



Vancouver Senate

THE SECOND REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2022/2023 ACADEMIC YEAR

WEDNESDAY, 19 OCTOBER 2022

6:00 P.M.

Room 2012 ESB and via Zoom

1. Senate Membership – Dr Kate Ross

Dr Deborah Buszard, Acting President and Vice-Chancellor, to replace Dr Santa Ono, resigned

2. Minutes of the Meeting of 21 September – Dr Deborah Buszard (approval)
(docket pages 4-32)

3. Business Arising from the Minutes – Dr Deborah Buszard (information)

4. Remarks from the Chair and Related Questions – Dr Deborah Buszard (information)

5. From the Board of Governors – Dr Deborah Buszard

Confirmation that material from the following meetings as approved by the Senate were subsequently approved by the Board of Governors as required under the *University Act* (information)

15 March 2022

Curriculum Proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Education, and Graduate and Postdoctoral Studies (Arts)

20 April 2022

Curriculum Proposals from the Faculties of Arts and Graduate and Postdoctoral Studies (Arts, Education, and Land and Food Systems)

New and revised awards



18 May 2022

Curriculum Proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Education, Medicine, and Science), Land and Food Systems, and Science

New and revised awards

Global Research Excellence (GREx) Institute Designation for Life Sciences Institute

Updated Enrolment Targets for 2022-2023

Certificate in Climate Studies and Action

Establishment of the Audain Chair in Historical Indigenous Art, in the Faculty of Arts

New and revised awards

Degree Partnership Renewal: UBC Peter A. Allard School of Law and Melbourne Law School, University of Melbourne.

Degree Partnership: UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and Sydney Law School, University of Sydney.

6. Candidates for Degrees – Dr Deborah Buszard (approval)

The list as approved by the faculties is available for advance inspection by contacting the Senate Office.

The Chair of Senate calls for the following motion:

That the candidates for the degrees as recommended by the faculty, be granted the degrees for which they were recommended, effective November 2022, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments. (approval) (2/3 majority required)

7. Academic Policy Committee – Dr Kin Lo

- a. Flexible Doctor of Pharmacy – Supplemental Examinations (approval) (docket pages 33-34)
- b. Faculty Membership in the Faculty of Graduate and Postdoctoral Studies – (approval) (docket pages 35-41)



- c. Faculty of Land and Food Systems – Academic Regulations: Year Promotion and Academic Standing (approval) (docket pages 42-46)

8. Admissions Committee – Prof Carol Jaeger

- a. Master of Occupational Therapy Distributed Program – Fraser Valley Cohort (approval) (docket pages 47-65)
- b. Faculty of Graduate Studies – Doctoral Degrees (approval) (docket pages 66-67)
- c. Doctor of Medicine – Post-Acceptance Requirements (approval) (docket pages 68-70)
- d. Renewal of Memorandum of Understanding: UBC Faculty of Medicine and Maastricht University (approval) (docket pages 71-75)
- e. Suspension of Admission – Flexible Doctor of Pharmacy (PharmD) (approval) (docket pages 76-82)
- f. Applicants Following the American Secondary School Curriculum – SAT/ACT Test Optional Policy (approval) (docket pages 83-93)
- g. Renewal of Affiliation Agreement: UBC and Shanghai Jiao Tong University (China) re. the International Master of Business Administration Program (approval) (docket pages 94-110)

9. Awards Committee – Dr Sally Thorne

New and Revised Awards (approval) (docket pages 111-121)

10. Curriculum Committee – Dr Claudia Krebs

October Curriculum Proposals (approval) (docket pages 122-135)

11. Teaching and Learning Committee – Dr Joanne Fox

Final Report on Student Experience of Instruction Recommendations (information) (docket pages 136-237)

12. Report from the Acting Vice-President and Provost – Dr Moura Quayle

Name Change: Dr. Chew Wei MBBS [HK] FRCOG [ENG] Professorship and Dr. Chew Wei MBBS [HK] FRCOG [ENG] Chair in Gynaecologic Oncology (approval)(docket page 238)

13. IN CAMERA – Awards Committee

14. Other Business



VANCOUVER SENATE

MINUTES OF 21 SEPTEMBER 2022

DRAFT

Attendance

Present: S. Ono (Chair), K. Ross (Secretary), G. Averill, S. Parker, S. Bates, J.L. Stewart, J. Olson, R. Kozak, R. Yada, J. Hare, S. Porter, M. Aronson, M. MacPhee, K. Lo, N. Ford, H. Von Bergmann, R. Boushel, H. Zerriffi, J. Dierkes, J. Gilbert, C. Krebs, J.J. Stewart, S. Pelech, K. Stothers, S. Grayston, A. Fisher, A. Uzama, P. Englezos, S. Forwell, S. Matsui, A. Scott, C. Jaeger, A. Ivanov, J. Fox, C. Menzies, V. Chitnev, S. Nicolaou, S. Smith S. Singh, A. Pratap-Singh, S. Thorne, P. Harrison, A. Dulay, H. Leong, M. Tan, B. Fischer, J.G. Stewart, G. Tsiakos, G. Turcotte, S. Kandola, L. Shpeller, M. Amirsharafi, J.C. Godwin, J. Greenman, J. Hendry, V. Li, R. Hajizadeh, D. Turdy, G. Yee, E. Cantiller, X. Jiang, R. Sissons, K. Kanji, B. Nguyen, K. Khosla, A. Mitchell,

Regrets: S. Point, D. Kelleher, D. Dahl, M. MacDougall, N. Pindell, M. Coughtrie, C. Marshall, M. Kuus, J. Bulkan, A. Collier, I. Price, S. Gopalakrishnan, G. Faulkner F. Andrew, M. Stewart, R. Spencer, A. Zhao, E. Bhangu, R. Topping, K. Yu, S. Kenston,

Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Santa J. Ono, called the first special meeting of the Senate for the 2022/2023 academic year to order at 6:08. The Senate met in a multi-access format with senators attending both virtually and from room 143 of the School for Population and Public Health.

Senate Membership

The Registrar, Dr. Kathleen U. Ross, introduced the following new member to Senate:

Alex Mitchell, Student, Faculty of Dentistry, until 31 March 2023 and thereafter until replaced.

Minutes of Previous Meeting

Kanika Khosla
Claudia Krebs

*That the minutes of the meeting of 17 May 2022 be
approved as corrected:*



Correction: The comments of the Interim Director of the Peter Wall Institute for Advanced Studies were extended to include:

Director Andeorotti advised over the next year, conversations would be needed about the Institute's leadership and in particular if it would need a search for a director, on the production of a governance manual, and developing a better understanding of the deed of trust.

Approved

Remarks from the Chair

President Ono noted that in a few days, UBC would be celebrating Homecoming, and next week, on 30 September UBC would mark Orange Shirt Day / the National Day for Truth and Reconciliation, a day to honour and uphold Survivors and intergenerational Survivors of the Indian Residential School system, and to commemorate those who did not return home.

Dr Ono advised that he was pleased to announce that Rella Ng would be joining UBC in November as the new Associate Vice-President, Enrolment Services and Registrar.

Dr Ono said he was pleased to announce that 13 UBC faculty members who have been announced by the Royal Society of Canada as new Fellows and as new Members of the College of New Scholars, Artists and Scientists. Ten UBC faculty members have been named Fellows of the Royal Society of Canada and three were named as Members of the College of New Scholars, Artists and Scientists.

Finally, the President announced that through the Indigenous Strategic Initiatives (ISI) Fund, UBC has committed a total of \$4 million this academic year to helping advance the rights of Indigenous peoples as well as the crucial journey towards meaningful reconciliation. The ISI Fund is a cross-campus initiative at the UBC Vancouver and UBC Okanagan campuses that directly supports the implementation of the UBC Indigenous Strategic Plan.

As this was his final Senate meeting, the President took the opportunity to thank the Senate for its work and dedication to UBC.

Candidate for Degree

Paul Harrison
Christopher Marshall

That the candidates for the degree as recommended by the faculty, be granted the



degrees for which they were recommended, effective November 2022, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.

Approved

Admissions Committee

Carol Jaeger
Gage Averill

That Senate approve the terms of the affiliation between the University of British Columbia and the Beijing Language and Culture University, as set out in the “Agreement between Beijing Language and Culture University (“BLCU”) and the University of British Columbia (“UBC”) for Provision of Bachelor of Education with a teachable option in English and Modern Languages (Mandarin) (B.Ed.).

Approved

Professor Jaeger set out the background of the proposal, noting that the goal was to expand the relationship between the universities and to create a pathway to allow for proper alignment between them so as to facilitate cohorts of students entering the UBC Bachelor of Education program.

Senator Von Bergmann asked about relationship issues with China given present political circumstances.

Senate recognized Dr Anna Kindler from the Faculty of Education who replied that this was in line with UBC policies which did not prohibit students from studying at UBC from any jurisdiction.

Senator Pratap-Singh asked why UBC should partner with this university in particular.

Dr Kindler said that in this case, for this particular program the institution made sense as this is a top university for languages and culture.

Senator Pratap-Singh suggested that this be made clear in proposals in the future.

Senator Dierkes asked why UBC needed the agreement when it could just admit the students without one.



Dr Kindler advised that our usual education program has a very prescriptive list of pre-requisites and this makes it normally very difficult for international students to be admitted. This proposal ensured that they are appropriately advised and that we have a cohort that makes academic and financial sense.

Senator Menzies asked about the principle of entering into an agreement with a university in a country that was not respecting human rights. He said he was not opposed to this particular agreement but on an ongoing basis UBC needs to consider its partnerships.

Senator Averill noted that we had hundreds of agreements with universities at many levels while only around 50 are within our peer group. We need to go beyond that, especially for specific universities that may be distinguished in their subject.

Senator Pelech spoke in favour of the specific proposal while agreeing with above comments on them more broadly.

Senator Chitnev spoke in support of the agreement noting that students should not suffer because of the country they are from.

Senator Singh asked how the program had been working so far, and how would the agreement benefit UBC and Canada.

Dr Kindler clarified that while this was a new program, the Bachelor of Education program was long established. She said the benefits to the University were internationalization of the Faculty of Education student body: of 700 students only a handful were international. In particular she noted the large Chinese diaspora population in British Columbia.

Senator Singh asked if students could come without the agreement?

Dr Kindler said that our B.Ed. was a second-year entry that does not align with many other jurisdictions and this program was to facilitate their entry.

Senator Kandola spoke in favour of the program to diversify the Education faculty, but asked if we would not make changes to help students teach internationally.

Dr Kindler said that we had one of the strongest education programs in Canada and the world and we should look at how we internationalize all of our programs more thoroughly.

Senator Uzama asked if this program would be detrimental in any way to British Columbians who apply for the Bachelor of Education.



Dr Kindler said that this was an existing program with regards to the Ministry. With respect to British Columbians, we needed to be careful to ensure that we do not displace or limit capacity for domestic students.

Senator Turdy asked where UBC was with reviewing its international partnerships.

The Clerk to the Senate, Mr Christopher Eaton, advised that the matter had been assigned to the previous Vice-Provost International for action. He said that there was very recently a transition in that office and he would remind the new incumbent of the obligation.

Senator Nguyen asked how the revenue would be distributed from the Program.

Dr Kindler said that the central University and the Faculty would receive their usual funds under the Tuition Allocation Module.

Report from the President

ANTI-RACISM AND INCLUSIVE EXCELLENCE (ARIE) TASK FORCE REPORT

Senate welcomed Drs Handel Wright and Shirley Chau to present on the Task Force Report.

They noted that the ARIE Task Force began its work in March 2021. It has been led by two co-chairs: Dr Handel Wright, Senior Advisor to the President on Anti-Racism and Inclusive Excellence, and Dr Shirley Chau, Associate Professor, School of Social Work, Faculty of Health and Social Development, UBC Okanagan. The Final Report was released in April 2022.

The task force consisted of 34 members drawn from the faculty, student and staff from both campuses. It was comprised of 6 committees organized according to equity-deserving group (Indigenous, Black, People of Colour) and relationship to university (students, staff, faculty).

The work of the Task Force was grounded in an anti-oppression framework and characterized by intersectionality.

The Task Force developed 54 recommendations in total. In developing these recommendations, they drew upon a vast array of materials, including listening and witnessing sessions undertaken by the President, strategic and academic plans, and the individual and collective experiences, reflections, institutional knowledge and perspectives of the task force members.

The recommendations can be read in two interrelated ways:

1. Holistically, with the recommendations from the six committees constituting a comprehensive set of recommendations to UBC.



2. Six distinct yet interrelated task force reports, each of them having a separate summary report and full set of recommendations related to a particular ethnoracial group or work/study constituency at UBC.

With respect to its implementation, several recommendations have been identified for the first phase of implementation:

- The need for sustained Anti-Racism training and education
- Increasing recruitment and retention of Indigenous, Black, and People of Colour (IBPOC) faculty
- Create pathways for IBPOC success within the talent pipeline: recruitment, hiring, performance, succession planning, retention
- Develop and establish mechanisms of accountability through race-based data and reporting
- Improve Black student mental health and wellness
- Racial justice commitment for change
- Improvements in the system for handling complaints involving IBPOC

Senator Pelech asked on the demographics of groups who participated in the task force, in particular if the groups were largely from the demographics of the area being commented on.

Dr Wright said that there were almost exclusively Indigenous people were on Indigenous committee, faculty on faculty etc.

Senator Bhangu asked if the implementation team would also be broken down into sub committees and if there would be student representation.

The Provost advised there was not an expectation that the implementation committee would be structured in the same way as the task force.

In response to a question from Senator Yee, the President advised that the Senate could facilitate the report by seeing its recommendations be considered through the University's academic approval structures.

The Senate recognized Vice-President Students, Dr Ainsley Carry, who noted the lack of diversity in the University and its governance structures including the Senate.



Awards Committee

A member of the Senate Awards Committee, Dr Lawrence Burr, presented.

NEW AND REVISED AWARDS

See appendix A: Awards report

Lawrence Burr
Laia Shpeller

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

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Claudia Krebs, presented.

SEPTEMBER PROPOSALS

See appendix B: Curriculum Report

Claudia Krebs
Sue Forwell

That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.

Approved

WORKDAY STUDENT

Claudia Krebs
Joanne Fox

That administrative shell courses (ADMIN 000, GRTU_V 001, SUPL 001, SUPL_V 001) are approved, and that cumulative average and cumulative credits are printed on transcripts effective upon implementation of Workday Student.

Dr Krebs advised that the Okanagan and Vancouver Senate Curriculum Committees have jointly reviewed proposals for a variety of administrative shell courses required to enable certain



functionalities in Workday Student; and (2) a proposal to print cumulative average and cumulative credits on future transcripts.

Approved

MODES OF DELIVERY

Dr Krebs advised that the University's Curriculum Guidelines had been revised to describe four possible modes of delivery for coursework: Online, in-person, hybrid, and multi-access learning.

Nominating Committee

PRESIDENTIAL SEARCH COMMITTEE

Paul Harrison
Laia Shpeller

That Robert Kozak be elected to the Presidential Search Committee; and

That Paul Harrison, Joanne Fox, Romina Hajizadeh and Laia Shpeller be appointed to a President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Faculty Planning.

Dr Harrison advised the Senate that neither he nor Senator Shpeller had taken part in the recommendation on their appointments to the Vice-Provost search committee.

Report from the Provost

EMERITUS COLLEGE

Senate recognized Dean Emeritus Joost Blom, Principal of the Emeritus College, who presented their annual report.

Professor Blom noted that the College had an active and successful year, despite having to operate, for the second year running, on a practically online-only basis.

Those aspects of the College's mandate that were most seriously affected by the pandemic were the ones that involved in-person gatherings, from committee meetings to Special Interest Group meetings to General Meetings of the membership. Except for a General Meeting in the form of a live concert in November 2021, another live event that concluded the Emeritus College / Green College Thematic Lectures Series on Intergenerational Trauma on 12 April 2022, and two College Council meetings in spring 2022 that were held in hybrid format, all meetings of



members were held virtually. On the positive side, Professor Blom noted that participation in meetings became possible for members who could not come to the Vancouver campus. The downside was that much of the value of the College to its members lies in the opportunities to meet, enjoy shared interests, exchange views, and socialize with each other. That value has been substantially diminished for the past two years by being able to see fellow members only via Zoom.

The Principal noted that this was the first full year in which the College was organized internally around three “clusters”: Retirement Matters (including various services to members and support for members’ scholarly activities), Programs (including all forms of events), and Special Interest Groups. All committees and coordinators are part of, and report through, one of these three clusters. The reorganization, which was initiated by Graeme Wynn, Principal 2020-21, has provided better coordination and avoidance of overlap among the College’s many activities. Council agreed in June to minor adjustments to the structure to take effect in 2022-23.

In closing Professor Blom expressed the College’s gratitude to all the volunteer members and the staff for making possible, even under sometimes difficult circumstances, the many activities described in this report. He said that the UBC Emeritus College exists to enrich the retirement years of its members and, by so doing, enhance the life of the University.

Reports from the Registrar

19 SEPTEMBER 2022

The Registrar noted that on 13 September 2022, the Government of Canada proclaimed 19 September 2022 as a National Day of Mourning for Canada’s late Head of State, Her Majesty Queen Elizabeth II. Later that day, the Provincial Government further issued a press release to the public, advising, inter alia, “K-12 public schools and public post-secondary institutions, and most Crown corporations will be closed”

Although not formally a statutory holiday in British Columbia, at the direction of our Government UBC observed this day as we would a statutory holiday (See <https://broadcastemail.ubc.ca/>), and thus, most offices and services were closed as they would normally be on a holiday.

Dr Ross’ report noted that in our Academic Year, 19 September was set as the “Last day for change in registration and for withdrawal from most Winter Session Term 1 courses without withdrawal standing of W recorded on a student's academic record.” This date is set annually, and is normally the 10th working day of the term. In almost all cases, these changes in registration can be accomplished by students via the Student Service Centre and do not require interactions with UBC staff. The SSC continued to function as normal on 19 September. The University did understand however that there are a limited number of cases where students may need or want to speak with an advisor for a change of registration and that this may not have



been not be possible on 19 September due to this direction. Further, the University considered that advising and support may be of particular import to students who have been negatively affected by colonialism, either here in Canada or abroad.

While normally the “add” and “drop” dates are the same day, Dr Ross noted that she recognized the hardship posed to students by losing a working day to decide if they should drop a course, and I also recognized the hardship for instructors (and potentially learning challenges for students) if a course is added late in a term. In consideration of the timing and circumstances, she felt the best course of action was to allow one additional day for “drops” but not for “adds”. The extraordinary timing of this holiday did not allow her to seek your approval to amend the Academic Year before the fact, and thus she asked ratify her decision now to allow students to withdraw from Term 1 courses (but not allow further addition of courses) on 20 September without a formal Withdrawal (W) standing in light of the unforeseen circumstance of an unexpected holiday

Maura MacPhee
Sue Forwell

That the Senate ratify the decision of the registrar to allow students to withdraw from Term 1 courses (but not allow further addition of courses) on 20 September without a formal Withdrawal (W) standing in light of the unforeseen circumstance of an unexpected holiday.

Approved

ELECTION RESULTS

The Registrar advised that further to the third call for nominations issued on 21 April 2022 for a student of the Vancouver Campus to fill the one (1) position for a student of the Faculty of Dentistry on the Vancouver Senate, two (2) valid nominations were received. Pursuant to Section 16 of the University Act, the following student was elected as representative of the Faculty on the Vancouver Senate for a term ending 31 March 2023 and thereafter until a successor is elected:

Alex Mitchell, Faculty of Dentistry

Other Business

PRESIDENT ONO

Senator Gilbert, as the longest-serving senator, expressed his thanks on behalf of the Senate to President Ono on the occasion of his last meeting as President and as a senator prior to his departure from UBC to assume the presidency of the University of Michigan.



Senator Averill, as Vice-President Academic and Provost *Pro Tem.*, also expressed his thanks to the President for his efforts on behalf of the University.

Adjournment

Seeing no other business, the meeting was adjourned at 8:01

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Dean Robert Helsley Graduate Scholarship in Business

Scholarships totalling \$1,750 have been made available through an endowment established by colleagues in the UBC Sauder School of Business in honour of Robert Helsley, former dean of the Sauder School of Business, for outstanding Ph.D. students studying business. Dean Helsley's legacy at UBC spans over three decades, during which he served as the Senior Associate Dean, Faculty and Research, Director of the UBC Centre for Real Estate and Urban Economics, and Chair of the Urban Land Economics Division. In 2012 he became Dean of the UBC Sauder School of Business and the Grosvenor Professor of Cities, Business Economics and Public Policy. Dean Helsley helped lead the School to its current level of prominence by managing initiatives to significantly renew and expand the School's academic faculty and staff, and played a central role in the revitalization of its teaching facilities. The awards are made on the recommendation of Robert H. Lee Graduate School of Business, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Lewis Family Scholarship in Marine Biodiversity

Scholarships totalling \$3,500 have been made available through an endowment established by Carolyn and Dr. Alan Lewis (B.Sc., M.Sc., Ph.D.) for graduate students whose supervisor is a member of the Biodiversity Research Centre and who is studying the role copepods play in marine biodiversity. Research areas may include biology, taxonomy, and/or ecology. Conditional on the recipients' continued satisfactory academic progress, the scholarships may be renewed for an additional year of study. Dr. Lewis is a Professor Emeritus of Earth and Ocean Sciences, whose research focuses on the interactions between oceans and plankton. He joined UBC in 1964 as an Assistant Professor in the Department of Zoology in what was then known as the Institute of Oceanography. Dr. Lewis served as the Acting Head of the Department of Oceanography from 1995 to 1996, after which the Department became part of the Department of Earth and Ocean Sciences, and as the Chairman of the Advisory Committee of the Biology Graduate Program. The awards are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Masuhara Family Award in Gender, Race, Sexuality and Social Justice

Awards totalling \$2,000 have been made available through an endowment established by Dr. Joy Masuhara (B.Sc. (Pharm.) 1980, M.D. 1991) for undergraduate students in Gender, Race, Sexuality and Social Justice programs who are in need of financial assistance to complete their education and are from communities that have been historically, persistently and systemically marginalized. Preference will be given to women who are First Nations, Inuit, or Métis students

of Canada, or identify as Black, Asian, or as a Person of Colour, 2SLGBTQIA+ or those with disabilities. Dr. Masuhara is a physician, and understands how various inequities affect health outcomes. She established this award to honour her ancestors, in particular her parents, Takayasu Frank and Wakako Masuhara, and her grandparents, Yohei and Kishi Masuhara, and Ukiyoshi and Tsuyu Yasui, who were early settler immigrants to B.C. Dr. Masuhara created this award to reflect the societal areas she is passionate about, and to help remove barriers for future generations of students. The awards are made on the recommendation of the Institute for Gender, Race, Sexuality and Social Justice. (First award available for the 2022/2023 winter session).

Vishwa and Leela Mathur Scholarship in Wood Science

Scholarships totalling \$2,000 have been made available through an endowment established by Dr. Vishwa Mathur, for graduate students in the Faculty of Forestry studying Wood Science. Preference will be given to students researching or studying wood preservation. Dr. Vishwa Mathur (B.Sc., M.Sc., Ph.D.) completed his M.Sc. degree in Physics at Aligarh University in 1957 and joined the Wood Preservation Research group of Koppers Company Inc. in Orrville, Ohio in 1960. He returned to India in the summer of 1961 to marry Leela Mathur (1936-2013). He completed his Ph.D. at Michigan State University in 1964, and moved to Vancouver in 1965 where he was employed by MacMillan Bloedel Research for over ten years. He then served as a Scientific Advisor for the Canadian Forest Service in Ottawa, Ontario. Dr. Mathur has authored numerous research papers, reports and patents in the field of wood science. Leela Mathur (M.A.), was born in Allahabad, India and lived in Michigan, British Columbia and Ontario with Vishwa. She raised her family in Canada and built a community of family and friends. The awards are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Post-Doctoral Studies. (First award available for the 2022/2023 winter session).

Rosser Stevens Scholarship in Forestry

Scholarships totalling \$3,500 have been made available through an endowment established by Western Coast Enterprises under the leadership of Jerry Mi, in honour of Rosser Stevens, for outstanding third- and fourth-year Bachelor of Science in Forestry students majoring in Forest Resources Management or Forest Operations. Rosser spent more than forty years in the timber industry and worked in roles in Alaska, the United States mainland, and British Columbia. He was involved in the international trade of logs to countries such as China, Japan, and South Korea. Rosser's commitment to learn about the cultures of the countries he was selling logs to, and how the logs were being utilized, helped to set him apart from other traders. His commitment to understanding his customers and their needs was the backbone to his success in the western round log trade. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2022/2023 winter session).

Angelica Camata Memorial Scholarship in Theatre

Scholarships totalling \$5,000 have been made available annually through a gift from Craig T. Wilson in memory of his grandmother, Angelica Marguerita Camata (née Brunoro), for outstanding Bachelor of Arts or Bachelor of Fine Arts students in Theatre Studies, Acting or Design and Production. Angelica (1887-1970) was raised in St. Stefano, a small town in northern Italy and immigrated to Canada in 1913. She always loved opera, and even though she had no formal education beyond grade three, she was able to identify any Verdi or Puccini aria upon hearing only three notes. She was also involved in theatre and both acted and directed. The scholarships are made on the recommendation of the Department of Theatre and Film. (First award available for the 2022/2023 winter session).

Bishop Dharney Memorial Bursary in Law

Bursaries totalling \$23,700 have been available through an endowment established by an estate gift from Ellen Mary “Penny” O’Donnell (1930-2019) in memory of her foster brother, Bisham “Bishop” Karn Dharney (1912-2007), for undergraduate and graduate students in the Peter A. Allard School of Law. Mr. Dharney was born in Jandila District, Jullunder, Punjab, India. He was called to the Bar of British Columbia as a solicitor in 1958 and as a barrister in 1959. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Love Family Beyond Tomorrow Scholars Award

A \$20,000 award has been made available annually through a gift from the Love Family Foundation for an outstanding domestic student who identifies as Black and is entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and extra-curricular achievement. Subject to continued good academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The Love Family established this award to support the partnership between UBC and the Black Opportunity Fund. The award is adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Diane Nhan Award in Law for IBPOC Students

Awards totalling \$2,300 have been made available annually through a gift from Diane Nhan (B.A., J.D. 2011) for second- or third-year domestic J.D. students who are Indigenous or who identify as Black or as a Person of Colour. Preference will be given to students who have demonstrated an interest in arts or the performing arts. Financial need may be considered. During her adolescent years, Diane was supported by her parents, who were refugees to Canada, and the

broader arts community, which helped her cultivate a strong interest in film, theatre and the performing arts. She received a Bachelor of Arts (Hons.) in Psychology from the University of Alberta and was called to the Bar of British Columbia in 2012. Diane decided to pursue a career that combined her legal background with her continued interest in the entertainment industry and currently works as a Talent Agent stewarding the careers of actors and artists. This award was established to support law students who share Diane's interest in arts or the performing arts. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Parkland Burnaby Refinery Award in Urban Forestry

Awards totaling \$2,000 have been made available annually through a gift from Parkland Refining for Bachelor of Urban Forestry students who are in good academic standing and have demonstrated community involvement and leadership skills. Parkland Refining is a Canadian convenience store operator and independent petroleum products and fuel retailing company based out of Calgary, Alberta. The company serves customers across Canada, the United States, the Caribbean region and Central and South America through a large portfolio of diverse brands. Parkland Refining is involved with electric vehicle charging, renewable fuels, solar energy and compliance and carbon offset trading. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2022/2023 winter session).

Pooni Family Thunderbird Award in Soccer

Awards totalling \$2,000, which may range from a minimum value of \$500 to the maximum allowable under athletic association regulations, have been made available annually through a gift from Gary Pooni of the Pooni Group, for members of the UBC Thunderbirds Men's and Women's Soccer teams in any year of study. Preference will be given to students who have demonstrated leadership and have demonstrated courage in the face of adversity. Gary Pooni was born in New Westminster, British Columbia. He is a real estate development consultant and the President of the Pooni Group, a Vancouver-based urban planning and communication company. Gary was recognized on *Business in Vancouver's* Top 40 Under 40 list in 2009 and was ranked #44 on *Vancouver Magazine's* list of the Power 50 in 2022. The awards are made on the recommendation of the Head Coaches of the Men's and Women's Soccer teams and the Athletics Awards Committee. (First award available for the 2022/2023 winter session).

Sheppard Award in Urban Forestry

Awards totalling \$2,000 have been made available annually through a gift from Emeritus Professor, Dr. Stephen Sheppard (B.A., M.A., M.Sc. 1978, Ph.D.) and his family, for outstanding fourth-year Bachelor of Urban Forestry students who have demonstrated community involvement and leadership skills. Stephen had a career at UBC that spanned almost twenty-five years. He led the establishment of the Bachelor of Urban Forestry (B.U.F.) degree and was its first program director. Stephen's commitment to public service, community engagement, and

climate change action has left an indelible mark on the program, shaping both the curriculum and the program culture. Stephen is still known to B.U.F. students and his colleagues as a welcoming, compassionate, and committed leader who values community service and engagement, particularly in regards to climate change. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2022/2023 winter session).

Dr. David C. Wu Award in Materials Engineering

Awards totalling \$2,000 have been made available annually through a gift from David Wu (B.A.Sc. 1979, M.A.Sc., Ph.D., M.B.A.) for Bachelor of Applied Science students specializing in Materials Engineering who have good academic standing. Preference will be given to students who have demonstrated leadership within the Department of Materials Engineering through research, participation on student teams, student government or in enhancing the overall student experience. David spent over thirty years in the aerospace industry. He began his career in 1979 working for Pratt & Whitney of Canada. He later worked for Honeywell Aerospace and for Rockwell Collins in various engineering and business leadership roles. David spent several years later in his career as a lecturer at the University of Iowa in the Colleges of Business and Engineering. The awards are made on the recommendation of the Department of Materials Engineering. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL

Master of Educational Technology Award for Indigenous Students

Awards valued up to the cost of tuition have been made available annually by the Master of Educational Technology Program for Indigenous students in the Graduate Certificate in Educational Technology and the Master of Educational Technology programs who have good academic standing, engagement with educational technology, and leadership, community service, or volunteerism. Preference will be given to students who have demonstrated contributions to or a connection with an Indigenous community. Conditional on the recipients' continued satisfactory academic progress, the awards may be renewed until the Master of Educational Technology degree is obtained. The awards are made on the recommendation of the Office of Research in Education, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

5251 –Andrew Arida Memorial Award

Rationale for Proposed Changes

The award title has been updated to include ‘Beyond Tomorrow’ to clarify that the award should be adjudicated under the Beyond Tomorrow Awards portfolio. This change has been approved by University Counsel.

Current Award Title: Andrew Arida Memorial Award

Current Award Description

Awards totalling \$5,000 have been made available through an endowment established by friends, family and colleagues in memory of Andrew Arida (1970-2021), along with matching funds from the University of British Columbia, for outstanding domestic students who identify as Black and are entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Subject to continued good 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). Ideally, recipient selection will alternate between the Vancouver and Okanagan campuses. Andrew (B.A., M.A. 2014) joined UBC in 1996, working in a variety of positions in recruitment and admissions before assuming the position of Deputy Registrar in 2018. He was devoted to attracting well-rounded students to campus, and was proud to see UBC become increasingly diverse and accessible under his leadership. Andrew received UBC’s President’s Service Award for Excellence in 2018 in recognition of his contributions and service. A musician, traveler, and soccer fan, Andrew regularly gave back to the community through volunteer work. The awards are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Proposed Award Title: Andrew Arida Memorial **Beyond Tomorrow Scholars** Award

Proposed Award Description

No change.

5686 – Casiro Family Island Medical Program Award

Rationale for Proposed Changes

Island Medical Program (IMP) awards will be adjudicated solely by the Faculty of Medicine. The description has been updated to reference the Faculty of Medicine as the sole adjudication body.

Current Award Description

Awards totalling \$1,500 have been made available through an endowment established by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the University of Victoria Division of Medical Sciences Awards Committee.

Proposed Award Description

Awards totalling \$1,500 have been made available through an endowment established by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the recommendation of the Faculty of Medicine, ~~in consultation with the Island Medical Program and the University of Victoria Division of Medical Sciences Awards Committee.~~

6516 – Friedman Award for Scholars in Health

Rationale for Proposed Changes

The award description has been revised to reflect that the award is adjudicated solely by the Faculty of Graduate and Postdoctoral Studies rather than the Faculty of Medicine.

Current Award Description

Awards totalling \$347,000 have been made available through an endowment established by Drs. Constance Livingstone-Friedman and Sydney Friedman for graduate students in the field of health or UBC medical resident trainees. The awards are to be used to pursue scholarly activities outside of Western Canada, with recipients selected on the basis of the nature and quality of the learning opportunity and the potential impact in the field of health. Constance Livingstone-Friedman and Sydney Friedman were two of the earliest faculty members in UBC's Faculty of Medicine. Their contributions to both medical education and research were foundational to the early development of the medical school at UBC. The awards are granted on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies. Recipients of this award will be recognized as "Friedman Scholars".

Proposed Award Description

Awards totalling \$347,000 have been made available through an endowment established by Drs. Constance Livingstone-Friedman and Sydney Friedman for graduate students in the field of health or UBC medical resident trainees. The awards are to be used to pursue scholarly activities outside of Western Canada, with recipients selected on the basis of the nature and quality of the learning opportunity and the potential impact in the field of health. Constance Livingstone-Friedman and Sydney Friedman were two of the earliest faculty members in UBC's Faculty of Medicine. Their contributions to both medical education and research were foundational to the early development of the medical school at UBC. The awards are granted on the

recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies. Recipients of this award will be recognized as "Friedman Scholars".

5951 – Bill Maclagan Award in Law

Rationale for Proposed Changes

The description has been updated to reflect that Bill Maclagan clerked at the B.C. Supreme Court, not the B.C. Superior Court.

Current Award Description

Awards totalling \$4,000 have been made available through an endowment established by the Huscroft Family Charitable Trust in honour of William “Bill” S. Maclagan, Q.C. (LL.B. 1986) for domestic second- or third-year J.D. students in good academic standing, who have demonstrated community service, volunteerism, or leadership. Financial need may be considered. After graduation, Bill clerked at the County Court and B.C. Superior Court, and joined Russell & DuMoulin before joining Blake, Cassels & Graydon LLP, where he became Partner in 1994. Bill’s dedication for law is evident and he has been recognized as a leading lawyer in Canada by a number of publications, including *Best Lawyers in Canada*, *International Tax Review’s World*, *The Canadian Legal Lexpert Directory*, *The Lexpert/American Lawyer Guide to the Leading 500 Lawyers in Canada*, and *Who’s Who Legal Canada 2020*. He has dedicated his spare time to community service and volunteerism, and has served as Chair of the Canadian Tax Foundation, as a Bencher of The Law Society of British Columbia, on the Board of Directors of the Washington Kids Foundation, Big Brothers, a United Way Fundraising Coordinator for Blake, Cassels & Graydon LLP, as Chair of the Vancouver Opera, and as a Board member and Chair for the British Columbia Sports Hall of Fame and its Foundation for over 20 years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Proposed Award Description

Awards totalling \$4,000 have been made available through an endowment established by the Huscroft Family Charitable Trust in honour of William “Bill” S. Maclagan, Q.C. (LL.B. 1986) for domestic second- or third-year J.D. students in good academic standing, who have demonstrated community service, volunteerism, or leadership. Financial need may be considered. After graduation, Bill clerked at the County Court and B.C. ~~Superior~~ **Supreme** Court, and joined Russell & DuMoulin before joining Blake, Cassels & Graydon LLP, where he became Partner in 1994. Bill’s dedication for law is evident and he has been recognized as a leading lawyer in Canada by a number of publications, including *Best Lawyers in Canada*, *International Tax Review’s World*, *The Canadian Legal Lexpert Directory*, *The Lexpert/American Lawyer Guide to the Leading 500 Lawyers in Canada*, and *Who’s Who Legal*

Canada 2020. He has dedicated his spare time to community service and volunteerism, and has served as Chair of the Canadian Tax Foundation, as a Bencher of The Law Society of British Columbia, on the Board of Directors of the Washington Kids Foundation, Big Brothers, a United Way Fundraising Coordinator for Blake, Cassels & Graydon LLP, as Chair of the Vancouver Opera, and as a Board member and Chair for the British Columbia Sports Hall of Fame and its Foundation for over 20 years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

1400 – James A. Shelford Memorial Scholarship

Rationale for Proposed Changes

The James A. Shelford Memorial Scholarship Endowment Fund was established in 2002 after Dr. Shelford's passing. Dr. Shelford's wife, Helen Mary Shelford, passed away in March 2022. As approved by the Board of Governors at their meeting in June 2022, the name of the James A. Shelford Memorial Scholarship Endowment Fund has been amended to include Helen's name. The award title and description have been updated to include references to Helen.

Current Award Title: James A. Shelford Memorial Scholarship

Current Award Description

Scholarships totalling \$6,400 have been endowed by family, friends and colleagues of Dr. James A. (Jim) Shelford and by the Dairy Education and Research Centre to honour his memory and invaluable work with students at The University of British Columbia. The scholarships are awarded to graduate or undergraduate students studying topics related to dairy production. The awards are made on the recommendation of the Faculty of Land and Food Systems and, in the case of graduate students, in consultation with the Faculty of Graduate Studies.

Proposed Award Title: James A. Arthur and Helen Mary Shelford Memorial Scholarship

Proposed Award Description

Scholarships totalling \$6,400 have been ~~endowed~~ made available through an endowment established by family, friends, and colleagues and the Dairy Education and Research Centre, in memory of Dr. James (Jim) A. Shelford (1944-2002) and Helen Mary Shelford (1945-2022) and by the Dairy Education and Research Centre to honour his memory for outstanding undergraduate or graduate students studying topics related to dairy production. The scholarship was established in recognition of Jim's (B.Sc. (Agr.) 1966, M.Sc. 1969, Ph.D. 1974) and invaluable work with, and Helen's (B.Ed. (Elem.) 1969) support of, students at The University of British Columbia. ~~The scholarships are awarded to graduate or undergraduate students studying topics related to dairy production.~~ The awards are made on the recommendation of the Faculty of Land and Food Systems, and in the case of a graduate student, in consultation with the Faculty of

8313 – Paul E. Thiele Bursary

Rationale for Proposed Changes

The award description has been updated to reflect that the Crane Library and Resource Centre no longer exists, and has become a part of the Centre for Accessibility.

Current Award Description

Bursaries totalling \$1,250 have been made available through an endowment established for students with disabilities in recognition of Paul Thiele's thirty-two years of service to The University of British Columbia. Paul Thiele, along with his late wife Judith, was instrumental in the establishment of the Crane Library and Resource Centre, expanding it from a collection of Braille books to an internationally recognized library and support service for persons requiring print alternatives. The award is adjudicated by the Committee on Awards for Students with Disabilities.

Proposed Award Description

Bursaries totalling \$1,250 have been made available through an endowment established for students with disabilities in recognition of Paul Thiele's thirty-two years of service to The University of British Columbia. Paul Thiele, along with his late wife Judith, was instrumental in the establishment of the Crane Library and Resource Centre, expanding it from a collection of Braille books to an internationally recognized library and support service for persons requiring print alternatives. As UBC's student population grew, the Crane Library and Resource Centre integrated into the Disability Resource Centre (DRC) to better support students on campus with disabilities. The DRC is now known as the Centre for Accessibility. The award is adjudicated by the Committee on Awards for Students with Disabilities.

7928 – John H and Dorothy M Wallis Memorial Bursary

Rationale for Proposed Changes

The Master of Education in English Education no longer exists. The description has been revised so that the bursary may be given to students in the Bachelor of Education, Secondary program whose teachable subject is English. The revised description has been reviewed and approved by University Counsel and John and Dorothy Wallis' children.

Current Award Description

One or more bursaries totalling \$1,850 have been made available through an endowment established by family and friends of the late John H and (BA 1955, MA 1961) and Dorothy M. Wallis (MEd, 1981). The award is made to a candidate working towards a Master of Education degree in English Education. If there are no qualified candidates, the award may be made to a student with a concentration or major in English, who is entering the undergraduate secondary education degree program. The award is adjudicated by Enrolment Services.

Proposed Award Description

~~One or more~~ Bursaries totalling \$1,850 have been made available through an endowment established by family and friends **in memory** of ~~the late~~ John **"Jack" H.** and ~~(BA 1955, MA 1961~~**1925-2015)** and Dorothy M. Wallis ~~(MEd, 1981~~**1927-1982)** for students in the Bachelor of Education, Secondary program whose teachable subject is English. Jack (B.A. 1955, M.A. 1963) was born in Cumberland, British Columbia. He was an early physical geographer, and served as an administrator for the Faculty of Education for most of his career. Jack was a member of both the Board of Directors for the UBC Alumni Association and the Geography Alumni Committee, as well as serving on the UBC Climate Committee for many years. Dorothy (B.A. 1948, M.Ed. 1980) was born in Victoria, British Columbia. She and Jack taught in Bamfield, British Columbia, then moved to Vancouver, British Columbia where they raised their five children. Dorothy later joined the Student Teaching Office in the Faculty of Education, where she helped to place students in schools for their practicums. She was also very involved in her community, serving on the Board of Directors for the Dunbar Community Centre and on the **Dunbar–Point Grey–Southlands Community Resource Board**. ~~The award is made to a candidate working towards a Master of Education degree in English Education. If there are no qualified candidates, the award may be made to a student with a concentration or major in English, who is entering the undergraduate secondary education degree program.~~ The **bursaries are** award is adjudicated by Enrolment Services.

Annual Awards

3222 – BC Association of Speech-Pathologists and Audiologists Prize

Rationale for Proposed Changes

The BC Association of Speech-Pathologists and Audiologists has changed its name to Speech and Hearing BC. The award title and description have been updated to reflect this change.

