakdowns by course attributes are shown in Table 4 (2024) and Supplement 1 (2023). Notably, course section instructor response rates and the proportion meeting the RMRR were not uniformly correlated across attributes. For example, smaller classes had higher response rates overall, but because the RMRR threshold is stricter for small class sizes, a lower proportion met the requirement. Conversely, larger classes, and lower-level undergraduate courses were more likely to meet RMRR. Course type also had an impact on response rates, for example, lectures and seminars were more likely to meet the RMRR than other course types. (Table 4, Supplementary Table 1)

The proportion of courses meeting the RMRR also varied by faculty, within faculty, and within departments. (data not shown) For example, one faculty achieved close to 65% of course section instructor surveys meeting the RMRR, with several academic units in other faculty achieving more than 60% of course section instructor surveys meeting the RMRR.

### *3.1.3 Impact of additional responses*

Table 4 also models how small increases in the number of student responses would affect overall RMRR attainment. Overall, adding 1-2 additional responses per survey increased the percentage of course sections meeting the RMRR by seven percentage points. Adding 1-5 responses increased this by 26 percentage points. The magnitude of this effect varied across

course attributes, with some strata showing greater sensitivity to small increases in response numbers.

**Table 4.** In 2024 Winter, Terms 1 and 2, median course section instructor response rates, percentage of course section instructor survey that met the Recommended Minimum Response Rate (RMRR), and the proportion that would meet the RMRR if up to 2 or up to 5 additional responses were received per survey by course attributes.

	Number of course section instructor pairings	Student Response Rate (%) Median (q1, q3)	% Met RMRR	% Met RMRR if 1-2 more responses added	% Met RMRR if 1-5 more responses added
<b>Overall</b>	1,460	31 (22, 46)	38	45	64
<b>Winter Term 1</b>	756	34 (24, 50)	41	51	70
<b>Winter Term 2</b>	704	27 (19, 43)	34	39	58
<b>Course Type</b>					
Lecture	1,289	31 (22, 46)	40	48	66
Seminar	67	26 (18, 42)	15	28	49
Laboratory	14	37 (20, 44)	14	29	57
Independent Study	4	25 (20, 55)	25	25	25
Experiential	15	23 (10, 56)	20	27	33
Discussion	8	12 (10, 15)	13	25	38
Studio	62	29 (20, 43)	18	18	45
Workshop	1	8 (8,8)	0	0	0
<b>Professor Rank</b>					
Adjunct	42	26 (17, 41)	26	33	55
Assistant Prof	208	40 (26, 62)	45	58	76
Associate Prof	255	29 (21, 40)	26	33	56
Professor	151	26 (21, 41)	29	40	62
Asst Prof Teaching	63	38 (25, 56)	62	68	76
Assoc Prof Teaching	89	29 (21, 40)	38	33	60
Professor Teaching	24	27 (14, 44)	38	40	63
Sessional	244	33 (22, 47)	39	47	63
Lecturer	329	33 (22, 47)	41	48	67
Post-doctoral student	19	38 (30, 65)	89	89	100
Other	36	23 (16, 26)	11	14	19
<b>Course level</b>					
100	368	30 (22, 43)	47	52	65
200	287	29 (21, 40)	37	44	65
300	402	30 (22, 45)	38	44	61
400	262	27 (19, 46)	26	36	57
Graduate	141	46 (33, 68)	34	53	82
<b>Class size (# students)</b>					
1-10	95	50 (33, 75)	26	57	97
11-19	205	36 (25, 54)	20	27	59
20-34	388	35 (23, 48)	18	25	44
35-49	231	30 (22, 43)	31	39	58
50-74	118	27 (22, 43)	37	42	53
75-99	131	26 (21, 37)	58	69	79

100-149	149	23 (16, 33)	63	67	77
150-299	131	30 (20, 46)	89	89	94
≥ 300	12	20 (14, 23)	92	100	100