Current Award Title: BC Association of Speech-Pathologists and Audiologists Prize

Current Award Description

Two prizes of \$100 each are offered by the B.C. Association of Speech/Language Pathologists and Audiologists to two outstanding second year students in the School of Audiology and Speech

Sciences. The awards are made to one Audiology and one Speech-Language pathology student on the recommendation of the School.

Proposed Award Title: ~~Speech and Hearing BC Association of Speech-Pathologists and Audiologists Prize~~ **Speech and Hearing BC Association of Speech-Language Pathologists and Audiologists**

Proposed Award Description

~~Two prizes of \$100 each~~ **Prizes totalling \$200 are offered by the** ~~have been made available annually through a gift from B.C. Association of Speech/Language Pathologists and Audiologists~~ **Speech and Hearing BC to for two outstanding second-year students, one in Audiology and one in Speech-Language Pathology,** in the School of Audiology and ~~& Speech Sciences. The awards are made to one Audiology and one Speech-Language pathology student on the recommendation of the School.~~ **The prizes are made on the recommendation of the School of Audiology & Speech Sciences.**

5655 – BC Association of Speech/Language Pathologists and Audiologists Travel Award in Audiology

Rationale for Proposed Changes

The BC Association of Speech-Pathologists and Audiologists has changed its name to Speech and Hearing BC. The award title and description have been updated to reflect this change.

Current Award Title: BC Association of Speech/Language Pathologists and Audiologists Travel Award in Audiology

Current Award Description

Awards totaling \$1,500 are offered annually by the B.C. Association of Speech/Language Pathologists and Audiologists to graduate students conducting their externship in audiology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~Speech and Hearing BC Association of Speech/Language Pathologists and Audiologists~~ **Speech and Hearing BC Association of Speech/Language Pathologists and Audiologists** Travel Award in Audiology

Proposed Award Description

Awards totalling \$1,500 ~~are offered annually by~~ **have been made available annually through a gift from the B.C. Association of Speech/Language Pathologists and Audiologists** ~~Speech and Hearing BC to for~~ **Speech and Hearing BC to for** graduate students **in the School of Audiology & Speech Sciences who are** conducting their externship in audiology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of

Audiology and & Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5656 – BC Association of Speech/Language Pathologists and Audiologists Travel Award in Speech Pathology

Rationale for Proposed Changes

The BC Association of Speech-Pathologists and Audiologists has changed its name to Speech and Hearing BC. The award title and description have been updated to reflect this change.

Current Award Title: BC Association of Speech/Language Pathologists and Audiologists Travel Award in Speech Pathology

Current Award Description

Awards totaling \$1,500 are offered annually by the B.C. Association of Speech/Language Pathologists and Audiologists to graduate students conducting their externship in speech pathology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: **Speech and Hearing** ~~BC Association of Speech/Language Pathologists and Audiologists~~ Travel Award in Speech Pathology

Proposed Award Description

Awards totaling \$1,500 ~~are offered annually by the~~ **have been made available annually through a gift from B.C. Association of Speech/Language Pathologists and Audiologists** **Speech and Hearing BC** ~~to~~ **for** graduate students **in the School of Audiology & Speech Sciences** who are conducting their externship in speech pathology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and & Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5956 – Entrance Award in Law for Indigenous Students

Rationale for Proposed Changes

The description has been updated to reflect that one of the donors is not a UBC alumnus.

Current Award Description

Entrance awards of \$15,000 each have been made available annually through gifts from Matthew Nathanson (LL.B. 1997), Irwin Nathanson, Q.C. (LL.B. 1968) and Joanie McEwen (LL.B.

1975), for First Nations, Inuit, or Métis students of Canada entering the J.D. program who demonstrate financial need and have a history of community service or volunteerism. Preference will be given to students who have demonstrated an interest in criminal law. Matthew Nathanson is a criminal defence lawyer practicing out of downtown Vancouver, Irwin Nathanson is a Vancouver civil litigator with Nathanson Schachter & Thompson L.L.P., and Joanie McEwen is a Vancouver lawyer, labour arbitrator, and author. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Proposed Award Description

Entrance awards of \$15,000 each have been made available annually through gifts from Matthew Nathanson (LL.B. 1997), Irwin Nathanson, Q.C. (LL.B. 1968) and Joanie McEwen (LL.B. 1975), for First Nations, Inuit, or Métis students of Canada entering the J.D. program who demonstrate financial need and have a history of community service or volunteerism. Preference will be given to students who have demonstrated an interest in criminal law. Matthew Nathanson is a criminal defence lawyer practicing out of downtown Vancouver, Irwin Nathanson is a Vancouver civil litigator with Nathanson Schachter & Thompson L.L.P., and Joanie McEwen is a Vancouver lawyer, labour arbitrator, and author. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

5751 – Guru Nanak Award in Medicine

Rationale for Proposed Changes

The description has been updated to clarify the donor's intent for the award to support students who have lived experience of racism. The change has been approved by the Equity and Inclusion Office.

Current Award Description

Awards totalling \$2,000 have been made available annually through a gift from anonymous donors through the University of Victoria, in honour of Guru Nanak, for M.D. students in the Island Medical Program whose volunteer work or community service has focused on equity and inclusion. Preference will be given to students who are from communities that have been historically, persistently and systemically discriminated against. Guru Nanak was the founder of Sikhism and originated the idea of Seva, or selfless service. This award was established to recognize students who have served their communities and helped to promote equity and inclusion. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter).

Proposed Award Description

Awards totalling \$2,000 have been made available annually through a gift from anonymous donors through the University of Victoria, in honour of Guru Nanak, for M.D. students in the Island Medical Program whose volunteer work or community service has focused on equity, diversity and inclusion. Preference will be given to students who have lived experience of racism and/or other types of oppression, ~~are from communities that have been historically, persistently and systemically discriminated against. Guru Nanak was the founder of Sikhism and originated the idea of Seva, or selfless service.~~ This award was established to recognize students who have served their communities and helped to promote equity, diversity and inclusion. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter).

1853 – Al Heaps & Associates Research Award in Dentistry

Rationale for Proposed Changes

Al Heaps & Associates have updated their organization's name to Heaps & Doyle and the award has been revised to reflect this change.

Current Award Title: Al Heaps & Associates Research Award in Dentistry

Current Award Description

A \$2,500 award is offered annually by Al Heaps & Associates to a 2nd or 3rd year DMD student in the UBC Faculty of Dentistry who demonstrates initiative, leadership and excellence in research. The award is in honour of Dr. Charles Shuler and his passion and dedication to scientific research, and it is made on the recommendation of the Faculty of Dentistry.

Proposed Award Title: Heaps & Doyle ~~Al Heaps & Associates~~ Research Award in Dentistry

Proposed Award Description

A \$2,500 award has been made available is offered annually through a gift from by Heaps & Doyle ~~Al Heaps & Associates to~~ for a 2nd or 3rd second- or third-year D.M.D. student in the UBC Faculty of Dentistry who has demonstrated initiative, leadership and excellence in research. The award is in honour of Dr. Charles Shuler and his passion and dedication to scientific research, and it The award is made on the recommendation of the Faculty of Dentistry.

3723 – Gibb G Henderson Memorial Prize in Pharmaceutical Sciences

Rationale for Proposed Changes

The description has been updated to broaden the criteria to reflect changes to the undergraduate curriculum in the Faculty of Pharmaceutical Sciences.

Current Award Title: Gibb G Henderson Memorial Prize in Pharmaceutical Sciences

Current Award Description

A prize of \$750, donated by the College of Pharmacists of British Columbia, recognizes the long and distinguished service to the profession of pharmacy, both as a practitioner and as an Executive Officer of the College, of Mr. Gibb G. Henderson. It is awarded on the recommendation of the Faculty of Pharmaceutical Sciences to the student in the graduating class who has attained the highest standing in the pharmacology courses.

Proposed Award Title: Gibb G. Henderson Memorial Award Prize in Pharmaceutical Sciences

Proposed Award Description

A prize of \$750 award, donated by has been made available annually through a gift from the College of Pharmacists of British Columbia, in memory of Mr. Gibb G. Henderson (1909-1988), for an outstanding graduating undergraduate pharmacy student in the Faculty of Pharmaceutical Sciences who has excelled in pharmacology and has demonstrated community service or volunteerism. recognizes the long and distinguished service to the profession of pharmacy, both as a practitioner and as an Executive Officer of the College, of Mr. Gibb G. Henderson. It is awarded on the recommendation of the Faculty of Pharmaceutical Sciences to the student in the graduating class who has attained the highest standing in the pharmacology courses. Mr. Henderson (B.A. 1931, B.A.Sc. 1933) served as the Executive Officer of the College of Pharmacists of British Columbia and the Executive Secretary and Deputy Registrar of the Pharmaceutical Association of British Columbia. In 1975 he received the Honorary Life Award from the Canadian Pharmacists Association for his contributions to the profession. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

5749 – Dr. J. Paul Whelan Urology Award

Rationale for Proposed Changes

Island Medical Program (IMP) awards will be adjudicated solely by the Faculty of Medicine. The description has been updated to reference the Faculty of Medicine as the sole adjudication body.

Current Award Description

Awards totalling \$1,000 have been made available annually through the University of Victoria for M.D. students in the Island Medical Program who are interested in pursuing a career in urology. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the Vancouver Island Health Authority Urology Department. (First award available for the 2020/2021 winter session).

Proposed Award Description

Awards totalling \$1,000 have been made available annually through the University of Victoria for M.D. students in the Island Medical Program who are interested in pursuing a career in urology. The awards are made on the recommendation of the Faculty of Medicine, ~~in consultation with the Island Medical Program and the Vancouver Island Health Authority Urology Department.~~ (First award available for the 2020/2021 winter session).

Appendix B: Curriculum Report

EXTENDED LEARNING

Program deletion

Certificate in International Development

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Forestry

New courses

FOPE 510 (3) Plantation Silviculture; **FOPE 512 (3)** Forest Economics; **FOPE 513 (3)** Forest Finance; **FOPE 514 (3)** Forest Business Enterprise

Medicine

New course

RHSC 519 (3) Neurotrauma - from Basic to Community Research

FACULTY OF MEDICINE

New courses

MIDW 325 (2) Professional Issues in Midwifery; **MIDW 326 (2)** Dialogue and Decisions: Advancing Person-Centred Care

Revised program

Bachelor of Midwifery



19 October 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Flexible Doctor of Pharmacy - Supplemental Examinations

The Senate Academic Policy Committee reviewed a draft policy submitted the Faculty of Pharmaceutical Sciences. The policy addresses supplementation examinations in the Flexible Doctor of Pharmacy program.

The following is recommended to Senate:

Motion: *"That Senate approve the Faculty of Pharmaceutical Sciences, Flexible Doctor of Pharmacy policy on Supplemental Examinations."*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Pharmaceutical Sciences Department: N/A Faculty Approval Date: Effective Session (W or S): Winter Effective Academic Year: 2022	Date: 05 August 2022 Contact Person: Patricia Gerber Phone: (604) 813-5390 Email: patricia.gerber@ubc.ca
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Academic Regulations ... Supplemental Examinations Supplemental examinations or other suitable assessment opportunities are possible in all non-practicum courses but may not be granted in all cases. A student's eligibility for supplemental assessments will be determined by the Flex PharmD Student Progress and PLAR Committee. Students will be notified of their eligibility for supplemental assessments. The format of a supplemental assessment may vary depending on content and intended learning outcomes. The supplemental assessment will normally be a comprehensive assessment of the work of the full course. If a student fails a supplemental assessment, the course concerned must be repeated at the next offering or a suitable substitute taken. Where a supplemental assessment is successfully completed, the new grade for the course will be "P". Academic Performance ...	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1555 Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Academic Regulations ... Supplemental Examinations Supplemental examinations are not granted to students registered in the Flex PharmD program. A failure in any course requires the student to repeat the course at the next offering. Academic Performance ... Type of Action: Change to the Flexible PharmD program supplemental examination policy (paragraph [25247]). Rationale for Proposed Change: In order to better support students who have fail a course when they may have the necessary competency in knowledge and skills but were unable to show them on the exam day, this policy revision would give them a chance to demonstrate that they are able to meet the course learning objectives. This policy matches more closely the supplemental examination policy in the Entry-to-Practice PharmD program, which has similar program outcomes.



19 October 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Faculty Membership – Faculty of Graduate and Postdoctoral Studies

The Senate Academic Policy Committee reviewed proposed revisions to the Faculty Membership Policy in the Faculty of Graduate and Postdoctoral Studies.

The following is recommended to Senate:

Motion: *“That Senate approve the Faculty Membership Policy in the Faculty of Graduate and Postdoctoral Studies.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



UBC Policy Proposal Form Change to Calendar

<p>Faculty: Graduate and Postdoctoral Studies Policy Committee Approval Date: May 4 2022 Faculty Approval Date: May 12 2022 Effective Session (W or S): 2022 W1 Effective Academic Year: 2022- 23</p>	<p>Date: May 12 2022 Contact Person: Max Read Phone: 604-822-0283 Email: max.read@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Members The following text is based on the UBC Senate policy entitled "Faculty Membership in the Faculty of Graduate and Postdoctoral Studies". The full and unedited text of this policy is available from the UBC Senate.</p> <p>Faculty Membership in the Faculty of Graduate and Postdoctoral Studies The Faculty of Graduate and Postdoctoral Studies is dedicated to maintaining a rich academic environment for every student in the Faculty. Among other things, the Faculty oversees the academic quality and integrity of its graduate programs, and ensures that graduate students are provided with training in research and other scholarly activities of the highest standard.</p> <p>The members of the Faculty of Graduate and Postdoctoral Studies consist of the President, Vice-President Academic, Vice-President Research, the Dean and Associate Deans of the Faculty of Graduate and Postdoctoral</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,350,773</p> <p>Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Academic Staff Members</p> <p>Present Calendar Entry:</p> <p>Members The following text is based on the UBC Senate policy entitled "Faculty Membership in the Faculty of Graduate and Postdoctoral Studies". The full and unedited text of this policy is available from the UBC Senate.</p> <p>Faculty Membership in the Faculty of Graduate and Postdoctoral Studies The Faculty of Graduate and Postdoctoral Studies is dedicated to maintaining a rich academic environment for every student in the Faculty. Among other things, the Faculty oversees the academic quality and integrity of its graduate programs, and ensures that graduate students are provided with training in research and other scholarly activities of the highest standard.</p> <p>Faculty Membership The Faculty of Graduate and Postdoctoral Studies consists of the President, Vice-President Academic, Vice-President Research, the Dean and Associate Deans of the Faculty of Graduate and Postdoctoral Studies, deans</p>



<p>Studies, deans of other faculties, and appropriately qualified members of the University faculty.</p> <p>Members</p> <p>Members of the Faculty of Graduate and Postdoctoral Studies must be tenured or tenure track (including grant tenured or grant tenure track) faculty members in the Research Stream holding the rank of assistant professor, associate professor, or professor. Members must be approved by their disciplinary faculty (or functional equivalent) for membership in the Faculty of Graduate and Postdoctoral Studies and must meet the criteria established by the graduate programs with which they are affiliated. Members of the Faculty of Graduate and Postdoctoral Studies may supervise graduate students, chair examining committees, and vote at Faculty general meetings.</p> <p>Members of the Faculty of Graduate and Postdoctoral Studies may continue as members upon retirement, provided they are approved by their disciplinary faculty (or functional equivalent) for membership in the Faculty of Graduate and Postdoctoral Studies and continue to meet the criteria established by their graduate program(s) for membership in the Faculty of Graduate and Postdoctoral Studies. Membership notwithstanding, retired faculty member(s) may supervise or co-supervise graduate students as provided for by their disciplinary faculty.</p> <p>Persons holding the following appointment types are not eligible for membership in the Faculty of Graduate and Postdoctoral Studies: professors, associate professors, and assistant professors of teaching, acting</p>	<p>of other faculties, and appropriately qualified members of the University faculty.</p> <p>Members</p> <p>Members of the Faculty of Graduate and Postdoctoral Studies must be tenured or tenure track (including grant tenured or grant tenure track) faculty members holding the rank of assistant professor, associate professor, or professor. Members must be approved by their disciplinary faculty (or functional equivalent) for membership in the Faculty of Graduate and Postdoctoral Studies and must meet the criteria established by the graduate programs with which they are affiliated. Members of the Faculty of Graduate and Postdoctoral Studies may supervise graduate students, chair examining committees, and vote at Faculty general meetings.</p> <p>Members of the Faculty of Graduate and Postdoctoral Studies may continue as members upon retirement, provided they are approved by their disciplinary faculty (or functional equivalent) for membership in the Faculty of Graduate and Postdoctoral Studies and continue to meet the criteria established by their graduate program for membership in the Faculty of Graduate and Postdoctoral Studies. Membership notwithstanding, a retired faculty member may supervise or co-supervise graduate students as provided for by her or his disciplinary faculty.</p> <p>Persons holding the following ranks are not eligible for membership in the Faculty of Graduate and Postdoctoral Studies: Adjunct Professors, Honorary Professors, Visiting Professors, Professors of Teaching, Senior</p>
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<p>faculty, adjunct faculty, clinical faculty, honorary faculty, partner faculty, visiting faculty, senior instructors, instructors, lecturers, UBC Okanagan faculty.</p> <p>Members of the Faculty of Graduate and Postdoctoral Studies are listed in the UBC Academic Calendar under the degree programs with which they are formally affiliated.</p> <p>Supervision of Graduate Students by Other Faculty</p> <p>Other appropriately qualified individuals (e.g., professors, associate professors, and assistant professors of teaching, adjunct faculty, clinical faculty, partner faculty, or faculty at other universities) who are actively engaged in research and experienced with graduate education may be approved, upon the recommendation of the head or director (or functional equivalent) of the graduate programs with which they are formally affiliated and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, to supervise or co-supervise master's and doctoral students and/or serve on doctoral student supervisory committees provided they meet the relevant criteria. Approval for supervisory roles does not grant membership in the Faculty of Graduate and Postdoctoral Studies.</p> <p>Approval for individuals who are not members of the Faculty of Graduate and Postdoctoral Studies to serve as members of master's students' supervisory committees is the responsibility of the graduate program concerned.</p> <p>UBC Okanagan</p> <p>Tenured and tenure-track UBC Okanagan</p>	<p>Instructors, Instructors, Lecturers, Acting Assistant Professors, UBC Okanagan professors.</p> <p>Members of the Faculty of Graduate and Postdoctoral Studies are listed under the degree programs with which they are associated.</p> <p>Supervision of Graduate Students by Other Faculty</p> <p>Other appropriately qualified individuals (e.g., clinical professors, adjunct professors, professors of teaching, senior instructors, or visiting professors) who are actively engaged in research and experienced with graduate education may be approved, upon the recommendation of the head, director, or dean (or functional equivalent) of the graduate programs with which they are affiliated and the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, to supervise or co-supervise master's and doctoral students and/or serve on doctoral student supervisory committees provided they meet the relevant criteria. These individuals are not members of the Faculty of Graduate and Postdoctoral Studies.</p> <p>Approval for individuals who are not members of the Faculty of Graduate and Postdoctoral Studies to serve as members of master's students' supervisory committees is the responsibility of the graduate program concerned.</p>
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<p>faculty members in the research stream who hold Supervisory membership in the College of Graduate Studies may co-supervise UBC-V master's and doctoral students and/or serve on master's and doctoral student supervisory committees without requiring approval from the Faculty of Graduate and Postdoctoral Studies. Approval for UBC-O faculty in these roles is the responsibility of the graduate program concerned. Note that sole supervision of UBC-V master's and doctoral students by UBC-O faculty does require the approval of the Faculty of Graduate and Postdoctoral Studies, upon the recommendation of the graduate program concerned. For details on the requirements for Supervisory membership in the College of Graduate Studies, see UBC Okanagan Senate Policy O-9: Graduate Student Supervision and Membership in the College of Graduate Studies.</p> <p>UBC-O faculty are not eligible to be members of the Faculty of Graduate and Postdoctoral Studies.</p> <p>Teaching Instructors of graduate courses are not required to be members of the Faculty of Graduate and Postdoctoral Studies, and their appointments do not fall under the Faculty's oversight.</p> <p>For more information on the membership policy and administrative procedures, or other UBC Senate policies, please visit the UBC Senate.</p>	<p>Members in good standing of the College of Graduate Studies from the UBC Okanagan campus may co-supervise UBC-V master's and doctoral students and/or serve on master's and doctoral student supervisory committees without requiring approval from the Faculty of Graduate and Postdoctoral Studies. Approval for UBC-O faculty in these roles is the responsibility of the graduate program concerned. Note that sole supervision of UBC-V master's and doctoral students by UBC-O faculty does require the approval of the Faculty of Graduate and Postdoctoral Studies, upon the recommendation of the graduate program concerned. According to UBC Okanagan Senate Policy O-4, membership in the College of Graduate Studies includes all tenured or tenure-track (including grant tenured or grant tenure-track) faculty members holding the rank of Assistant Professor, Associate Professor, or Professor approved by their Faculty for membership in the College. These individuals are not members of the Faculty of Graduate and Postdoctoral Studies.</p> <p>Teaching Teaching of graduate courses is the responsibility of the disciplinary unit, department, or faculty.</p> <p>For more information on the membership policy and administrative procedures, or other UBC Senate policies, please visit the UBC Senate.</p> <p>***</p> <p>Type of Action:</p> <ul style="list-style-type: none">• Deletion of redundant heading "Faculty Membership"
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	<ul style="list-style-type: none">• Clarification that membership applies only to faculty in the Research Stream• Editorial changes• Add to the list of UBC faculty who are not eligible to be members of G+PS• Clarification of location of listing of G+PS members (in the Academic Calendar)• Change to consistent terminology (“affiliated” instead of “associated”)• Removal of possibly misleading example “senior instructors”• Addition of useful heading “UBC Okanagan”• Change to align with latest UBCO policy re. supervision, effective January 2022.• <p>Rationale for Proposed Change:</p> <p>Members: The change in job titles to Assistant, Associate, and full Professors of Teaching has made it challenging for some faculty and program staff to understand which faculty positions are eligible for membership in G+PS. These wording changes aim to make that clearer and do some editorial tidying as well.</p> <p>UBC Okanagan: UBCO recently revised its policy on membership in the College of Graduate Studies (effective January 2022). Previously, “members in good standing of the College of Graduate Studies from the UBC Okanagan campus” meant “tenured or tenure track (including grant tenured or grant tenure track) faculty members holding the rank of assistant professor, associate professor, or professor”. This was the same as our membership requirement (though written, as ours was, prior to the changes in titles for faculty in the educational leadership stream).</p> <p>UBCO’s criteria for membership in CoGS and consequently its terminology have fundamentally changed. Under the current policy, all individuals approved by CoGS for supervisory roles are now members – either Supervisory members, Co-supervisory members, or Committee members.</p>
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	<p>This means that our wording “members in good standing of the College of Graduate Studies” also has to change, as we do not grant membership to people who require the approval of the Dean of G+PS to hold supervisory roles.</p> <p>Teaching: This section is intended to clarify that course instructors don’t have to be members of G+PS. However, G+PS does bear some responsibility for the quality of graduate instruction, although we don’t have direct oversight of instructors. The wording change aims for greater clarity and accuracy.</p> <p>The policy itself has not fundamentally changed.</p>
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19 October 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Faculty of Land and Food Systems – Year Promotion and Academic Standing

The Senate Academic Policy Committee reviewed proposed revisions to the Year Promotion and Academic Standing Policy submitted by the Faculty of Land and Food Systems.

The following is recommended to Senate:

Motion: *“That Senate approve the Faculty of Land and Food Systems revised Year Promotion and Academic Standing Policy.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: 2

Faculty: Land & Food Systems Department: Faculty Approval Date: Feb 17, 2022 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 21, 2022 Contact Person: Christine Klaray, Director, Student Services Phone: 604-822-9702 Email: christine.klaray@ubc.ca
Proposed Calendar Entry: <p><i>Year Promotion and Academic Standing</i></p> <p>...</p> <p>Academic Standing</p> <p>There are three categories of Academic Standing: Good Academic Standing, Academic Probation, and Failed Standing. Academic standing evaluations are completed at the conclusion of each Winter Session (in May of each year).</p> <p>A. Good Academic Standing</p> <p>To achieve Good Academic Standing, students must have a sessional average of 60% or greater.</p> <p>B. Academic Probation</p> <p>Students will be placed on Academic Probation when they have a sessional average of at least 50% and less than 60%.</p> <p>C. Failed Standing</p>	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,795,1645 Present Calendar Entry: <p><i>Year Promotion and Academic Standing</i></p> <p>...</p> <p>Academic Standing</p> <p>There are three categories of Academic Standing: Good Academic Standing, Academic Probation, and Failed Year Standing. The criteria for Academic Standing depends on the number of credits that a student is registered in during the Winter Session (September to April). Academic standing evaluations are called "Sessional Evaluations," and are completed at the conclusion of each Winter Session (in May of each year).</p> <p>A. Good Academic Standing</p> <p>To achieve Good Academic Standing, students must meet one of the following:</p> <ul style="list-style-type: none"> If registered in 15 or more credits: have a sessional average of 60% or greater, and fail no more than 6 credits.



Students will be assigned Failed Standing when one of the following conditions is met:

- Their sessional average falls below 50% or;
- They meet conditions for Academic Probation and their most recent Academic Standing evaluation was also Academic Probation.

A student who is assigned Failed Standing may be required to **withdraw** from the Faculty for a period of at least one academic year, after which an application for readmission **may** be considered. See below for "LFS Guidelines for Readmission."

- ~~If registered in fewer than 15 credits: pass a minimum of 50% of credits attempted, have a sessional average of 60% or greater, and fail no more than 6 credits.~~

B. Academic Probation

Students will be placed on Academic Probation when ~~one of the following conditions is met:~~

- ~~If registered in 15 or more credits: pass a minimum of 60% of credits attempted and have a sessional average between 50% and 59.9% or;~~
- ~~If registered in 15 or more credits: pass a minimum of 60% of credits attempted and have failed more than 6 credits or;~~
- ~~If registered in fewer than 15 credits: pass a minimum of 50% of credits attempted and have a sessional average between 50% and 59.9% or;~~
- ~~If registered in fewer than 15 credits: pass a minimum of 50% of credits attempted and have failed more than 6 credits.~~

~~A student who is assigned two or more years of Academic Probation (consecutive years or non-consecutive years) may be required to discontinue from the Faculty for a period of at least one academic year, after which an application for readmission will be considered. See below for "LFS Guidelines for Readmission."~~

C. Failed ~~Year~~

Students will be assigned Failed ~~Year~~ Standing



	<p>when one of the following conditions is met:</p> <ul style="list-style-type: none">• Their sessional average falls below 50% or;• If registered in 15 or more credits: have not passed a minimum of 60% of attempted credits or;• If registered in fewer than 15 credits: have not passed a minimum of 50% of attempted credits or;• If a student has previously been assigned Academic Probation and meets the conditions of Academic Probation for a second time. <p>A student who is assigned Failed Year Standing (consecutive or non-consecutive years) may be required to discontinue from the Faculty for a period of at least one academic year, after which an application for readmission will be considered. See below for "LFS Guidelines for Readmission."</p> <p>If students present two or more years of Failed Year Standing (consecutive years or non-consecutive years), they may be required to permanently withdraw from the University.</p> <p>...</p> <p>Type of Action:</p> <p>Updated requirements for each category of academic standing.</p> <p>Rationale for Proposed Change:</p> <p>The proposed changes will simplify the categories and qualifications for academic standing to allow for greater understanding amongst students and bring requirements in line with technical limitations of the new Workday Student systems.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>
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	<p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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7 October 2022

To: Vancouver Senate

From: Senate Admissions Committee

Re: a. Master of Occupational Therapy Distributed Program – Fraser Valley Cohort (approval)
b. Faculty of Graduate Studies – Doctoral Degrees (approval)
c. Doctor of Medicine – Post-Acceptance Requirements (approval)
d. Renewal of Memorandum of Understanding: UBC Faculty of Medicine and Maastricht University (approval)
e. Suspension of Admission – Flexible Doctor of Pharmacy (PharmD) (approval)
f. Applicants Following the American Secondary School Curriculum – SAT/ACT Test Optional Policy (approval)
g. Renewal of Affiliation Agreement: UBC and Shanghai Jiao Tong University (China)
re. the International Master of Business Administration Program (approval)

a. Master of Occupational Therapy Distributed Program – Fraser Valley Cohort (approval)

The Committee has reviewed and recommends to Senate for approval the Master of Occupational Therapy-Fraser Valley Cohort. The program will focus on training graduates who will work in the Fraser Health region to better meet the healthcare needs of the Fraser Health region.

Motion: That Senate approve the Master of Occupational Therapy Distributed Program-Fraser Valley Cohort.

b. Faculty of Graduate and Postdoctoral Studies – Doctoral Degrees (approval)

The Committee has reviewed and recommends to Senate for approval the proposed Calendar language to clarify that students who hold or are shortly expected to hold a doctoral degree from UBC will normally not be admitted to a second doctoral degree at UBC. Requests for admission to a second doctoral degree will be considered on a case-by-case basis.

Motion: That Senate approve the Calendar entry on Doctoral Degrees, effective for the 2022 Winter Session and thereafter.

c. Doctor of Medicine – Post-Acceptance Requirements (approval)

The Committee has reviewed and recommends to Senate for approval post-acceptance requirements for students admitted to the Doctor of Medicine program. Students will be required to follow the screening expectations and recommended immunizations as required by the Health Care Organization policy, including compliance with all applicable Provincial Health orders pertaining to mandatory vaccines. This proposed addition brings the Faculty of



Medicine in alignment with the updated Practice Education Guidelines for Communicable Disease Prevention and the current (and any future) provincial health orders mandating vaccines

Motion: That Senate approve changes to post-acceptance requirements for students admitted to the Doctor of Medicine program, effective for entry to the 2022 Winter Session and thereafter.

- d. Renewal of Memorandum of Understanding: UBC Faculty of Medicine and Maastricht University (approval)

The Committee has reviewed and recommends to Senate for approval the renewal of Memorandum of Understanding between the UBC Faculty of Medicine Centre for Health Education Scholarship (CHES) and Maastricht University regarding the delivery of the Master of Health Professions Education Program (“MHPE”), which outlines the terms under which UBC and Maastricht agree to provide collaborative teaching and supervisory activities related to the delivery of the MHPE program offered by Maastricht University. This is a long-standing affiliation and works to encourage cooperation and collaboration between the two institutions in the areas of health professional education.

Motion: That Senate approve the renewal of the terms of the affiliation between the UBC Faculty of Medicine and Maastricht University, as set out in the “Memorandum of Understanding between the University of British Columbia Faculty of Medicine’s Centre for Health Education Scholarship (“UBC”) and Maastricht University Faculty of Health, Medicine and Life Sciences School of Health Professions Education (“UM”).”

- e. Suspension of Admission – Flexible Doctor of Pharmacy (Pharm.D.) (approval)

The Committee has reviewed and recommends to Senate for approval the suspension of admission to the Flexible Doctor of Pharmacy (Pharm.D.) program. The program created a pathway for practicing pharmacists with a Bachelor of Science in Pharmacy degree to earn the PharmD credential that was being launched by UBC at the time (the Entry-to-Practice PharmD). Any students currently in the program will be supported through to completion. As of the 2022 intake, admission to the Flex PharmD program is suspended.

Motion: That Senate approve the suspension of admission to the Flexible Doctor of Pharmacy program, effective for the 2023 Winter Sessions and thereafter.

- f. Applicants Following the American Secondary School Curriculum – SAT/ACT Test Optional Policy (approval)

The Admissions Committee has reviewed and recommends to Senate for approval to waive the Scholastic Aptitude Test (SAT) and American College Test (ACT) admission requirement for applicants following the American secondary school curriculum. SAT/ACT scores will be



used in determining admissibility only where available and will not be required. This proposal was approved by Senate in October 2020 and was effective for entry to the 2021W Session only, and then extended for applicants entering the 2022W Session. The request now is to make the waiver ongoing, for the 2023W Session and onwards.

Motion: That Senate approve changes to admission requirements for applicants following the American secondary school curriculum, effective for the 2023 Winter Sessions and thereafter.

- g. Renewal of Affiliation Agreement: UBC and Shanghai Jiao Tong University (China) re. the International Master of Business Administration Program –(approval)

The Committee has reviewed and recommends to Senate for approval the renewal of the affiliation agreement between UBC and Shanghai Jiao Tong University (China) for the delivery of the International Master of Business program. The original partnership agreement was signed in November 2000. To date, 21 cohorts have enrolled, with the 22nd cohort to begin in November 2022. Including the IMBA Class of 2022 anticipated to graduate this November, 552 students have graduated from the program and are working in leadership roles in many multi-national companies.

Motion: That Senate approve the renewal of the terms of the affiliation between the University of British Columbia Sauder School of Business and the Shanghai Jiao Tong University Antai College of Economics and Management for the delivery of the International Master of Business Administration program, as set out in the “First Restated and Amended Renewal of Cooperation Agreement for an IMBA Degree Program, between Shanghai Jiao Tong University, China and the University of British Columbia, Canada.”

Respectfully submitted,

Dr. Carol Jaeger, Chair Senate Admissions Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: July 12 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: April 4, 2022 Contact Person: Sue Forwell Phone: N/A Email: susan.forwell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Program Overview</p> <p>Occupational therapists provide specialized rehabilitation services to maintain, restore, or improve the ability of children and adults to perform the occupations of daily life, which may be impaired as a result of illness, injury, congenital or acquired disabilities, or social disadvantage. Occupational therapists focus on adapting the environment or improving the person's skills, to enhance performance in the areas of self-care (eating, dressing, personal hygiene), productivity (household work, employment, school), and leisure activities, thereby improving overall health and quality of life.</p> <p>Master of Occupational Therapy Distributed Program</p> <p>The Master of Occupational Therapy offers a distributed program involving a cohort of students at geographically separated sites. Students in the Master of Occupational Therapy-North Cohort will be located at the University of Northern British Columbia and students in the Master of Occupational Therapy-Fraser Valley cohort will be located at the University of British Columbia site in Surrey, BC.</p> <p>Master of Occupational Therapy</p> <p>Admission Requirements</p> <p>Candidates must meet minimum entry requirements established by Graduate and Post-Doctoral Studies.</p> <p>Admission is offered on a competitive basis due to the annual enrolment limits. Admission requirements include:</p> <ul style="list-style-type: none"> • Completion of a recognized 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1207#11333</p> <p>Present Calendar Entry:</p> <p>Program Overview</p> <p>Occupational therapists provide specialized rehabilitation services to maintain, restore, or improve the ability of children and adults to perform the occupations of daily life, which may be impaired as a result of illness, injury, congenital or acquired disabilities, or social disadvantage. Occupational therapists focus on adapting the environment or improving the person's skills, to enhance performance in the areas of self-care (eating, dressing, personal hygiene), productivity (household work, employment, school), and leisure activities, thereby improving overall health and quality of life.</p> <p>Master of Occupational Therapy Distributed Program</p> <p>The Master of Occupational Therapy offers a distributed program involving a cohort of students at a geographically separated site located at the University of Northern British Columbia.</p> <p>Master of Occupational Therapy</p> <p>Admission Requirements</p> <p>Candidates must meet minimum entry requirements established by Graduate and Post-Doctoral Studies.</p> <p>Admission is offered on a competitive basis due to the annual enrolment limits. Admission requirements include:</p>

<p>baccalaureate degree in any field (equivalent to a UBC 4-year Bachelor's degree in any field, from any accredited post-secondary institution)</p> <ul style="list-style-type: none"> • Successful completion of the following prerequisites: <ul style="list-style-type: none"> ○ social sciences (3 credits); ○ behavioural sciences (3 credits) ○ human anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk. See M.O.T. Admissions for specific course requirements), and ○ a minimum of 70 hours of volunteer or paid work with individuals with disabilities at no more than two facilities. • Response to a Question requirement • Completion of online assessment (CASPer Test-Computer Based Assessment for Sampling Personal Characteristics) <p>¹A 3-credit course covering the following areas: 1) Upper limbs: bones, joints, muscles, nerves, and blood vessels in the upper limbs of the human body; 2) Lower limbs: bones, joints, muscles, nerves, and blood vessels in the lower limbs of the human body; 3) Trunk: bones, joints, muscles, nerves, and blood vessels in the back and thorax of the human body. The Department Head will review course outlines that are not listed on M.O.T. Admissions to evaluate course equivalency.</p> <p>Admission is offered on a competitive basis. The annual enrolment and class size is limited.</p> <p>Primary consideration for admission of domestic applicants is given to residents of British Columbia. Applicants are considered BC residents if they hold a currently valid BC Care Card at the time of application to the program.</p> <p>Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interviews based on competitive academic standing in senior-level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview.</p> <p>Applicants who would like to be considered for admission to the UBC Master of Occupational Therapy Program located at the University of Northern British Columbia distributed site or the UBC Master of Occupational Therapy Program located at the University of British Columbia site in Surrey, must meet all admissions requirements and must complete a supplementary application form, available to download on the M.O.T. Program website. This form is used to assess candidates' suitability for the cohort.</p> <p>Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer</p>	<ul style="list-style-type: none"> • Completion of a recognized baccalaureate degree in any field (equivalent to a UBC 4-year Bachelor's degree in any field, from any accredited post-secondary institution) • Successful completion of the following prerequisites: <ul style="list-style-type: none"> ○ social sciences (3 credits); ○ behavioural sciences (3 credits) ○ human anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk. See M.O.T. Admissions for specific course requirements), and ○ a minimum of 70 hours of volunteer or paid work with individuals with disabilities at no more than two facilities. • Response to a Question requirement • Completion of online assessment (CASPer Test-Computer Based Assessment for Sampling Personal Characteristics) <p>¹A 3-credit course covering the following areas: 1) Upper limbs: bones, joints, muscles, nerves, and blood vessels in the upper limbs of the human body; 2) Lower limbs: bones, joints, muscles, nerves, and blood vessels in the lower limbs of the human body; 3) Trunk: bones, joints, muscles, nerves, and blood vessels in the back and thorax of the human body. The Department Head will review course outlines that are not listed on M.O.T. Admissions to evaluate course equivalency.</p> <p>Admission is offered on a competitive basis. The annual enrolment and class size is limited.</p> <p>Primary consideration for admission of domestic applicants is given to residents of British Columbia. Applicants are considered BC residents if they hold a currently valid BC Care Card at the time of application to the program.</p> <p>Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interviews based on competitive academic standing in senior-level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview.</p> <p>Applicants who would like to be considered for admission to the Master of Occupational Therapy North Program located at the University of Northern British Columbia distributed site must meet all admissions requirements and must complete a supplementary application form, available to download on the M.O.T. Program website. This form is used to assess candidates' suitability for the cohort.</p> <p>Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. Required minimum English language proficiency scores for admission to the MOT</p>
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of admission. Required minimum English language proficiency scores for admission to the MOT program are:

- TOEFL: 100 (iBT)
 - IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component
- See [MOT Admissions website](#) for additional information on admission.

Program Requirements

The Master of Occupational Therapy degree provides the professional education necessary to obtain a licence to practice occupational therapy. It differs from the advanced or research master's degree in [Rehabilitation Sciences](#) which prepares practitioners with advanced research skills and requires completion and defense of a thesis. Successful completion of all academic requirements (65 credits), including RHSC 420, OSOT 511, 513, 515, 519, 525, 527, 528, 538, 545, 547, 549, 551, 553, and 558, as well as fieldwork requirements as outlined by the [Program](#).

Academic Progress

The Master of Occupational Therapy program is modular, meaning each course is made up of several specific evaluation components. The curriculum is sequential in design and students must build upon the knowledge and skills acquired in each term in order to progress to the subsequent term.

Students are required to successfully complete course content (as stated in course outlines) within each term in sequence, unless otherwise approved by the department.

In addition to adhering to the Faculty of Graduate and Postdoctoral Studies requirements for satisfactory progress, students must also meet the following standard.

Students must achieve a minimum of 60% on all specific evaluation components related to professional competencies in order to pass the course. These components are identified in the course outline. Failed components must be repeated in order to demonstrate competency. If less than 60% is received on an evaluation component, the original grade will stand for purposes of calculating the cumulative course grade. Students must achieve a minimum of 65% on any repeated course component or they will fail the course unless otherwise stated in the course outline.

Only one component per course may be re-evaluated for competency. Therefore students who receive a failing grade (less than 60%) in two or more components of any course will fail the entire course.

Fieldwork placements are considered specific evaluation components and are evaluated on a Pass/Fail basis. An additional placement in a similar

program are:

- TOEFL: 100 (iBT)
 - IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component
- See [MOT Admissions website](#) for additional information on admission.

Program Requirements

The Master of Occupational Therapy degree provides the professional education necessary to obtain a licence to practice occupational therapy. It differs from the advanced or research master's degree in [Rehabilitation Sciences](#) which prepares practitioners with advanced research skills and requires completion and defense of a thesis. Successful completion of all academic requirements (65 credits), including RHSC 420, OSOT 511, 513, 515, 519, 525, 527, 528, 538, 545, 547, 549, 551, 553, and 558, as well as fieldwork requirements as outlined by the [Program](#).

Academic Progress

The Master of Occupational Therapy program is modular, meaning each course is made up of several specific evaluation components. The curriculum is sequential in design and students must build upon the knowledge and skills acquired in each term in order to progress to the subsequent term.

Students are required to successfully complete course content (as stated in course outlines) within each term in sequence, unless otherwise approved by the department.

In addition to adhering to the Faculty of Graduate and Postdoctoral Studies requirements for satisfactory progress, students must also meet the following standard.

Students must achieve a minimum of 60% on all specific evaluation components related to professional competencies in order to pass the course. These components are identified in the course outline. Failed components must be repeated in order to demonstrate competency. If less than 60% is received on an evaluation component, the original grade will stand for purposes of calculating the cumulative course grade. Students must achieve a minimum of 65% on any repeated course component or they will fail the course unless otherwise stated in the course outline.

Only one component per course may be re-evaluated for competency. Therefore students who receive a failing grade (less than 60%) in two or more components of any course will fail the entire course.