## 3.2 SEI Scores

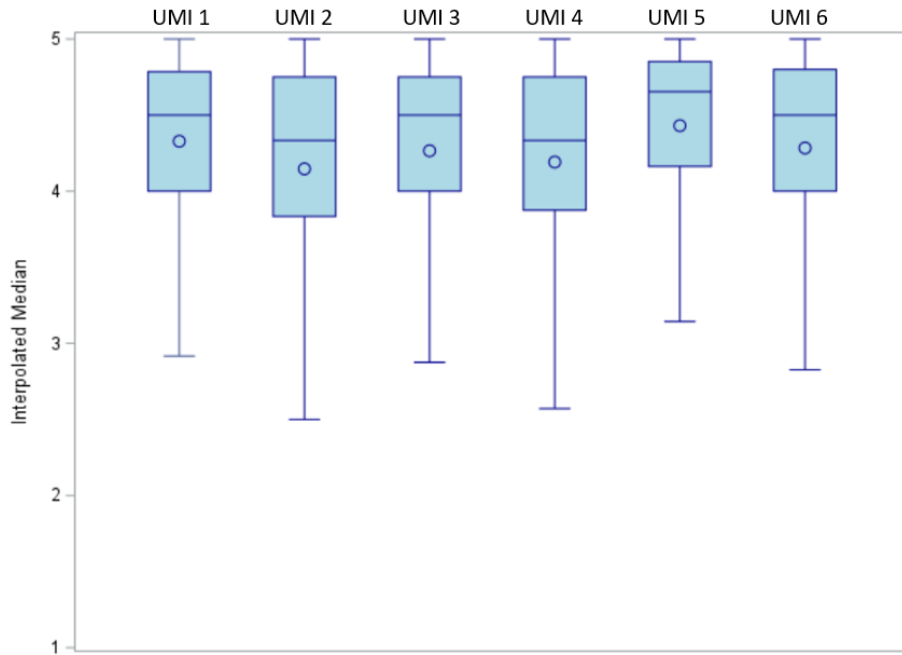
### 3.2.1 Summary

Figure 1 shows box plots illustrating the distribution of the interpolated median (a) and percent favourable (b) scores for course section instructor surveys in 2024 Winter across all six UMIs (Winter 2023 results are shown in Supplementary Figure 1). Because results were highly consistent across terms, data from Winter Term 1 and Term 2 were combined. Each box represents one UMI question. The circle within each box indicates the mean interpolated median or percent favourable score, while the horizontal line within each box marks the median score for that UMI. The length of the box represents the interquartile range - the distance between the 25<sup>th</sup> and 75<sup>th</sup> percentiles – showing where the middle 50% of values lie. The whiskers extend from the box to the smallest and largest values that are not outliers. Longer whiskers indicate greater variability in scores, whereas shorter whiskers reflect a tighter clustering of responses. Asymmetry in whisker length suggests skewness in the data.

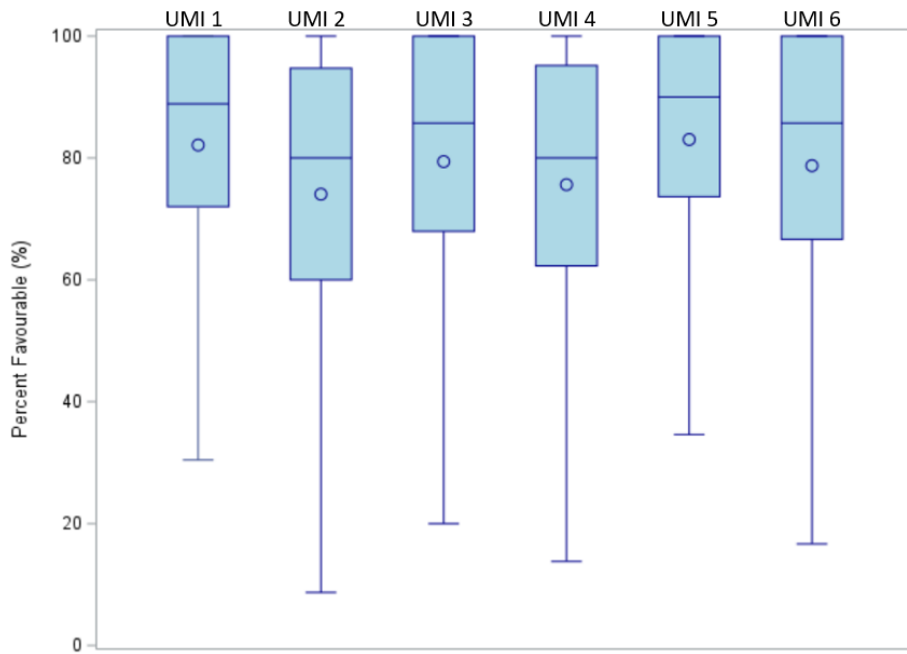
Overall, Figure 1 shows that UMI scores are generally high with some variability in responses across all of the UMI questions. The distribution of IM and PF scores in Winter 2023 and Winter 2024 were similar to each other, and both closely aligned with the results from Winter 2022. Across all six UMI questions in Winter 2024, student ratings were very positive. Median PF scores ranged from 80% (UMI2: *I was motivated to learn* and UMI 4: *provided useful feedback*) to 90% (UMI 5: *instructor showed genuine interest in supporting my learning*). Correspondingly, mean IM scores ranged from 4.3 (UMI 2: *I was motivated to learn*, and UMI 4: *provided useful feedback*) to 4.7 (UMI 5: *instructor showed genuine interest in supporting student learning*). Consistent with prior years, students rated UMI 5 the highest, while UMI 2 and UMI 4 received comparatively lower – though still strong – scores.

**Figure 1.** Box-plots showing the distribution of the interpolated median (a) and percent favourable (b) scores for course section instructor surveys in 2024 Winter for all UMI.

1a) 2024 Winter- Interpolated Median



1b) 2024 Winter- Percent Favourable



### 3.2.2 Magnitude and Variability of Ratings

In this section, all three reported statistics (IM, DI, PF) were considered in summarizing SEI ratings. Table 5 presents results for UMI 5 (*The instructor showed genuine interest in supporting my learning throughout this course*) for SEI surveys in Winter 2023 and Winter 2024 combined. Mean Percent Favourable (PF) ratings are shown in parentheses within each table cell.

A Dispersion Index (DI) of zero indicates that all survey responses for a course section instructor were identical. In this case, the Interpolated Median (IM) can only take whole number values of 1, 2, 3, 4, or 5. In general, low dispersion means responses are clustered around one or two response options, whereas higher dispersion indicates more variability.

The relationship between IM, DI, and Percent Favourable (PF) follows a consistent pattern:

- When the IM is high, PF decreases as dispersion increases
- When the IM is low, the PF increases as dispersion increases
- When the IM falls in the middle of the scale, PF remains relatively stable across different dispersion levels.

This pattern can be observed in Table 5. However, because SEI scores are generally high, there are relatively few course section instructor surveys with a low IM, making the lower extreme of this relationship less visible. For example, SEI surveys with an IM below 3.5 always have PF ratings of 50% or less. Thus, when dispersion is low, IM and PF tend to be strongly correlated.

**Table 5:** 2023 and 2024 Winter - Distribution of SEI Course Section Instructor Survey Scores for UMI Question 5: The instructor showed genuine interest in supporting my learning throughout the course

IM	Variability in SEI Scores (dispersion index)						Total
	0	(0,0.2]	(0.2,0.4]	(0.4,0.6]	(0.6,0.8]	(0.8,1.0]	
4.6-5.0	333 (100%)	461 (100%)	728 (93%)	238 (82%)	30 (75%)	3 (67%)	1,793
4.1-4.5	0	13 (100%)	267 (92%)	299 (77%)	66 (71%)	6 (65%)	651
3.6-4.0	26 (100%)	5 (86%)	38 (74%)	179 (63%)	112 (60%)	14 (59%)	374
3.1-3.5	0	0	19 (43%)	40 (41%)	72 (45%)	10 (45%)	141
≤ 3.0	10 (0%)	0	8 (0%)	12 (13%)	65 (29%)	18 (42%)	113
Total	369	479	1,060	768	345	51	3,072

\*Cells show the frequency of course section instructor surveys and their median percent favourable score (% favourable rating) in parentheses.