Fieldwork placements are considered specific evaluation components and are evaluated on a

<p>practice area will be required if a student fails in a fieldwork placement. A competency demonstration placement is only offered once; and only one such placement can be offered throughout the program. Students who fail the competency demonstration placement will be required to withdraw from the program.</p>	<p>Pass/Fail basis. An additional placement in a similar practice area will be required if a student fails in a fieldwork placement. A competency demonstration placement is only offered once; and only one such placement can be offered throughout the program. Students who fail the competency demonstration placement will be required to withdraw from the program.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> - Expansion of program to create new cohort of MOT students in the Fraser Valley - Calendar Update to make reference to the expansion <p>Rationale for Proposed Change:</p> <p>In May 2019, the Ministries of Health and Advanced Education and Skills Training approved infrastructure funding for the Master of Occupational Therapy Northern and Rural Cohort (MOT-NRC) of UBC in collaboration with the University of Northern British Columbia (UNBC). This initiative was designed to increase recruitment and retention of occupational therapists in northern and rural areas of British Columbia (BC). The proposed expansion is for a Fraser Valley cohort, located primarily at the UBC site in Surrey, BC. As with northern and rural communities, the Fraser Valley does not have enough occupational therapists to effectively meet local demand. The expansion will increase capacity in the Fraser Valley.</p>
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BRIEFING NOTE

Date: May 18, 2022

To: Dr. Dermot Kelleher, Dean, Faculty of Medicine | Vice-President, Health

From: Dr. Joseph Anthony, Associate Dean, Health Professions
Dr. Susan Forwell, Professor & Department Head, Occupational Science and Occupational Therapy

Re: UBC Faculty of Medicine Master of Occupational Therapy (MOT) Fraser Distributed Program

BACKGROUND

The UBC Faculty of Medicine MOT program identified significant workforce demands for occupational therapy services in BC. The needs were most acute in northern and rural communities and in the Fraser Health Authority. In April 2019, an increase the number of seats in the MOT program was approved to address provincial workforce demands in northern and rural communities to be located in Prince George.

The MOT program currently admits 56 domestic students and 8 international students annually for a total of 64 students located at UBC's point Grey Campus. Beginning in August 2022, having UBC Senate and Board approval (as of March 2022), the MOT program will launch a satellite cohort with 16 new seats in the North on the University of Northern BC campus located in Prince George.

Attention has now turned to the marked underserving of occupational therapy services in the Fraser. On March 30th, 2022, the UBC Faculty of Medicine MOT program received Ministry of Advanced Education and Skills Training approval and funding to begin another satellite cohort with 16 new seats in the Fraser Health Authority located across from Surrey Memorial Hospital. This briefing note focuses on the expansion to the Fraser.

STRATEGIC CONSIDERATIONS

- Senate approval required for admission of students to the MOT Distributed Program
- Student registration for the MOT to be located in the Fraser Health Authority will open Spring 2023, contingent upon proposal approval at Senate.
- Non-approval at Senate may result in a 1-year delay of the MOT satellite program launch in Fraser.

MATERIALS SUBMITTED TO SENATE

- MOT Program Proposal

ABOUT THE PROGRAM

Master of Occupational Therapy

- The MOT program is a 24-month professional degree that combines academic course work, community experiences, laboratory sessions, and clinical fieldwork placements at sites throughout

BC, Canada and in international locations.

- In response to workforce demands, health care service issues, current distribution of occupational therapists in BC, increasing population on the Fraser, and current educational realities, the UBC MOT program is increasing the number of domestic seats. Sixteen (16) new seats will be added to the UBC MOT program and located in the Fraser at the new Surrey location that has been identified.

PROPOSAL STATUS

The proposal is currently in the following approval phase:

	Group Engaged/Consulted	Outcome	Date
✓	HPPC		
✓	DEX		
✓	DHSD		
✓	FEX		
✓	Full Faculty		

NEXT STEPS

	Group	Action	Date
➤	Senate	Pending	



Background

UBC Faculty of Medicine Master of Occupational Therapy

Category One Program Change

Proposed Curriculum Change: *Creation of the Fraser Distributed Cohort for the Master of Occupational Therapy program*

Effective Session and Year: Winter 2023

The Department of Occupational Science and Occupational Therapy's Master of Occupational Therapy (MOT) program is the only entry-to-practice Occupational Therapy program in British Columbia. There is a long-standing shortage of Occupational Therapists throughout the province, but particularly in the Fraser. This shortage has emerged as a result of multiple factors including the increasing demand for Occupational Therapy services by an aging population, an aging workforce, marked population increases in the Fraser and the long-standing insufficient number of training seats. There is a maldistribution of practicing Occupational Therapists with the majority of graduates and internationally trained Occupational Therapists working in the urban settings in the Lower Mainland, Okanagan, and Southern Vancouver Island and only 12% of registered Occupational Therapists in the Fraser Health region. Recruiting and training students who will practice in the Fraser Health Authority after graduation is vitally important to meet the healthcare needs of this region and the province.

In order to meet provincial demand, the Department of Occupational Science & Occupational Therapy has identified that an increase of the number of seats in the MOT program with a focus on training graduates who will work in the Fraser Valley is required. A cohort of students located in Surrey, has been identified as the most effective and efficient way of expanding the MOT program and increasing the number of Occupational Therapists who will practice in the Fraser and surrounding communities after graduation.

The MOT Program is a 24-month program that combines academic course work and clinical placements at sites throughout BC. Specifically related to education in the clinical sites, students in the Fraser cohort located in Surrey will complete 3 of 5 of their fieldwork placements in the Fraser.



Having an educational health program located in the communities throughout the province has been successfully tested by both the Master of Physical Therapy (MPT) program and the Undergraduate Medical Program. For example, the northern cohort model used in the MPT program expansion was successful in its mandate, such that students in their cohort were more likely to practice in Fraser communities after graduation. With this success and the continued demand for Occupational Therapists across the province, particularly in rural communities, the Department of Occupational Science & Occupational Therapy believes that building on this initiative will be the most effective way for accessing services and meeting the healthcare needs of British Columbians.

In addition, increasing the number of seats using the current model is not possible in the current location of the MOT program on the UBC Pt. Grey campus (University Hospital, Koerner Pavilion on UBC campus) as these teaching and learning spaces cannot accommodate more than the existing 64 students per class.

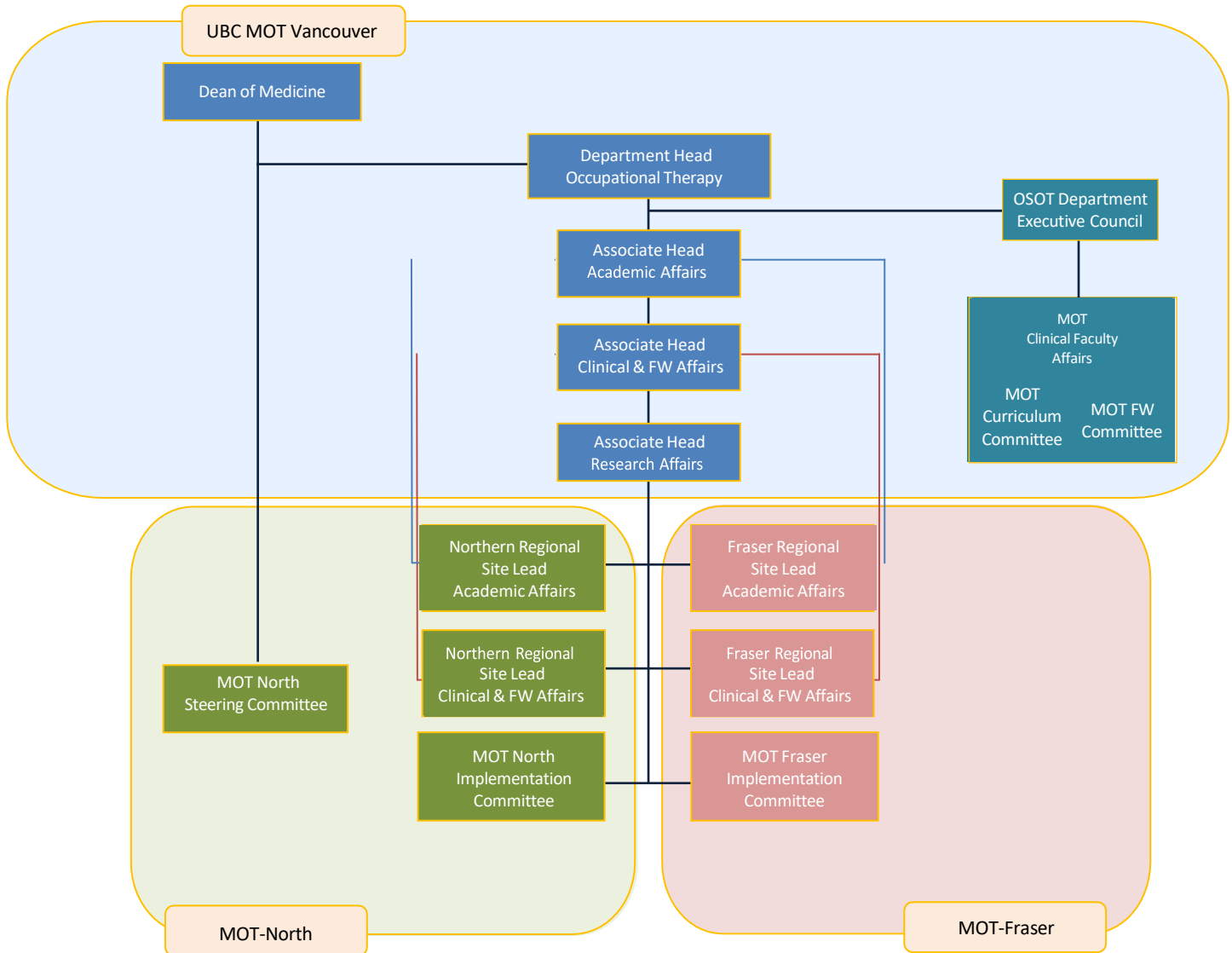
Adding a distributed site in the Fraser Valley builds on a long history of professional relations between the Department of OSOT and the clinical occupational therapy community in the Fraser Valley area. These relationships have been built through outreach and continuing professional development programs offered by UBC faculty working with the clinicians in the Fraser Valley. These past initiatives provide excellent opportunities to recruit top quality instructors and teaching assistants, and increase capacity for student clinical placements for the cohort of MOT students located in the Fraser.

Governance

The proposed governance structure (see Figure 1) for the integration of the MOT satellite program located in the Fraser mirrors the functions and structures, as appropriate, used on the Vancouver Pt. Grey campus for the MOT program. In so doing, teams have been created around MOT academic affairs, clinical and fieldwork affairs, and research affairs to facilitate regular communication and effective operations between the Vancouver, North and Fraser sites.



Figure 1. Proposed governance organizational structure for the MOT - Fraser.





Finance

As with governance, the Head, Department of Occupational Science and Occupational Therapy, will oversee the budget and finances of the MOT satellite program located in Fraser. The funds for operations and program expenses will be held at UBC and distributed, as appropriate, by the Head in consultation with the MOT Steering Committee for the MOT expansion to the Fraser.

Admissions

The MOT Program receives over 400 qualified applications per year and currently accepts 64 students. The caliber of applicants is outstanding suggesting there is significant room to increase the number of seats in the program to meet the healthcare needs of the province, while still maintaining exceptional high standards for admissions into the MOT program.

The proposed curriculum change will take effect for the cohort of students entering the MOT Program in September 2023. For that admissions cycle and beyond, the admissions requirements and process of selecting applicants for MOT cohort located in the Fraser will remain the same as the current process for selecting students. Applicants accepted will be required to meet all the same requirements as the Vancouver cohort including prerequisite courses, GPAs and CASPer Scores (a situational judgement test).

Applicants to the MOT Program are offered an interview based on a combination of their GPA in their upper-level coursework and program prerequisite courses, volunteer experience, references, as well as their scores on the CASPer exam. Final admission decisions to the MOT program from all sites is based on GPA and the applicants' score in the panel interview.

Applicants interested in applying to the MOT program located in the Fraser will be asked to identify this on their application and will be required to submit two supplemental documents: an application form that outlines their rationale for applying to the MOT cohort located in the Fraser and a lived experiences form that lists their past experience living/working in the Fraser communities. A sub-group of the MOT Admissions Committee will review these forms, and each interested applicant will be given a Fraser affinity score (based on their rationale for applying), and a lived-in score (based on their lived experiences form). The combination of these scores determines which accepted applicants are offered seats in the MOT cohort located in the Fraser. Applicants to the MOT to the Fraser cohort must meet all the same requirements as those admitted to the Vancouver cohort, in addition to providing the supplemental application materials.



Accreditation

The UBC MOT Program currently holds the highest accreditation status of “exemplary” having achieved an astounding 100% from the accrediting body, the Academic Accrediting Council of Canadian Association of Occupational Therapists (CAOT). CAOT defines distributed education (termed satellite program) as meeting 8 conditions that includes a mission and curriculum that mirrors those of the accredited program. The Department of Occupational Science and Occupational Therapy has structured the MOT program/degree in the satellite locations to be the same as the parent program by adhering to the CAOT accreditation criteria, including curriculum, governance, administrative and operational responsibility, budgetary control and equivalent education for students at the distributed education site.



UBC Library Curriculum Consultation

For new courses or programs, or substantial changes to existing ones, consultation with the Library is essential in the early planning stages and, ideally, two weeks should be given to complete this consultation form. The name of your librarian consultant may be found at: <http://directory.library.ubc.ca/librarianconsultants>. Please complete the top portion of the form and send it to the librarian consultant electronically.

To:

Name: Sally Taylor	Date: April 29, 2022
Library Branch/Division: Woodward	

From:

Name: Susan Forwell	Dept./School: Occupational Science and Occupational Therapy
Faculty: Medicine	Phone: 604-671-0791
E-mail: susan.forwell@ubc.ca	Fax: 604-822-1870

We are proposing curriculum changes for the following courses or programs:

Creation of the Fraser Valley Distributed Cohort for the Master of Occupational Therapy Program (MOT-F) planned for 16 students starting in September 2023

This section to be completed by librarian:

Please indicate the effect in terms of library support, appending additional pages if necessary.

Library Service or Resource	Description of Effect (cost, etc.)
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>In conversation with Sue Forwell, Head of the Department of Occupational Science and Occupational Therapy, it was understood that UBC Library does not have capacity to provide instructional support to students in the Fraser cohort without funds from the program for a dedicated 0.2 FTE librarian.</p> <p>Subsequently funding has been assigned in the Departmental budget.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>In conversation with Sue Forwell, Head of the Department of Occupational Science and Occupational Therapy, it was understood that UBC</p>

	<p>Library does not have capacity to provide reference or research consultations to students in the Fraser cohort without funds from the program for a dedicated 0.2 FTE librarian.</p> <p>Subsequently funding has been assigned in the Departmental budget.</p>
Collections – required and recommended readings, course reserves	<p>UBC Library supports Vancouver students with print books, and ebooks as licensing and funding permits.</p> <p>Should the program required leased ebook collections or other eresources that incur annual costs, funds from the program may be required.</p> <p>Sample annual costs:</p> <ul style="list-style-type: none"> LWW Health Library Occupational Therapy section (19 titles) – 3261 USD annually <i>8 titles on Textbook list</i> <p>The instructor may wish to provide online readings through the Library Online Course Reserves (LOCR) system. LOCR offers two options:</p> <ol style="list-style-type: none"> 1) A Syllabus Service, where the instructor uploads the course syllabus outlining the readings. 2) A self-service model, where instructors add course readings individually. <p>LOCR provides copyright clearance as required. More information is available at https://services.library.ubc.ca/borrowing-services/using-course-reserves/</p> <p>Library subscriptions to resources dictate how those resources can be shared. Should the students be using resources licensed by the Library, please ensure faculty and students have reviewed the material on Copyright regulations at http://copyright.ubc.ca/guidelines-and-resources/copyright-guidelines/. Please consult http://copyright.ubc.ca/support/contact-us/ if you have any questions.</p>
Collections – depth of the collection in relevant areas	<p>In general, UBC Library's current subscriptions to online and print journals and ebook collections should adequately support this course (with the exception for course readings noted above).</p> <p>Select resources include: Anatomy TV (Primal Pictures) CINAHL MEDLINE EMBASE PsycInfo EBM Reviews ERIC Compendex</p>

	If additional resources are required, funding from the program may be necessary.
Collections – electronic resources required and licences (e.g., impact on simultaneous users, contract considerations)	Should the program require more simultaneous users for ebooks or other resources to accommodate the additional students, funds from the program may be required.
Collaboration with other libraries, UBC or otherwise, if interdisciplinary program (consult with the other branches/libraries affected and include their comments with yours)	N/A
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Recommend use of OT space and technological facilities to accommodate skills-based learning with a large class size and integration with cohorts at different sites.
Other (specify)	

☒ Proposal has an impact on the Library and can be supported.

Proposal for a Fraser cohort has an impact on UBC Library and can now be supported with funding from the program for a 0.2 FTE librarian (estimate \$20,000 per year plus ongoing salary increases). Email from Joseph Anthony of May 5, 2022 confirms that there is funding in the operating budget for 0.2 FTE to support the library.

☐ Proposal cannot be supported without additional resources; additional resources have been assigned see details above and below.

☐ Proposal has no impact on the Library.

Signature: pp. Sally Taylor

Charlotte Beck

Date: May 6, 2022



Senate Curriculum Committee Budgetary Impact of Curriculum Proposals

From:

Date: April 30th, 2022

Dept./School: Occupational Science and Occupational Therapy	Faculty: Medicine
Phone: 604-822-7410 <i>Approval and signature of the Provost is required prior to submission for the following types of new program proposals: New Majors, Minors, Undergraduate and Graduate Level Programs; New, for-credit Diploma and Certificate Programs.</i>	Email: susan.forwell@ubc.ca

Select proposal type:

- ☐ New Majors, Minors, Undergraduate or Graduate Level programs (Provost signature required)
- ☐ New, for credit, Diploma or Certificate programs (Provost signature required)
- ☒ **Other (Provost signature not required unless additional budget needed to implement change)**

Curriculum change(s) to which this form applies:
 (one form may be used for multiple changes with similar budgetary impact)

Creation of a Master of the Occupational Therapy Program located in Surrey (the Fraser Valley Campus).

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required:

UBC received start-up funding from the Ministry of Advanced Education and Skills Training in March 2022 for expansion of the MOT program to the Fraser. The funding envelope from April 2022 – August 2023 covers non-capital start-up costs including faculty/staff hiring cost, salaries in planning year, equipment, and occupancy/lease cost. From September 2023 the funding envelope moves into ongoing operating funding for the ongoing operation of the MOT program in the Fraser. Capital start-up for the MOT Expansion/distribution and MPT Expansion/distribution collectively has also been approved for the Fraser by the Ministry of Advanced Education and Skills Training and UBC.

Select from one of the following two choices:

- ☒ **NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.**
- ☐ YES. Additional budget IS required to implement this curriculum change. A brief explanation is optional.

If YES, approval and signature of the Provost will be required before submission of proposal to Senate. If the UBC Library Curriculum Consultation form indicates that the proposal cannot be supported without additional resources, approval and signature of the University Librarian is required.

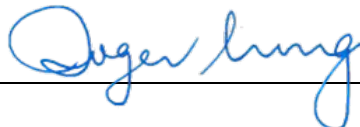
Signature of Dept. Head:

Date: May 3, 2022

THE UNIVERSITY OF BRITISH COLUMBIA



Signature of Dean:
(required)

 . Acting Dean

Date: May 31, 2022

Signature of Provost:
(if additional budget is required or new
program proposal)

Date: _____

Signature of University Librarian:
(if additional library budget is required)

Date: _____



UBC Policy Proposal Form Change to Calendar

Faculty: Faculty of Graduate and Postdoctoral Studies Policy Committee Approval Date: May 4 2022 Faculty Approval Date: May 12 2022 Effective Session (W or S): 2022 W2 Effective Academic Year: 2022-23	Date: September 21 2022 Contact Person: Max Read Phone: 604-822-0283 Email: max.read@ubc.ca
Proposed Calendar Entry: <i>Doctoral Degrees</i> An applicant may apply for admission to the degree program by reviewing application requirements on the websites of the graduate program and the Faculty of Graduate and Postdoctoral Studies , and completing the online application available on the Faculty of Graduate and Postdoctoral Studies website. Students are normally admitted to study only in fields that are formally authorized by Senate to offer doctoral programs. All applications must be accompanied by an application fee at the time of submission. Consult the Faculty of Graduate and Postdoctoral Studies for current information on admissions and application fees. The number of students that can be accommodated is limited and graduate programs will accept the best qualified students as vacancies occur. Most students begin their program of study at the start of the Winter Session (the beginning of September) but other start dates may be available, depending on the specific program. Limitations on the number of students that can be accommodated require that applicants be selected well before the start date. Students are encouraged to submit applications for admission	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,181 Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Admission Doctoral Degrees Present Calendar Entry: <i>Doctoral Degrees</i> An applicant may apply for admission to the degree program by reviewing application requirements on the websites of the graduate program and the Faculty of Graduate and Postdoctoral Studies , and completing the online application available on the Faculty of Graduate and Postdoctoral Studies website. Students are normally admitted to study only in fields that are formally authorized by Senate to offer doctoral programs. All applications must be accompanied by an application fee at the time of submission. Consult the Faculty of Graduate and Postdoctoral Studies for current information on admissions and application fees. The number of students that can be accommodated is limited and graduate programs will accept the best qualified students as vacancies occur. Most students begin their program of study at the start of the Winter Session (the beginning of September) but other start dates may be available, depending on the specific program. Limitations on the number of students that can be accommodated require that applicants be selected well before the start date. Students are encouraged to submit applications for admission



<p>as early as possible.</p> <p>Students who hold or are shortly expected to hold a doctoral degree from UBC are not normally admitted to a second doctoral degree at UBC.</p> <p>Applicants for the Doctor of Philosophy (Ph.D.), Doctor of Musical Arts (D.M.A.) and Doctor of Education (Ed.D.) must have completed one of the following requirements prior to admission:</p> <p>...</p>	<p>as early as possible.</p> <p>Applicants for the Doctor of Philosophy (Ph.D.), Doctor of Musical Arts (D.M.A.) and Doctor of Education (Ed.D.) must have completed one of the following requirements prior to admission:</p> <p>...</p> <p>***</p> <p>Type of Action: Clarify that students who hold or are shortly expected to hold a doctoral degree are not normally admitted to second doctoral degree at UBC.</p> <p>Rationale for Proposed Change: A doctoral degree is generally considered to be a terminal degree. Exceptions may apply if someone has changed their field of study or is applying to a second doctoral program at a more prestigious university. A policy gap was identified in the context of a specific student case, which is that there is no specific policy wording stating that admission to a second doctoral degree is not normally permitted. Requests for admission to a second doctoral degrees will be considered on a case-by-case basis.</p>
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UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Medicine Department: MD Admissions Faculty Approval Date: 05/09/22 Effective Session (W): W Effective Academic Year: 2022</p>	<p>Date: March 7, 2022 Contact Person: Cheryl Holmes Email: Cheryl.holmes@ubc.ca</p>
<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Medicine → Doctor of Medicine → Admission</p> <p>Admission </p> <p>Post-Acceptance Requirements</p> <p>Upon receipt of an official letter of offer, each successful applicant must provide a deposit payable to the University of British Columbia by the date, and in the amount, specified in the letter. The deposit is non-refundable but will be applied to tuition fees if the student attends the Doctor of Medicine program in the academic session specified. Please see the Offers section of the Post-Acceptance Conditions for more information.</p> <p>Upon acceptance, each applicant must submit evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR) and a negative TB skin test (if the skin test is positive, a chest x-ray is required) to the Student Health Service.</p> <p>Undergraduate medical students without immunity to Hepatitis B are at risk for infection. Students who are Hepatitis B antigen positive may pose a risk of passing infection to others. All students are registrants of the College of Physicians and Surgeons of British Columbia and must abide by the Professional Standards and</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Present Calendar Entry:</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Medicine → Doctor of Medicine → Admission</p> <p>Admission </p> <p>Post-Acceptance Requirements</p> <p>Upon receipt of an official letter of offer, each successful applicant must provide a deposit payable to the University of British Columbia by the date, and in the amount, specified in the letter. The deposit is non-refundable but will be applied to tuition fees if the student attends the Doctor of Medicine program in the academic session specified. Please see the Offers section of the Post-Acceptance Conditions for more information.</p> <p>Upon acceptance, each applicant must submit evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR) and a negative TB skin test (if the skin test is positive, a chest x-ray is required) to the Student Health Service.</p> <p>Undergraduate medical students without immunity to Hepatitis B are at risk for infection. Students who are Hepatitis B antigen positive may pose a risk of passing infection to others. All students are registrants of the College of Physicians and Surgeons of British Columbia and must</p>

<p>Guidelines for Blood-borne Pathogens in Registrants. Applicants are strongly encouraged to know their serological status for Hepatitis B prior to applying to the undergraduate program of the Faculty of Medicine. Students are advised that undergraduate medical students who have tested positive for Hepatitis B antigen will be monitored by the College, may face certain restrictions in the course of their medical training and may be constrained in their ability to practice.</p> <p>All undergraduate medical students admitted to the Faculty of Medicine at UBC will have their vaccination records reviewed to determine their risk for communicable diseases. Students are required to follow the screening expectations and recommended immunizations of Health Care Organization workers as set out in Health Care Organization policy, including complying with all applicable Provincial Health Orders pertaining to mandatory vaccines. In compliance with College of Physicians and Surgeons of British Columbia Professional Standard, students must be tested for Hepatitis B, Hepatitis C and HIV upon entry into medical school and every three years during medical school. They must report these findings, if positive, to the College of Physicians and Surgeons of British Columbia for licensure. Undergraduate medical students who have not been vaccinated against Hepatitis B will be required to complete a vaccination series, unless they are able to demonstrate their Hepatitis B status. Sero-conversion will be tested in all medical students, either upon entry if they have received prior vaccination, or upon completion of a vaccination series.</p> <p>The Student Health Service will test undergraduate medical students who continue to fail to sero-convert for the presence of Hepatitis B antigen. Students who demonstrate Hepatitis B infectivity or</p>	<p>abide by the Professional Standards and Guidelines for Blood-borne Pathogens in Registrants. Applicants are strongly encouraged to know their serological status for Hepatitis B prior to applying to the undergraduate program of the Faculty of Medicine. Students are advised that undergraduate medical students who have tested positive for Hepatitis B antigen will be monitored by the College, may face certain restrictions in the course of their medical training and may be constrained in their ability to practice.</p> <p>All undergraduate medical students admitted to the Faculty of Medicine at UBC will have their vaccination records reviewed to determine their risk for communicable diseases. In compliance with College of Physicians and Surgeons of British Columbia Professional Standard, students must be tested for Hepatitis B, Hepatitis C and HIV upon entry into medical school and every three years during medical school. They must report these findings, if positive, to the College of Physicians and Surgeons of British Columbia for licensure. Undergraduate medical students who have not been vaccinated against Hepatitis B will be required to complete a vaccination series, unless they are able to demonstrate their Hepatitis B status. Sero-conversion will be tested in all medical students, either upon entry if they have received prior vaccination, or upon completion of a vaccination series.</p> <p>The Student Health Service will test undergraduate medical students who continue to fail to sero-convert for the presence of Hepatitis B antigen. Students who demonstrate Hepatitis B infectivity or</p>
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<p>are positive for Hepatitis C or HIV will be monitored by the College of Physicians and Surgeons of British Columbia and may be required to complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others and as long as they are able to meet the core requirements for a medical degree at UBC.</p> <p>The Faculty of Medicine will make every reasonable effort to ensure that a modified course of training will meet professional licensing requirements. Licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of BC. The Faculty of Medicine cannot guarantee that a modified course of training which will lead to the granting of an M.D. degree will be accepted or recognized by this or any other licensing body. All applicants who accept an offer are required to consent to a Criminal Record Check.</p> <p>Counselling resources are available to any undergraduate medical student identified as Hepatitis B, Hepatitis C or HIV positive.</p>	<p>are positive for Hepatitis C or HIV will be monitored by the College of Physicians and Surgeons of British Columbia and may be required to complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others and as long as they are able to meet the core requirements for a medical degree at UBC.</p> <p>The Faculty of Medicine will make every reasonable effort to ensure that a modified course of training will meet professional licensing requirements. Licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of BC. The Faculty of Medicine cannot guarantee that a modified course of training which will lead to the granting of an M.D. degree will be accepted or recognized by this or any other licensing body. All applicants who accept an offer are required to consent to a Criminal Record Check.</p> <p>Counselling resources are available to any undergraduate medical student identified as Hepatitis B, Hepatitis C or HIV positive.</p> <p>Type of Action: Post-Acceptance Requirements Updates.</p> <p>Rationale for Proposed Change: This inclusion brings the Faculty of Medicine in alignment with the updated Practice Education Guidelines for Communicable Disease Prevention and the current (and any future) provincial health orders mandating vaccines.</p>
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MEMORANDUM OF UNDERSTANDING

BETWEEN

**THE UNIVERSITY OF BRITISH COLUMBIA
As represented by the FACULTY OF MEDICINE
CENTRE FOR HEALTH EDUCATION SCHOLARSHIP (“UBC”)**

AND

**MAASTRICHT UNIVERSITY
FACULTY OF HEALTH, MEDICINE AND LIFE SCIENCES
SCHOOL OF HEALTH PROFESSIONS EDUCATION (“UM”)**

Each Party an “Institution” and both Parties “the Institutions”

IN ORDER to strengthen the relationship between Institutions and in order to encourage cooperation between the Institutions in the areas of health professional education, the Institutions desire to collaborate as follows:

1) INTENDED AREAS OF COOPERATION

The Institutions will explore areas of potential collaboration with respect to the following activities:

- a) The exchange of visiting students, scholars, faculty and post-doctoral fellows;
- b) The exchange of scholarly information including research papers, indices to theses, and books on relevant subjects;
- c) The exchange of invitations to attend scholarly and technical meeting, forums and conferences;
- d) Joint conferences, seminars, workshops and exhibitions; and
- e) Collaborative teaching and supervisory activities within the context of the Master’s in Health Professions Education program offered by Maastricht University (as further specified in Appendix A).

While the Institutions intend to cooperate with respect to foregoing activities, except as provided for in this Memorandum of Understanding (“MOU”) neither Institution will be obligated to commit funds or resources, nor will either Institution grant any rights with respect to intellectual property, unless a separate legally binding agreement has been entered into. Except as provided in Appendix A this MOU does not establish any additional legally binding obligations, financial or otherwise, on the part of either Institution.

2) LIABILITY

It is understood and agreed by the Institutions that neither of them will incur any liability nor be responsible for any costs, damages or expenses whatsoever, which either of them may

incur directly or indirectly in relation to the matter arranged in this MOU or any termination thereof.

3) DURATION AND NOTICE

- a) The Institutions intend to explore these areas of potential collaboration during the five-year period commencing on the date set out below. Unless renewed by the Institutions, this MOU will expire at the end of this period.
- b) Either Institution may terminate this MOU by providing at least 60 days' written notice to the other Institution. The event of termination will not affect participants already engaged in this cooperation from completing their activities at the host University.
- c) Any other agreements entered into pursuant to this MOU, including Appendix A, will terminate in accordance with their terms.
- d) Any amendments to this MOU can only be made in writing, after consultation and mutual consent of the Institutions. Such amendments, once approved by the Institutions, will become part of this MOU.

4) USE OF TRADENAMES

The name, crests and logos of each Institution are the intellectual property of that Institution, and may not be used without that Institution's express written permission for each specific usage.

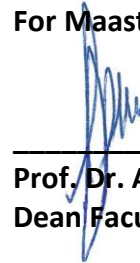
5) SETTLEMENTS OF DIFFERENCES

Any differing viewpoints and interpretations of this MOU shall be settled by mutual consultation or negotiation.

Dated this _____ day of _____, 2022.

For the University of British Columbia

For Maastricht University



Prof. Dr. A.M.W.J. Schols
Dean Faculty of Health, Medicine and Life Sciences

APPENDIX A

This Appendix A sets out the terms under which the Institutions agree to provide collaborative teaching and supervisory activities related to the delivery of the Master of Health Professions Education Program (“MHPE”) offered by Maastricht University (UM).

The School of Health Professions Education (SHE) of the Faculty of Health, Medicine and Life Sciences, Maastricht University (the Netherlands) and the Centre for Health Education Scholarship (CHES), University of British Columbia (“UBC”) (collectively the “Institutions”) agree as follows:

1.0 DELIVERY

- 1.1 Participants registered in the MHPE Program at the UBC campus (“Participants”), will be offered course components to fulfill the requirements of the MHPE Program through a combination of distance technology and classes held on the UBC campus.
- 1.2 Most course components for Participants offered at the UBC campus will be delivered by UM faculty by distance technology.
- 1.3 UBC faculty will deliver identified course components of the MHPE Program to Participants at the UBC campus.
- 1.4 Course components delivered by UBC faculty will use materials provided by SHE (“Original Material”) and SHE retains ownership of the Original Material.
- 1.5 UBC will provide a suitable thesis supervisor and a coach for each participant.
- 1.6 SHE will provide a second thesis assessor for each participant.
- 1.7 All Original Material will be clearly marked as the property of Maastricht University in all formats in which Original Material is presented (i.e. electronically, in print or otherwise).
- 1.8 UBC may adapt and add to content of the course material such as lectures and workshops provided by SHE to reflect context. The adapted and added content will be consistent with the MHPE Program course objectives.
- 1.9 Any changes and/or additions to the learning tasks and assessment plans made by UBC must be approved by Maastricht.
- 1.10 For the teaching/supervisory activities for the implementation of this Appendix A, UBC is bound by the Information Security Policy and the Acceptable Use Policy and, when processing personal data in the context of the implementation of this Appendix A, it is also bound by the Maastricht University Personal Data Processing Policy. The aforementioned policy can be found at:
<https://www.maastrichtuniversity.nl/support/ict-services/security-pages>.

2.0 ENROLLMENT AND GRADUATION

- 2.1 All Participants must meet SHE requirements for admission to the MHPE Program and be registered through Maastricht University as Maastricht students.
- 2.2 UBC will review the applicants who wish to take the MHPE Program at the UBC campus and will make recommendations to SHE regarding those applicants by April of each year. All recommended applicants must be approved by SHE.
- 2.3 SHE will consult with UBC before determining the minimum and maximum numbers of applicants to be permitted to undertake the MHPE from the UBC campus.
- 2.4 Participants are subject to the Education and Examination regulations of the Maastricht MHPE Program. The Master’s Degree is awarded by Maastricht University and is not a UBC degree or a UBC affiliated degree.

3.0 QUALITY CONTROL AND ADMINISTRATIVE SUPPORT

- 3.1 UBC is responsible for administering the SHE program evaluation to students at the UBC campus. UBC will summarize these evaluations and provide a summary to SHE. UBC and SHE will review these evaluation reports each year.
- 3.2 SHE will provide administrative support (registering students at Maastricht, awarding graduation certificates, etc.) for the MHPE program delivered at the UBC campus and UBC will provide local administrative support.

4.0 FINANCES AND ADVERTISEMENT OF THE PROGRAM

- 4.1 Participants pay tuition for the MHPE program to SHE and are not charged any additional amounts by UBC for the distance course components provided by SHE.
- 4.2 A local site fee is charged by UBC for course components delivered by UBC; this local site fee may be increased to cover appropriate costs in program delivery over the course of the agreement.
- 4.3 SHE will compensate UBC for the teaching/supervisory activities at a rate of € 4,800* per Participant.
- 4.4 The compensation is payable in two equal installments by September 1st in the first and second year of the Participant's registration.
- 4.5 UBC will purchase textbooks for Participants at the UBC campus and will be reimbursed by SHE for the cost of these required materials.
- 4.6 Any materials to be used by UBC to inform prospective applicants regarding the option of participating in the Maastricht MHPE program at the UBC campus will be approved by Maastricht. Use of trademarks and logos is subject to the express written agreement of the Institutions.

5.0 CONFIDENTIALITY

- 5.1 Certain information of SHE may be disclosed or made available to UBC in whatever form (including on paper, electronically, on magnetic media, orally or otherwise) to the extent necessary for the implementation of this Appendix A. Such information may be, without limitation, methods, models, specifications, know how, product information or other information. All aforementioned information which has been identified by SHE as being confidential, or of which UBC is, or reasonably should be, aware that it is confidential, will be considered "Confidential Information".
- 5.2 Subject to the provisions of Article 5.3, UBC shall:
 - (a) keep the Confidential Information strictly confidential;
 - (b) not use the Confidential Information for any purpose other than the execution of this Appendix A.
- 5.3 The restrictions provided in Article 5.2 above shall not apply to any Confidential Information of which UBC can reasonably demonstrate that such Confidential Information:
 - (a) at the time of disclosure was, or thereafter becomes, part of the public domain through no act or omission of UBC; or
 - (b) was already in the UBC's possession at the time of disclosure, or was thereafter received in good faith by UBC from a third party who was not subject to any confidentiality obligations and/ or restrictions as to its use; or
 - (c) which was developed by UBC independently from the Confidential Information received.
- 5.4 All Confidential Information disclosed or transferred by SHE shall remain the property of same. No license or conveyance of any rights whatsoever under any discoveries, inventions, patents or similar is granted or implied by the disclosure of Confidential Information.
- 5.5 At SHE's first request, UBC shall return to SHE all Confidential Information received in written or other tangible form, including any copies thereof.

6.0 INTELLECTUAL PROPERTY RIGHTS

- 6.1 SHE is the legal proprietor of the Original Material, the educational model on which it is founded, all the other materials that are developed within and for use in the MHPE program and has the expertise and know how. Pursuant to the Dutch Copyright Act, SHE is also the sole proprietor of and owns all right to the educational and examination materials in written, printed, filmed or otherwise reproduced form in the widest sense.
- 6.2 SHE will give UBC a non-exclusive right to use the Original Material for the implementation of this Appendix A solely.

7.0 DURATION/TERMINATION

- 7.1 This Appendix A shall become effective upon signing by both Institutions of the MOU and its implementation will begin as soon as both Institutions have selected qualified and appropriate individuals ready to participate.
- 7.2 Either University can terminate this Appendix A:
 - (a) by proving at least 12 months' notice to the other Institution;

(b) in the event an Institution is in breach of any obligation or undertaking hereunder if such breach has not been remedied within three (3) months of a notice given in writing by the other Institution, without prejudice to any other remedy at law;

(c) immediately in case an Institution becomes bankrupt or insolvent or ceases to conduct business in the normal course.

- 7.3 In the event of the termination of this Appendix A the Institutions agree to accommodate Participants already in the program to support the completion of their MHPE in progress.
- 7.4 Revisions or modifications may be proposed at any time but are only binding if agreed in writing and signed by the authorized delegate of each Institution in writing.
- 7.5 This Appendix A will be evaluated six (6) months before ending. Based upon this evaluation, the Institutions decide to renew or continue their cooperation by mutual agreement.

8.0 APPLICABLE LAW AND DISPUTE RESOLUTION

- 8.1 This Appendix A shall be governed by and construed in accordance with the law of the Netherlands.
- 8.2 In case of a problem experienced during MHPE program, the participant will, in first instance, consult UBC.
- 8.3 Any dispute arising between the participant and UBC will be presented to UBC for amicable settlement.
- 8.4 Any dispute arising in connection with the execution or the interpretation of this Appendix A:
 - (a) In the first instance representatives of the Institutions shall meet to endeavor to settle such dispute amicably by negotiation in good faith;
 - (b) If the Institutions are unable to settle such dispute by negotiation then the Institutions will attempt to settle such dispute by non-binding mediation, using Skype or other videoconferences options;
 - (c) If the Institutions are unable to settle such dispute by mediation then the dispute will be settled by arbitration under the Rules of Arbitration of the International Chamber of Commerce by one or more arbitrators appointed in accordance with the said Rules. The arbitration proceedings will be held in English. The place of arbitration will be decided on by the Institutions.

**This rate applies to participants who started the MHPE program in 2021 and further. For earlier participants a rate of € 4,280 applies.*



UBC Curriculum Proposal Form Change to Course or Program

Category: (Adm.)

Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 29 Aug 2022 Effective Session (W or S): S Effective Academic Year: 2023	Date: 2022-08-04 Contact Person: Patricia Gerber Phone: Email: patricia.gerber@ubc.ca
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Introduction Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice. Introduction The Flexible Doctor of Pharmacy program is for	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1551 Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Introduction Introduction The Flexible Doctor of Pharmacy program is for Type of Action: Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font. Rationale for Proposed Change: As of the 2022 intake, admission to the Flex PharmD program is suspended. The last admitted cohort began their program in the 2021W Session.
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences >	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1552 Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences >



<p>Flexible Doctor of Pharmacy > Academic Advising</p> <p>Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice.</p> <p>Academic Advising</p> <p>Advising is not required for most students but is available on request. The Faculty reserves the right to...</p> <p>.</p> <p>.</p> <p>.</p>	<p>Flexible Doctor of Pharmacy > Academic Advising</p> <p>Academic Advising</p> <p>Advising is not required for most students but is available on request. The Faculty reserves the right to...</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font.</p> <p>Rationale for Proposed Change: As of the 2022 intake, admission to the Flex PharmD program is suspended. The last admitted cohort began their program in the 2021W Session.</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Admission</p> <p>Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice.</p> <p>Admission</p> <p>The Faculty will select for admission those students who...</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1553</p> <p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Admission</p> <p>Admission</p> <p>The Faculty will select for admission those students who...</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action:</p>



	<p>Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font.</p> <p>Rationale for Proposed Change: As of the 2022 intake, admission to the Flex PharmD program is suspended. The last admitted cohort began their program in the 2021W Session.</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Post-Acceptance Requirements</p> <p>Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice.</p> <p>Post-Acceptance Requirements</p> <p>The Faculty of Pharmaceutical Sciences requires all students to...</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1554</p> <p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Post-Acceptance Requirements</p> <p>Post-Acceptance Requirements</p> <p>The Faculty of Pharmaceutical Sciences requires all students to ...</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font.</p> <p>Rationale for Proposed Change: As of the 2022 intake, admission to the Flex PharmD program is suspended. The last admitted cohort began their program in the 2021W Session.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1555</p> <p>Present Calendar Entry:</p>



<p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Academic Regulations</p> <p>Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice.</p> <p>Academic Regulations</p> <p>Students are expected to complete courses within each course's suggested timeframe and participate in...</p> <p>.</p> <p>.</p> <p>.</p>	<p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Academic Regulations</p> <p>Academic Regulations</p> <p>Students are expected to complete courses within each course's suggested timeframe and participate in ...</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font.</p> <p>Rationale for Proposed Change: As of the 2022 intake, admission to the Flex PharmD program is suspended. The last admitted cohort began their program in the 2021W Session.</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Academic Leave</p> <p>Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice.</p> <p>Academic Leave</p> <p>The Campus-wide Policy on Academic Leave applies to the Flexible PharmD program.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1691</p> <p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Academic Leave</p> <p>Academic Leave</p> <p>Academic Leave</p> <p>The Campus-wide Policy on Academic Leave applies to the Flexible PharmD program.</p>



<p>Students choosing to go on Academic Leave are...</p> <p>.</p> <p>.</p> <p>.</p>	<p>Students choosing to go on Academic Leave are ...</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action:</p> <ul style="list-style-type: none">• Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font.• Remove one redundant appearance of the title 'Academic Leave' <p>Rationale for Proposed Change:</p> <p>As of the 2022 intake, admission to the Flex PharmD program is suspended. The last admitted cohort began their program in the 2021W Session.</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Degree Requirements</p> <p>Important Note: Admission to the Flexible Doctor of Pharmacy (Pharm.D.) is suspended until further notice.</p> <p>Degree Requirements</p> <p>The first week of the first term will include both scheduled coursework and ...</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1556</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy > Degree Requirements</p> <p>Degree Requirements</p> <p>The first week of the first term will include both scheduled coursework and ...</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action:</p> <p>Include a note in the UBC Calendar to advise any prospective student that admission to this program is suspended indefinitely. Please format this note in BOLD RED font.</p>

**Rationale for Proposed Change:**

The Entry to practice (E2P) PharmD Program was designed and developed between 2012 and 2015 alongside the design and development of the Flexible PharmD Program, as the learning outcomes of these 2 programs are pegged to each other and both meant to advance pharmacy practice in BC (E2P Program) and give those pharmacists practising with a BSc degree the opportunity to advance their credentials. The intention was to open *both programs at the same time* in 2015. It was anticipated that hundreds of BC pharmacists would be interested in joining the Flex PharmD Program to “up” their credentials.

There was a 2-year delay in Ministry approval of the Flex PharmD Program, thereby delaying the launch of this Program to 2018. A total of 15 students entered the program in 2018. In 2019, 220 E2P students graduated with their new PharmD degree. That year, 3 pharmacists enrolled in the Flex Program. In 2020W only 2 students entered the Program.

The sense is that the small number of pharmacists interested in Flex was a result of a complex combination of several factors:

- there was a shift in thinking: BC pharmacists had originally speculated that the entry of these newly trained Doctors of Pharmacy to the profession would threaten the job market for those without such credentials. That was not the case. This made practising pharmacists reconsider whether the new credential would be necessary in order to maintain their jobs/stay current and competitive. By 2021, a total of approximately 700 newly graduated pharmacists had entered the workforce with a PharmD and very little has been seen by established pharmacists in terms of those concerns.
- The 2020 – 2022 pandemic had pharmacists doing more in terms of widening the scope of their services and practice, without enhanced financial compensation. There was (and still is) great stress and burnout in the profession

Since 2018, there has been decreasing numbers of *potential* applicants who attend the Information Sessions that the Office of Student Services and I hold each year, as well as the number



	<p>of <i>actual</i> applicants who submit complete applications</p> <ul style="list-style-type: none">• 3 students were admitted in 2019, and 2 students in 2020. The exception to that pattern was in 2021, when we admitted 9 students who entered the program in January 2022. There were only 3 applicants for the Jan. 2023 session. <p>The Faculty has reconsidered the merits of continuing to offer the Program beyond this last cohort of students who began in January 2022. Being an online, part-time program that runs courses year-round and across all four academic terms, Flex is a resource-intensive program to maintain and, with such low numbers, the resource allocation is no longer justified. In that light, the faculty's Senior Management Team has decided to close admission to the Program indefinitely.</p>
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UBC Admissions Proposal Form

Faculty: Department: Undergraduate Admissions Faculty Approval Date: Effective Session: Winter 2022 Year for Change: 2022	Date: August 31, 2022 Contact Person: Undergraduate Admissions Phone: Email: sam.saini@ubc.ca
URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,293,0,0 <i>Applicants Following the American Secondary School Curriculum</i> Proposed Calendar Entry: <p>Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:</p> <ul style="list-style-type: none"> • graduation from an academic or college preparation program at a US regionally-accredited school; • English to the senior level (not ESL); • three years of mathematics to the junior level; and <p>The submission of standardized test scores (SAT and ACT) is optional. Applicants who have a SAT or ACT test score and would like them to be considered as part of the UBC admissions process are welcome to submit their test score. Applicants will not be at a disadvantage if they cannot or choose not to submit a test score.</p>	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,293,0,0 <i>Applicants Following the American Secondary School Curriculum</i> Present Calendar Entry: <p>Applicants following the American secondary school curriculum must present the following minimum criteria to be considered for admission:</p> <ul style="list-style-type: none"> • graduation from an academic or college preparation program at a US regionally-accredited school; • English to the senior level (not ESL); • three years of mathematics to the junior level; and • either (a) SAT I or (b) ACT plus Writing (in countries where the SAT and ACT are unavailable, exemptions may be granted). <p>Type of Action: Deletion of statement in brackets and addition of statement in proposed column. Change to Undergraduate Admissions Policy to make submission of SAT/ACT test optional.</p> <p>Rationale: SAT/ACT scores will be used in determining admissibility only where available and will not be required. This proposal was approved by Senate at its October 2020 meeting and was effective for entry to the 2021 Winter Session only. In November 2021, Senate approved the extension of optional use of the SAT/ACT for applicants entering the 2022 Winter Session. The current proposal makes the optional use of standardized tests ongoing, applicable for the 2023 Winter Session and thereafter.</p>

Review of US Curriculum Test-Optional Policy

Prepared by Undergraduate Admissions and the International Student Initiative

Background:

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

The COVID-19 pandemic significantly impacted test centers across the United States and abroad, and testing agencies had to cancel numerous SAT and ACT exam sessions due to safety reasons. Many applicants also expressed concerns about writing in-person tests even though one might have been available to them. This situation prompted [several universities](#) and colleges in the US to adjust test requirements for entry in September 2021, and UBC also moved forward with a 'test optional' approach where applicants could elect to submit a test score or not.

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

Observations from 2021W US Curriculum Applicants

How many students submitted SAT or ACTs?

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

Table 1: Total US Curriculum Applicants in 21W

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

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

Table 2: Applicant Location by test submission in 21W

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

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

Test submitters present stronger course grades

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

Table 3: Overall Assessment in 21W**US Applicants w/ TEST**

Band	Students (n)	% of Total
5 (~93-100%)	539	27%
4 (~89-92%)	501	25%
3 (~85-88%)	650	33%
2 (~80-84%)	181	9%
1 (~70-79%)	124	6%
Total	1995	

US Applicants w/ NO TEST

Band	Students (n)	% of Total
5 (~93-100%)	304	19%
4 (~89-92%)	351	22%
3 (~85-88%)	584	37%
2 (~80-84%)	179	11%
1 (~70-79%)	144	9%
Total	1562	

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

Table 4: Core Assessment in 21W – Choice 1 programs**US Applicants w/ TEST**

Band	Students (n)	% of Total
5 (~95-100%)	407	20%
4 (~91-94%)	665	33%
3 (~85-90%)	600	30%
2 (~80-84%)	253	13%
1 (~70-79)	70	4%
Total	1995	

US Applicants w/ NO TEST

Band	Students (n)	% of Total
5 (~95-100%)	288	18%
4 (~91-94%)	399	26%
3 (~85-90%)	372	24%
2 (~80-84%)	356	23%
1 (~70-79)	143	9%
Total	1558	

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

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

Test Submitters tend to take more challenging course loads

**Table 5: Breadth, Depth, and Relevance (BDR) Assessment in 21W - Choice 1
US Curriculum w/ TEST**

Band	Students (n)	% of Total
5	491	26%
4	511	27%
3	459	24%
2	319	17%
1	112	6%
0	31	2%
Total	1923	

US Curriculum w/ NO TEST

Band	Students (n)	% of Total
5	130	9%
4	315	22%
3	405	28%
2	398	27%
1	163	11%
0	53	4%
Total	1461	

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

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

Enrolment Outcomes

Table 6: US Curriculum Enrolment Outcomes - International 21W

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

Table 7: US Curriculum Enrolment Outcomes – Domestic 21W

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

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

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

In 20W, international students in US curriculum schools saw an admit rate of ~76%, while domestic students had ~66%. In 21W, our admit rates were higher, but the decrease this year

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

Table 8: Core Assessment and First Year Term 1 Performance (Updated April 2022)

Core Band	Sub-Group	Registered (n)	21W Term 1 Avg. (%)	Std.Dev. Term 1 Avgs.
All	NO TEST	225	73.6	11.2
	W/ TEST	327	76.4	11.1
Core Band 2	NO TEST	41	70.8	12.1
	W/ TEST	28	73.7	12.5
Core Band 3	NO TEST	58	72.5	10.5
	W/ TEST	100	74.9	10.1
Core Band 4	NO TEST	65	73.8	11.6
	W/ TEST	129	76.3	11.8
Core Band 5	NO TEST	55	76.6	10.3
	W/ TEST	66	80.5	9.5

Table 8 outlines first year performance for US curriculum students attending UBC in 21W based on their Core Assessment. This information was collected following the conclusion of Term 1 in December 2021. Note that the a summary of students admitted in Core Band 1 has not been reported due to the small sample size of that group. The overall sessional average of the 21W fall term of 76.4% was consistent with the sessional averages of the 2019 (75.3%) and 2020 (76.9%) academic years for US curriculum presenting students.

The data in Table 8 contrasts the 21W Term 1 sessional averages of students who submitted a test against those who did not. The data shows that within the same Core band groups, applicants who submitted a test score had a marginally higher sessional average at UBC as a group than applicants who did not submit a test score. This result is consistent with what we found earlier in our applicant data where it was noted that students providing tests tended to have higher grades in general and also presented more challenging academic course loads. Although there is a performance difference between these groups (most notable amongst students assessed at Core Band 5), the standard deviations observed also suggest that there is considerable overlap amongst these two sub-populations.

Recruitment Considerations (Updated April 2022)

Two years after institutions throughout North America began to go 'test optional' in large numbers, few are changing course. It is at this point that UBC would be in the minority of research based universities in United States and Canada that are not firmly test optional or test blind.

A report from [FairTest](#) indicated that as of January of this year, 80% of bachelor-degree granting institutions are not requiring SAT or ACT scores from students seeking to enroll in 2022. Government state legislature or university wide governance has passed policy to make all public institutions in the following states test-optional or test blind in admissions:

California, Washington, Oregon, Colorado, New York, Massachusetts	All flagship public research institutions are test optional or test blind
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Approximately 62% of UBC's applications from international students attending US curriculum schools are from these six states. Following admission practices UBC adopts for other jurisdictions around the world, it would be unreasonable to require a student from those states to submit an academic qualification that their local institutions do not require for university admission.

Similarly, our Canadian counterparts, the University of Toronto and McGill have declared plans to move ahead with test-optional policies for 2023 entry.

The ability to conduct recruitment activities in certain markets may also be hindered by a test-required admission policy. ISI recruiters have reported cases of schools and events in the United States only welcoming participation from test-optional institutions, as the values of such a policy mirror those of the secondary school.

While academic preparation is a important consideration, the objectives for UBC to remain a viable consideration for students looking to North America based on how it measures alongside peer institutions on grounds of admission requirements, should also play a role in admission policy development. If UBC aims to enroll a diverse incoming class each year, this requires us to consider the recruitment impacts of test-optional admission policies.

Recommendations for 2023W Admissions and Beyond: (Updated April 2022)

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

From the perspective of first year performance, test-submitting students, are performing better than their peers who choose not to submit a test, but the difference between the two sub-groups does not appear substantial enough to warrant a return to an admission process that will require SAT or ACT tests from all applicants, especially considering UBC's commitment to equity and inclusivity. Instead, a modified approach where admission can be more selective in marginal cases to favour those students who do submit tests would be more in concert with how UBC has traditionally managed enrolment situations such as these.

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

Lastly and most importantly, it is in UBC's best interests to ensure that it is aligned with top competitors in the US market to ensure that it can effectively recruit undergraduate students. Attracting qualified students from United States continues to be a goal for UBC, but reverting to a system where standardized test scores are required would put in place a considerable and unnecessary barrier for many students and jeopardize our ability to achieve that goal.

Moving forward, the Undergraduate Admissions Office and the International Student Initiative recommend that UBC remain test-optional for US curriculum students as this approach positions us to achieve our enrolment goals. Further data and review in subsequent admission cycles will provide more evidence on how to evolve and continually improve the assessments of US curriculum presenting students over time.

Appendix

Historical Correlations to First Year Session Average of US Curriculum students

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

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

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

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

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

SAT - Total + HS Admission Average	0.437	-	-
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Correlations in this table are significant at .01 level (2-tailed)

N = 2826 for all correlations

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

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

Date: September 12, 2022

To: UBC Senate Admissions Committee
Vancouver Senate
UBC Council of Senates
UBC Board of Governors

From: Robert H. Lee Graduate School, Sauder School of Business

Subject: First Restated and Amended Renewal of Cooperation Agreement for an International MBA (IMBA) Degree Program (MOU)

The First Restated and Amended Renewal of Cooperation Agreement for an IMBA Degree program (MOU) is the renewal of the existing contract, Renewal of Cooperation Agreement for an IMBA Degree Program Between Shanghai Jiao Tong University, China and The University of British Columbia, Canada. The current contract was signed in 2015 and will expire in 2025, allowing student recruitment until 2023.

The original partnership agreement in support of the IMBA program was signed in November 2000. To date, we have enrolled 21 cohorts, with the 22nd cohort to begin in November 2022. Including the IMBA Class of 2022 anticipated to graduate this November, 552 students have graduated from the program and are working in leadership roles in companies such as HSBC, Apple, Johnson & Johnson, Honeywell, Deloitte.

The part-time International MBA Program operates in Shanghai in collaboration between UBC Sauder's Robert H. Lee Graduate School (RHL) and SJTU's Antai College of Economics and Management (SJTU). As outlined in this MOU, our partnership with SJTU provides a basis for program operations. This includes the Chinese Ministry of Education approval of our degree.

Traditionally, the UBC IMBA has been taught face-to-face in Shanghai, with Sauder faculty travelling there to teach in weekend courses. A 2-week Vancouver residency is also included. Since January 2020, the program has been taught online, and will continue in this mode until travel is once again feasible.

The IMBA Degree program is a central part of UBC Sauder's international strategic positioning in China and Asia. In addition to becoming industry leaders with global perspective, our UBC IMBA graduates form active alumni networks who support and engage with UBC Sauder in multiple ways.



We look forward to your approval.

Enclosed:

The First Restated and Amended Renewal of Cooperation Agreement for an IMBA Degree program (MOU)



Teresa Pan
Assistant Dean, Robert H Lee Graduate School
UBC, Sauder School of Business
Tel: 604-822-8243
Email: Teresa.pan@sauder.ubc.ca



First Restated and Amended Renewal of Cooperation Agreement for an IMBA Degree Program

Between

Shanghai Jiao Tong University, CHINA

And

The University of British Columbia, CANADA

Addresses for Both Sides:

Shanghai Jiao Tong University: 800 Dong Chuan Road, Shanghai, China

Legal Representative: Zhongqin Lin

The University of British Columbia: 6328 Memorial Road, Vancouver, British Columbia, Canada
V6T 1Z2

Legal Representative: *pro tem*

A. Underlying Principles

Shanghai Jiao Tong University, China (hereinafter “**SJTU**”) and The University of British Columbia, Canada (hereinafter “**UBC**”) both agree, on the basis of equality and mutual benefit, to extend their China-International cooperation in offering the International MBA (“**IMBA**”) program that started in 2001 and was reviewed and approved by the Ministry of Education of China (“**MOE**”) in 2007 and in 2015 (the English language version and the Chinese language version of the agreements shall be collectively referred to herein as the “**Original Agreement**”). This First Restated and Amended Renewal of Cooperation Agreement for an IMBA Degree Program (the English language version and the Chinese language version affixed hereto shall be collectively referred to herein as the “**Agreement**”) amends, restates, and renews the Original Agreement and specifies the duties and responsibilities of both parties, and provides a framework for understanding the basic elements of this cooperation.

B. Governing Laws & Rules

SJTU and UBC agree to comply with the relevant laws and rules of the People’s Republic of China throughout the cooperation as may be applicable to the IMBA program. If any dispute arises during the process of carrying out this Agreement, both parties should try to resolve it through friendly consultation between authorized representatives designated in writing by each of SJTU

and UBC respectively. If the dispute could not be resolved through such consultation to the reasonable satisfaction of the parties, it will be referred to the Shanghai Branch of China International Economic and Trade Arbitration Commission for arbitration pursuant to its Arbitration Rules.

C. Cooperative Guidelines

This cooperation is based on mutual respect and understanding during the Agreement and the duration of the IMBA Program (herein defined).

Article 1 The IMBA Program

1.1 Courses and Workload

The IMBA program, named “Shanghai Jiao Tong University - UBC International MBA” (hereinafter the “**IMBA Program**”), will be mainly implemented in Shanghai. For greater clarity, the IMBA Program students will be registered students of UBC (the “**students**”).

The courses of the cooperative program consist of five components, all fully taught in English:

- Opening Week – a five-day, mandatory program comprised of orientation and team-building activities, various workshops, and the first Foundation Course.
- Foundation Courses – the students must complete a series of eight courses on a part-time basis. These courses are designed to develop an in-depth understanding of essential business functions. Each course includes 20 hours of classroom instruction over 3-day sessions from Friday through Sunday, at the Antai College of Economics and Management at SJTU.
- Vancouver Residency – two-week, in-person, for-credit residency course at UBC Vancouver, Canada where students focus on a series of themed lectures and case studies, as well as professional development sessions.
- Advanced Courses – the students must complete a series of 13 courses on a part-time basis. These courses are designed to build on the Foundation Courses to offer an in-depth exposure to areas of business. Each course includes 20 hours of classroom instruction over three-day sessions from Friday through Sunday, at the Antai College of Economics and Management at SJTU.
- Capstone Integration Week – a five-day course where the students complete the final advanced course and apply the skills to a simulated business problem.

The workload for a student, for each course, is divided in the following manner:

- 20 hours of classroom instruction
- 20-40 hours of preparation, reading and assignments
- 2-5 hours of final exam or final assessments

1.2 IMBA Program Organization

The IMBA Program includes 3 parts:

1st part: 6 months of learning in China (part time).

2nd part: two weeks of learning at UBC in Vancouver, Canada. During this period, prominent professors will be invited as guest lecturers or speakers. UBC professors and career coaches will be involved and will advise on the students' learning.

3rd part: 13 months of learning in China (part time).

In terms of the format of teaching, the IMBA Program includes:

- Lectures by UBC professors and industry executives
- Company visits with discussion with top executives, as available
- Lectures on the business environment of the given country

1.3 Duration of the IMBA Program

The IMBA Program runs over a period of 20 months (the “**IMBA Program Term**”).

1.4 Admission Requirements

The IMBA Program seeks bright, talented, enthusiastic, and creative individuals committed to a high level of achievement in their academic, personal, and professional lives. The candidate selection process is rigorous and is guided by the following criteria:

(a) Academic Achievements

A Bachelor's degree with a B+ average, or recognized equivalent from an accredited institution.

**Generally, a four-year degree is required. Three-year Bachelor's degrees are accepted from Australia, New Zealand, U.K., and Europe.*

***Candidates with a lower academic average may be accepted if they have significant professional experience and/or a high GMAT/GRE score, subject to the approval of the Director, Recruitment & Admissions of the Robert H. Lee Graduate School.*

(b) Work Experience

To create a rich and stimulating classroom environment, the IMBA Program will consider selecting individuals with diverse professional experiences. Candidates with at least two years of work experience will be considered, though preference will be given to those with seven or more years of full-time work experience.

(c) Initiative and Motivation

Applicants must demonstrate managerial and leadership potential, maturity, ambition, drive, and a clear sense of purpose. These characteristics are assessed based on professional experience, extracurricular activities, written submissions, letters of reference, and interviews.

(d) GMAT/ GRE

GMAT/GRE is required. 550 GMAT with at least a 50th percentile in the quantitative and verbal sections of the test or at least 155 GRE score on both the verbal and quantitative sections are considered competitive.

(e) English Language Proficiency

Since all the learning and teaching will be conducted completely in English, all participants must be able to speak, comprehend, and write fluently in English. An approved English proficiency exam (listed below) is required for all candidates whose degrees are from a university outside Canada or the United States in which English is not the official language of instruction.

- Test of English as a Foreign language: TOEFL iBT 100
- International English Language Testing System: IELTS Academic 7.0
- Canadian Academic English Language Test: CAEL 70 overall band
- Online Canadian Academic English Language Test (CAEL Online): 70 overall band

1.5 Admission

Admission to the IMBA Program is a merit-based, competitive process, and UBC has the right to make decisions on admissions at its own discretion.

Article 2: Faculty

The entire IMBA Program curriculum is English-taught by professors from the Sauder School of Business at UBC. Professors selected to teach in the IMBA Program are recognized for their excellence in teaching. Many of them are star teachers in the school with numerous teaching and research awards, which ensures that students benefit not only from the teaching but also their insight and expertise gained through their extensive research and outreach efforts. The faculty from SJTU will be responsible for providing guidance, advice, materials and cases related to Chinese market, organizing guest speakers from local companies, and maintaining connections with local business community.

Article 3: Evaluation of the Students' Work

The students will be evaluated for each course in English and will be assessed using UBC's approved grading scale.

Article 4: The Degree and Certificate

After the students attend and finish all courses and IMBA Program requirements in Shanghai (and in Vancouver for two weeks), all credits for IMBA degree completion and IMBA degrees will be awarded by UBC at the sole discretion of UBC, then SJTU will assist students who have been granted the IMBA Program degree by UBC, to get degree Authentication of the MOE.

Article 5: Administrative Management of IMBA Program

An Administration Committee jointly formed by UBC and SJTU will be responsible for the

administrative management of the IMBA Program. UBC will assign program administrators to Shanghai to participate in the day-to-day management work for the program, and SJTU will also assign project director(s) and other administrator(s) to be involved in the day-to-day management work. In addition, SJTU will supply teaching and administrative facilities to the IMBA Program.

Article 6: Academic Board

An Academic Board from UBC will monitor academic and the strategic issues to assure that IMBA Program quality is in conformity with UBC accreditation standards. The Academic Board will also manage appeals, curriculum improvement, faculty qualification, local course content and teaching methods.

Article 7: Responsibilities of Both Parties

7.1 UBC will:

- (a) Design curriculum
- (b) Recruit and select students
- (c) Recruit faculty, and daily operations administration
- (d) Grant the UBC IMBA Program degree to students who have met the IMBA degree requirements
- (e) Provide research and teaching support and work with SJTU based on the collaboration on the IMBA Program

7.2 SJTU will:

- (a) Apply to the MOE and obtain the approval of CFCRS (Chinese-Foreign Cooperation in Running Schools) in China, and assist students who have been granted the IMBA Program degree by UBC, to get degree Authentication of the MOE.
- (b) Assign program administrators representing the Chinese side
- (c) Supply studying classroom and administration facilities
- (d) Grant completion certificate

Article 8: Duration of Agreement

The Agreement shall come into force upon execution by both parties and shall remain in effect for ten years until December 31, 2035. Between 2026 and 2033, one class per year with a total of eight (8) classes of students will join the IMBA Program. The parties agree that even if the Agreement will not be renewed in the future, the parties will give all the students admitted to the IMBA Program before 2033 an opportunity to complete all courses and to graduate without hindrance, and both parties will continue to adhere to the terms set forth in the Agreement until such IMBA Program Term is complete.

Article 9: Termination

Either party may terminate this Agreement by notifying the other party in written form at least sixty (60) days prior to the intended end date. The parties agree that even if the Agreement is terminated while there are students participating in the IMBA Program during an IMBA Program Term, the parties will give all the students currently participating an opportunity to complete all the courses and to graduate without hinderance and both parties will continue to adhere to the terms set forth in the Agreement until such IMBA Program Term is complete.

Article 10: Counterparts

This Agreement may be executed in counterparts each of which shall be deemed to be an original and both of which together shall constitute one and the same instrument. A counterpart signed by a party hereto and transmitted by facsimile or other form of electronic transmission shall have the same effect as a counterpart originally signed by such party.

SHANGHAI JIAO TONG UNIVERSITY

THE UNIVERSITY OF BRITISH COLUMBIA

Zhongqin Lin
President
Shanghai Jiao Tong University

pro tem
President
The University of British Columbia

Date: _____

Date: _____

Xuemin Xu
Vice President
Shanghai Jiao Tong University

Darren Dahl
Dean, UBC Sauder School of Business
Innovate BC Professor
The University of British Columbia

Date: _____

Date: _____

Fangruo Chen
Dean
Antai College of Economics & Management
Shanghai Jiao Tong University
1954 Huashan Road, Shanghai, China

Date: _____

Shanghai Jiao Tong University
800 Dong Chuan Road, Shanghai, China

Hubert Lai, Q.C.
University Counsel
The University of British Columbia

Date: _____

Karamjeet Heer
Interim Vice-President, Finance
The University of British Columbia

Date: _____

The University of British Columbia
6328 Memorial Road
Vancouver, BC Canada V6T 1Z2

Attached hereto is the Chinese language version of the First Restated and Amended Renewal of Cooperation Agreement for an IMBA Degree Program.



中国上海交通大学与加拿大不列颠哥伦比亚大学 合作举办国际工商管理硕士学位教育项目的续约协议

双方及所在地址：

上海交通大学地址：中国上海市东川路 800 号

法定代表人：林忠钦

不列颠哥伦比亚大学地址：6328 Memorial Road, Vancouver, BC Canada V6T 1Z2

法定代表人：*pro tem*

A. 基本原则

上海交通大学（以下简称“SJTU”）与不列颠哥伦比亚大学（以下简称“UBC”）同意在平等互利的基础上，延续 2001 年开办的并于 2007 年以及 2015 年由教育部审核并批准的举办国际工商管理硕士（IMBA）项目的中外合作项目协议（对过去历年签署的中英文协议及附件简称为“原始协议统称”）。此第一版修订和重申续约 IMBA 项目合作协议（中英文版统一简称为“协议”）修订、重申、延续了原始协议的内容，约定了双方的责任和义务，并提供了一个了解本合作协议基本要素的框架。

B. 管辖法律和法规

SJTU 与 UBC 同意在合作过程中遵守中华人民共和国适用于 IMBA 项目的法律和法规。若执行本协议过程中发生争议，双方应努力通过各自授权的代表进行友好协商加以解决。若双方通过友好协商仍无法达成双方都满意的合理解决方案，该争议将提交中国国际经济贸易仲裁委员会上海分会按其仲裁规则进行仲裁。

C. 合作指南

双方根据本协议的合作和 IMBA 项目过程中，本着互相尊重和理解的原则。

第一条：国际工商管理硕士项目

1.1 模块和学习量

国际工商管理硕士项目全称为“上海交通大学与不列颠哥伦比亚大学合作举办的国际工商管理硕士学位教育项目”（以下简称“IMBA 项目”），主要将在上海进行。为进一步明晰，IMBA 项目中的学生为 UBC 正式注册的学生（以下简称“学生”）

本合作项目课程包含 5 个部分，全部采用英语授课：

- 开学模块——这是学员必须完成的为期五天的全日制学习，学生们会接受开学集训、团队建设、职业发展培训及完成第一门基础课程。
- 基础模块——学员必须完成一系列 8 个模块的非全日制课程。这些模块旨在令学员深入了解基本的企业职能。每个模块包含 20 小时的课堂教学，从周五至周日为期 3 天，上课地点在 SJTU 安泰经济与管理学院。
- 温哥华模块——在加拿大温哥华 UBC 学习两周。在此期间，学生们集中学习一系列主题的课程及综合案例，以及进行职业发展培训的一系列活动。
- 高级模块——学员必须完成一系列 13 个模块的非全日制课程。这些模块建立在基础模块之上，深入研究各个商业领域。每个模块包含 20 小时的课堂教学，从周五至周日为期 3 天，上课地点在 SJTU 安泰经济与管理学院。
- 顶点课程——这是为期五天的全日制学习，学生们将完成最后的模块课程，并将整个学习期间的知识综合运用于最后的实战模拟案案例中。

每位 IMBA 学员每门课程的学习量为：

- 20 小时的课堂授课时间
- 20-40 小时的预习、阅读和课外作业
- 2-5 小时的考试或测评

1.2 IMBA 项目时间段架构

IMBA 项目包括三大部分：

第一部分：为期六个月在中国的非全日制学习阶段。

第二部分：为期两周在加拿大温哥华 UBC 的集中学习阶段。在此期间，UBC 的教授们会分别讲授一系列主题的课程，学生们也将得到职业发展培训方面的培养。

第三部分：为期十三个月在中国的非全日制学习阶段。

从教学形式方面，IMBA 项目包括：

- UBC 教授和企业高管授课
- 在可能的情况下访问企业并与管理层进行研讨
- 关于特定国家商业环境的讲座

1.3 IMBA 项目课程时间

IMBA 项目为期 20 个月（以下简称 IMBA 项目期间）。

1.4 录取要求

IMBA 项目招收的对象是机智聪明，有才华、热情和创造力，并且有意愿在学术领域、个人发展以及职业道路上取得更高成就的学员。学员的录取程序严格并主要侧重以下标准：

(a) 学业成绩：

申请人不限专业背景。申请人须持有被认可的本科学位或等同于本科的学位。本科期间的综合平均成绩不得低于 B+

*被认可的本科学位一般是指四年制本科学位，或是在其他国家被认可的同等学位，比如澳大利亚、新西兰、英国及欧洲的被认可的三年制本科学位。

**当申请人的本科期间的综合平均成绩不够高时，如有出色的工作经验或出色的 GMAT 或者 GRE 分数，经招生主任审核批准，也能够获得录取机会。

(b) 工作经验：

为了营造丰富多彩有启发性的课堂氛围，本 IMBA 项目将考虑选择拥有不同专业工作经验的学员。申请人须至少拥有两年以上的工作经验，但拥有七年或更长时间全职工作经验的申请人会被优先考虑。

(c) 创造力及动力：

申请人必须展示其在管理和领导力上的潜能、成熟度、抱负、动力及清晰的目标感。这些特性将通过工作经历、课外活动、书面自我陈述、推荐信及面试来考核。

(d) GMAT/GRE：

考生需要通过 GMAT/GRE 考试。以下分数会被认为具有较强的竞争优势：

GMAT 总分超过 550，在语言及数学部分分别在 50% 以上，或者 GRE 的语言及数学部分均在 155 以上。

(e) 英文水平：

由于本项目所有学习和授课将会以英文进行，所有学员必须能够流畅地用英文进行交流、理解并用英文写作。持有英语并非正式教学语言的非英美学校所颁发学位的所有申请人必须至少达到 TOEFLIBT 考试 100 分，或 IELTS（学术类）总分 7.0 分的要求，或加拿大学术英语测试 CAEL 总分 70，或网上加拿大学术英语测试 CAEL online 总分 70 以上。

1.5 录取

IMBA 项目的录取工作基于竞争过程，择优录取，UBC 拥有录取与否的自主决定权。

第二条：师资

所有 IMBA 项目课程皆由 UBC 尚德商学院的教授以英文授课。被选入 IMBA 项目进行执教的教授均是在教学方面被认可的优秀教授。其中许多是学院的明星教授，获得过很多教学以及研究方面的奖项；这保证了学员不仅能受益于教授的教学，还能从教授自身在广泛深入的研究中所累积的心得和专业知识的收益。SJUT 的教授将负责提供与中国市场相关的指导、建议、材料和案例，组织当地企业家客串讲授，以及与当地企业保持联系。

第三条：学员学术评估工作

学员须参加每门课程以英文进行的考核。学员考核将采用 UBC 批准的评分标准。

第四条：学位和证书

学员参加并完成在上海（和在温哥华的 2 周）的全部课程且完成 IMBA 项目所有要求后，UBC 将自主决定授予学员完成 IMBA 学位的所有学分，并授予其 IMBA 学位。之后 SJUT 将协助获得 UBC 学位的学生申请中国教育部学位认证。

第五条：IMBA 项目的行政管理

项目的行政管理由 UBC 和 SJTU 共同组成的一个管理委员会负责。UBC 将指派管理人员到上海参与项目的日常管理工作，SJTU 也将指派项目主任以及其他管理人员参与项目的日常管理工作。同时，SJTU 将向该项目提供教学和办公场所。

第六条：学术委员会

UBC 的 IMBA 学术委员会将负责监督学术和战略问题，以确保 IMBA 项目的教学质量符合 UBC 的认证要求。同时，学术委员会也将负责处理申诉、课程更新、师资资格认证、当地课程内容和教学方式。

第七条：双方责任

7.1 UBC 将：

- (a) 负责课程设置
- (b) 进行学员招生及录取
- (c) 聘请师资及日常运营管理人员
- (d) 向达到 IMBA 学位要求的学员授予 UBC 的 IMBA 学位
- (e) 提供教学和科研上的支持并与 SJTU 在 IMBA 项目的基础上进行合作

7.2 STJU 将：

- 1. 负责向中国教育部申请办学项目的批准文件，协助该项目正式注册并获得 UBC 学位的学生申请中国教育部学位认证。
- 2. 委派代表中方的项目管理人员
- 3. 提供教学及办公场所
- 4. 授予结业证书

第八条：合同有效期

本协议自双方签字起生效，有效期十年，至 2035 年 12 月 31 日期满。从 2026 年至 2033 年期间每年将招收一期学员，共招收八期学员参加 IMBA 项目。双方同意即使未来本协议不再续签，双方将让 2033 年之前招收的所有学员完成所有课程并顺利毕业及继续遵守本协议规定的其他义务。

第九条：终止

任意一方可在计划的终止日前至少六十(60)天向另一方做出书面通知终止本协议。双方同意即使在协议终止时，仍然对在读学生履行本协议规定的义务。双方将让在读学生完成所有课程并顺利毕业，及遵守本协议规定的其他义务。

第十条：文本

本协议可以副本形式签署，且每个副本应被视为原件，所有副本共同组成同一文件。由本协议一方所签署并通过传真方式或其他电子传输方式传送的副本应与由该方签署的副本原件具有同等效力。

中国上海交通大学

加拿大不列颠哥伦比亚大学

林忠钦
校长
中国上海交通大学

日期: _____

pro tem
校长
加拿大不列颠哥伦比亚大学

日期: _____

徐学敏
副校长
中国上海交通大学

日期: _____

Darren Dahl
Dean, UBC Sauder School of Business
Innovate BC Professor
加拿大不列颠哥伦比亚大学

日期: _____

陈方若
院长
安泰经济与管理学院
中国上海交通大学
中国上海华山路 1954 号

日期: _____

Hubert Lai, Q.C.
University Counsel
加拿大不列颠哥伦比亚大学

日期: _____

Karamjeet Heer
Interim Vice-President, Finance
加拿大不列颠哥伦比亚大学

Date: _____

中国上海交通大学
中国上海东川路 800 号

加拿大不列颠哥伦比亚大学
6328 Memorial Road
Vancouver, BC Canada V6T 1Z2



19 October 2022

To: Vancouver Senate

From: Senate Awards Committee

Re: New Awards and Changes to Existing Awards (approval)

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

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

September 28, 2022

From: Daniel Galpin, Senior Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

John F. Anderson Leadership Award in Law

A \$3,000 award has been made available through an endowment established by the Gooding Family Foundation, the Anderson Family and friends, in memory of John F. Anderson (1962-2021), for outstanding domestic students entering third-year of the J.D. program who have achieved academic excellence and demonstrated an interest in corporate law through academic pursuits, student leadership and community service. John (LL.B. 1990) practiced at Stikeman Elliott for thirty years as a corporate and securities lawyer. While studying at UBC, he received the Wesbrook Scholar Award in recognition of his outstanding academic achievement and leadership skills, and the Raymond G. Herbert Award that recognized John as the best all-round graduating student in his class. John was highly regarded in the legal community for his intellect, kindness, mentorship and the friendship he showed towards his colleagues and clients. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Barb Hart Harris Thunderbird Women's Field Hockey Award

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by Barb Hart Harris (B.A. 1957, M.Ed.), for outstanding members of the UBC Thunderbirds Women's Field Hockey team who have demonstrated leadership. Barb was a member of the UBC Thunderbirds Women's Basketball Team (1953-1955) and the UBC Thunderbirds Women's Field Hockey Team (1956-1958). She represented Canada at the 1959 and 1963 Women's Field Hockey World Championships. Barb helped plan the 1979 Women's Field Hockey Championships, which were held in Vancouver, British Columbia, and has been involved with a variety of organizations including the Canadian Women's Field Hockey Association, the 1973 Canada Summer Games and the International Federation of Women's Hockey Associations. She was inducted into the Field Hockey Canada Hall of Fame in 2020 in recognition of her achievements as an athlete and organizer, and her efforts to champion the sport of field hockey in Canada. The awards are made on the recommendation of the Head

Coach of the Women's Field Hockey team and the Athletics Awards Committee. (First award available for the 2022/2023 winter session).

Dottie Davies Memorial Scholarship in Microbiology and Immunology

Scholarships totalling \$3,500 have been made available through an endowment established by Dr. Julian Davies (B.Sc., Ph.D., D.Sc. 2003), in memory of his wife, Dorothy "Dottie" Davies (1932-2017), for outstanding undergraduate and graduate students in the Department of Microbiology and Immunology. Dottie (née Olney) was born in Waltham, Massachusetts. She attended Denison University in Granville, Ohio, where she was a member of the Kappa Kappa Gamma sorority and participated in theatre productions as an actress and a director. Dottie met Julian in New York City and they married in 1957. Dottie supported Julian's work as a microbiologist, and they moved around the world and raised three children together while Julian pursued his research. This scholarship was established in recognition of the support and encouragement Dottie offered to the undergraduate and graduate students, and their families, that she encountered. The awards are made on the recommendation of the Department of Microbiology and Immunology, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Tracy Truant Memorial Scholarship in Nursing

Scholarships totalling \$4,000 have been made available through an endowment established by family, friends and colleagues in memory of Tracy Truant (1963–2021) for outstanding graduate students in the School of Nursing who are focusing on cancer nursing through research or projects. Tracy (B.S.N. 1988, M.S.N. 1998, Ph.D. 2018) played a leading role in the development of cancer nursing, not only in British Columbia, but also internationally. She was instrumental in the establishment of national practice guidelines, and promoted models of care designed to support the experience of cancer patients and their families in the safest, most equitable and compassionate manner possible. A widely published scholar, innovator and collaborator, Tracy was an enthusiastic champion for knowledge integration to advance oncology practice. This included supporting graduate students in building the knowledge base that is foundational to equity and quality in patient- and family-centered cancer care. In 2018, Tracy received the Canadian Association of Nurses in Oncology's Lifetime Achievement Award, and in 2019 she received the UBC School of Nursing Centenary Medal of Distinction. The awards are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session.)

NEW AWARDS – ANNUAL

EBC Inc. Scholarship in Civil Engineering

Scholarships totalling \$2,500 have been made available annually by EBC Inc. for outstanding third- or fourth-year Bachelor of Applied Science students studying Civil Engineering. EBC Inc. is a Canadian construction company that is active in the building, mining, and civil engineering sectors. The awards are made on the recommendation of the Department of Civil Engineering. (First award available for the 2022/2023 winter session).

Lululemon Leadership Award for IBPOC Students

Awards totalling \$50,000 have been made available annually through a gift from Lululemon for First Nations, Inuit, or Métis students of Canada, and/or domestic students who identify as Black or a Person of Colour, who have demonstrated outstanding leadership abilities in athletics and/or recreation. Lululemon is a Vancouver-based company that was founded in 1998. Helping communities be well in every aspect of their lives – physically, mentally, and socially – is at the core of how they create products and experiences. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2022/2023 winter session).

Kimberley B.C. Poole Family Entrance Award in Engineering for Indigenous Students

Two awards of \$10,000 each have been made available annually through a gift from Dr. William (Bill) Poole (B.A.Sc. 1949) for First Nations, Inuit or Métis students of Canada entering their first year of a Bachelor of Applied Science program at the Vancouver campus. Preference will be given to students who are from British Columbia or Yukon. Financial need may be considered. Bill and his family are originally from Kimberley, British Columbia, and he graduated from UBC with a degree in Geological Engineering. He spent his career conducting geological surveys with the Geological Survey of Canada. Bill is the oldest of four siblings, John Poole (B.A. 1949), Graham Poole (B.A.Sc. 1954, M.A.Sc. 1956) and Hope Mavis (B.A. 1956, B.S.W. 1959, M.S.W. 1987), all of whom graduated from UBC. Bill created this award to reflect societal areas for which he is passionate and to help remove barriers for future generations of Indigenous students. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2022/2023 winter session).

David Guthrie Entrance Award in Applied Science

Renewable entrance awards totalling \$10,000 have been made available annually through a gift from the Guthrie family, in memory of David Guthrie (1932-2017), for outstanding domestic students entering a Bachelor of Applied Science program. Preference will be given to mature, non-traditional students. While at UBC, David (B.A.Sc. 1954, M.A.Sc. 1955, M.B.A.) received a scholarship that enabled him to pursue his education. The Guthrie family established this award to continue this practice in his honor. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2023/2024 winter session).