\*\*The lower range for interpolated medians is collapsed below IM=3.0, reflecting the small number of course section instructor surveys with low scores. The combination of all course sections into a larger sized bin warrants more careful interpretation.

Figure 2 shows a scatterplot of the interpolated median (IM) and percent favourable rating (PF) for each course section instructor survey for UMI Question 5 in Winter 2024. As evident, the pivot point in the relationship between IM and PF on the 5-point scale occurs at an IM of 3.5 and a 50% favourable rating. The relationship is such that:

- No survey with an IM below 3.5 has a PF above 50%.
- No survey with an IM above 3.5 has a PF below 50%.

Ninety-two percent of 2024 Winter UMI 5 survey responses fell in the upper-right quadrant (IM > 3.5 and PF > 50%). The remaining 8% are in the lower-left quadrant (IM < 3.5 and PF < 50%).

**Figure 2:** Scatterplot of Interpolated Median and Percent Favourable scores for each course section instructor survey for UMI Question 5: The instructor showed genuine interest in supporting my learning throughout the course, in 2024 Winter. For each region in the plot, the proportion of total course section instructor surveys represented is shown in red.

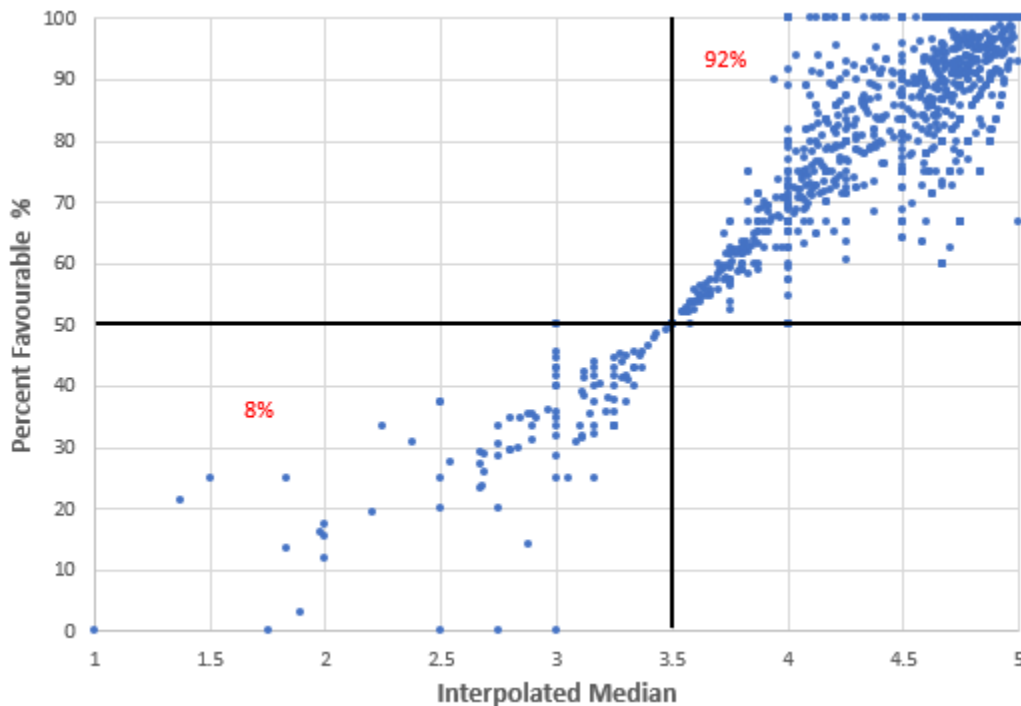


Table 6 presents a tabular version of the top-right quadrant of Figure 2, along with comparative data from previous years, showing the distribution of SEI surveys by UMI 5 IM and PF categories. Fifty-four percent of surveys had an IM for UMI 5 greater than 4.5 and a PF above 75%—classified as “Outstanding.” Overall, more than 70% of surveyed course section instructors had both an IM above 4 and a PF above 75%.

**Table 6:** A tabular view of the data in the top quadrant of Figure 2 with comparative data from 2022.

Year	SEI Rating Category		
	Good IM=3.5-4.5, PF=50-75%	Excellent IM =3.5-4.5, PF >75% IM > 4.5, PF 50-75%	Outstanding IM > 4.5, PF > 75%
2022	19%	19%	55%
2023	18%	18%	57%
2024	18%	20%	54%

### 3.3 Student Experience of Instruction Dashboards

In April 2025, PAIR published three interactive Student Experience of Instruction (SEI) Dashboards on their website:<sup>5</sup> the Instructor Dashboard, the Academic Unit Dashboard, and the SAC Summary Dashboard.

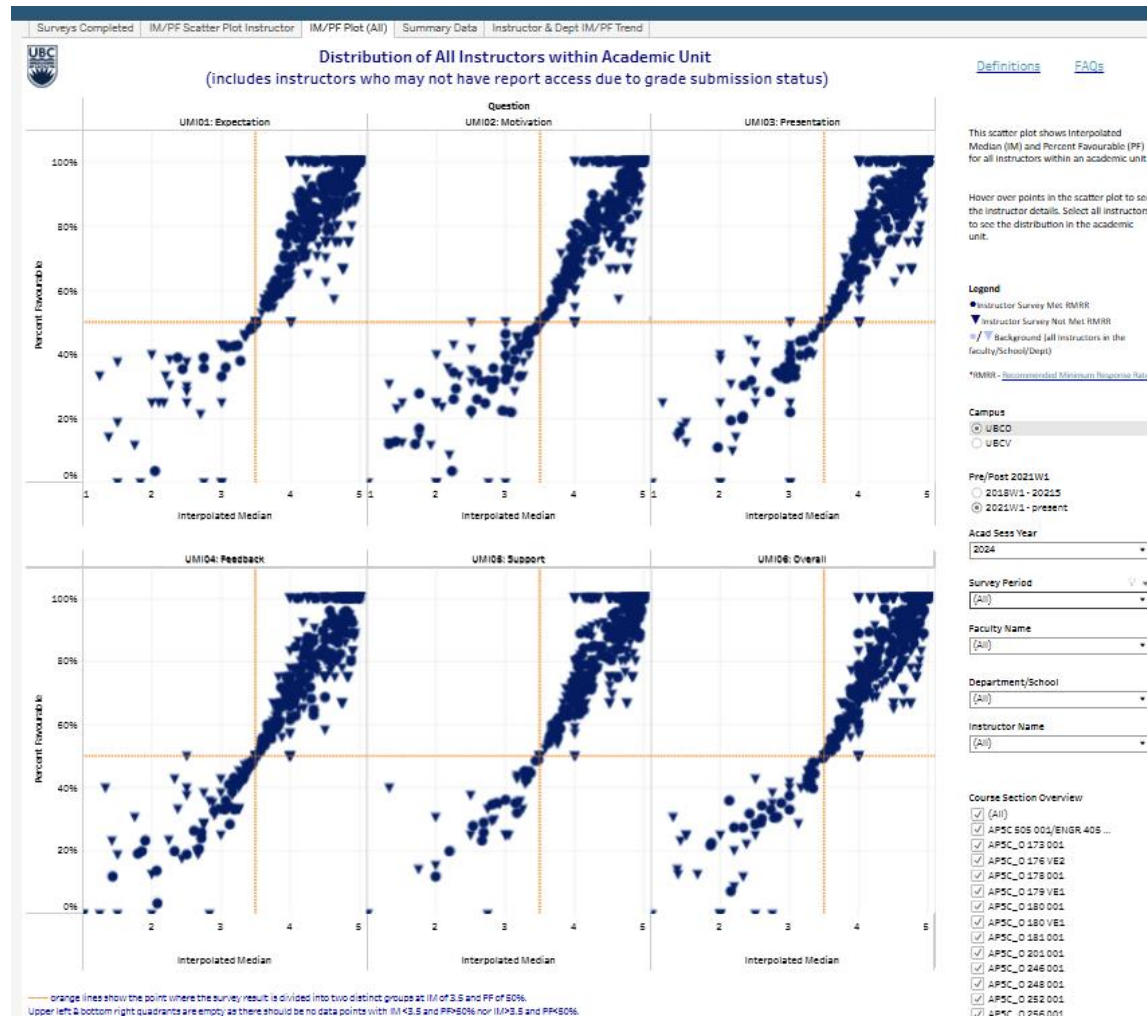
The Instructor and Academic Unit dashboards provide tabular and graphical summaries of responses to all six UMI questions from course section instructor surveys. On the Instructor Dashboard, instructors can view scores for their individual course sections alongside visualizations. Similarly, the Academic Unit Dashboard allows department heads and administrators to review all instructor survey scores within their units, including the unit's UMI score distribution and aggregated metrics at both the unit and campus level.