Chung Family Scholarship in Arts

Scholarships totalling \$24,000 have been made available annually through a gift from Michael Chung and his family, for outstanding undergraduate students in the Faculty of Arts. The Chung family are originally from Hong Kong and established this scholarship in recognition of their family values, which include a good education, a hardworking attitude, and actively contributing to a better community. The awards are made on the recommendation of the Faculty of Arts. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL

Applied Science Co-op Student of the Year Award

One award of \$1,000 is offered to an outstanding co-op student in the Applied Science Co-op Program, in recognition of outstanding achievement in all aspects of their performance, including academic standing, workplace performance, and professional/community involvement. This award is available to students based at either UBC Vancouver and UBC Okanagan. The award is made on the recommendations of the Adjudication Committee comprising of Program leadership, Co-op Coordinators, and support staff from both campuses.

BPOC Graduate Excellence Award

Awards have been made available by the University of British Columbia for outstanding graduate students who identify as Black or as a Person of Colour, with preference for domestic students and for incoming Master's students. The minimum value of each award is \$1,500. Funds are allocated to disciplinary Faculties and graduate programs, and awards are made on the recommendation of disciplinary Faculties and graduate programs in consultation with the Faculty of Graduate and Postdoctoral Studies.

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

6828 – Chavah Ruth Graduate Award in Arts

Rationale for Proposed Changes

The Department of Classical, Near Eastern and Religious Studies has changed their name to the Department of Ancient Mediterranean and Near Eastern Studies. The description has been updated to reflect this.

Current Award Description

Awards totalling \$10,000 have been made available annually through a gift from an anonymous donor for graduate students in the Department of Classical, Near Eastern and Religious Studies studying Jewish Studies. Preference will be given to students who are primary caregivers to children. Conditional on the recipients' continued satisfactory academic progress, the awards may be renewed until the recipients complete their degree requirements. Having pursued graduate degrees while raising four young children, the donor understands the financial and time pressures faced by graduate students who are parents. She hopes that this award will provide significant additional financial support to make it easier for the recipients to complete their degree. The awards are made on the recommendation of the Department of Classical, Near Eastern and Religious Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Awards totalling \$10,000 have been made available annually through a gift from an anonymous donor for graduate students in the Department of **Ancient Mediterranean and Near Eastern Studies** ~~Classical, Near Eastern and Religious Studies~~ studying Jewish Studies. Preference will be given to students who are primary caregivers to children. Conditional on the recipients' continued satisfactory academic progress, the awards may be renewed until the recipients complete their degree requirements. Having pursued graduate degrees while raising four young children, the donor understands the financial and time pressures faced by graduate students who are parents. She hopes that this award will provide significant additional financial support to make it easier for the recipients to complete their degrees. The awards are made on the recommendation of the Department of **Ancient Mediterranean and Near Eastern Studies** ~~Classical, Near Eastern and Religious Studies~~, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1232– Laird Barber Prize in Latin

Rationale for Proposed Changes

The Department of Classical, Near Eastern and Religious Studies has changed their name to the Department of Ancient Mediterranean and Near Eastern Studies. The description has been updated to reflect this and to bring the language into alignment with our current award description writing practices.

Current Award Description

A \$200 prize is given to an outstanding student in first-year Latin who proceeds to second-year Latin. The prize is awarded on the recommendation of the Department of Classical, Near Eastern and Religious Studies.

Proposed Award Description

A \$200 prize ~~has been made available annually by the Department of Ancient Mediterranean and Near Eastern Studies for~~ is given to an outstanding student ~~who has excelled~~ in first-year Latin ~~and is proceeding~~ who proceeds to second-year Latin. The prize is awarded on the recommendation of the Department of ~~Ancient Mediterranean and Near Eastern Studies~~ Classical, Near Eastern and Religious Studies.

1040 – BMO Aboriginal Entrance Award in Commerce

Rationale for Proposed Changes

Indigenous has become the preferred term in international usage over Aboriginal. The title and description have been updated to reflect the change.

Current Award Title: BMO Aboriginal Entrance Award in Commerce

Current Description

A \$10,000 award is offered annually by Bank of Montreal to an Aboriginal student entering the Bachelor of Commerce degree program. The award may be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), provided the recipient remains in good academic standing. Selection will be based on admission scores. The award is made on the recommendation of the Sauder School of Business.

Proposed Award Title

BMO ~~Aboriginal~~ Entrance Award in Commerce for Indigenous Students

Proposed Award Description

A \$10,000 award ~~has been made available~~ is offered annually ~~through a gift from~~ by the Bank of Montreal to ~~for an~~ a First Nations, Inuit, or Métis student of Canada ~~Aboriginal student~~ entering the Bachelor of Commerce degree program. The award may be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), provided the recipient remains in good academic standing. Selection will be based on admission scores. The award is made on the recommendation of the UBC Sauder School of Business.

6481 - Aboriginal Graduate Fellowship

Rationale for Proposed Changes

Indigenous has become the preferred term in international usage over Aboriginal. The title and description have been updated to reflect the change. In addition, the amount and duration of funding has been updated and the addition of funds toward research expenses has been included.

Current Award Title: Aboriginal Graduate Fellowship

Current Description

Aboriginal Graduate Fellowships are awarded to outstanding Aboriginal graduate students and provide a minimum annual stipend of \$16,000 plus tuition. Fellowships are awarded through an annual competition, with priority given to Aboriginal students whose traditional territory falls, at least in part, within Canada. Fellowships may be offered for one or more years, with continued fellowship support conditional on satisfactory academic progress. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title

Aboriginal Indigenous Graduate Fellowship

Proposed Award Description

Fellowships have been made available by the University of British Columbia for Indigenous graduate students. ~~Aboriginal~~ Indigenous Graduate Fellowships are awarded to outstanding ~~Aboriginal~~ Indigenous graduate students and provide ~~an minimum~~ annual stipend of \$16,175,000 plus tuition for Master's students for up to two years or until the end of the second year of their Master's program, whichever comes first or an annual stipend of \$18,200 plus tuition for doctoral students for up to five years or until the end of the sixth year of their doctoral program, whichever comes first. Recipients whose research involves community-based methodologies may also receive funds toward related research expenses. Fellowships are awarded through an annual competition, with priority given to ~~Aboriginal~~ Indigenous students whose traditional territory falls, at least in part, within Canada. ~~Fellowships may be offered for one or more years, with~~ Continued fellowship support ~~is~~ conditional on ~~the recipient maintaining~~ satisfactory academic progress. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

6883 – Western Grains Research Foundation Scholarship in Land and Food Systems

Rationale for Proposed Changes

Donor requested an update to the description to specify which crops are eligible for research, to reduce the number of awards allocated and to specify that awards should be for students enrolled in Plant Science or Food Science courses.

Current Award Description

Scholarships totalling up to \$15,000 have been made available annually through a gift from Western Grains Research Foundation for outstanding graduate students in the Faculty of Land and Food Systems whose research focuses on field crops including barley, canola, lentil, pea, wheat, canary seed, chickpea, corn, fava bean, flax, mustard, oats, soybean, sunflower, or winter

cereals. Western Grains Research Foundation (WGRF) is a farmer-funded non-profit organization that was founded in 1981. WGRF funds field crop research in variety development and crop production based on the direction and input from farmers. WGRF strives to grow research capacity and increase the number of professionals in Western Canadian crop production. The scholarships are made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Scholarships totalling up to \$15,000, ideally not less than \$7,500, have been made available annually through a gift from Western Grains Research Foundation for outstanding graduate students studying Plant Science or Soil Science in the Faculty of Land and Food Systems whose research focuses on the Foundation's priorities. Crops eligible for research include on-field crops including barley, canaryseed, canola, chickpea, corn, fababean, flax, lentil, mustard, oats, pea, soybean, sunflower, wheat, canary seed, chickpea, corn, fava bean, flax, mustard, oats, soybean, sunflower, and or winter cereals. Western Grains Research Foundation (WGRF) is a farmer-funded non-profit organization that was founded in 1981 and WGRF funds field crop research in both single crop and cross-cutting crop research in the priority areas of variety development and crop production, based on the direction and input from farmers. WGRF strives to grow research capacity and increase the number of professionals in Western Canadian crop production. The scholarships awards are made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1984– Gordon Selman Award

Rationale for Proposed Changes

Colleagues in the Adult Learning and Education (ALE) Program have requested a change to the award criteria to improve adjudication, with approval from OUC and the family.

Current Award Description

A \$1,050 award has been endowed in honour of the contribution of UBC Professor Gordon Selman. The award is made on the recommendation of the Adult and Higher Education Faculty members of the Department of Educational Studies to students enrolled in or graduating from the Adult Education Graduate Program who have made a contribution to the understanding of the social or historical foundations of adult education in Canada.

Proposed Award Description

Awards totalling A \$1,050 have award has been made available through an endowment established by family and friends, endowed in honour of the contribution of UBC Professor Gordon Selman (1927 – 2018) (B.A. 1949, M.A. 1963) for students enrolled in or graduating from the Adult Learning and Education Graduate Program who have made a contribution to understanding the diverse forms and locations of adult learning and education in Canada and its contributions to society. Awards are The award is made on the recommendation of the Adult and

Higher Education Faculty members of the Department of Educational Studies, in consultation with the Faculty of Graduate and Postdoctoral studies, to students enrolled in or graduating from the Adult Education Graduate Program who have made a contribution to the understanding of the social or historical foundations of adult education in Canada.

5887 – Sangra Memorial Entrance Award

Rationale for Proposed Changes

Donor requested that the award description is updated to specify that recipients must have graduated from a high school in British Columbia.

Current Award Description

A \$15,000 entrance award is offered by Harjit Sangra (UBC Law Class of '84) of Sangra Moller LLP in honour of his mother Gurbax Sangra who, although never having had the opportunity for post-secondary schooling, was an ardent believer in higher education and the opportunities it provides. The award is for a student entering the JD program who has achieved academic excellence, demonstrated athletic achievement and community involvement, and attended high school in British Columbia. Students must apply for this award. The award is on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

A \$15,000 entrance award is offered by Harjit Sangra (UBC Law Class of '84) of Sangra Moller LLP in honour of his mother Gurbax Sangra who, although never having had the opportunity for post-secondary schooling, was an ardent believer in higher education and the opportunities it provides. The award is for a student entering the JD program who has achieved academic excellence, demonstrated athletic achievement and community involvement, and attended and graduated high school in British Columbia. Students must apply for this award. The award is made on the recommendation of the Peter A. Allard School of Law.

1814 - Rashida Ali Award in Dentistry

Rationale for Proposed Changes

Award description has been updated to clarify that one single award is to be allocated, rather than multiple.

Current Award Description

Awards totalling \$2,000 have made available annually through a gift from Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, for graduating students in the

combined M.Sc. or Ph.D. in Craniofacial Science and Diploma in Orthodontics program who demonstrates leadership and professionalism in the Faculty of Dentistry. The awards are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A ~~Awards totalling \$2,000 award~~ **has been** ~~have~~ made available annually through a gift from Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, for **a** graduating students in the combined M.Sc. or Ph.D. in Craniofacial Science and Diploma in Orthodontics program who demonstrates leadership and professionalism in the Faculty of Dentistry. The awards **is** ~~are~~ made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies.



19 October 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: October Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, revised program and deletion of options brought forward by Extended Learning and the Faculties of Graduate and Postdoctoral Studies (Forestry and Medicine) and Medicine be approved.”*

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



EXTENDED LEARNING

Program deletion

Certificate in International Development

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Forestry

New courses

FOPE 510 (3) Plantation Silviculture; **FOPE 512 (3)** Forest Economics; **FOPE 513 (3)** Forest Finance; **FOPE 514 (3)** Forest Business Enterprise

Medicine

New course

RHSC 519 (3) Neurotrauma - from Basic to Community Research

FACULTY OF MEDICINE

New courses

MIDW 325 (2) Professional Issues in Midwifery; **MIDW 326 (2)** Dialogue and Decisions: Advancing Person-Centred Care

Revised program

Bachelor of Midwifery



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Department: UBC Extended Learning Faculty Approval Date: August 8, 2022 Effective Session (W or S): S Effective Academic Year: 2023	Date: August 9, 2022 Contact Person: Joenita Paulrajan Phone: 604-822-1470 Email: joenita.paulrajan@ubc.ca
Proposed Calendar Entry: Equity, Inclusion, Anti-Racism and Intercultural Communication UBC Extended Learning delivers leading-edge programs and services to help individuals and organizations work more effectively and equitably in diverse cultural settings, both internationally and locally. In a world that is increasingly aware of the prevalence of racism, UBC Extended Learning provides online courses and programs for individuals and organizations to support them in anti-racist work and to promote inclusive and meaningful intercultural interactions. Programs are currently offered in the following areas: <ul style="list-style-type: none">• Certificate in Equity, Diversity, and Inclusion• Certificate in Intercultural Studies• Award of Achievement in Diversity and Inclusion• Award of Achievement in Anti-Racism For more information, call 604 827 4203 or visit UBC Extended Learning .	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,713 Present Calendar Entry: Equity, Inclusion, Anti-Racism and Intercultural Communication UBC Extended Learning delivers leading-edge programs and services to help individuals and organizations work more effectively and equitably in diverse cultural settings, both internationally and locally. In a world that is increasingly aware of the prevalence of racism, UBC Extended Learning provides online courses and programs for individuals and organizations to support them in anti-racist work and to promote inclusive and meaningful intercultural interactions. Programs are currently offered in the following areas: <ul style="list-style-type: none">• Certificate in Equity, Diversity, and Inclusion• Certificate in Intercultural Studies• Certificate in International Development• Award of Achievement in Diversity and Inclusion

	<ul style="list-style-type: none"> • Award of Achievement in Anti-Racism <p>For more information, call 604 827 4203 or visit UBC Extended Learning.</p> <p>Type of Action: Delete program</p> <p>Rationale for Proposed Change: The UBC Certificate in International Development has seen a steady decrease in registrations over the last few years despite our efforts at marketing the program:</p> <p>There are a few main reasons for this decline: (i) A number of non-profits and other development agencies are now offering free international development related webinars and courses (both theoretical and applied) to the general public, volunteers and staff. (ii) Some development agencies are inviting volunteers to join their teams and providing free training during their work in the field. As a cost recovery program, we are unable to compete with these free and hands-on resources. (iii) Since 2020, COVID has affected travel and funds in this area of work and we have seen it have a direct impact on registrations in the program. For example, last year (2021) we only had eleven new registrations in January and only five in September.</p> <p>The closure of the program does not affect other departments, units and there are no licensing bodies involved. We have also given our current students ample notice and opportunities to wrap up and complete their courses.</p>
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UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 5, 2022 Effective Session (W or S): S Effective Academic Year: 2023	Date: April 2022 Contact Person: Dr. Juliana Magalhães Phone: 604 822 3559 Email: juliana.magalhaes@ubc.ca
Proposed Calendar Entry: FOPE 510 (3) Plantation Silviculture Science of cultivating forest stands, including influence of climate and soil, characteristics of tree growth and stand development, and forest types and plantation designs.	URL: n/a Present Calendar Entry: n/a Type of Action: New course Rationale for Proposed Change: In response to interest/demand by industry and prospective students, the Faculty of Forestry proposes the creation of a slate of new courses for our existing Online Graduate Certificate in Forest Management and Conservation. This program is aimed at working professionals currently employed in, or pursuing careers in forestry-related, conservation, or natural resource management jobs. The proposed courses focus on intensively managed plantation forests, wood products, and the financial and business aspects of the forest industry. (Syllabus attached.)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 5, 2022 Effective Session (W or S): S Effective Academic Year: 2023	Date: April 2022 Contact Person: Dr. Gary Bull Phone: 604 822 1553 Email: gary.bull@ubc.ca
Proposed Calendar Entry: FOPE 512 (3) Forest Economics General and forestry-specific economic principles and concepts, including role of forests in sustainable development. Prerequisites: All of FOPE 509, FOPE 510.	URL: n/a Present Calendar Entry: n/a Type of Action: New course Rationale for Proposed Change: In responses to interest/demand by industry and prospective students, the Faculty of Forestry proposes the creation of a slate of new courses for our existing Online Graduate Certificate in Forest Management and Conservation. This program is aimed at working professionals currently employed in, or pursuing careers in forestry-related, conservation, or natural resource management jobs. The proposed courses focus on intensively managed plantation forests, wood products, and financial and business aspects of the forest industry. (Syllabus attached.)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 5, 2022 Effective Session (W or S): S Effective Academic Year: 2023	Date: April 2022 Contact Person: Dr. Gary Bull Phone: 604 822 1553 Email: gary.bull@ubc.ca
Proposed Calendar Entry: FOPE 513 (3) Forest Finance Theoretical and technical skills to analyze corporate financial management in the forest industry, including analytical tools to analyze cost and benefit, evaluate risk, and identify optimum investment. Prerequisites: All of FOPE 509, FOPE 510. Co-Requisites: FOPE 512	URL: n/a Present Calendar Entry: n/a Type of Action: New course Rationale for Proposed Change: In response to interest/demand by industry and prospective students, the Faculty of Forestry proposes the creation of a slate of new courses for our existing Online Graduate Certificate in Forest Management and Conservation. This program is aimed at working professionals currently employed in or pursuing careers in forestry-related, conservation, or natural resource management jobs. The proposed courses focus on intensively managed plantation forests, wood products, and the financial and business aspects of the forest industry. (Syllabus attached.)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: May 5, 2022 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: April 2022 Contact Person: Dr. Kenneth MacDicken Phone: 604 822 3559 Email: k.macdicken@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FOPE 514 (3) Forest Business Enterprise Foundations of forest business enterprises (FBEs), including their role in forest management, interactions with stakeholders, and the drivers of successes and failures in FBEs.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: In responses to interest/demand by industry and prospective students, the Faculty of Forestry proposes the creation of a slate of new courses for our existing Online Graduate Certificate in Forest Management and Conservation. This program is aimed at working professionals currently employed in, or pursuing careers in forestry-related, conservation, or natural resource management jobs. The proposed courses focus on intensively managed plantation forests, wood products, and financial and business aspects of the forest industry. (Syllabus attached.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Rehabilitation Sciences Faculty Approval Date: 05/09/22 Effective Session (W or S): W Effective Academic Year: 2023	Date: 01/13/2022 Contact Person: Natalie Yu Phone: 604-827-4055 Email: rehab.gradprogram@ubc.ca
Proposed Calendar Entry: RHSC 519 (3) - Neurotrauma – from Basic to Community Research Basic, clinical, and rehabilitation research. Challenges with translational approaches and clinical issues facing people living with spinal cord and traumatic brain injury as they transition into the community.	URL: n/a Present Calendar Entry: n/a Type of Action: New course Rationale for Proposed Change: This course has been piloted as a special topics course in the Graduate Programs in Rehabilitation Sciences (RHSC 506 Current Topics in Rehabilitation). As the graduate program is a joint initiative between the Department of Occupational Science and Occupational Therapy, and Physical Therapy, a course providing advanced knowledge about the science of neurotrauma is needed. It will enhance the limited number of elective courses that students currently have to choose from. As neurotrauma has an interdisciplinary focus, a consistent offering may also draw students from other programs, departments and faculties. Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Family Practice; Midwifery Program Faculty Approval Date: July 12 2022 Effective Session (W or S): W Effective Academic Year: 2022/23	Date: January 10, 2022 Contact Person: Saraswathi Vedom Phone: 778-886-6767 Email: saraswathi.vedam@ubc.ca
Proposed Calendar Entry: (40 word limit for course descriptions) MIDW 325 (2) Professional Issues in Midwifery Professional issues include responsibilities and conduct, peer review, interprofessional relations and communication, legal and business concepts, continuous quality assurance and improvement, and self-care. This course is delivered through synchronous and asynchronous online coursework while learners are in distributed clinical placements.	URL: MIDW 325 Present Calendar Entry: (Cut and paste from the current web Calendar.) MIDW 325 (3 over two terms) Professional Issues in Midwifery Professional issues include responsibilities and conduct, peer review, interprofessional relations and communication, legal and business concepts, continuous quality assurance and improvement in practice. A series of lectures and workshops delivered in an intensive format over two weeks. [3-0-0] Type of Action: Change in credit hours-reduced by one hour. Two credit hours from former syllabus applied to new course Dialogue and Decision Making. Update course description to be 40 words. Rationale for Proposed Change: The Midwifery Bachelor Degree curriculum has been refreshed to include new core competencies from the Canadian Midwifery Regulators Council and the National Aboriginal Council of Midwives. Professional issues includes the new content reflecting EDI competencies, to both MIDW 325 and existing course content in Dialogue and Decisions Making.



Proposed Calendar Entry:

(40 word limit for course descriptions)

**MIDW 326 (2) Dialogue and Decisions:
Advancing Person-Centred Care**

Build knowledge and competencies to navigate complex human interactions around decisions in health care. Flexible, online course for health professional learners. Learning activities include small group, cross-profession discussions, best practice video exemplars, case-based and self-reflection exercises, and a simulation. Pass/fail.

Present Calendar Entry:

(Cut and paste from the current web Calendar.)

N/A

Type of Action:

(e.g., new course, delete course, etc.)

1. Separate existing MIDW 325 (3) course content into two distinct courses: MIDW 325 (2) Professional Issues in Midwifery; MIDW 326 (2) Dialogue and Decisions: Advancing Person-Centred Care
2. Delete vector from MIDW 325

Rationale for Proposed Change:

- A. The Dialogue and Decision Making course content was developed originally through a Large UBC TLEF grant to be a standalone interprofessional course, for asynchronous, online delivery to accommodate various program schedules. It was offered as a pilot for two years as IHHS 101 when the IHHS courses were held within the College of Health Disciplines and received very strong endorsement from midwifery, medicine, nursing, physiotherapy, and medical genetics students. Then it was embedded into MIDW as a placeholder while the Midwifery program was going through curriculum renewal.
- B. Initially, health professional students learned about the course and registered through the Passport system. Over time, with the sunseting of the Passport system, and the growth of the FLEX program, visibility of the course and easy access to student credits/certification for course completion has been diminished.
- C. The DDM course is most effective and beneficial with robust interprofessional engagement. By making it a standalone course, the course will be listed in the



	<p>Calendar, visible, and verifiable for students outside the Midwifery Program.</p> <p>D. While complementary, the content, teaching staff, assessments, platform and evaluations for DDM are distinct from the MIDW 325 Professional Issues syllabus and learning objectives, especially after the recent curriculum renewal.</p> <p>E. The DDM course would benefit from interprofessional faculty teams. Making it a standalone course would facilitate course assignment across disciplines.</p> <p>F. As a standalone course the MIDW 326 can be offered in two time blocks to accommodate more health professional student schedules.</p> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p>MID 326 xx Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry:</p> <p>Degree Requirements</p> <p>...</p> <p>[24864] For Students Commencing the Program in September 2017 to August 2022</p> <p>AND</p> <p>[29709] For Students Commencing the Program in September 2022 or later</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1289</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p>...</p> <p>For Students Commencing the Program in September 2017 to August 2022</p> <p>AND</p> <p>For Students Commencing the Program in September 2022 or later</p>



...

Year 3

...

Year3



MIDW 305	6	MIDW 305	6
MIDW 3102	5	MIDW 3102	5
MIDW 320	10	MIDW 320	10
MIDW 322	8	MIDW 322	8
MIDW 325	2	MIDW 325	3
MIDW 326	2	One of MIDW 3503 OR	
One of MIDW 3503 OR		MIDW 360 and MIDW 3703	
MIDW 360 and MIDW 3703		OR MIDW 3803	12
OR MIDW 3803	12	Total Credits	44-48
Total Credits	44-48	...	
...		Type of Action:	
		Update Bachelor of Midwifery Degree	
		Requirements (For Students Commencing	
		the Program in September 2017 or later) to	
		reflect changes to MIDW 325 and new	
		course MIDW 326.	



19 October 2022

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: *Final Report on Student Experience of Instructions Recommendations*

In May of 2020 a Student Evaluations of Teaching Working Group presented a report to the Vancouver and Okanagan Senates with sixteen recommendations, which both Senates endorsed (including a name change to Student Experience of Instruction). A Steering Committee and an Implementation Committee were set up to oversee and carry out the implementation of these recommendations.

In May of 2021 a progress report on these recommendations was presented to both Senates, and new Student Experience of Instruction University Module Questions were implemented on both campuses starting in Winter 2021Term 1.

Presented here is a final report of the work done to implement the set of recommendations from 2020. Most recommendations are completed, while a few continue in an ongoing fashion. The report also provides information about data analyses conducted on survey results from last year, as well as investigations of automated platforms for analysing text comments.

This report is presented to the Senate for information and discussion.

Respectfully submitted,

Joanne Fox
Chair, Senate Teaching and Learning Committee

REPORT TO UBC SENATES: FINAL REPORT ON STUDENT EXPERIENCE OF INSTRUCTION RECOMMENDATIONS

Report to Okanagan Senate Learning and Research Committee and Vancouver Teaching and Learning Committee – September 2022

Report to Okanagan and Vancouver Senates – October 2022

Table of Contents

Introduction and background.....	3
Summary of implementation work.....	4
Engagement and pilot process for revised University Module Items	4
Data analyses of SEI results 2021/22	7
Status of all 2020 report recommendations	18
Additional areas of work	24
Summary of ongoing work.....	25
Appendices	27
Appendix 1 – Recommendations from May 2020 Senate report.....	28
Appendix 2 – Steering & Implementation Committees	34
Appendix 3 - Comparison of previous UMIs and new UMIs for each campus.....	37
Appendix 4 - Data analyses of SEI results	39
Appendix 5 – Integrative approach to evaluation of teaching paper.....	73
Appendix 6 - Report on investigation of options for automated text analysis.....	90

Introduction and background

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

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

After robust analysis and consultations conducted between March 2019 and April 2020, the SEoT working group presented a [report to both the Okanagan and Vancouver Senates](#) in May 2020. Included in the report was information about the working group's membership and consultation process, an annotated bibliography of research on bias in student evaluations of teaching, studies done at UBC on bias based on binary sex data¹, and information about a new set of metrics used in reporting SEoT results.

In addition, and most pertinent to the present purpose, the report included sixteen recommendations about student evaluations of teaching, which were endorsed by both Senates; see [Appendix 1](#). In the Fall of 2020, two new committees were formed to oversee the process of implementing these recommendations: a Steering Committee and an Implementation Committee. Since one of the recommendations in the original working group's report was to change the name of the process from "student evaluations of teaching" to "Student Experience of Instruction" (SEI), these new committees are called the SEI Steering and SEI Implementation committees.

The SEI Steering Committee is made up of senior leaders, faculty and students on both campuses, and provides strategic guidance and oversight for the Implementation Committee, which is tasked with operationalizing the implementation of the recommendations. Please see [Appendix 2](#) for membership of these groups.

The Implementation and Steering Committees were put in place in order to implement the recommendations from the previous SEoT working group. They are completing their work as of

¹ This variable was pulled from administrative data, which only recorded responses as binary, M or F, at that time.

early Fall 2022, and this report presents a summary of all implementation work, with a particular focus on what has been done since [the Report to Senates on Progress on the SEI Recommendations](#) in May, 2021.

Summary of implementation work

Since early Fall 2020, the Implementation Committee has worked with multiple individuals and units on the recommendations put forth from the SEoT working group. In addition, the Implementation Committee created a number of resources and events to communicate changes to the student evaluation surveys and work to date across both campuses, including a new website on student experience of instruction (seoi.ubc.ca), and two cross-campus open forums held on March 10th and September 28th 2021.

Over the course of the project there has been a strong focus on changes to the UMI questions, which were completed and launched in September 2021. This committee has also undertaken work on recommendations related to the need for additional data and analyses to address questions related to bias in SEI data at UBC, as well as exploring how UBC could adopt a more integrative approach in the evaluation of teaching.

We focus in particular below on the process for revising the UMIs on both campuses, and data analyses on SEI results that have been completed so far. We then discuss the status of each of the sixteen recommendations from the Student Evaluations of Teaching working group, endorsed by both Senates in May 2020.

Engagement and pilot process for revised University Module Items

The SEoT working group recommended that the questions on end-of-course student surveys be focused on the student experience rather than the evaluation of teaching, as students are in the best position to offer feedback on the former. The working group proposed six new core university questions, based on the six questions used in the Vancouver survey, to solicit feedback from students on their experiences in courses. In addition, the working group recommended that further data collection and analysis be undertaken for a proposed new question on feedback that would replace a previous question from the Vancouver survey on the fairness of assessment of student learning (see details on the proposed questions below, under *Updates on Recommendations*).

In taking this work forward, PAIR, in consultation with the SEI Implementation Committee, developed a plan to evaluate and test the proposed core university questions within the UBC

community, from January-July 2021.² This process began with focus groups with participants across both campuses, some with students (16 groups, 116 students total) and some with faculty (8 groups, 40 faculty total). The focus groups introduced a set of revised UMI questions and asked the participants how they interpreted the questions, how students would respond, and any suggestions they had for revision.

The next step was to conduct 29 one-on-one interviews with students who had not participated in the previous focus group sessions, in which students were asked to speak aloud to verbalize how they interpreted each of the six questions, what types of examples about the course they recall when responding to the question, and what information they recall and consider when responding to each question.

Data from the focus groups and interviews were coded, and revised UMI questions were then pilot-tested in a survey in which 333 students participated, across both campuses. PAIR then used Item Response Theory and Differential Item Functioning (DIF) to evaluate the performance of the questions on the pilot survey. The results from the quantitative analysis suggested that the revised UMIs were functioning better than the previous ones in that each of the questions seemed to be contributing more equally to the overall information from the surveys (whereas previously item 6 contributed to most of the statistical information). In addition, though on some methods of performing DIF analysis there were indications of some differences in how students responded to the questions based on class size and binary student gender, there was not consistency across these measures of DIF, and overall, the results were inconclusive.

The SEI Implementation Committee proposed a new set of UMI questions developed from this testing procedure for approval by Senate Committees at both UBCO and UBCV. These were approved in the summer of 2021 and implemented in SEI surveys starting in the Fall term 2021.

The UMIs currently in use at both UBCO and UBCV are:

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.

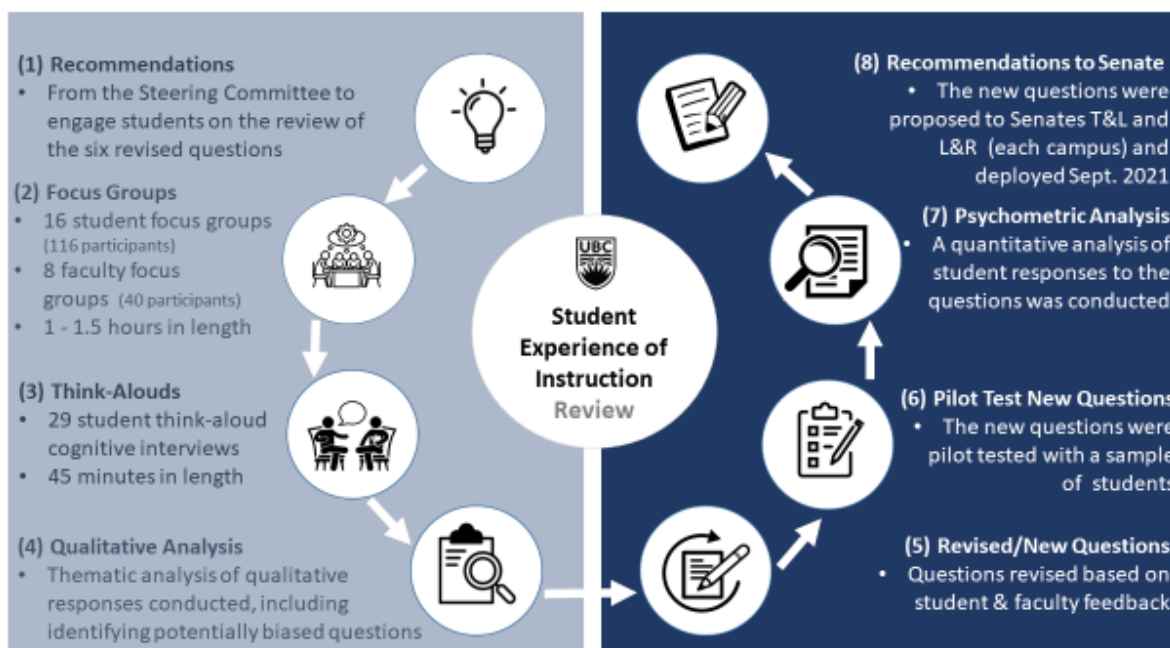
² See the following website for information on the process of testing the university module questions, and a detailed report on the results of the testing: <https://seoi.ubc.ca/upcoming-changes/revised-university-module-questions/>

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

In addition, a set of open-ended, text-based questions are included on surveys on both campuses:

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

Visual representation of the process and timeline for revising the UMIs are provided below. Please see [Appendix 3](#) for a comparison of previous UMIs and new UMIs for each campus.



Timeline for process (2021)	Jan	Feb	March	April	May	June	July	Aug	Sep
Focus groups: students & faculty									
Conduct Think aloud Sessions									
Qualitative Thematic analysis									
Revised/New Questions									
Pilot new questions									
Psychometric Analysis									
Senate committees for review									
Deploy the final questions									

Data analyses of SEI results 2021/22

With the approval of the Okanagan and Vancouver Senates, the new six UMI questions were implemented in the SEI surveys across both UBC campuses starting in the Fall of 2021; an outline of the previous and updated questions is available in [Appendix 3](#). The following sections highlight the results of the analyses conducted using these data. For the full data report please see [Appendix 4](#).

1.0 Methods

To conduct the analyses, a sample SEI data set was created by randomly selecting 100 course/sections surveys from each of five fields of study (Sciences, Humanities, Social Sciences, Engineering and Health Sciences). Stratified random sampling by field of study is key to ensure adequate representation across fields of study. A list of academic units/programs within each field of study is shown in [Appendix 4](#). The SEI data were linked with administrative data to obtain additional variables of interest, e.g., class meeting time, instructor gender, class size.

We attempted to use the Employment Equity Survey data to obtain other variables of interest e.g., gender identity, ethnicity, disability, etc. However, about half of the instructors who taught in 2021 W1 were missing employment equity data. Furthermore, for those instructors with Equity Survey data, available gender data was not different than what is in the SEI data (binary), with sparse data on other gender categories. Because we could not ascertain the randomness of missing equity data, which could potentially affect how different groups were represented in the dataset, employment equity data were excluded from further consideration.

The final SEI sample dataset comprised of 11,032 student responses to the six UMI questions. Tables 1.a, 1.b, 1.c show the distribution of the dataset, used in the final analysis, by course, instructor, and students' attributes.

Table 1.a: Distribution the 2021W1 SEI Responses by Field of Study & Year Level

<u>Field of Study</u>	<u>Number of responses</u>
Engineering	1,892
Health Sciences	1,520
Humanities	1,784
Sciences	3,090
Social Sciences	2,746
Total	11,032

<u>Year Level</u>	<u>Number of responses</u>
1st	3,181
2nd	3,086
3rd	2,637
4th	969
5th	1,159

Table 1.b: Distribution the 2021W1 SEI Responses by Student Demographics

<u>Campus</u>	<u>Number of responses</u>
UBCO	2,134
UBCV	8,898

<u>Student Gender</u>	<u>Number of responses</u>
Female	6,542
Male	4,490

Table 1.c: Distribution of the 2021W1 SEI Responses by Instructor Attributes

<u>Instructor Rank</u>	<u>Number of responses</u>
Assoc. Prof	1,845
Asst. Prof	2,917
Lecturer	1,754
Professor	1,933
Sessional	2,583

<u>Instructor Gender</u>	<u>Number of responses</u>
Female	4,211
Male	6,821

Table 1.d: Distribution the 2021W1 SEI Responses by Course Attributes

<u>Class Meeting Time</u>	<u>Number of responses</u>
Before 11:00 AM	3,635
After 11:00 AM	7,397

<u>Class Size</u>	<u>Number of responses</u>
< 100	4,519
>= 100	6,513
1 - 49	2,427
200+	2,891

We examined the data using three approaches, Differential Item Functioning (DIF), Item Response Theory (IRT), and Generalized Linear Mixed Models (GLMM). DIF is used to determine if students respond to the SEI questions differently across groups, such as class size, meeting time, campus, year level, and student or instructor gender. The IRT approach enables us to determine how students are interacting with the new SEI questions, how well these questions function across different attitudinal levels among students, and how well the response options work for each question. Finally, GLMM can be useful for examining data that are not continuous, such as categorical responses (e.g., strongly agree to strongly disagree) or binary responses (positive/negative). GLMM is also appropriate for examining data that are clustered in some way, e.g., students nested in courses or fields of study (Rabe-Hesketh and Skrondal, 2010).

2.0 Results

2.1 Differential Item Functioning

We used multiple DIF analysis approaches to examine how students respond to UMI questions, based on attributes in Table 1.a-d: the Mantel-Haenszel (M-H), logistic regression (binary), generalized linear model (ordinal) and IRT-based Lord's Chi-square test. If multiple tests indicate DIF is present, then the findings are more robust. Results are reported in Table 2.

Table 2: Differential Item Functioning (DIF) between different student, instructor and course attributes.

DIF Method	Campus	Student Gender	Class Size < 100 vs > 100	Class Size 1 – 49) vs 200+	Class Meeting Time Before 11 vs After 11	Year Level 1 st , 2 nd & 3 rd vs 4 th & 5 th	Instructor Gender
Mantel-Haenszel*	Negligible	UMI 6 moderate	UMI 1 moderate	UMI 1, 4 (large) UMI 5, 6 moderate	Negligible	Negligible	UMI 3 moderate F
Lord's Chi-square Test	None	None	UMI 1	UMI 1, 2 & 6	None	None	UMI 3

Logistic (Binary)**	None	UMI 6 uniform F ***	UMI 1 uniform >100	UMI 1, 4, 5, 6 uniform >50	None	None	UMI 3 uniform F
GLM (ordinal)**	---	UMI 6 uniform F	UMI 1 uniform >100	All uniform >50	None	----	UMI 3 uniform F

* To determine the effect size (magnitude) of DIF we used delta MH and the following criteria: a) none or negligible DIF detected with absolute values of delta MH less than 1; b) moderate DIF detected with absolute values of delta MH between 1 to 1.5; and c) large DIF detected with absolute values of delta MH larger than 1.5.

** Logistic & GLM methods used to indicate direction and type of DIF, if moderate or large DIF detected by Lord's & M-H methods.

*** Type and direction of DIF, e.g., "uniform F" indicates uniform DIF favouring female students.

As shown in Table 2, DIF was either not detected or was negligible, for grouping by campus, class meeting time or year level. Moderate uniform DIF was detected for student gender by only one procedure, the M-H method (delta MH of 1.05 and p-value < 0.0001), but not by the IRT-based Lord's method. The M-H method detected that female student responses tended to be more positive to UMI question 6, "Overall, I learned a great deal from this instructor." However, because DIF was detected with only one method the results were inconclusive.

Across all four methods, UMI question 1, "Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn" showed large DIF between the smallest and largest class sizes (enrolments of 1-49 compared with classes with 200+ enrolments). The direction of DIF indicated that responses were more positive for the largest class size over the smallest (delta MH of 1.73 and p-values of < 0.001 for the four methods). Similarly, UMI question 6 showed moderate uniform DIF between the smallest and largest class sizes, across all four methods (delta MH of 1.2 and p-values of 0.0354, 0.003, < 0.0001 and < 0.0001, for the four methods, respectively). The results for the other UMIs, comparing the smallest and largest class sizes, were different across the test methods and were therefore inconclusive.

There was moderate DIF detected (delta MH of 1.37 and p-values of < 0.0001 for all 4 methods) for question UMI 1 comparing class sizes over 100 to those below 100 (again favoring the larger class sizes). Finally, UMI 3, "The instructor presented the course material in a way that I could understand," showed moderate (bordering on negligible) uniform DIF (delta MH of 1.01 and p-values of 0.0004, < 0.0001, < 0.0001, and 0.0038, for the four methods, respectively) for instructor gender; female instructors received slightly more positive responses on this item.

2.2 Item Response Theory

IRT analysis enables us to determine how well these questions function across different attitudinal levels among students. Prior to running an IRT model, we need to meet a few model assumptions, one of which is unidimensionality. This was determined using factor analysis and an examination of the scree and variance plots. The results of the factor analysis showed that all

six UMIs had high factor loadings, representing one underlying construct being tested, in this case the experience of instruction.

Two-parameter IRT models estimate the location and discrimination parameters of the survey items along the attitudinal scale of respondents. We used a 2-parameter multi-level IRT (MLRT) model to account for variation between fields of study and assess the effect of other variables on student SEI responses, including course attributes and instructor demographics within fields of study.

Reliability estimates were consistent across approaches; Cronbach's alpha is a measure of scale reliability, which indicates internal consistency. For the 2021 survey items, Cronbach's alpha of 0.94 suggests a high survey reliability. Furthermore, an IRT conditional reliability curve is shown in Figure 1.