The SAC Summary Dashboard follows the SAC Guideline template, enabling the creation of PDF summary reports for individual instructors.

These PAIR dashboards complement the PDF reports generated by the SEI survey reporting tool (Explorance's BLUE), which are published three times per year. Unlike the static reports, the dashboards offer greater flexibility for reviewing results and allow instructors and administrators to download their data and efficiently prepare teaching dossiers. They also provide an additional medium for sharing SEI data. Figure 3 presents a screenshot from the 'IM/PF Plot (All)' tab in the SEI Academic Dashboard for 2024 Winter. The six scatterplots display the interpolated median (x-axis) versus percent favourable (y-axis) for all course section instructors at UBC Okanagan. All dashboards are interactive, with controls on the right-hand side to filter by campus, academic session, survey period, faculty, instructor, and course section. Additional tabs summarize the number of surveys and respondents and show trends for instructors and departments.

<sup>5</sup> SEI Dashboards can be found here and are only accessible to those with permission: <https://pair.ubc.ca/surveys/sei/>

**Figure 3.** A screenshot from the SEI Academic Unit dashboard that shows the interpolated median for course section instructor surveys in Winter 2024 for UMI questions 1 to 6.



#### 4.0 DISCUSSION

The results of 1,612 (2023) and 1,460 (2024) University Module Items (UMI) for SEI surveys at UBC Okanagan during the Winter sessions were reported. Findings were largely consistent across both years. The median number of SEI survey invitations per student was about 4-5 per term, though there was substantial variability. Students fell into three categories: roughly 33% of students did not respond to any surveys, 12% responded to all, and 55% responded to some. Overall, 35-38% of course section instructor surveys met the Recommended Minimum Response Rate (RMRR), with higher rates in Winter Term 1, for larger classes, 100- and 200-level courses, and course type.

SEI scores for all six UMI questions were high in both years: 74% of course section instructor surveys received 'Outstanding' or 'Excellent' ratings, with another 18% rated 'Good'. Scores are now accessible to faculty and departments via a new interactive dashboard launched in April 2025.

Low response rates remain a concern, and PAIR and the VPAO are developing strategies to improve them. Even small increases in responses (1 to 5 per course section instructor) can significantly boost the proportion of surveys meeting the RMRR. Strategies under consideration include email reminders, in-class survey time, and learning from programs with higher response rates – for instance, one faculty has nearly 65% of course sections meeting the RMRR. Departmental and faculty culture may also influence response rates.