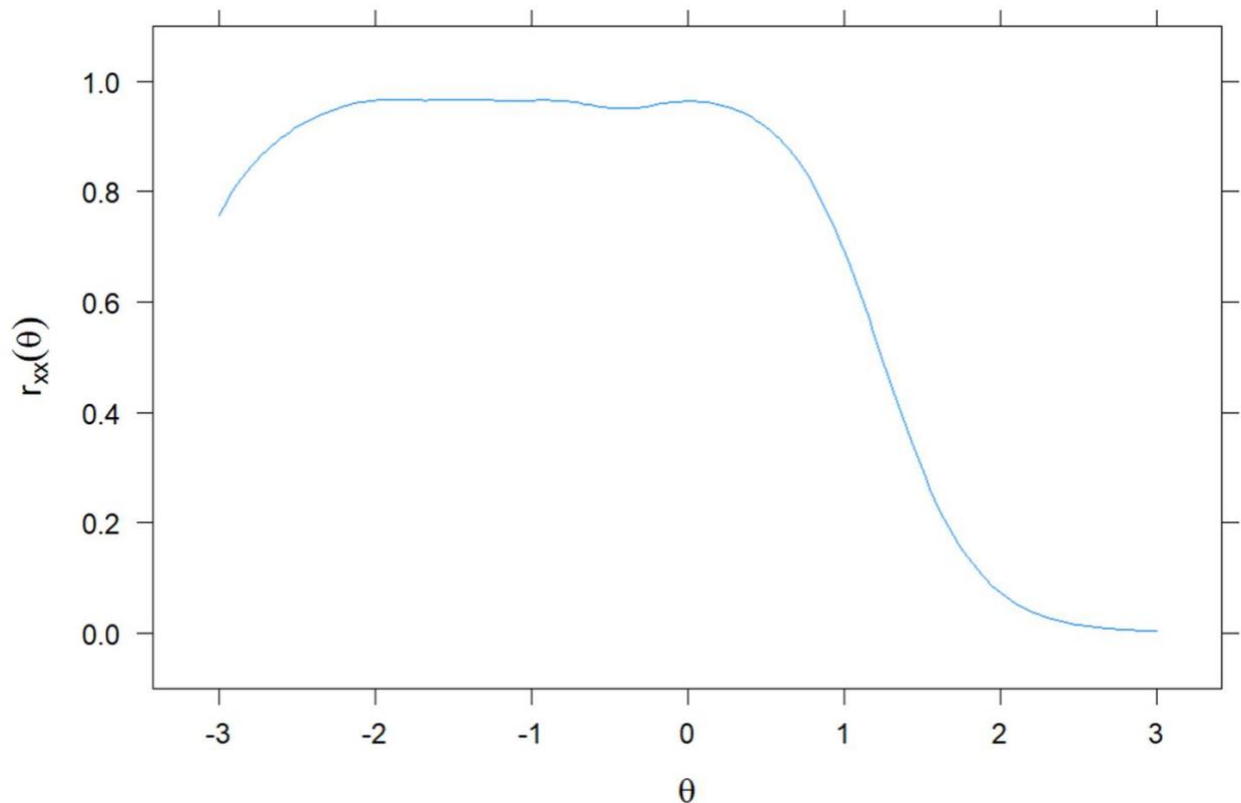


Figure 1. Conditional Reliability Curve

This is an overall reliability of a survey based on how well UMIs, overall, provide statistical information about the experience of instruction, and how precisely scores can be estimated across different values of attitudinal scale. Figure 1 indicates that score estimates are most reliable on a wide range of attitudinal scale (θ); with an overall IRT marginal reliability estimate of 0.84, which also suggests a high survey reliability.

The MLRT model was compared to a base IRT model (with no covariates) and to a one-level full model (with the same number of covariates as the MLRT model). The one-level full model performed better than the base model and the MLRT model (p-values < 0.0001). Based on these comparisons shown in Table 3, all references to the 2021 SEI survey IRT results are based on the 1-level full model.

Table 3: IRT Model Comparisons

Model	Criteria*					χ^2	df	p-value
	AIC	SABIC	HQ	BIC	logLik			
Base Model	112820.9	112944.8	112894.8	113040.2	-56380.46			
1-level	112617	112790.4	112720.4	112923.9	-56266.48	228	12	< 0.0001
MLRT	112883	113044.1	112979	113168	-56402.49			
1-level	112617	112790.4	112720.4	112923.9	-56266.48	272	3	< 0.0001

* AIC=Akaike Information, BIC=Bayesian Information, HQ=Hannan Quinn, logLik=Log Likelihood

The item discrimination parameter indicates the strength of the relationship between an item and the measured construct, i.e., experience of instruction. It determines the rate at which the probability of positively endorsing an item changes given the individual attitude/perception levels (Thorpe & Favia, 2012). Within the range 0.5 to 2.5 (Reeve and Fayers, 2005), the higher the discrimination parameter, the steeper the slope will be on the item characteristic curve, indicating a stronger ability to detect differences in the attitude/perception of respondents compared with less steep slopes. However, discrimination values above 2.5 don't add much to the slope of Item Characteristic Curves (ICC). Ideally, a balanced set of questions would have discrimination parameters of comparable magnitude, indicating a more balanced contribution of all questions to the survey information.

The item discrimination parameter estimates (slopes) for the 2-parameter IRT models are given in Table 4, for both the new UMI 2021 survey questions and the random sample from the pre-2021 version of the survey (the UMI questions in use prior to 2021). Typically, the larger the discrimination parameter, the steeper the slope, which implies that the item is more effective at discriminating among different attitudes along the continuum. Thus, for a given level of endorsement, UMI question 6 in the pre-2021 SEI survey with a discrimination parameter of 8.67

would have more than 5 times the contribution to the survey information compared to UMI question 1 with a discrimination parameter of 3.62.

Yet a discrimination parameter of 8.67 is quite high, which is an indication that the survey question is not working properly. A disproportionally large item slope indicates a disproportionally large contribution to the overall survey information.

Table 4: Item Discrimination Parameter Estimates

Data Source	Discrimination Parameter Estimates					
	UMI 1	UMI 2	UMI 3	UMI 4	UMI 5	UMI 6
UMI from the pre-2021 SEI Survey	3.62	5.38	4.15	2.02	3.28	8.67
UMI from the new 2021 SEI Survey	3.26	4.80	3.83	3.15	3.00	5.85

In Table 4, UMI question 4 in the pre-2021 survey that asks if *the evaluation of student learning was fair* (2.02), has the least relative discrimination. However, the new UMI 4 question asking about *useful feedback* has a discrimination parameter that is comparable to other items (3.15), indicating that this item discriminates as much as the other items, among different attitude/perception levels.

Overall, the parameter estimates in the new UMI questions (2021 SEI survey) have been improved compared to those reported for the pre-2021 survey, and they are now more consistent across the items.

Figures 2 and 3 display the Item Information Curves (IIC) for each of the new 2021 SEI survey UMI questions, and for the pre-2021 survey UMI questions, respectively. The IICs measure the statistical information an individual item contributes to the overall survey. The x-axis is the individual's level of endorsement; a person with an endorsement level of 2 has a more positive attitude regarding the course than someone with a level of -0.2. The y-axis indicates the magnitude of the information provided by each of the survey items. Higher information signifies higher precision (or reliability) in differentiating among respondents (Reeve & Fayers, 2005). In addition, items should be well spaced across the continuum (x-axis).

There are notable differences evident when comparing the item information curves in Figures 2 and 3. Figure 2 indicates improvement in the relative contributions of all new UMI questions to the overall survey information compared with the pre-2021 survey sample, notably for UMI questions 2, 3 and 4. Furthermore, the newly-worded 2021 UMI items shown in Figure 2 appear to differentiate across a broader range on the x-axis than the pre-2021 survey UMI items shown

in Figure 3. The y-axis scales differ between Figures 2 and 3 as a result of the disproportionately large UMI 6 discrimination parameter (8.67) in Figure 3. Although UMI 6 has a relatively large discrimination parameter estimate in the new 2021 survey and it appears to discriminate across a similar range on the x-axis, it displays sharp peaks on the information curve, which implies that the item is not functioning as well as it could. However, the new UMI 6 peaks (Figure 4) were less jagged and show improvement compared to that of the pre-2021 UMI 6 (Figure 5).

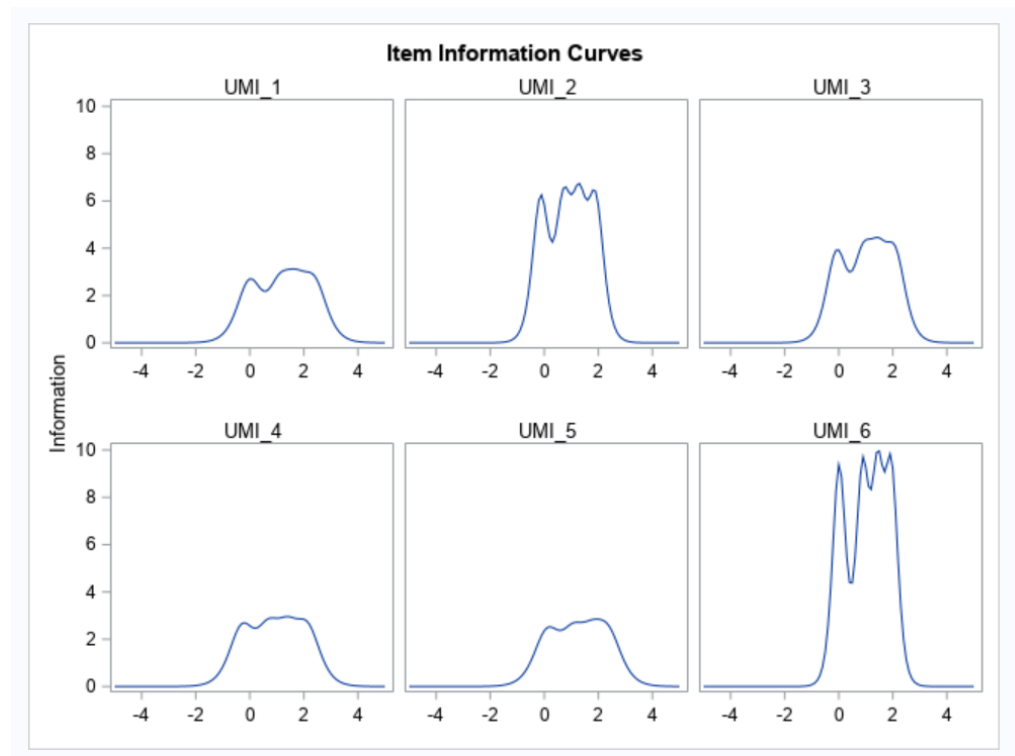


Figure 2: Item Information Curves for the new 2021 SEI Survey UMI questions

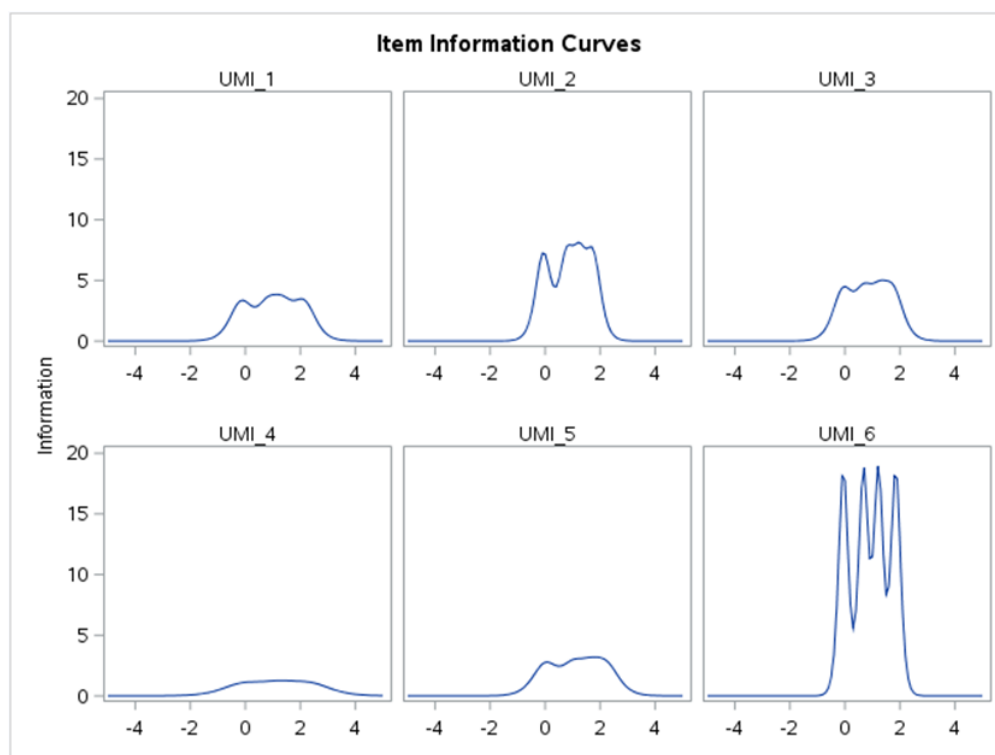


Figure 3: Item Information Curves for the pre-2021 SEI Survey UMI questions

Looking at Figure 3, the IICs for the pre-2021 UMI questions show that UMI 6 disproportionately contributes to the overall survey information; however, for the new set of UMI questions, the contribution of each item seems to be more consistent. Overall, the proposed changes to the UMI questions appear to have improved their relative discrimination among students with varying levels of endorsements for most items.

2.3 Generalized Linear Mixed Model

We used a Generalized Linear Mixed Model (GLMM) approach to model variation in SEI scores within 5 fields of study (Sciences, Humanities, Health Sciences, Engineering and Social Sciences; see [Appendix 4](#) for a list of units/programs included). In this approach, respondents to SEI surveys are considered to be clustered within fields of study (grouping variable the GLMM with a random intercept). Proc GLIMMIX in the SAS statistical software was used to fit the cumulative logit of the probability of higher SEI ratings in the response profile (corresponding to the 5-point Likert scale) as a function of course attributes (year level and meeting time), instructor demographics (rank and gender) and student gender; and with the field of study as a grouping variable.

The estimated covariance parameters for the six UMI questions, which measure the variation in Field of Study effects, are shown in Table 5. For each UMI question, the estimated variance of

the Field of Study random intercepts is given along with standard error and p-value for testing if the variance is significantly different from zero.

Table 5: Estimated variance of the Field of Study random intercepts in the GLMM

Question	Covariate Estimate	Standard Error	Z value	p-value
UMI 1	0.0092	0.0081	1.13	0.1282
UMI 2	0.0302	0.0230	1.32	0.094
UMI 3	0.0314	0.0239	1.31	0.0943
UMI 4	0.0355	0.0266	1.33	0.0911
UMI 5	0.0315	0.0239	1.32	0.0936
UMI 6	0.0301	0.0230	1.31	0.095

The estimated values for all UMI questions in Table 5 are not significantly larger than 0 (p-values > 0.05) which indicates that there is no significant variation in the Field of Study effect on SEI ratings (no significant random effect). A Generalized Linear Model (GLM) across all fields of study (no field of study random intercept) was also fitted to the data. There are minor differences between the GLM and GLMM model. However, all subsequent data was reported for the GLMM – even though not significant for any of the UMIs (Table 5), it was used as it did explain some of the variance across other variables in the model. Tests of the model fixed effects are shown in Table 6.

Table 6: P-values for the model fixed effects

Question	Instructor Rank	Instructor Gender	Student Gender	Year Level	Meeting Time
UMI 1	< 0.001	0.050	0.025	0.002	0.055
UMI 2	< 0.001	0.142	0.025	< 0.001	0.105
UMI 3	< 0.001	0.004	0.023	< 0.001	0.643
UMI 4	< 0.001	0.080	0.071	< 0.001	0.154
UMI 5	< 0.001	0.012	0.148	< 0.001	0.109
UMI 6	< 0.001	0.266	0.007	< 0.001	0.225

Model parameter estimates and associated statistics for fixed effects are shown in [Appendix 4](#). For all UMI questions, there were no significant differences in SEI ratings between course sections that met before or after 11:00 AM.

SEI ratings for 1st, 2nd and 3rd year courses were consistently significantly lower compared to 4th and 5th year courses. It is important to note that these differences are not due to Differential Item Functioning (see Table 2 for DIF results). Recall that DIF is conceptualized as occurring when survey respondents who have similar attitudes/perceptions on a measured trait respond differently due to construct-irrelevant factors; i.e., DIF analysis takes into consideration the sum of scores for all UMI questions as a measure of respondent attitude/perception.

Female instructors received relatively higher ratings compared to their male counterparts in UMI questions 3 (“The Instructor presented the course material in a way that I could understand”) and 5 (“The instructor showed genuine interest in supporting my learning throughout this course”). However, the odds ratio for the two questions were relatively small (1.3 and 1.2, respectively). Chen, Patricia Cohen & Sophie Chen (2010) showed that odd ratios < 1.5 translate to small effect size. There were no instructor gender differences in the other 4 UMI questions.

Female students rated their experience of instruction significantly higher compared to male students in UMI questions 1, 2, 3 and 6. Again, though statistically significant, odds ratios were close to 1.0 (1.1 for UMI questions 1, 2, and 3 and 1.2 for UMI 6).

There were also differences in ratings depending on instructor rank for all UMI questions. However, differences between instructor ranks and their magnitudes vary across questions, but odds ratios were relatively small (< 1.4), with slightly higher ratings for assistant professors and lecturers. Also, it is important to note that instructor rank was based on SEI survey data which reports “Standard Job Title” and does not consider tenure or other relevant appointment information.

Finally, there were consistent and significant differences in SEI ratings between fields of study with Humanities rated higher compared to the overall average, but with odd ratios not exceeding 1.2 for all UMI questions.

3.0 Conclusion

The Item Response Theory (IRT) results indicated that the new UMI questions implemented in 2021 seem to function better than the old version of UMI questions. In the old version, UMI question 6 provided most of the statistical information for the overall survey, but did not differentiate broadly among respondents’ attitudes/perceptions. Furthermore, the presence of sharp peaks in the item information curve indicates the item was not functioning well. The Item Information results were similar to those obtained in a 2021 pilot study (McKeown, Zumrawi & Pena, 2021) and provide further evidence that the new UMI questions are more consistent in

their contribution to the overall survey, and are more widespread across the attitudinal continuum (x-axis).

While most of the new 2021 survey UMI questions showed no DIF among different groupings by student, instructor or class attributes, UMI 1 exhibited moderate to large DIF, and UMI 6 exhibited moderate DIF between class sizes. Moderate DIF between genders was also detected for UMI 6, with female students positively endorsing that question more than male students (recall that only binary data were used for gender based on challenges with using Employment Equity Survey data in these analyses). However, this result was not consistent across test methods and thus was not conclusive. Negligible/moderate DIF in instructor gender was also detected for UMI 3, with female instructors receiving slightly more positive endorsement on this item, however, the direction (favouring female instructors) was consistent with previous studies at UBC (CTLT, 2010).

GLMM results showed that SEI ratings for 1st, 2nd and 3rd year courses were consistently significantly lower compared to 4th and 5th year courses. Also, female instructors received slightly higher ratings (on UMI 3 and 5) and female students rated their instructors slightly higher (on UMI 1, 2, 3 & 6) compared to their male counterparts. However, in both cases the effect sizes were small. Finally, there were also significant differences in ratings depending on instructor rank for all UMI questions. Differences between instructor ranks and their magnitudes vary across questions, but odds ratios were relatively small (< 1.4), mostly favouring assistant professors and lecturers.

Due to the lack of sufficient Employment Equity Survey data, we were not able to test how the new UMI questions function across other variables of interest, e.g., gender identity, ethnicity, disability, and more. Thus, and based on these results, we recommend that further IRT and DIF analysis be carried out on the new UMI questions. Furthermore, we will continue to monitor the Employment Equity Survey response rate and examine the randomness of missing data.

Status of all 2020 report recommendations

As noted above, in May of 2020 sixteen recommendations about Student Evaluations of Teaching were endorsed by both the UBCO and UBCV Senates. Most of the work to implement these recommendations has been completed. Some recommendations need to be addressed in an ongoing fashion, while one requires further review, consultation, and financial commitment beyond the scope of the implementation project.

Student Involvement – Recommendations 1 – 4

The first set of recommendations focused on the role and contributions of students to the process of the evaluation of teaching. Under each of the recommendations below is an update on work to date.

1. Evaluation of teaching should include student feedback.

Complete

This recommendation reaffirmed the important role that student feedback plays in the evaluation of teaching. End-of-course student surveys are one source of data for the process of evaluating teaching, among others (see recommendations 10 and 15 for further information about evaluation of teaching processes and policies).

2. The name of the process by which student feedback is gathered should be changed from ‘Student Evaluation of Teaching’ to ‘Student Experience of Instruction’.

Complete

Communications about the end-of-course student surveys all now use “Student Experience of Instruction” for the name of the process. The new website with information about the process (seoi.ubc.ca) replaces the previous website (teacheval.ubc.ca), which used the old terminology.

3. Questions asked of students should focus on elements of instruction based on their experience with instructor(s) in specific contexts and relationships.

Complete

The wording changes to UMIs in SEI surveys on both campuses are a result of this recommendation. Throughout the process of piloting and reframing the questions, students reflected on their perceptions of what the questions were asking and how they might be interpreted in different course contexts. They also made suggestions for improving the questions to ensure they capture various student experiences in courses.

4. Student leadership on both campuses should be actively engaged in raising the profile of student feedback on instruction.

Ongoing

Students have an important voice and perspective in work to improve the process of gathering student feedback on instruction and how it is used to evaluate and improve teaching at the university. Students have been invited and have participated in this initiative, including participation as members of the Steering and Senate committees, as well as in the work to refine the questions, as outlined above. The Implementation Committee also consulted with student groups and developed information for students about how results from the surveys are used at the university and advice for providing effective, constructive

feedback. Partnering with students on this work was very helpful and productive, ensuring the information will be useful to students. This included the development of a video resource with the UBCV Provost's office and AMS leadership featured on the website; the AMS also ran a campaign in the 2021-2022 academic year to encourage constructive feedback on the SEI surveys. It is helpful to continue to have student involvement in any further creation of resources aimed at a student audience, as well as discussions and activities to support significant student response rates to the surveys

University Module Items – Recommendations 5-9

5. **UMI-6 (Overall the instructor was an effective teacher) should be retained in the core question set, but modified.**
6. **Minor changes in the wording of other UMI questions are suggested to better reflect the focus on each student's experience of instruction.**
7. **UMI-4 (Overall, evaluation of student learning was fair) should be removed from the common set**
8. **A new UMI item, pertaining to the usefulness of feedback, should be trialed.**
9. **There should be a common set of UMI questions asked across both campuses**

Complete

As discussed above, a set of proposed UMIs was developed based on the recommendations from the SEOT working group, and the wording of these was refined after pilot testing. The resultant revised UMIs were implemented into all SEI surveys, using the same questions across both campuses. This reflected a change on the Okanagan campus from 19 questions to 6 and will support future alignment of analyses of data from the surveys across the institution. The previous and updated questions are outlined in [Appendix 3](#).

PAIR will continue to conduct ongoing testing of the functioning of the questions, as well as for bias based on faculty demographic data from the UBC Employment Equity Survey and from a student demographic data project currently underway.

Data and Reporting – Recommendations 10-12

10. **Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.**

In progress

Members of the SEI Implementation Committee, along with others, completed a discussion paper on an Integrative Approach to Evaluation of Teaching in October of 2021 (see [Appendix 5](#)). This paper was created to contribute to the process of developing broader

Senate policies on the evaluation of teaching writ large, through a working group made up of members from both UBCO and UBCV. The paper provides a brief overview of integrative approaches to the evaluation of teaching in other institutions, a summary of some of the teaching evaluation practices at UBC, and a set of recommendations.

Support for units for a scholarly and integrative approach to evaluation of teaching will be further considered and implemented by a new cross-campus working group to develop a draft cross campus policy on Integrative Evaluation of Teaching (see further details under recommendation 15).

11. Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes, explained in a way that is accessible to all stakeholders, regardless of quantitative expertise.

Complete

Individual instructor reports of results have included the interpolated median (instead of the mean), the dispersion index (instead of the standard deviation), and the percent favorable (percentage of respondents who chose Agree or Strongly Agree on each question) since 2018 Winter Term 1.³ These reports also include the response rate as well as a table with the recommended response rates according to the number of students in the course, based on research by Zumrawi, Bates, and Schroeder (2014).⁴

The interpolated median, dispersion index, and percent favorable are explained on the new [Student Experience of Instruction website, under "Metrics."](#) In addition, workshops explaining these metrics have been held several times at CTLT Institutes over the past few years. PAIR will continue to hold such workshops from time to time.

Finally, a set of videos explaining these metrics and how to interpret them is in the process of being created, and these will be posted on [the SEI website](#), under "Metrics."

Faculty preparing dossiers for reappointment, tenure and promotion, as well as heads or directors, can request conversion of past results using previous metrics into the new metrics. In addition, unit heads, program directors, and dean's offices can request aggregate reports.

³ Individual reports included both the previous and new metrics beginning in 2018 Winter Term 1, and only the new metrics beginning in 2020 Winter Term 1.

⁴ Zumrawi, A.A., Bates, S.P. & Schroeder, M. (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation*, 20(7-8), 557-563. DOI: [10.1080/13803611.2014.997915](https://doi.org/10.1080/13803611.2014.997915)

Please see information about [how to request aggregate data reports](#) on the Student Experience of Instruction website.

12. UBC should prioritize work to extract information from text/open comments submitted as part of the feedback process.

In progress

In addition to the quantitative information from the Likert-style questions on student surveys, text comments from students may provide more in-depth information about students' experiences in courses. It is important to recognize that the comments sometimes include harmful and abusive language, including racist, sexist, ableist and other discriminatory statements.

Recommendation 12 from the SEoT working group's May 2020 report suggested that a pilot process be undertaken to "investigate the potential of automated approaches to extract useful information from large volumes of text submissions," for formative purposes, so that instructors may more easily understand patterns in the comments. In time, this may also contribute to ways to address harmful comments on the surveys.

The Implementation Committee has reviewed a few such systems, and a summary is included in [Appendix 6](#), explaining investigations undertaken so far and suggestions for possible next steps. The committee reviewed two UBC-developed systems (one from Computer Science and one from Arts ISIT), and two systems from Explorance, the vendor that provides the software system UBC uses for SEI surveys and reporting, Blue. Each has benefits and drawbacks, and none are ready for broad implementation at this time.

Next steps suggested by the committee are pilot testing of one or more systems, as well as further investigation of other emerging tools and platforms. Both of these would require commitments of time and possibly funding to pursue.

The Implementation Committee did not find a tool that could be easily implemented at UBC for locating and removing harmful comments in surveys, though it could be possible to use dictionary-based or machine-learning models to do so, combined with manual removal of harmful comments before reports are provided to faculty. Further investigation is warranted, and commitments of time and resources would be needed before such options could be widely implemented at the institution.

Dealing with Bias – Recommendations 13-14

13. UBC needs additional and regularized analysis of our own data to answer questions related to potential bias, starting with instructor ethnicity, as it is frequently highlighted as a potential source of bias in the literature on student evaluation of teaching.

Ongoing

The Implementation Committee has worked with the EIO and PAIR on analyses of SEI data for bias. Before 2022, only analyses on binary sex data for faculty and students had been done using administrative data (see Appendix 3 of the [May 2020 SEoT working group report to Senates](#)); this is because there was not enough other demographic data available to yield valid results if analyzed for bias.

A new Employment Equity Survey (EES) has been rolled out for newly-hired UBC employees, and was launched to existing employees starting in September 2021. The questions better address and reflect how the members of the UBC community self-identify. The Implementation Committee was planning to do analyses for bias with data from the new EES and the new UMI questions, but unfortunately, there was not a high enough participation rate in the EES, and we were not able to ascertain if the missing data was missing at random. We were therefore not able to test how the new UMI questions function across other variables of interest e.g., gender identity, ethnicity, disability, and more. We recommend that further IRT and DIF analysis be carried out on the new UMI questions as well as continuing to monitor the Employment Equity Survey response rate and examine the randomness of missing data.

14. The work of collecting, integrating, interpreting and using feedback on teaching should mitigate against bias, but should not presume the complete removal of bias.

Ongoing

As noted in response to Recommendation 13, regular analyses of SEI data for bias should continue to be conducted, and we recommend below that the Provost's Offices on both campuses, along with Senate Committees, hold the responsibility to ensure this happens. It will then be possible to recommend actions to be taken to mitigate bias, if found, even if complete elimination may not be possible.

Broader Issues – Recommendation 15 – 16

15. The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus.

In progress

As noted above, over the Summer and Fall of 2021 the Implementation Committee wrote a discussion paper with recommendations for a broader, integrative approach to evaluation of teaching, [Appendix 5](#), that has fed into work to develop a policy on evaluation of teaching. Since that time a dual-campus working group and a dual-campus review group have been formed, with faculty co-chairs from both UBCO and UBCV, to work on this recommendation. Initial work from these groups has focused on identifying what the main components of the policy should be:

1. A clear definition of what we are evaluating (e.g., good teaching, quality teaching, effective teaching, teaching excellence) with careful attention to the language used in this definition
2. The identification of principles (or values, dimensions, competencies) that form the foundation of good/effective/excellent teaching at UBC
3. Elements of a new policy such as clearly-stated practices of good evaluation along with accountability processes
4. High level framework to guide implementation of the new policy

Broad consultation is taking place over the Summer and Fall of 2022, and a summary of the feedback provided during the consultation will be taken to the two senate committees in the Fall of 2022. The working group will then develop a draft policy from September to December 2022.

16. Senate should commit to support the ongoing work of implementing policies related to the evaluation of teaching.

In Senate purview

This recommendation is focused on the need to ensure there is support for broad implementation of policies developed through the above recommendation, and thus this work will need to happen alongside the development of the policies.

Additional areas of work

The SEI Implementation committee also completed or is in the process of completing the following:

- A new website, seoi.ubc.ca, that includes, among other things, information about the changes to the UMI questions, the metrics used in reporting quantitative data, advice for faculty and students, and various reports related to Student Experience of Instruction at

UBC. This website is meant to be a resource for people at both UBC Vancouver and UBC Okanagan, and it will be maintained on an ongoing basis by PAIR.

- Suggestions for faculty members on ways they could report and reflect on their SEI results in dossiers for reappointment, tenure and promotion (these will be posted on the seoi.ubc.ca website in Fall 2022).
- Revisions to the [SAC Guide to Promotion and Tenure](#), to reflect a broader approach that addresses all UMI questions and the three metrics for each. The committee will be working with Faculty Relations and the Senior Appointments Committee on these revisions in Fall 2022.
-
- Consultations and presentations with various parts of the UBC community, including open forums in both March and September 2021, as well as several workshops through the Centre for Teaching, Learning, and Technology (see [Appendix 2](#)).

Summary of ongoing work

As noted above, the following work is continuing in 2022 and beyond.

- Next steps for investigating and testing automated systems for analyzing text comments for formative purposes
- Dual-campus working group, working with committees in both Senates, to develop Senate policies for evaluation of teaching
- Regular analyses of SEI data done by PAIR, including for bias

In addition, PAIR is working on an online, interactive reporting system that unit heads and dean's offices can use to generate reports of SEI data for their units. The initial release of this system is expected for June 2023. During the initial rollout, a few UBC-wide reports will be made available to heads and administrators. More reports will be developed over time to support other reporting needs. In time, this may be available to individual faculty as well.

Recommendation: Ongoing Governance

With the completion of this report, the work of the SEI Implementation and Steering Committees has largely come to an end. That said, there continues to be a need for ongoing governance of SEI practices at the institution beyond the end of this project that was focused on implementing the SEI recommendations. For example, it would be helpful to clarify responsibility for activities such as: ensuring regular data analyses occur, reviewing the results, and recommending

revisions to questions or processes as needed; providing advice on further supports that may be helpful for faculty, students, or academic leaders; continuing to investigate language processing options for text comments; and advising on the development of interactive reporting dashboards.

Since the UMIs are now the same across both campuses, and the work done on SEI over the past few years has been undertaken collaboratively by people from UBCO and UBCV, we recommend that governance of SEI activities continue to be shared across both campuses. After discussion with the SEI Steering Committee, we recommend that responsibility lie with the Provosts' offices at UBCO and UBCV, with regular connections to the Senate Learning and Research Committee (UBCO) and the Senate Teaching and Learning Committee (UBCV) for updates and feedback.

Appendices

Appendix 1 – Recommendations from May 2020 Senate report

Appendix 2 – Steering & Implementation Committees Membership and Consultations

Appendix 3 – Comparison of previous UMIs and new UMIs for each campus

Appendix 4 – Data analyses of SEI results completed

Appendix 5 – Discussion paper on an integrative approach to evaluation of teaching

Appendix 6 – Report on investigation of options for automated text analysis

Appendix 1 – Recommendations from May 2020 Senate report

Student Involvement

1. Evaluation of teaching should include student feedback.

Students have a unique and valuable perspective from which to provide feedback on teaching at UBC. Student feedback on teaching is one of several sources of data that should be used for making personnel decisions and for the improvement of teaching.

2. The name of the process by which student feedback is gathered should be changed from ‘Student Evaluation of Teaching’ to ‘Student Experience of Instruction’.

Evaluation of teaching is a complex process, whether for formative or summative purposes. To do it effectively requires input from multiple perspectives and sources (students, peers, self) integrated across time. As noted in (1) above, students have an important perspective that should be part of that. However, students should be asked to focus on their experience, rather than to ‘evaluate’ teaching writ large.

3. Questions asked of students should focus on elements of instruction based on their experience with instructor(s) in specific contexts and relationships.

In line with a recent statement from the American Sociological Association ([Article](#), Sept 2019) questions for students should focus on their experiences and be framed as an opportunity for students to provide feedback, rather than positioning the request as a formal and global evaluation of the teacher.

4. Student leadership on both campuses should be actively engaged in raising the profile of student feedback on instruction.

Gathering and considering feedback on teaching and learning from students is a responsibility shared between faculty and students. Student leadership should play an active and visible role in raising awareness of the purposes for, and ways in which, this feedback can improve instruction. Student leadership should also be part of efforts to raise awareness of comments that are not appropriate and/or counter-productive in the context of an anonymous survey.

UMI Questions

5. UMI-6 (*Overall the instructor was an effective teacher*) should be retained in the core question set, but modified.

The working group had extensive discussions about the inclusion or deletion of this item. Analysis of UBC data indicates that UMI-6 scores are able to be predicted to a high degree of confidence based on a weighted linear combination of other UMI questions (except UMI-4). However, in its current form, UMI-6 asks students to directly evaluate the ‘overall effectiveness of the teacher’. As we have argued above, students are not in a position to be able to make sweeping, all-inclusive judgments about the effectiveness of instruction. On balance, the working group recommends retaining UMI-6, but rewording it as ‘*Overall, this instructor was effective in helping me learn*’. This centers the question on the individual experience of the student.

6. Minor changes in wording of other UMI questions are suggested to better reflect the focus on each student’s experience of instruction.

The instructor made it clear what students were expected to learn, to be changed to

The instructor made it clear what I was expected to learn

The instructor helped inspire interest in learning the subject matter, to be changed to

The instructor engaged me in the subject matter

The instructor communicated the subject matter effectively to be changed to

I think that the instructor communicated the subject matter effectively.

The instructor showed concern for student learning to be changed to

I think that the instructor showed concern for student learning

The latter two questions are phrased so as to balance first person perceptions with overall cohort experience and classroom climate.

7. UMI-4 (*Overall, evaluation of student learning was fair*) should be removed from the common set

UMI-4 is something of an outlier in the current UMI set used in Vancouver campus surveys. It is consistently answered by fewer students. It is also problematic because the concept of ‘fairness’ is highly ambiguous. Student consultations have indicated they are often unsure how to interpret what ‘fairness’ means.

8. A new UMI item, pertaining to the usefulness of feedback, should be trailed.

Whilst the working group recommends removal of the previous UMI-4 item, on fairness of assessment (see recommendation 4), there was a strong sense that, given the importance of timely and effective feedback in the learning process, this should be reflected in the core UMI questions.

We recommend a question worded as follows: “*I have received feedback that supported my learning*”. However, this question should be piloted in a limited set of courses in 2020/21 to ensure that we understand how responses might be influenced by variables such as class size, etc. It is certainly the case that the opportunity to provide feedback, and indeed the nature of that feedback (e.g., written and / or numerical), will look very different in a seminar class of 20 compared to a large introductory lecture of 200. We should collect data from a pilot to better set.

The results of the pilot could be included in the 2020/21 Report to Senates and a decision taken on how to proceed.

9. There should be a common set of UMI questions asked across both campuses

There should be a commonly-used core set of five or six questions across both campuses. Modular approaches to constructing feedback surveys may be appropriate (university-wide items plus Faculty, Department and course-specific items). However, units should be mindful that most students complete several surveys per semester, potentially causing 'feedback fatigue' and reducing rates of participation. Therefore, units should be mindful of the overall length of feedback surveys students are being asked to complete. Units should also explore other ways to gather specific feedback as the course progresses.

Data and Reporting

10. Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.

Because teaching is complex and contextually dependent, departments and units should be supported to adopt an integrative and scholarly approach to evaluation that synthesizes multiple data sources (e.g., students, peers, historical patterns, and self-reflection documentation) for a holistic picture, without over-reliance on any single data source. This approach will necessarily look different in different units but should include both in-kind support from units such as CTLT/CTL and funding for department leaders to accomplish the work proposed. When used for personnel decisions, the unit's approach, strategy, and norms can then be communicated to all levels of review, along with the file. The VPAs on both campuses should work with the Senior Appointments Committee (SAC) to identify and disseminate anonymous examples of effective ways to integrate, synthesize and reconcile multiple perspectives on teaching effectiveness.

11. Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes, explained in a way that is accessible to all stakeholders, regardless of quantitative expertise.

The interpolated median should be used as the measure of centrality, with the dispersion index as a measure of spread. Reports should include distributions of responses, response rates and sample sizes, clearly flagging where response rates do not meet minimum requirements for validity and accuracy. Visualizations of comparative (anonymous) data should be developed, along with an on-going program of consultation and dissemination to different groups (faculty, staff and administrators).

12. UBC should prioritize work to extract information from text/open comments submitted as part of the feedback process.

Many faculty members report the free-text student comments as sources of rich data to support reflection and enhancement of their course and teaching. It is recommended that a pilot investigation be undertaken, with one or more Faculties, to investigate the potential of automated approaches to extract useful information from large volumes of text submissions. The pilot should engage with appropriate research expertise in Faculties in these areas, and aim initially for formative purposes. There is an opportunity for UBC to take a lead among institutions in providing balance and insight when combining quantitative and qualitative data. Failing to do this continues to privilege quantitative over qualitative data about teaching.

Dealing with Bias

13. UBC needs additional and regularized analysis of our own data to answer questions related to potential bias, starting with instructor ethnicity, as it is frequently highlighted as a potential source of bias in the literature on student evaluation of teaching.

An analysis of UBC-V data with respect to instructor and student gender over the last decade reveals no systematic differences in aggregate data of ratings received by female vs. male instructors. Variables tested for (including instructor and student gender) indicate aggregate differences at the level of approximately ± 0.1 on a 5-point scale, in other words, very small effects. Course-specific effects (e.g., subject discipline, course level) demonstrate larger effects (typically ± 0.3 on the same scale). An analysis of UBC-O data across 2015-16 and 2018 academic year revealed mixed results, as are detailed in [Appendix 4](#).

For both campuses, it is important to note that this is an analysis of aggregate data and, as such, will mask variation on an individual level. The lived experience of individual instructors may be quite different from this aggregate view. However, holistic evaluations of a person's teaching (see: Recommendation 15) can be used to contextualize individual instructors' experience. We cannot stress enough the importance of a holistic evaluation that allows individual lived experiences to be heard, particularly if their lived experience runs counter to the aggregate data.

Given that studies have presented evidence of bias on the basis of instructor ethnicity, it would seem both appropriate and timely that the same analysis be brought to bear in checking the UBC data for bias. This work comes with privacy and ethical implications. We recommend developing a process that would allow instructor ethnicity data to be accessed confidentially for regular investigation of bias. We have not been able to address this analysis during the timescale of this working group and thus recommend a follow-on activity to investigate this, reporting back to Senates during the 2020-2021 academic year. The follow-on report would also be in a position to recommend regularized analysis and mitigation strategies to address any systematic biases found, particularly related to gender and/or ethnicity.

14. The work of collecting, integrating, interpreting and using feedback on teaching should mitigate against bias, but should not presume the complete removal of bias.

As with most other forms of surveys, student feedback on instruction cannot be completely free from bias. Bias can be explicitly discriminatory and perpetuating of stereotypes. But bias can also be implicit, where respondents are not consciously aware of how their attitudes influence their responses. Implicit biases have been shown to occur in many domains and the general approach at UBC (e.g., on hiring committees) has been one of mitigation through education and awareness raising.

This recommendation is supported by an analysis of the voluminous literature on the topic of student evaluations of teaching, and interrogation of the UBC dataset at multiple points in the last 10 years. Research literature reports studies on a wide variety of instruments and processes, with considerable variation in the scope of data collected. Individual studies are often reported in the mainstream academic press, sometimes with extrapolation beyond the context and the effects found in the initial study. Studies investigating a variety of instructor effects (e.g., age, gender, ethnicity) vary in whether they show bias, no bias or bias toward (rather than against) female instructors. In the subset of published studies where biases are found, and enough detail is provided to be able to discern the effect size, those effect sizes on aggregate are small.

Broader Issues

15. The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus.

Student feedback, both quantitative and qualitative, should be integrated with other forms of data to estimate the effectiveness of a faculty member's teaching. The current policy (2007) says little about how student feedback should be integrated with other forms of data before making judgments about the effectiveness of teaching. Therefore, it is appropriate to revisit the UBC-V Senate Policy on Student Evaluation of Teaching and consider adding or replacing it with a policy that sets forth a broader and teaching. Similar processes should be applied and governed by either a joint Senate policy, or aligned policies for each campus.

16. Senate should commit to support the ongoing work of implementing policies related to the evaluation of teaching.

Career advancement decisions are made on the recommendation of Departmental, Faculty and a system-wide Senior Appointments Committee, each of whom is tasked to evaluate teaching effectiveness as a component of every case. It is imperative that UBC commit to providing the necessary resources and training, including administrative and technological support, to implement Senate policies on evaluating teaching (see Recommendation 15). Faculty members must be given the tools, resources, and support to effectively present a scholarly case for their teaching effectiveness. Likewise,

evaluators at all levels must be adept at appropriately interpreting and contextualizing the kinds of data offered across diverse disciplinary and teaching contexts, with due consideration to multiple sources of data and the limitations of each.