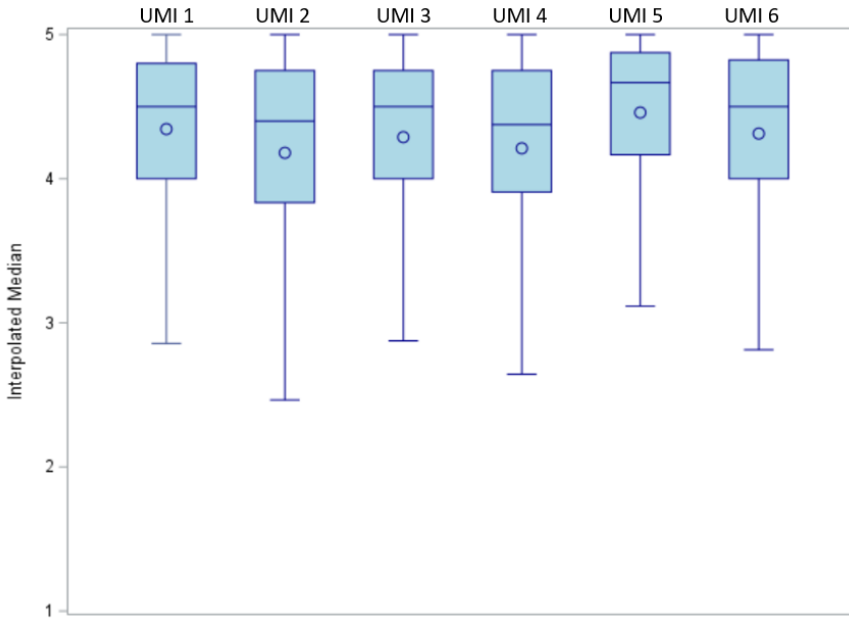
Survey load contributes to response challenges. Students are invited to multiple surveys beyond the SEI instructor surveys, including mid-term evaluations, teaching assistant surveys, and optional faculty questions, and, in multi-instructor courses, students respond separately for each instructor. In addition, email reminders, while effective, may contribute to communication fatigue, and the optimal frequency and media for reminders are still being explored.

While SEI scores are generally high, they vary by class size, course level, instructor type, faculty, and course type. Understanding these differences at the department level is important for contextualizing individual instructor scores. The student voice is critical for building trust, improving course delivery, and ensuring instruction meets the needs of the student population. Increasing response rates will improve the representativeness of this feedback.

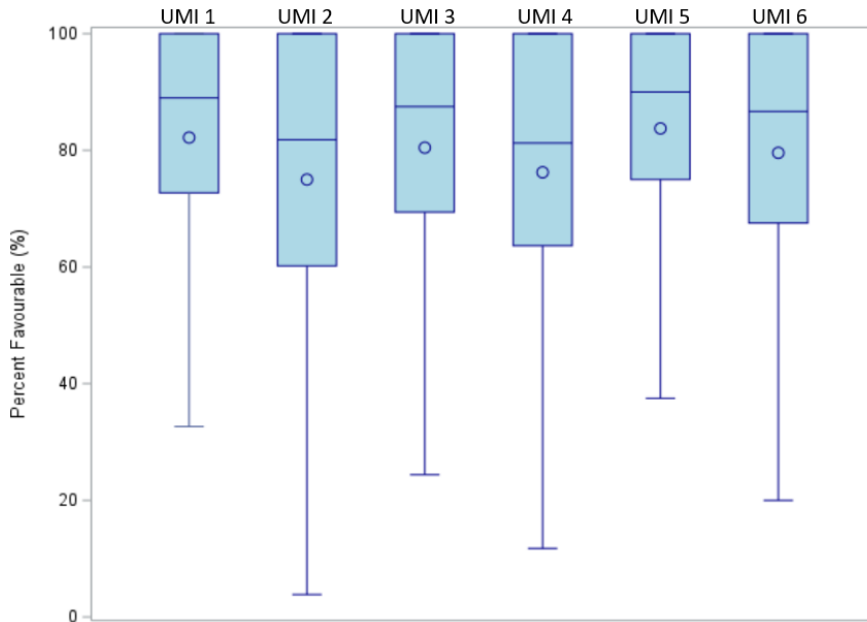
**5.0 SUPPLEMENTARY FIGURES AND TABLES**

**Supplementary Figure 1.** The distribution of the interpolated median (a) and percent favourable (b) scores for course section instructor surveys in 2023 Winter are shown for all UMI.

1a) 2023 Winter- Interpolated Median



1b) 2023 Winter- Percent Favourable



**Supplementary Table 1.** In 2023 Winter, median student course section instructor response rates, percentage of course section instructor surveys that met the Recommended Minimum Response Rate (RMRR), and the proportion that would meet the RMRR if up to 2 or up to 5 additional responses were received per survey by course attributes.

	Number of course section instructor pairings	Student Response Rate (%) Median (q1, q3)	% Met RMRR	% Met RMRR if 1-2 more responses added	% Met RMRR if 1-5 more responses added
<b>Overall</b>	1,612	32 (21, 47)	35	46	65
<b>Winter Term 1</b>	804	33 (23, 50)	39	50	69
<b>Winter Term 2</b>	808	30 (20, 44)	31	42	61
<b>Course Type</b>					
Lecture	1,369	32 (22, 47)	38	50	67
Seminar	60	34 (18, 67)	30	45	60
Laboratory	49	24 (17, 39)	8	16	47
Independent Study	2	7 (6, 9)	0	0	0
Experiential	129	25 (13, 45)	10	22	53
Discussion	1	27 (27, 27)	0	0	0
Workshop	2	12 (11, 13)	0	0	0
<b>Professor Rank</b>					
Adjunct	45	20 (16, 28)	18	20	36
Assistant Prof	240	39 (27, 59)	47	59	75
Associate Prof	269	30 (20, 44)	26	40	64
Professor	110	27 (19, 39)	23	37	55
Asst Prof Teaching	82	40 (28, 57)	59	59	80
Assoc Prof Teaching	113	24 (17, 34)	30	40	52
Professor Teaching	4	18 (14, 32)	75	75	75
Sessional	232	33 (24, 50)	39	48	66
Lecturer	353	32 (22, 45)	36	48	68
Post-doctoral student	27	43 (24, 64)	52	67	78
Other	137	30 (16, 50)	19	31	57
<b>Course level</b>					
100	400	34 (24, 47)	46	57	74
200	365	30 (21, 45)	36	47	66
300	434	30 (19, 44)	32	42	62
400	298	28 (17, 44)	23	32	52
Graduate	115	50 (29, 71)	32	63	81
<b>Class size (# students)</b>					
1-10	165	40 (25, 67)	21	49	92
11-19	263	33 (22, 53)	14	27	57
20-34	465	35 (24, 50)	20	30	49
35-49	189	31 (23, 44)	33	44	61
50-74	108	29 (20, 37)	30	44	55
75-99	137	26 (19, 36)	52	62	73
100-149	129	24 (15, 33)	64	68	72
150-299	146	31 (20, 42)	92	96	98
≥ 300	10	20 (16, 32)	100	100	100

## 6.0 APPENDICES

### APPENDIX A. University Module Items (UMI)

The University Module of the Student Experience of Instruction (SEI) surveys include six quantitative questions on a 5-point Likert-type scale, implemented across both UBC campuses:

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.

### APPENDIX B. Required Minimum Response Rate by Class Size

Class Size <sup>1</sup>	Recommended Minimum Response Rate <sup>1</sup>
≤ 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%



18 December 2025

**To:** Okanagan Senate  
**From:** Rella Ng, Registrar  
**Re:** 2026-2029 Triennial Election Results

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

### **Board of Governors**

Subsequent to the call for nominations issued on 14 October 2025, elections were held from 13 to 27 November 2025 for representatives of faculty and staff members from the Okanagan campus to the Board of Governors. Pursuant to Section 16 of the *University Act*, the results are formally reported to the Senate for information.

#### *Faculty Representative*

Two (2) valid nominations were received by the deadline of 28 October 2025 at 4 pm. An election occurred from 13 to 27 November 2025.

Hilton, Sandy	44
Willis-Stewart, Sally	27
Total Voters	71

**Sandy Hilton** has been elected; their term of office is from 1 September 2026 until 31 August 2029 and thereafter until a successor is elected.

#### *Staff Representative*

Two (2) valid nominations were received by the deadline of 28 October 2025 at 4 pm. An election occurred from 13 to 27 November 2025.

Reichert, Philipp	134
Petillion, Riley	32
Total Voters	166

**Philipp Reichert** has been elected; their term of office is from 1 September 2026 until 31 August 2029 and thereafter until a successor is elected.



## **Joint Faculties Representatives to Senate**

Further to the second call for nominations for faculty members of the Okanagan campus to fill the eight (8) remaining positions for representatives of the joint faculties on the Okanagan Senate issued on 13 November 2025, nine (9) valid nominations were received by the deadline of 27 November 2025 at 4 pm. Polls are scheduled for January 2026.