Appendix 2 – Steering & Implementation Committees membership and consultations

The Steering committee and Implementation Group began work in the Fall 2020, and smaller groups also worked on specific items.

SEI Steering Committee, 2020-2022

Name	Title
Simon Bates	Vice-Provost and Associate Vice-President, Teaching and Learning, <i>pro tem</i> , UBCV (Co-chair)
Moura Quayle	Vice-Provost and Associate Vice-President Academic Affairs, UBCV, (Co-chair)
Breeonne Baxter (Dec 2021-May 2022)	Communications Manager, VPA Communications, UBCV
Eshana Bangu (May 2021- May 2022)	Vice President Academic and University Affairs, AMS, UBCV
Stefania Burk	Associate Dean Academic, Faculty of Arts, Dean of Arts <i>pro tem</i> April 4-June 30, 2022, UBCV
Sage Cannon	Students Union Okanagan - Faculty of Creative & Critical Studies Representative, UBCO
Julia Mitchell	Director, Communications & Marketing, Office of the Provost & Vice-President Academic, UBCV
Karen Rangoonaden (Until Aug 2021)	Chair, Senate Learning and Research Committee, UBCO
Rehan Sadiq	Provost and Vice-President Academic <i>pro tem</i> as of February 1, 2022, and Professor and Executive Associate Dean, School of Engineering, UBCO
Dana Turdy (Joined June 2022)	Vice President Academic and University Affairs, AMS, UBCV
Naznin Virji-Babul	Assistant Professor, Physical Therapy Senior Advisor to the Provost on Women and Gender-Diverse Faculty, UBCV
Sally Willis-Stewart (Joined Aug 2021)	Chair, Senate Learning and Research Committee, UBCO
Georgia Yee (Sept 2020-April 2021)	Vice-President Academic and University Affairs. AMS, UBCV

SEI Implementation Committee, 2020-2022

Name	Title
Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV (Chair)
Vanessa Auld	Professor and Head, Department of Zoology, UBCV

Breeonne Baxter	Communications Manager, VPA Communications, UBCV
Brendan D'Souza	Lecturer, Department of Biology, UBCO
Tanya Forneris	Interim Academic Lead, CTL (2020-2021), Associate Professor of Teaching, School of Health & Exercise Sciences, UBCO
Andrea Han (Joined Sept 2021)	Associate Director, Curriculum and Course Services, CTLT, UBCV
Mark Lam	Lecturer, Department of Psychology, UBCV
Stephanie McKeown	Chief Institutional Research Officer, PAIR
Marianne Schroeder (Sept 2020-Feb 2021)	Sr. Associate Director, Teaching and Learning Technologies, CTLT, UBCV
Alison Wong (Joined Sept 2021)	Project Manager, PAIR
Abdel-Azim Zumrawi (Joined Feb 2021)	Statistician, PAIR

Advisory group on changes to UMI questions (2020-2021)

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

Integrative approach to evaluation of teaching discussion paper working group

Name	Title
Tanya Forneris	Interim Academic Lead, CTL (2020-2021), Associate Professor of Teaching, School of Health & Exercise Sciences, UBCO (Chair)
Brendan D'Souza	Lecturer, Department of Biology, UBCO
Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV
Sajni Lacey	Learning & Curriculum Support Librarian, Library, UBCO
Jaclyn Stewart	Associate Dean Academic, Faculty of Science UBCV as of January 2022, Deputy Academic Director, CTLT (2019-2021), Associate Professor of Teaching, Chemistry, UBCV

Project Management: Debbie Hart, Senior Manager, Strategic Projects, VP Academic Office, UBCV

Project Consultation:

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

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

- UBC Vancouver:
 - Senate Teaching & Learning Committee
 - Associate Deans Academic, Students, and Faculty
 - Heads & Directors (at Provost's Heads & Directors meeting)
 - UBCV Student Senate Caucus
- UBC Okanagan:
 - Senate Learning & Research Committee
 - Deans Council
 - Student Academic Success Committee
- Across both campuses:
 - Senior Appointments Committee
 - Open forums: March 10 and September 28, 2021
 - Online workshops on changes to SEI questions and metrics (at CTLT Institutes, Aug 2021 and May 2022)

Appendix 3 - Comparison of previous UMIs and new UMIs for each campus

New SEI questions for both campuses from September 2021

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.

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

A set of open-ended questions are included on surveys on both campuses as well as of Fall 2021:

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

SEOT questions pre-Sept 2021

Okanagan Campus	Vancouver Campus
Instructor Questions The instructor set high expectations for students. The instructor showed enthusiasm for the subject matter. The instructor encouraged student participation in class. The instructor fostered my interest in the subject matter. The instructor effectively communicated the course content. The instructor responded effectively to students' questions.	The instructor made it clear what students were expected to learn. The instructor helped inspire interest in learning the subject matter. The instructor communicated the subject matter effectively. Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair. The instructor showed concern for student learning.

<p>The instructor provided effective feedback.</p> <p>Given the size of the class, assignments and tests were returned within a reasonable time.</p> <p>The instructor was available to students outside class.</p> <p>The instructor used class time effectively.</p> <p>The instructor demonstrated a broad knowledge of the subject.</p> <p>Students were treated respectfully.</p> <p>Where appropriate, the instructor integrated research into the course material.</p> <p>The evaluation procedures were fair.</p> <p>I would rate this instructor as very good.</p> <p>Course questions</p> <p>Textbook and/or assigned readings contributed strongly to this course.</p> <p>I found the course content challenging.</p> <p>I consider this course an important part of my academic experience.</p> <p>I would rate this course as very good.</p>	<p>Overall, the instructor was an effective teacher</p>
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Appendix 4 - Data analyses of SEI results

EXECUTIVE SUMMARY

A set of six new/reworded University Module Items (UMI) questions were implemented in the Student Experience of Instruction (SEI) surveys across both UBC campuses starting in the Fall of 2021.

Sample data from the 2021 Winter Term 1 were used to evaluate the new questions. To determine how well the new items functioned across individuals and respondent groups, we conducted a quantitative analysis of the questions using Item Response Theory (IRT), Differential Item Functioning (DIF) and Generalized Linear Mixed Models (GLMM), using the software programs SAS and R. Results from the IRT models showed improvement in the items' contribution to the overall survey information compared with a sample drawn at random from pre-2021 SEI (2020 Winter Term 2) survey. DIF was not detected, or was negligible for grouping by campus, year level or class meeting time. Moderate uniform DIF was detected in UMI question 1 for class size (favoring larger class sizes) and for UMI questions 3 and 6 for instructor and student gender, respectively (female instructors received slightly more positive responses).

GLMM results showed differences in some UMI questions for some course attributes, instructor and student demographics, however, the effect sizes were small.

1.0 INTRODUCTION

In February 2019, a Student Evaluation of Teaching (SEoT) working group formed with membership across both UBC Okanagan and UBC Vancouver campuses. That working group produced [a report to both Senates in May of 2020](#) with recommendations for SEI surveys and processes. To address the recommendation by the working group to revise the University questions, the SEI Implementation Committee developed an eight-step project plan (see Figure 1). This plan included a mixed-method approach that collected qualitative feedback from student and faculty participants through focus groups and interviews, revised the questions based on this feedback, then conducted pilot-tests of the new questions using an online survey, and finally conducted a quantitative analysis of the results to see how well the revised items functioned.

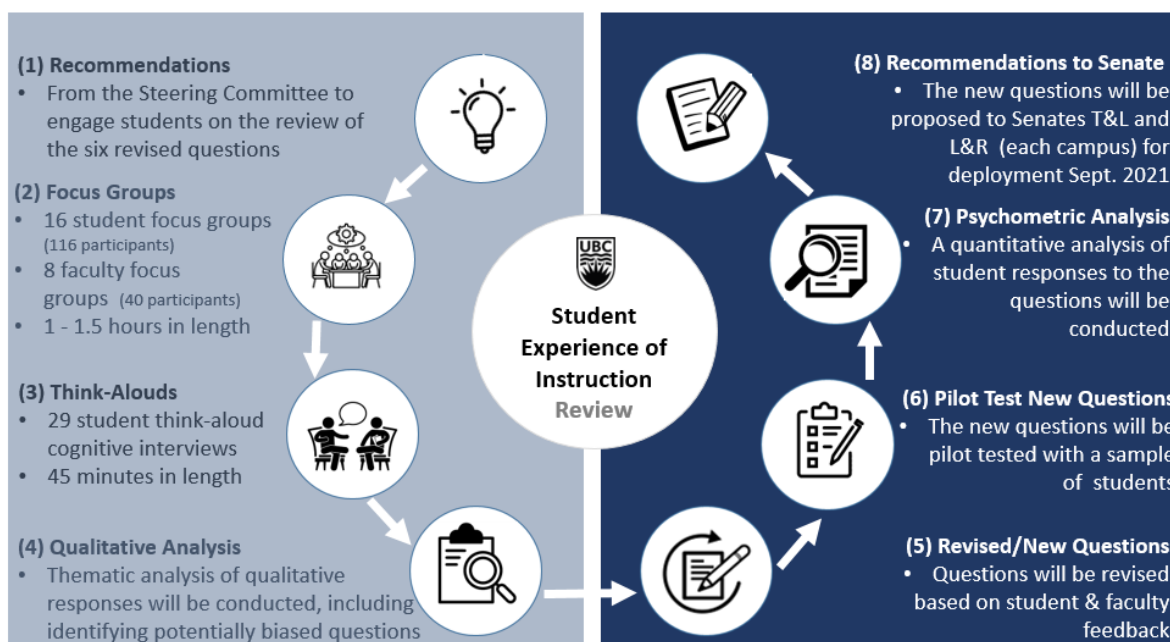


Figure 1. Eight-Step Plan used to Evaluate the Proposed SEI Questions in 2021

Based on the 8-step procedure for evaluating, revising and testing UMI questions, the following final set of six core UMI questions were recommended for implementation at both UBC Vancouver and UBC Okanagan, starting in 2021 Winter Term 1:

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

Five of these questions (1, 2, 3, 5 and 6) were rewordings, however, UMI 4 is a new question based on a recommendation from the 2020 report to Senates from the SEoT working group.

Following the implementation of the new UMI questions, university-wide Student Experience of Instruction data from the 2021 Winter Term 1 was used to further test and evaluate the UMI questions. This report presents a summary of the data used, analysis, methods and findings.

2.0 DATA

SEI data from 2021 Winter Term 1 (2021W1) from both UBC campuses were used in this analysis. 100 course/section surveys were randomly selected from each of five fields of study (Sciences, Humanities, Social Sciences, Engineering and Health Sciences). Stratified sampling by field of study is key to ensure balanced representation across fields of study. Academic units/programs within each field of study are given in the [Appendix](#) to this report. The SEI data were screened and merged with enrollment data to obtain some variables of interest such as class meeting time and delivery mode. However, a significant number of course sections were missing “delivery mode” and this variable was removed from further analysis.

We attempted to use the Employment Equity Survey data to obtain other variables of interest, such as gender identity, ethnicity, disability, and more. However, about half of the instructors who taught in 2021 W1 were missing employment equity data. Furthermore, for those instructors with such data, available gender data was not different than what is in the SEI data (binary), with sparse data on other gender categories. Because we could not ascertain the randomness of missing equity data, which could potentially affect how different groups were represented in the dataset, employment equity data were excluded from further consideration.

The SEI sample dataset comprised 11,032 student responses to the six UMI questions. Tables 1.a, 1.b, 1.c and 1.d show the distribution of the dataset, used in the final analysis, by course, instructor and student attributes.

Table 1.a: Distribution the 2021W1 SEI Responses by Field of Study & Year Level

<u>Field of Study</u>	<u>Number of responses</u>
Engineering	1,892
Health Sciences	1,520
Humanities	1,784
Sciences	3,090
Social Sciences	2,746
Total	11,032

<u>Year Level</u>	<u>Number of responses</u>
1st	3,181
2nd	3,086
3rd	2,637
4th	969
5th	1,159

Table 1.b: Distribution the 2021W1 SEI Responses by Student Demographics

<u>Campus</u>	<u>Number of responses</u>
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UBCO	2,134
UBCV	8,898

<u>Student Gender</u>	<u>Number of responses</u>
Female	6,542
Male	4,490

Table 1.c: Distribution of the 2021W1 SEI Responses by Instructor Attributes

<u>Instructor Rank</u>	<u>Number of responses</u>
Assoc. Prof	1,845
Asst. Prof	2,917
Lecturer	1,754
Professor	1,933
Sessional	2,583

<u>Instructor Gender</u>	<u>Number of responses</u>
Female	4,211
Male	6,821

Table 1.d: Distribution the 2021W1 SEI Responses by Course Attributes

<u>Class Meeting Time</u>	<u>Number of responses</u>
Before 11:00 AM	3,635
After 11:00 AM	7,397

<u>Class Size</u>	<u>Number of responses</u>
< 100	4,519
>= 100	6,513
1 - 49	2,427
200+	2,891

3.0 ANALYSIS AND RESULTS

Quantitative data from the SEI 2021 Winter Term 1 surveys were analyzed using Generalized Linear Mixed Models (GLMM), Item Response Theory (IRT) and Differential Item Functioning (DIF).

We used a generalized linear mixed modelling approach to model the cumulative logit of response levels, as a function of the key variables of interest, with Field of Study as a grouping

variable (random effect). This is akin to hierarchical modeling, but with some differences. The estimated model parameters and associated odds ratios were used to test for difference in ratings among groups of interest such as gender.

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

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

DIF analyses examined whether students responded to the UMI questions differently across groups, such as class size or meeting time, campus, year level, student or instructor gender. In surveys, DIF is conceptualized as occurring when survey respondents who have similar attitudes on a measured trait respond differently due to construct-irrelevant factors such as differential interpretation of terms used in the survey. If an item is flagged as having DIF it suggests that a survey question may indicate a different understanding across respondent groups. When DIF is detected, further review and judgement are required to determine whether refinement of the survey question is needed. We used three different methods (both non-IRT and IRT-based) to determine DIF and to see if the results corresponded across the different methods: 1) Mantel-Haenszel, 2) Regression-based methods (binary and ordinal), and 3) Lord's Chi-square test (IRT-based).

Rather than determining sample size requirements alone, researchers suggest that a combination of sample size and the number of questions on the survey should be considered together to determine if item parameters are estimated accurately in IRT models. Şahin & Anil (2017) concluded that a sample size of 250 with 30 items is viable for a 2-parameter model. Zumbo (1999) suggested that 20 test items can be successfully used to run a DIF analysis and have enough information to be able to match individuals on ability level and form meaningful

groups. We have a large enough sample size in terms of student responses (11,032). Although the number of UMIs on the SEI survey is relatively small (only six UMIs), in a pilot study, McKeown, Zumrawi and Pena (2021) found that a sample of 320 suffices to estimate a 2-parameter IRT model parameters for the six UMI questions. Additionally, for the IRT-based methods, researchers have suggested having at least 30 responses (Linacre, 1994), with valid findings demonstrated using short tests (4 to 39 items) and small sample conditions (100-300 responses) (Paek and Wilson, 2011).

Factor analysis was used to test if all six UMI questions represented a single underlying construct measuring quality of instruction from the student perspective (unidimensional assumption).

3.1 ITEM RESPONSE THEORY AND DIFFERENTIAL ITEM FUNCTIONING

The results of the factor analysis showed that all six UMI items had high factor loadings, i.e., all six UMI questions represent one underlying construct. The Scree and Variance plots in Figure 2 summarize the results of the factor analysis. The elbow in the Scree plot in Figure 2 indicates minimal contributions from subsequent factors. The first factor explained more than 80% of the variation. These findings support the unidimensionality assumption for the IRT analysis.

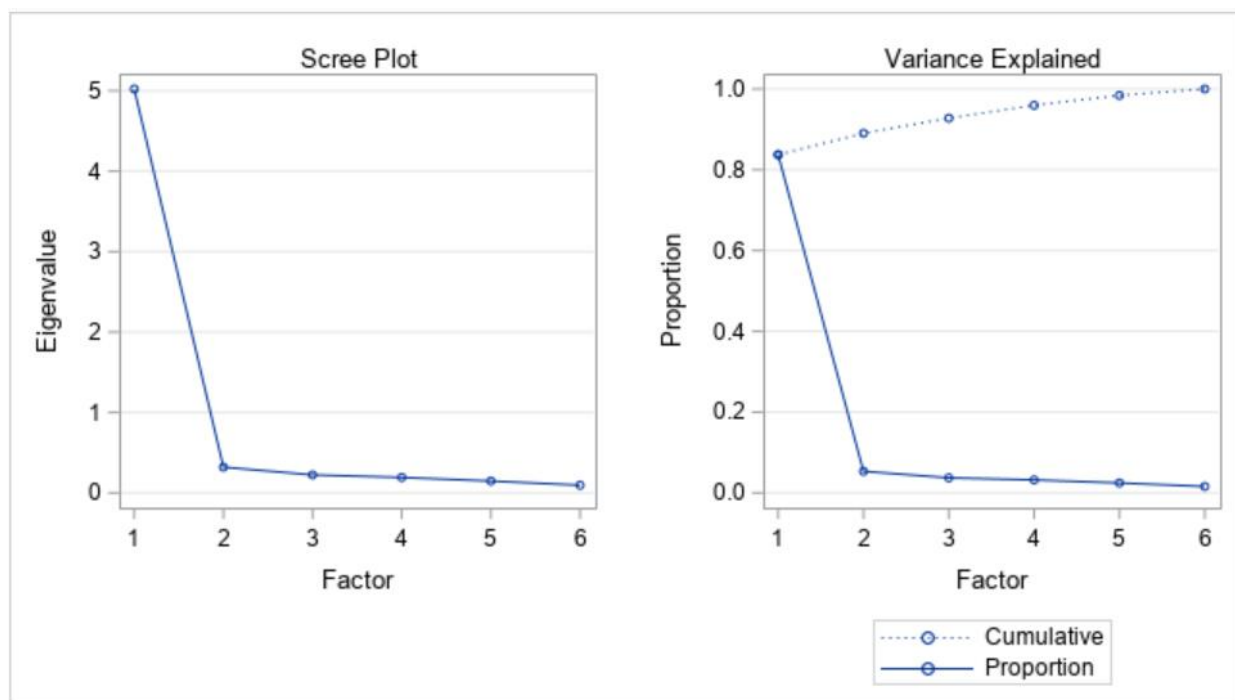


Figure 2. Scree and Variance Plots

3.2 DIFFERENTIAL ITEM FUNCTIONING (DIF)

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

The R programming environment (package difR) was used to run the Mantel-Haenszel procedure and Lord's chi-square test (Lord, 1980). To interpret the effect size (magnitude) of DIF, we used ΔMH (delta MH), a transformation of the Mantel-Haenszel statistic (M-H), as proposed by Holland and Thayer (1985):

- a) none or negligible DIF detected with absolute values of delta MH less than 1;
- b) moderate DIF detected with absolute values of delta MH between 1 to 1.5; and
- c) large DIF detected with absolute values of delta MH larger than 1.5.

We used SAS statistical software (Proc Logistic and Proc Genmod) to run a logistic regression model and a Generalized Linear Model (GLM) approaches for DIF analysis. In the logistic regression model, DIF is detected if individuals matched on attitude/perception have significantly different probabilities responding to a survey question and therefore will have differing logistic regression curves. We followed a three-model approach for the logistic regression method. The first model used a binary approach for the dependent variable, i.e. UMI survey item, where responses on the Likert scale of 4 "agree" and 5 "strongly agree" were combined and coded together as "favourable." A logistic regression model was fit to the binary data as a function of "attitude/perception," as measured by the overall survey score, in addition to predictor variables (class, student and instructor attributes) other than the grouping variable of interest. The second model included the variables in the first model and a variable representing the reference and focal groups of the variable of interest, such as student gender. Finally, the third model included the variables in the second model plus an interaction term (e.g., attitude/perception*gender).

$$\text{Model 1: } \text{Logit}(P) = \beta_0 + \sum_{i=1}^{k-1} \beta_i X_i + \beta_k \theta$$

$$\text{Model 2: } \text{Logit}(P) = \beta_0 + \sum_{i=1}^{k-1} \beta_i X_i + \beta_k \theta + \beta_{k+1} Z$$

$$\text{Model 3: } \text{Logit}(P) = \beta_0 + \sum_{i=1}^{k-1} \beta_i X_i + \beta_k \theta + \beta_{k+1} Z + \beta_{k+2} \theta Z$$

Where:

Logit(P) is the logit of the probability of respondent's endorsement;

$\beta_0, \beta_1 \dots \beta_{k+2}$ are model parameters;

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

X_1, \dots, X_{k-1} are predictor variables (class, student and instructor attributes) other than the grouping variable of interest.

Z (K^{th} predictor variable) denotes group membership (e.g. gender, class size...etc.)

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

The logistic regression and generalized linear model procedures were used to indicate the direction and type of DIF, if and only if the other two methods (Mantel-Haenszel and Lord) detected DIF.

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

Table 2: Differential Item Functioning (DIF) between different student, instructor and course attributes.

DIF Method	Campus	Student Gender	Class Size < 100 vs > 100	Class Size 1 – 49 vs 200+	Class Meeting Time Before 11 vs After 11	Year Level 1 st , 2 nd & 3 rd vs 4 th & 5 th	Instructor Gender
Mantel-Haenszel*	Negligible	UMI 6 moderate	UMI 1 moderate	UMI 1, 4 (large) UMI 5, 6 moderate	Negligible	Negligible	UMI 3 moderate F
Logistic (Binary)**	None	UMI 6 uniform F	UMI 1 uniform >100	UMI 1, 4, 5, 6 uniform >50	None	None	UMI 3 uniform F

GLM (ordinal)**	---	UMI 6 uniform F	UMI 1 uniform >100	All uniform >50	None	----	UMI 3 uniform F
Lord's Chi-square Test	None	None	UMI 1	UMI 1, 2 & 6	None	None	UMI 3

* MH effect size determined using (Holland and Thayer 1985).

** Logistic & GLM methods used to indicate direction and type of DIF, if moderate or large DIF detected by Lord's & M-H methods.

Results reported in Table 2 indicate that DIF was not detected, or was negligible, for grouping by campus, class meeting time or year level.

Moderate uniform DIF was detected for student gender by the Mantel-Haenszel method (delta MH of 1.05 and p-value < 0.0001), but not by the IRT-based Lord's method. Recall that delta MH values of less than 1.0 indicate no or negligible DIF. Female students were more positive in their responses to this item, but the results were inconclusive.

Across all four methods, UMI question 1 showed large DIF between the smallest and largest class sizes (enrolments of 1-49 compared with classes with 200+ enrolments), with more positive responses given to the largest class size over the smallest (delta MH of 1.73 and p-values of < 0.001 for the four methods). Similarly, UMI question 6 showed moderate uniform DIF between the smallest and largest class sizes, across all four methods (delta MH of 1.2 and p-values of 0.0354, 0.003, < 0.0001 and < 0.0001, for the four methods, respectively). The results for the other UMIs, comparing the smallest and largest class sizes, were different across the test methods and were therefore inconclusive.

There was moderate DIF detected (delta MH of 1.37 and p-values of < 0.0001 for all 4 methods) for UMI 1 comparing class sizes over 100 to those below 100 (again favoring the larger class sizes).

Finally, UMI 3 showed moderate (bordering on negligible) uniform DIF (delta MH of 1.01 and p-values of 0.0004, < 0.0001, < 0.0001, and 0.0038, for the four methods, respectively) for instructor gender; female instructors received slightly more positive responses on this item.

Graphical representations of the Mantel-Haenszel and Lord's DIF statistics are shown in the [Appendix](#) to this report.

3.3 ITEM RESPONSE THEORY

A two-parameter IRT model (graded response model, using Marginal Maximum Likelihood

estimation method) was used to assess item response characteristics, item information and overall information functions, and to evaluate whether similar profiles were found between the new survey items (2021 survey) and the 2020 version of the UMI survey. Two-parameter IRT models estimate the location and discrimination parameters of the survey items along the attitudinal scale of respondents. We used a 2-parameter, MLIRT model to account for variation between fields of study and assess the effect of other variables, including course attributes and instructor demographics within fields of study. The item location parameter provides information on how difficult it is to achieve a 50% probability of a correct response for a specific item given the respondent's level on the underlying attitudinal scale. For example, if a student responds to UMI question 6, "I learned a great deal from this instructor," by answering with the most positive response option available, "strongly agree," this item would be located to the right or higher end on the attitudinal scale. A student who was very positive about their experience of instruction in the course would be more likely to have a 50% probability of endorsing the most positive response options for the UMI questions than a student with a more negative attitude about their experience of instruction in the course.

The item location parameter also provides information on how the different response options (i.e., Likert scale options) function within each item. Although the UMI questions have essentially the same response options, respondents may not use the scale in an equivalent manner across the questions. The item location parameter estimates can provide information to the survey developers about the allocation of appropriate item and response-option weightings. Item location parameter estimates (thresholds) were fairly consistent across response options for the six UMI questions (see [Appendix](#) for the all IRT model parameter estimates), which indicates that the 5-point Likert scale options function similarly within each of the six new UMI questions.

Reliability estimates were consistent across approaches; Cronbach's alpha is a measure of scale reliability which indicates internal consistency. For the 2021 survey items, Cronbach's alpha of 0.94 suggests a high survey reliability. Furthermore, an IRT conditional reliability curve is shown in Figure 3.

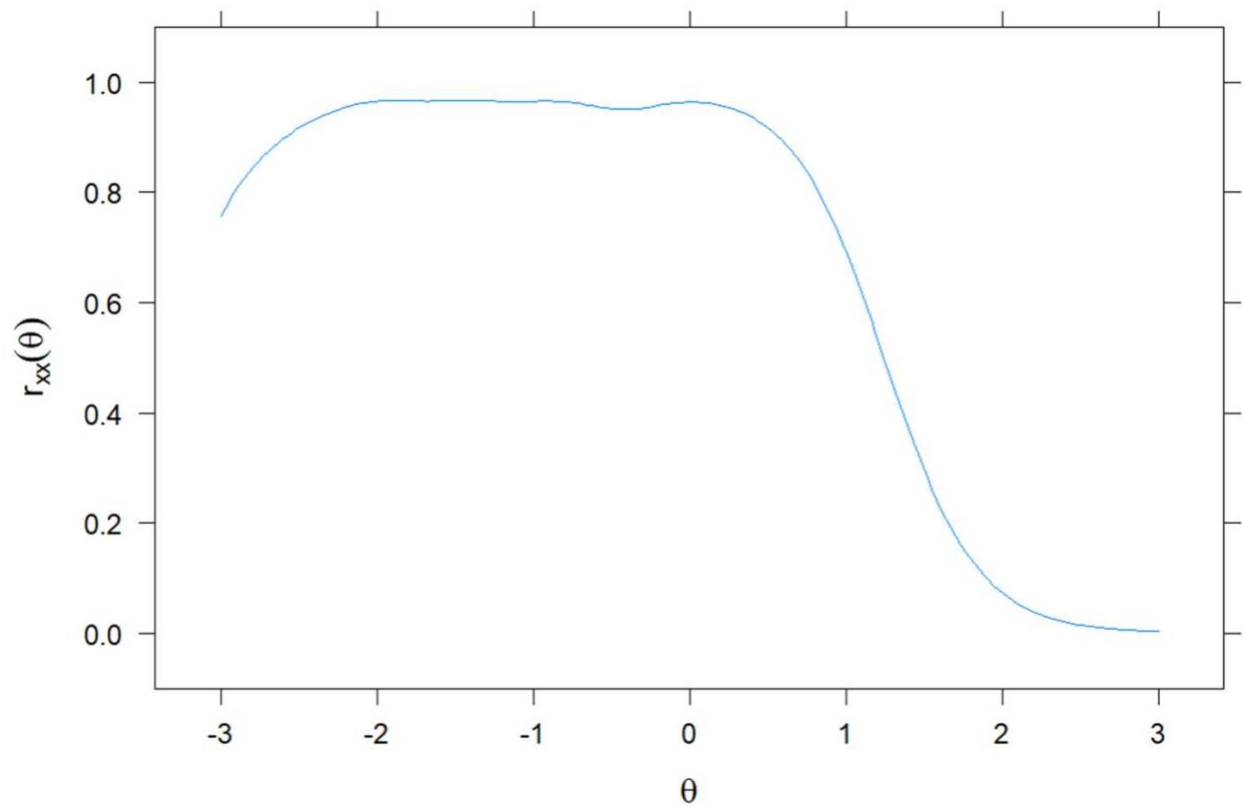


Figure 3. Conditional Reliability Curve

The curve in figure 3 indicates that score estimates are most reliable on a wide range of attitudinal scale; with an overall IRT marginal reliability estimate of 0.84.

The item discrimination parameter indicates the strength of the relationship between an item and the measured construct, i.e., experience of instruction. It determines the rate at which the probability of positively endorsing an item changes given the individual attitude/perception levels (Thorpe & Favia, 2012). The higher the discrimination parameter, the steeper the slope will be on the item characteristic curve, indicating a stronger ability to detect differences in the attitude/perception of respondents compared with less steep slopes.

The MLRT model was compared to a base IRT model (with no covariates) and to a one-level full model (with the same number of covariates as the MLRT model). The one-level full model performed better than the base model and the MLRT model on all five comparison criteria (p -values < 0.0001). Based on these comparisons (Table 3), we proceed to present results based on the 1-level full model.

Table 3: IRT Model Comparisons

Model	Criteria*					χ^2	df	p-value
	AIC	SABIC	HQ	BIC	logLik			
Base Model	112820.9	112944.8	112894.8	113040.2	-56380.46			
1-level	112617	112790.4	112720.4	112923.9	-56266.48	228	12	< 0.0001
MLRT	112883	113044.1	112979	113168	-56402.49			
1-level	112617	112790.4	112720.4	112923.9	-56266.48	272	3	< 0.0001

* AIC=Akaike Information, BIC=Bayesian Information, HQ=Hannan Quinn, logLik=Log Likelihood

The item discrimination parameter estimates (slopes) for the 2-parameter IRT models are given in Table 4, for both the new UMI 2021 survey questions and the random sample from the pre-2021 version of the survey (the UMI questions in use prior to 2021). Typically, the larger the discrimination parameter, the steeper the slope, which implies that the item is more effective at discriminating among different attitudes along the continuum. Thus, for a given level of endorsement, UMI question 6 in the pre-2021 SEI survey with a discrimination parameter of 8.67 would have more than 5 times the contribution to the survey information compared to UMI question 1 with a discrimination parameter of 3.62.

Yet a discrimination parameter of 8.67 is quite high, which is an indication that the survey question is not working properly. Reeve and Fayers (2005) suggest the useful range of discrimination values is from 0.5 to 2.5. Discrimination values above 2.5 don't add much to the slope of Item Characteristic Curves (ICC). However, a disproportionately large item slope indicates a disproportionately large contribution to the overall survey information.

Table 4: Item Discrimination Parameter Estimates

Data Source	Discrimination Parameter Estimates					
	UMI 1	UMI 2	UMI 3	UMI 4	UMI 5	UMI 6
UMI from the pre-2021 SEI Survey	3.62	5.38	4.15	2.02	3.28	8.67

UMI from the 2021 SEI Survey	3.26	4.80	3.83	3.15	3.00	5.85
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In Table 4, UMI question 4 in the pre-2021 survey that asks if “the evaluation of student learning was fair” (2.02), has the least relative discrimination. However, the new UMI 4 question asking about “useful feedback” has a discrimination parameter that is comparable to other items (3.15), indicating that this item discriminates as much as the other items, among different attitude/perception levels.

Overall, the parameter estimates in the new UMI questions (2021 SEI survey) have been improved compared to those reported for the pre-2021 survey, and they are now more consistent across the items.

Figures 4 and 5 display the Item Information Curves (IIC) for each of the new 2021 SEI survey UMI questions, and for the pre-2021 survey UMI questions, respectively. The IICs measure the statistical information an individual item contributes to the overall survey. The x-axis is the individual’s level of endorsement; a person with an endorsement level of 2 has a more positive attitude regarding the course than someone with a level of -0.2. The y-axis indicates the magnitude of the information provided by each of the survey items. Higher information signifies higher precision (or reliability) in differentiating among respondents (Reeve & Fayers, 2005). In addition, items should be well spaced across the continuum (x-axis).

There are notable differences evident when comparing the item information curves in Figure 4 and 5. Figure 4 indicates improvement in the relative contributions of all new UMI questions to the overall survey information compared with the pre-2021 survey sample, notably for UMI questions 2 and 3 and 4. Furthermore, the newly-worded 2021 UMI items shown in Figure 4 appear to differentiate across a broader range on the x-axis than the pre-2021 survey UMI items shown in Figure 5. The y-axis scales differ between Figures 4 and 5 as a result of the disproportionately large UMI 6 discrimination parameter (8.67) in Figure 5. Although UMI 6 has a relatively large discrimination parameter estimate in the new 2021 survey (5.85), it appears to discriminate across a similar range on the x-axis, but it displays sharp peaks on the information curve, which implies that the item is not functioning as well as it could. However, the new UMI 6 peaks (Figure 4) were less jagged and show improvement compared to that of the pre-2021 UMI 6 (Figure 5).

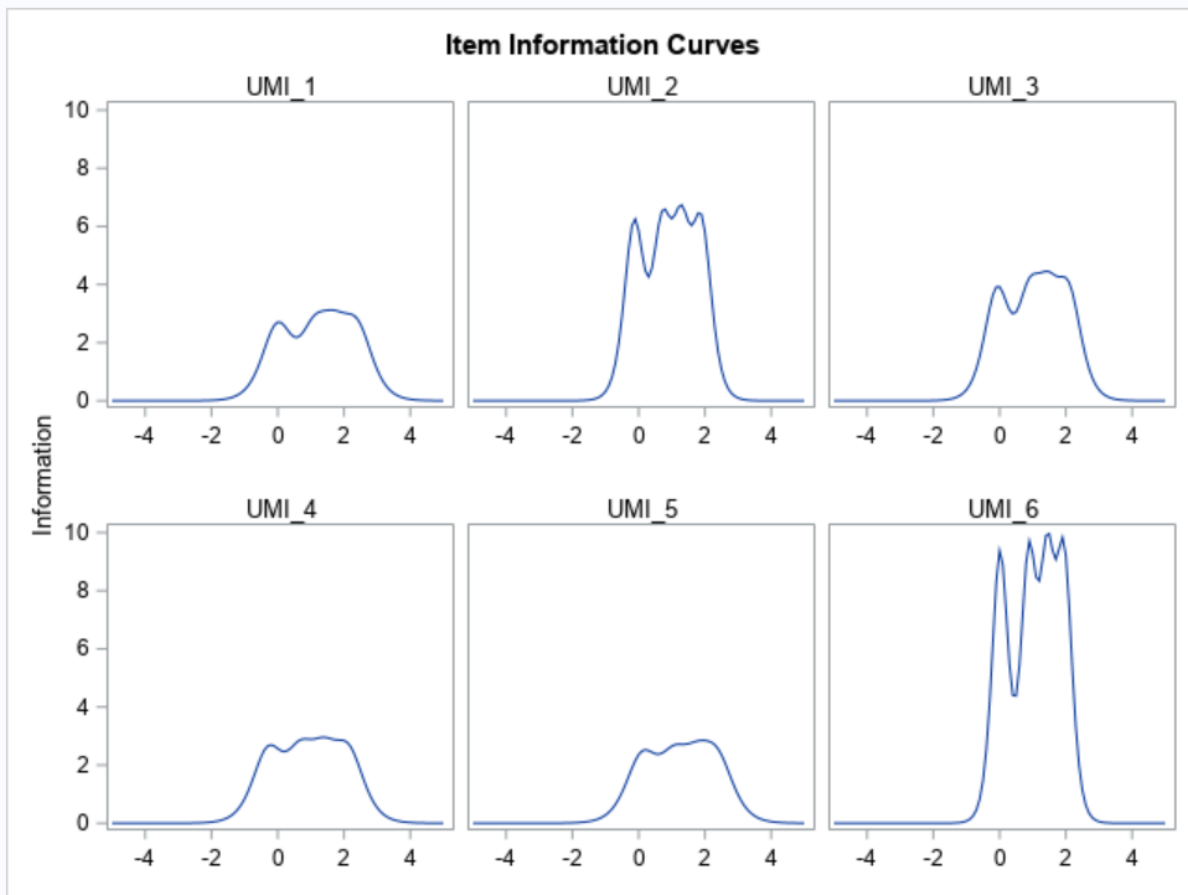


Figure 4: Item Information Curves for the new 2021 SEI Survey UMI questions

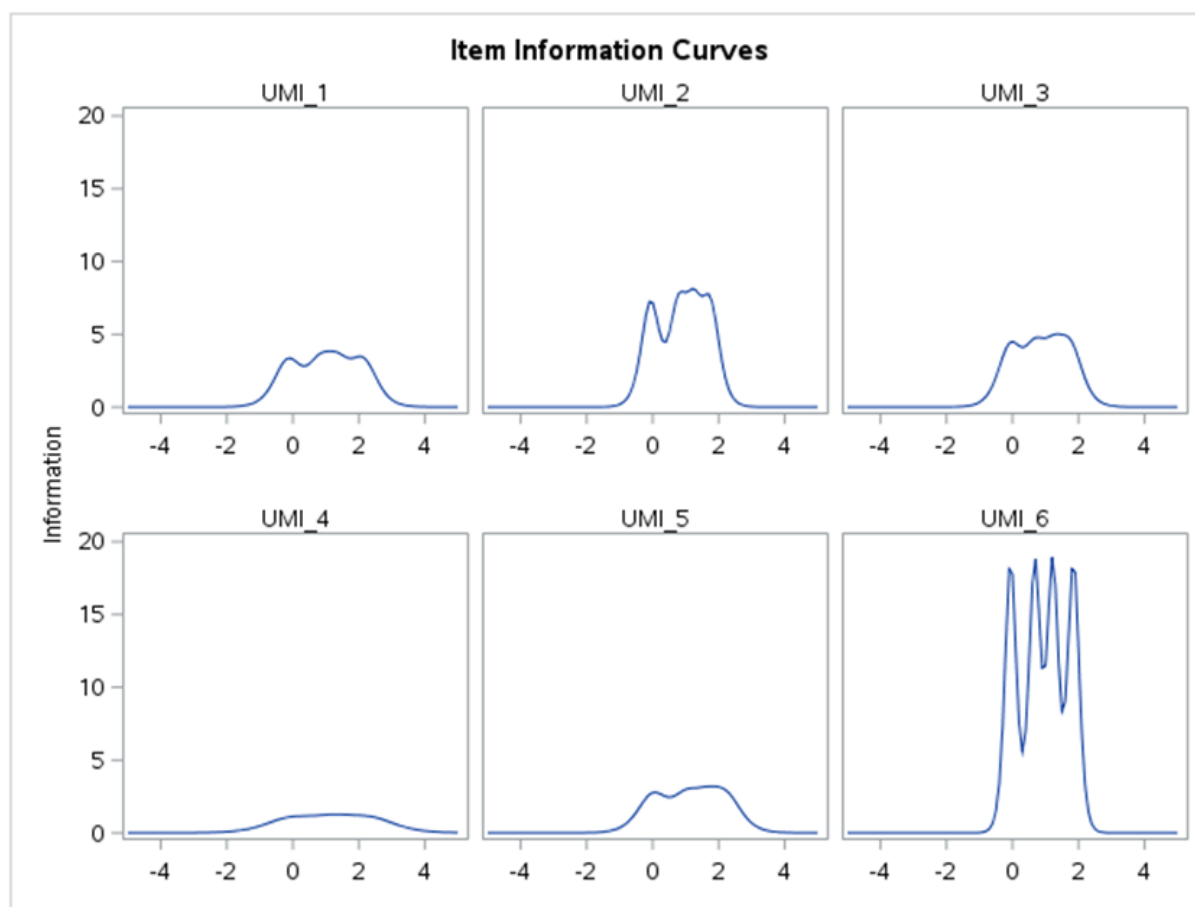


Figure 5: Item Information Curves for the pre-2021 SEI Survey UMI questions

Looking at Figure 5, the IICs for the pre-2021 UMI questions show that UMI 6 disproportionately contributes to the overall survey information; however, for the new set of UMI questions, the contribution of each item seems to be more consistent. Overall, the proposed changes to the UMI questions appear to have improved their relative discrimination among students with varying levels of endorsements for most items.

3.4 GENERALIZED LINEAR MIXED MODELS

We used a Generalized Linear Mixed Model (GLMM) approach to model variation in SEI scores within 5 fields of study (Sciences, Humanities, Health Sciences, Engineering and Social Sciences). In this approach, respondents to SEI surveys are considered to be clustered within fields of study (grouping variable the GLMM with a random intercept). Proc GLIMMIX in the SAS statistical software was used to fit the cumulative logit of the probability of higher SEI ratings in the response profile (corresponding to the 5-point Likert scale) as a function of course attributes (year level and meeting time), instructor demographics (rank and gender) and student gender; and with the field of study as a grouping variable.

The estimated covariance parameters, which measures the variation in field of study effects, for the six UMI questions are shown in Table 5. For each UMI question, the estimated variance of the field of study random intercepts is given along with standard error and p-value for testing if the variance is significantly different from zero.

Table 5: Estimated variance of the field of study random intercepts in the GLMM

Question	Covariate Estimate	Standard Error	Z value	p-value
UMI 1	0.0092	0.0081	1.13	0.1282
UMI 2	0.0302	0.0230	1.32	0.094
UMI 3	0.0314	0.0239	1.31	0.0943
UMI 4	0.0355	0.0266	1.33	0.0911
UMI 5	0.0315	0.0239	1.32	0.0936
UMI 6	0.0301	0.0230	1.31	0.095

The estimated values for all UMI questions in Table 5 are not significantly larger than 0 (p-values > 0.05), which indicates that there is no significant variation in the field of study effect on SEI ratings (no significant random effect). A Generalized Linear Model (GLM) across all fields of study (no field of study random intercept) was also fitted to the data. There are minor differences between the GLM and GLMM model. However, the GLMM model is preferred as it explained added variance (though not statistically significant) that could impact the effect of other variables in the model. Tests of the model fixed effects are shown in Table 6.

Table 6: P-values for the model fixed effects

Question	Instructor Rank	Instructor Gender	Student Gender	Year Level	Meeting Time
UMI 1	< 0.001	0.050	0.025	0.002	0.055
UMI 2	< 0.001	0.142	0.025	< 0.001	0.105
UMI 3	< 0.001	0.004	0.023	< 0.001	0.643
UMI 4	< 0.001	0.080	0.071	< 0.001	0.154
UMI 5	< 0.001	0.012	0.148	< 0.001	0.109
UMI 6	< 0.001	0.266	0.007	< 0.001	0.225

Model parameter estimates and associated statistics for fixed effects are shown in the Appendix to this report. For all UMI questions, there were no significant differences in SEI ratings between course sections that met before or after 11:00 AM.

SEI ratings for 1st, 2nd and 3rd year courses were consistently significantly lower compared to 4th and 5th year courses. It is important to note that these differences are not due to Differential Item Functioning (see table 2 for DIF results). Recall that DIF is conceptualized as occurring when survey respondents who have similar attitudes/perceptions on a measured trait respond differently due to construct-irrelevant factors, i.e., DIF analysis takes into consideration the sum of scores for all UMI questions as a measure of respondent attitude/perception.

Female instructors received relatively higher ratings compared to their male counterparts in UMI questions 3 (“The Instructor presented the course material in a way that I could understand”) and 5 (“The instructor showed genuine interest in supporting my learning throughout this course”). However, the odds ratio for the two questions were relatively small (1.3 and 1.2, respectively). Chen, Patricia Cohen & Sophie Chen (2010) showed that odd ratios < 1.5 translate to small effect size. There were no instructor gender differences in the other 4 UMI questions.

Female students rated their experience of instruction significantly higher compared to male students in UMI questions 1, 2, 3 and 6. Again, though statistically significant, odds ratios were close to 1.0 (1.1 for UMI questions 1, 2, and 3 and 1.2 for UMI 6).

There were also differences in ratings depending on instructor rank for all UMI questions. However, differences between instructor ranks and their magnitudes vary across questions, but odds ratios were relatively small (< 1.4), with slightly higher ratings for assistant professors and lecturers. Also, it is important to note that instructor rank was based on SEI survey data which reports “Standard Job Title” and does not consider tenure or other relevant appointment information.

Finally, there were consistent and significant differences in SEI ratings between fields of study, with Humanities rated higher compared to the overall average, but with odd ratios not exceeding 1.2 for all UMI questions.

4.0 CONCLUSION

The Item Response Theory (IRT) results indicated that the new UMI questions implemented in 2021 seem to function better than previous UMI questions. In the old version, UMI question 6 provided most of the statistical information for the overall survey, but did not differentiate broadly among respondents’ attitudes/perceptions. Furthermore, the presence of sharp peaks in the item information curve indicates the item was not functioning well. The Item Information results were similar to those obtained in a 2021 pilot study (McKeown, Zumrawi & Pena, 2021) and provide further evidence that the new UMI questions are more consistent in their contribution to the overall survey, and are more widespread across the attitudinal continuum (x-axis).

While most of the new 2021 survey UMI questions showed no DIF among different grouping by student, instructor or class attributes, UMI 1 exhibited moderate to large DIF, and UMI 6 exhibited moderate DIF between class sizes. Moderate DIF between genders was also detected for UMI 6, with female students positively endorsing that question more than male students (recall that only binary data were used for gender based on challenges with using Employment Equity Survey data in these analyses). However, this result was not consistent across test methods and thus was not conclusive. Negligible/moderate DIF in instructor gender was also detected for UMI 3, with female instructors receiving slightly more positive endorsement on this item, however, the direction (favouring female instructors) was consistent with previous studies at UBC (CTLT, 2010).

GLMM results showed that SEI ratings for 1st, 2nd and 3rd year courses were consistently significantly lower compared to 4th and 5th year courses. Also, female instructors received slightly higher ratings (on UMI 3 and 5) and female students rated their instructors slightly higher (on UMI 1, 2, 3 & 6) compared to their male counterparts. However, in both cases the effect sizes were small. Finally, there were also significant differences in ratings depending on instructor rank for all UMI questions. Differences between instructor ranks and their magnitudes vary across questions, but odds ratios were relatively small (< 1.4), mostly favouring assistant professors and lecturers.

Due to the lack of sufficient Employment Equity Survey data, we were not able to test how the new UMI questions function across other variables of interest, e.g., gender identity, ethnicity, disability, and more. Thus, and based on these results, we recommend that further IRT and DIF analysis be carried out on the new UMI questions. Furthermore, we will continue to monitor the Employment Equity Survey response rate and examine the randomness of missing data.

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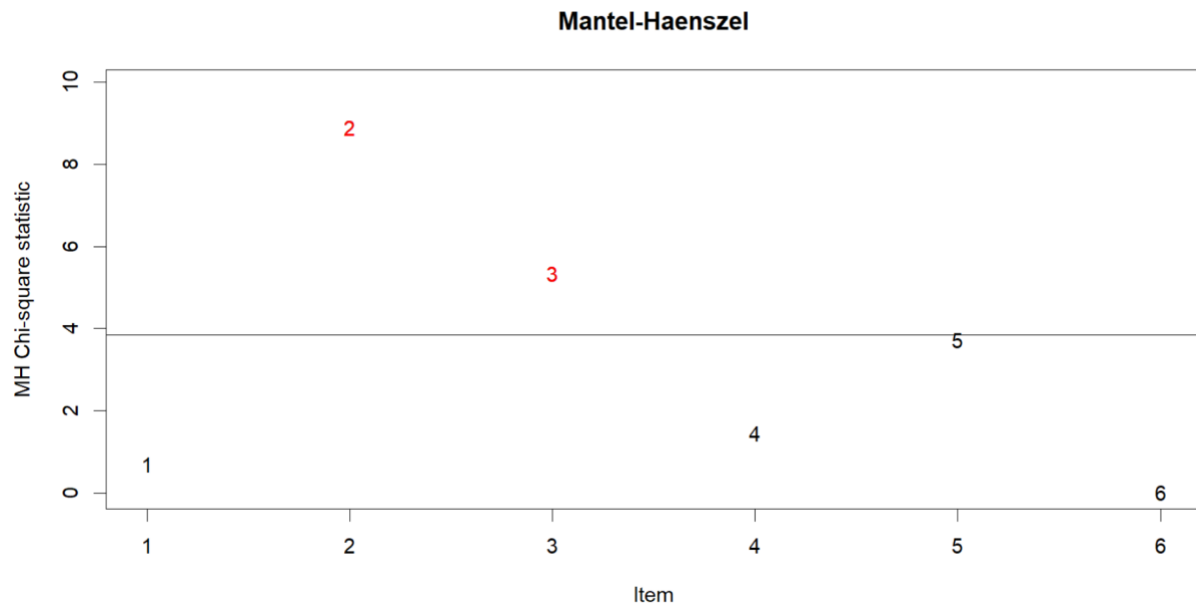
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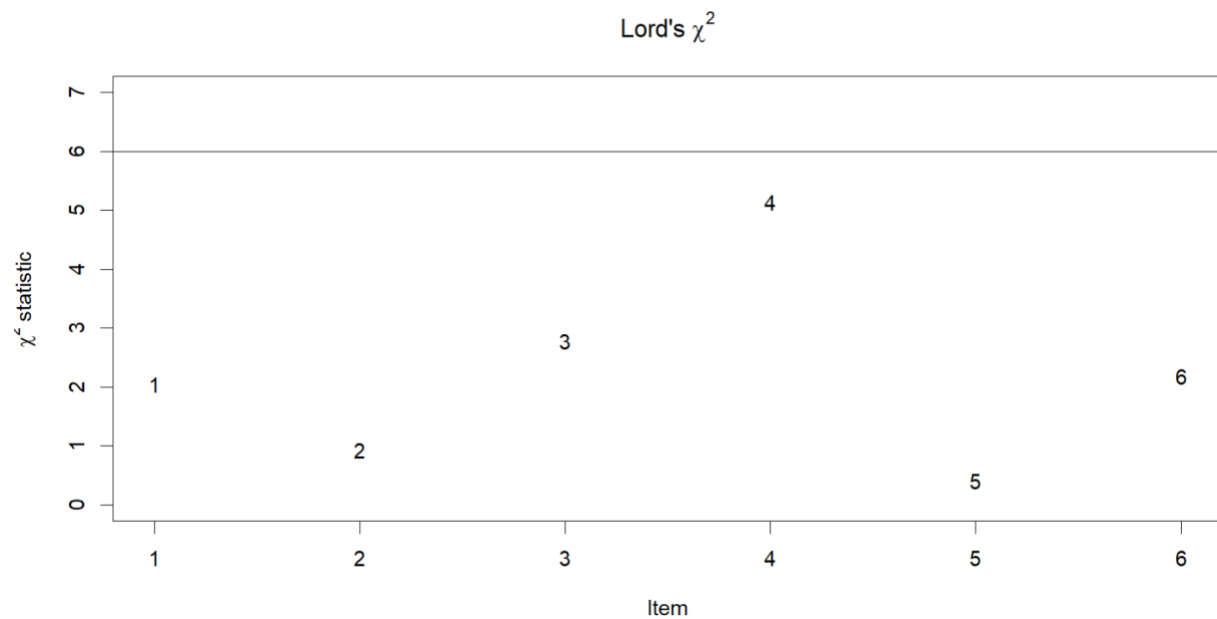
Zwick, R., Thayer, D. T., & Lewis, C. (1999) An empirical Bayes approach to Mantel-Haenszel DIF analysis. *Journal of Educational Measurement*, 36(1), 1-28.

Appendix 4A

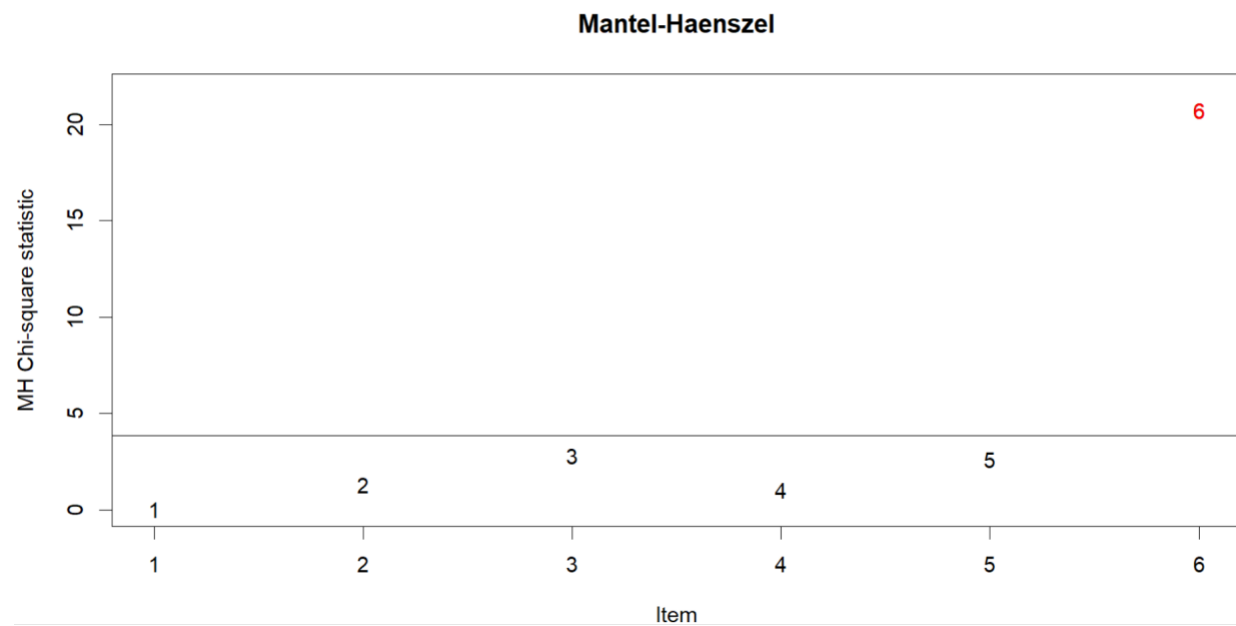
Graphical Representations of the Mantel-Haenszel and Lord's DIF Statistics

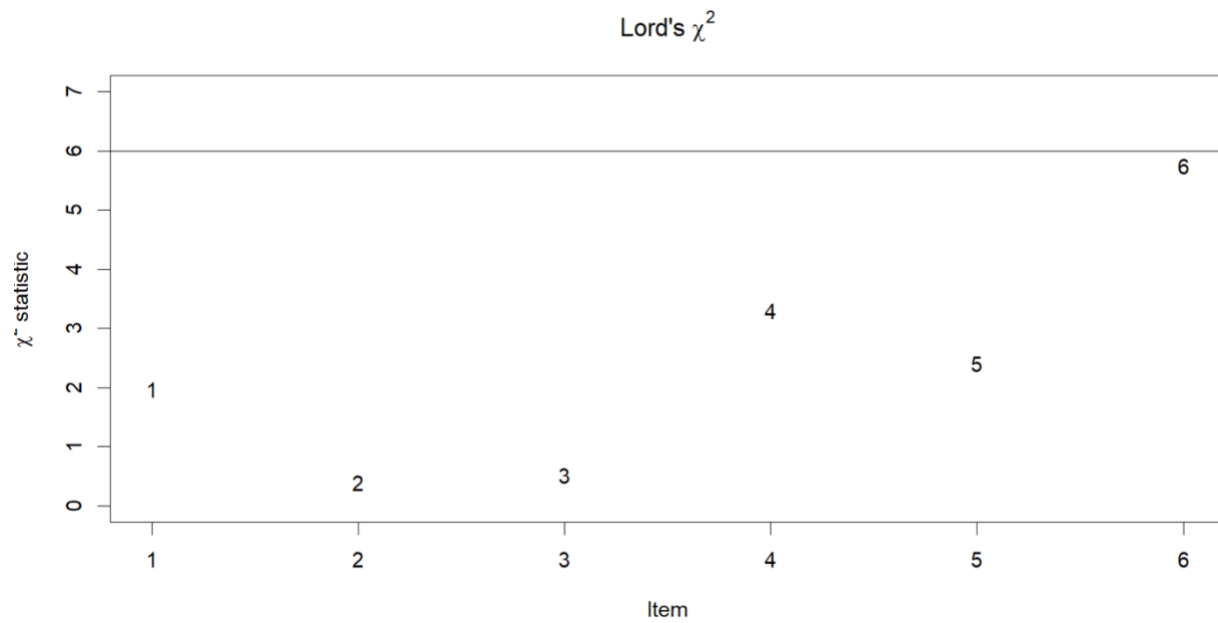
Campus (UBCO vs UBCV)



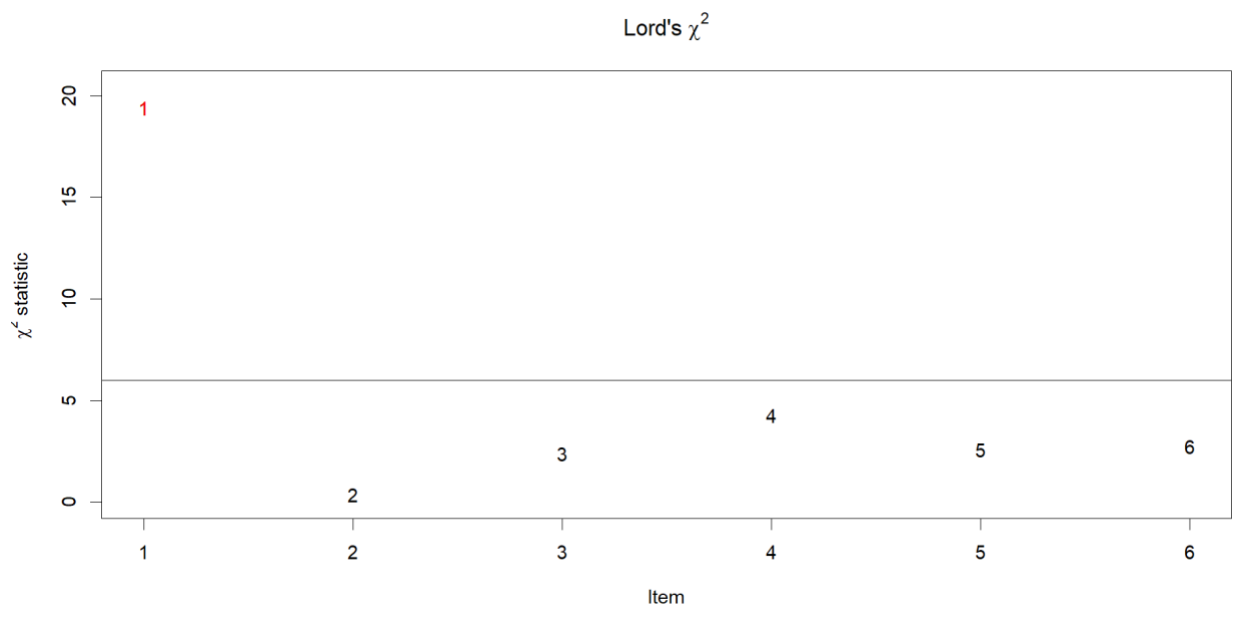
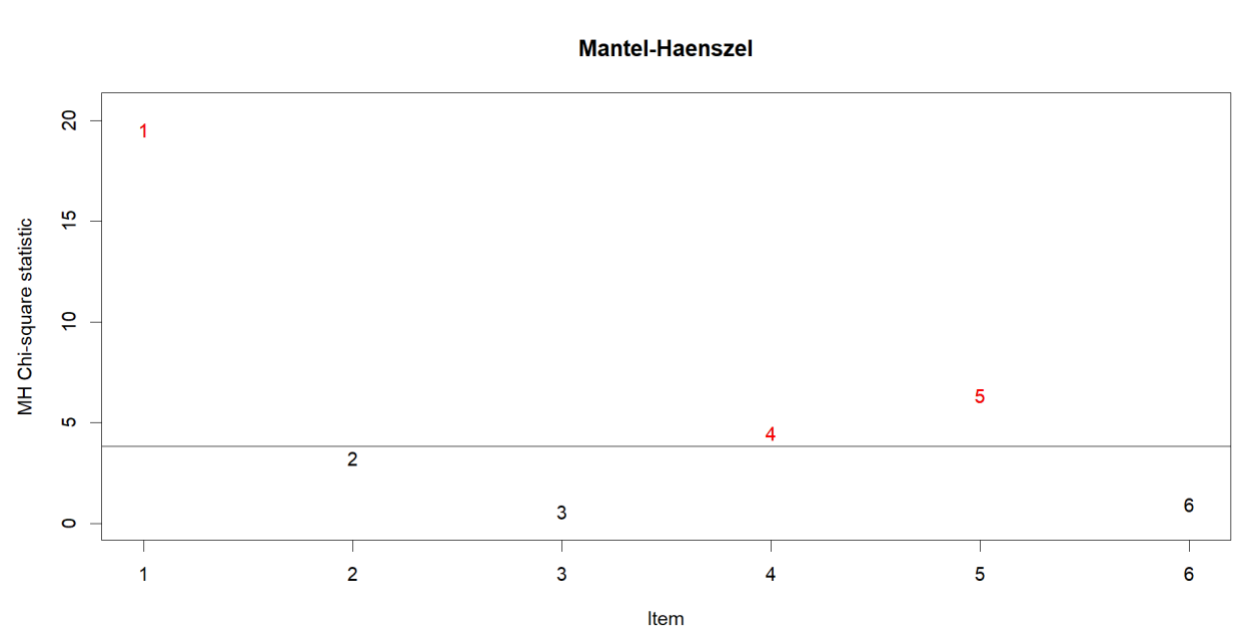


Student Gender

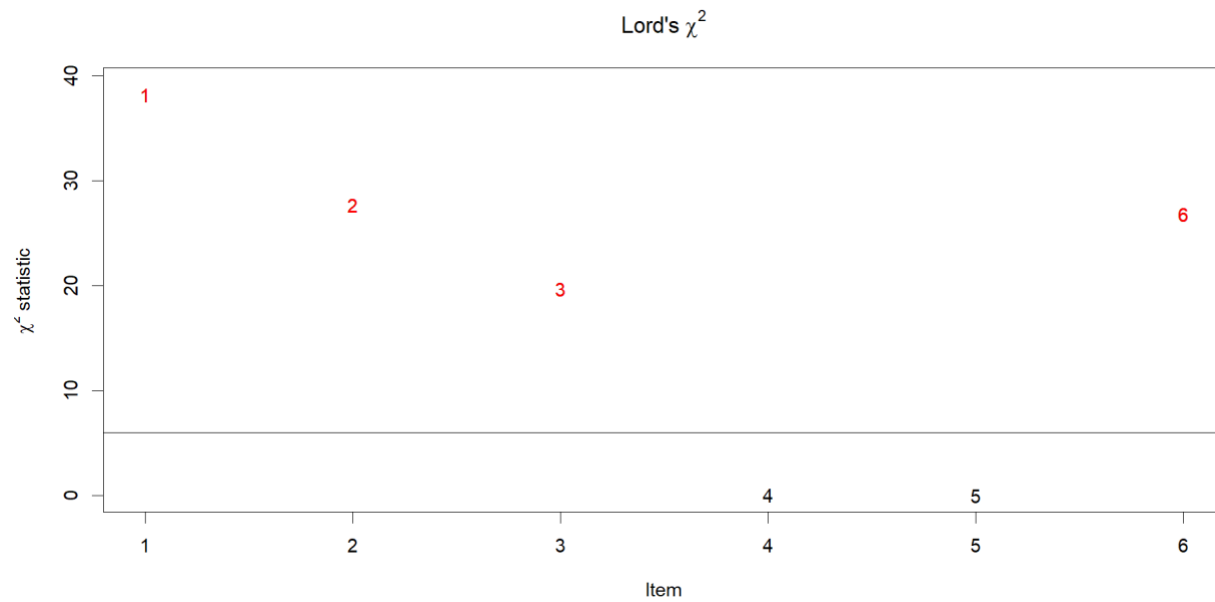
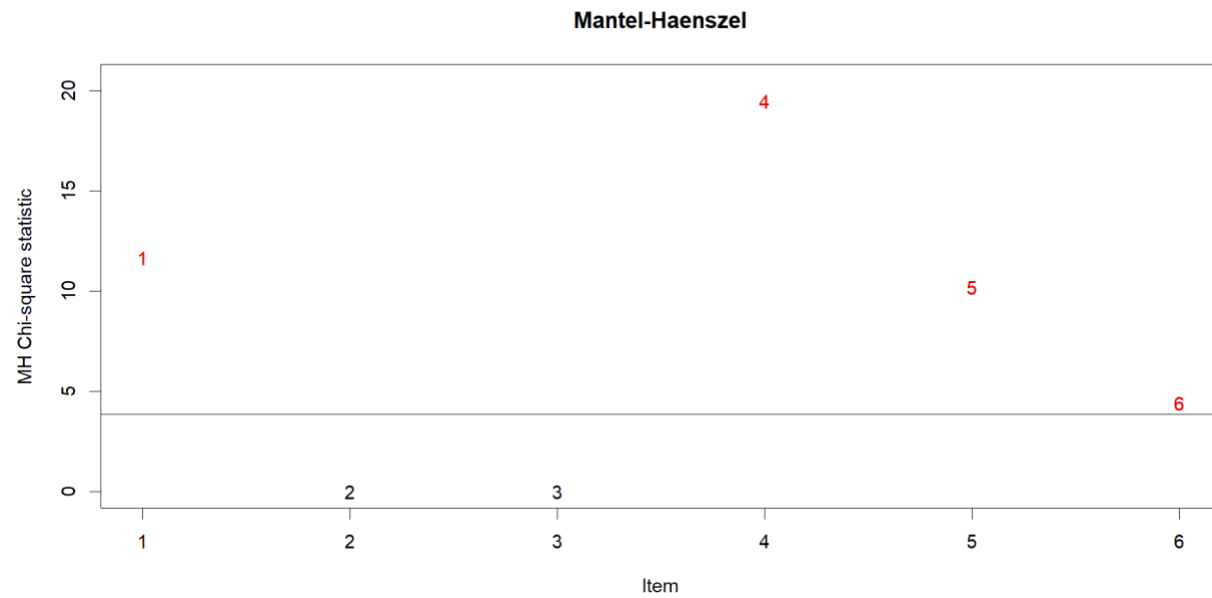




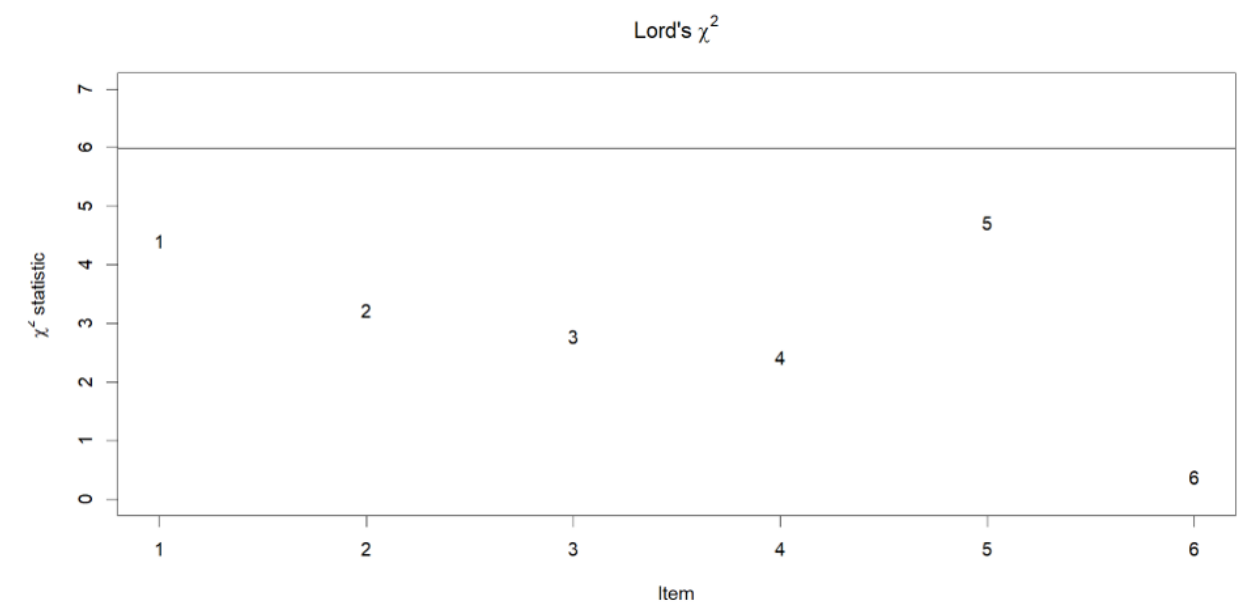
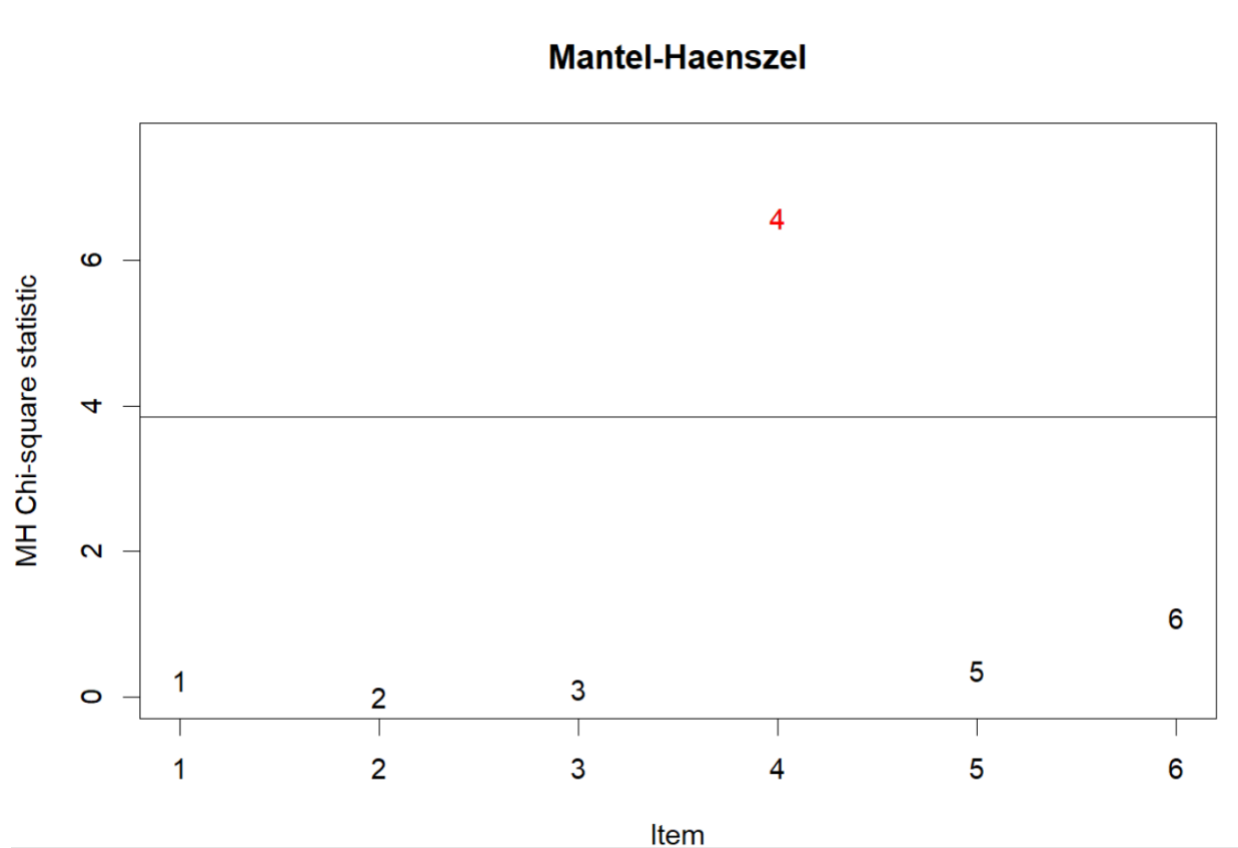
Class Size (< 100 vs 100+)



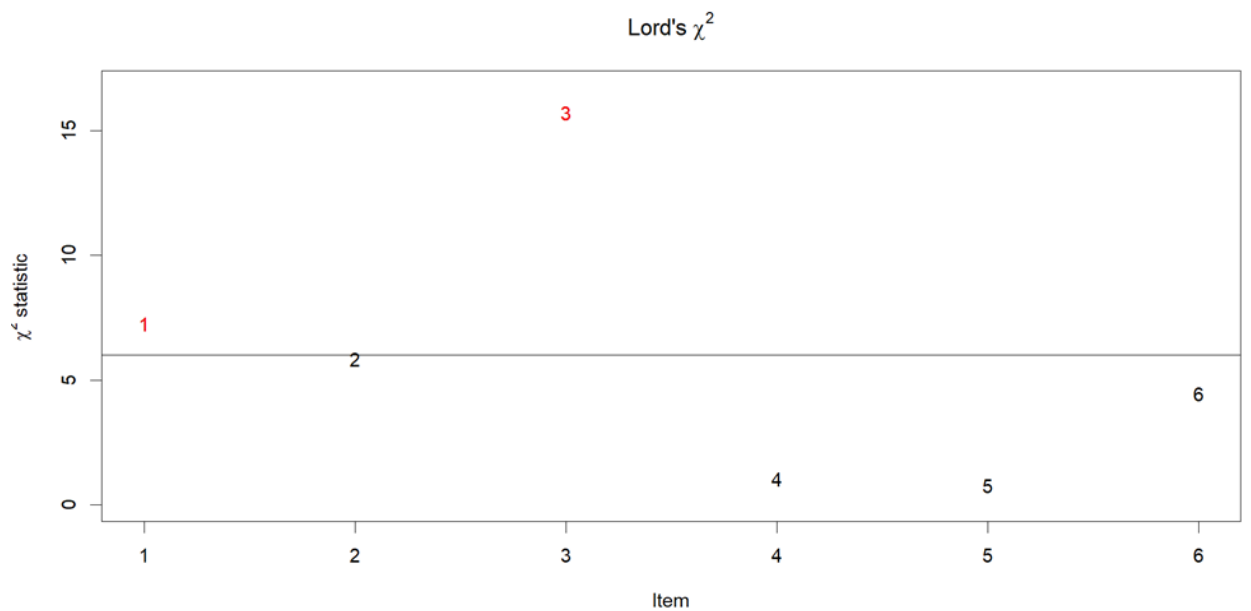
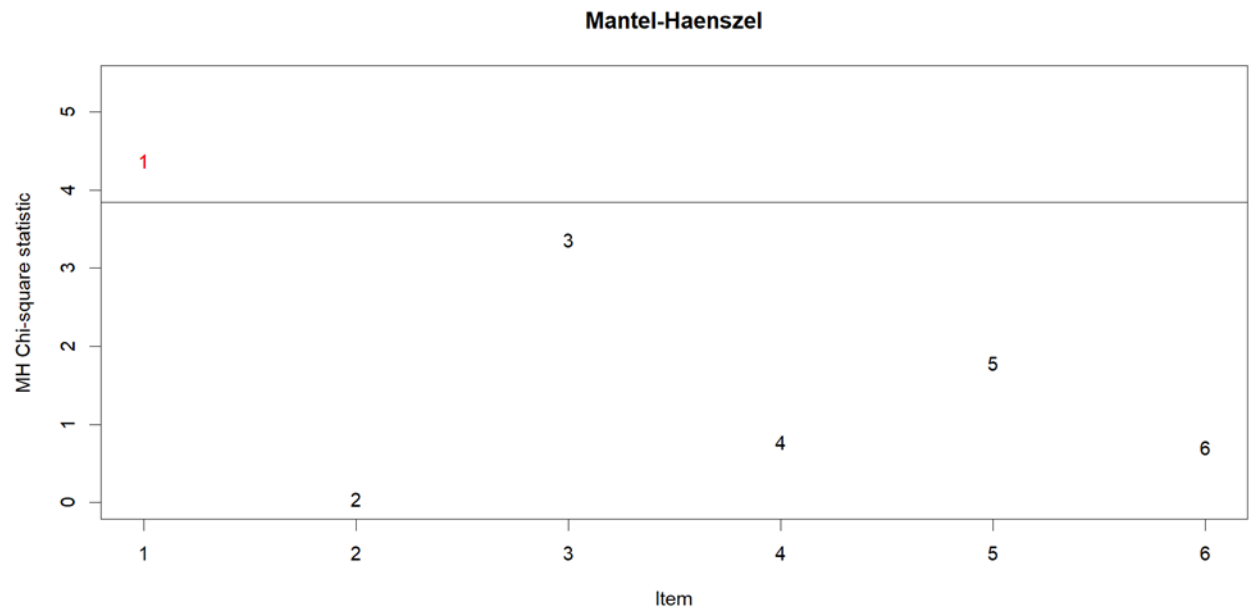
Class Size (1-49 vs 200+)



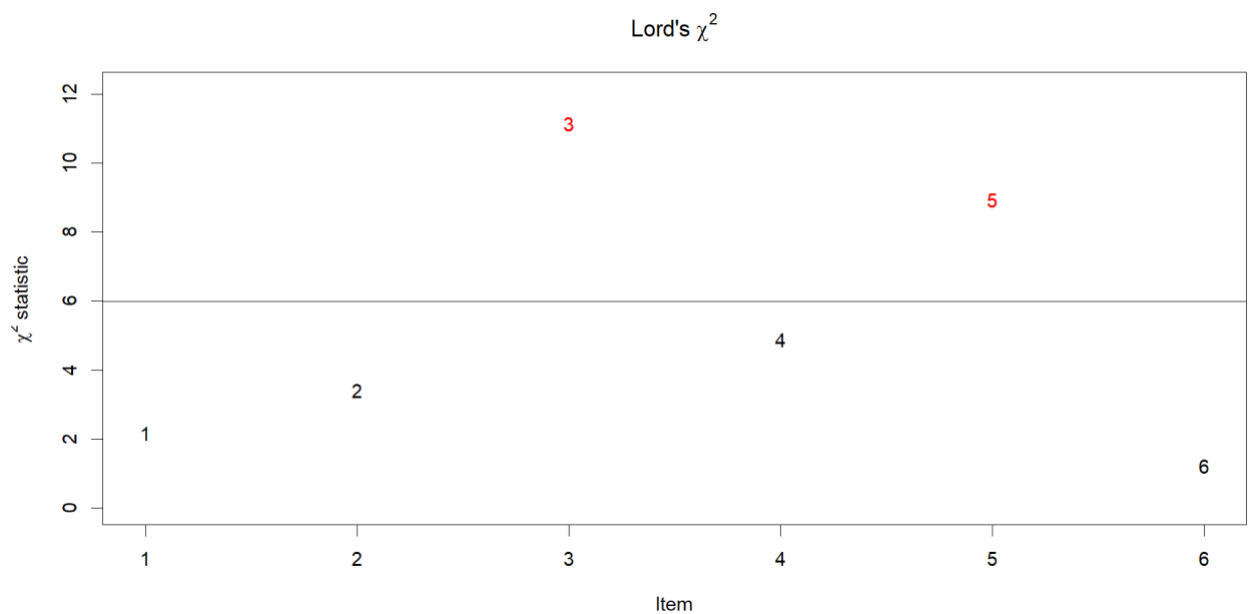
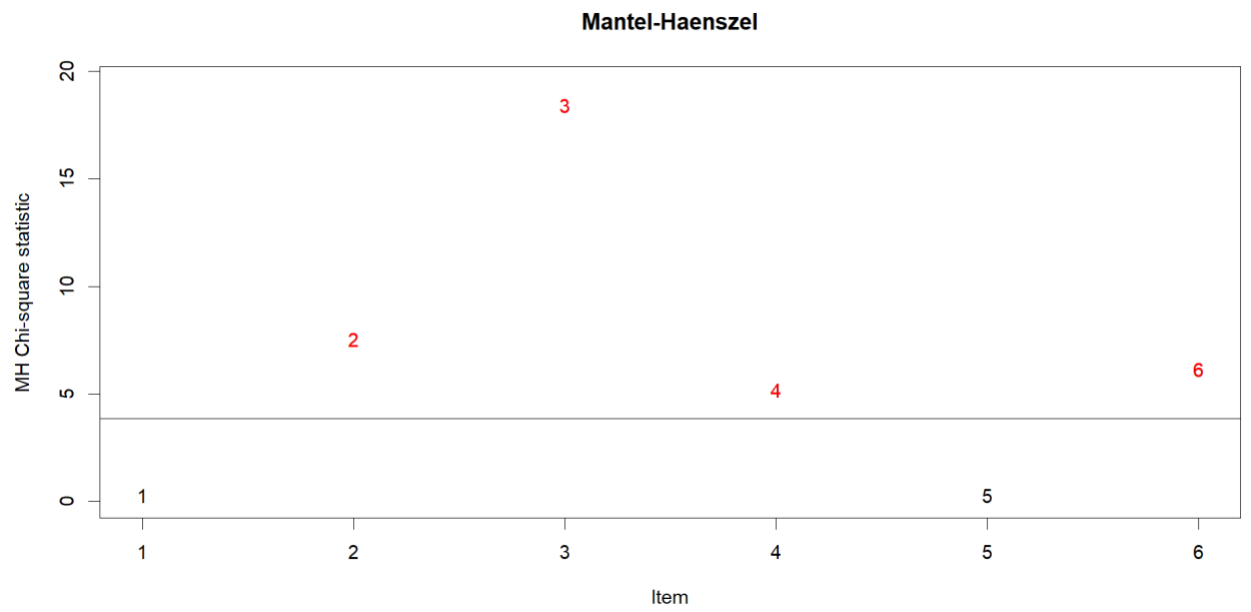
Class Meeting Time (before 11:00 AM vs after)



Year Level (1st, 2nd & 3rd vs 4th & 5th)



Instructor Gender



IRT Model Parameter Estimates and Associated Statistics

Item	Parameter	Estimate
UMI_1	Threshold 1	7.04
	Threshold 2	4.85
	Threshold 3	2.90
	Threshold 4	-0.84
	Slope	3.26
UMI_2	Threshold 1	8.43
	Threshold 2	5.48
	Threshold 3	2.69
	Threshold 4	-1.47
	Slope	4.80
UMI_3	Threshold 1	7.29
	Threshold 2	4.92
	Threshold 3	2.74
	Threshold 4	-1.12
	Slope	3.83
UMI_4	Threshold 1	5.99
	Threshold 2	3.66
	Threshold 3	1.36
	Threshold 4	-1.75
	Slope	3.15
UMI_5	Threshold 1	6.40
	Threshold 2	4.67
	Threshold 3	2.46
	Threshold 4	-0.48
	Slope	3.00
UMI_6	Threshold 1	10.73
	Threshold 2	7.78
	Threshold 3	4.47
	Threshold 4	-0.73

Item	Parameter	Estimate
	Slope	5.85

Generalized Linear Mixed Model Fixed Effects Estimates and Associated Statistics

UMI 1

Solutions for Fixed Effects										
Effect	UMI_1	Inst_Gend	Stud_Gend	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						0.05708	0.08514	1	0.624
Intercept	4						1.8405	0.08732	1	0.0302
Intercept	3						2.8789	0.09237	1	0.0204
Intercept	2						4.1038	0.1091	1	0.0169
Rank					Assoc. Prof		-0.1791	0.0596	16	0.0084
Rank					Asst. Prof		0.2012	0.053	16	0.0016
Rank					Lecturer		0.1794	0.06143	16	0.01
Rank					Professor		-0.2548	0.05917	16	0.0005
Rank					Sessional		0	.	.	.
Inst_Gender	F						0.1122	0.04029	4	0.0495
Inst_Gender	M						0	.	.	.
Stud_Gender		F					0.1333	0.03833	4	0.0254
Stud_Gender		M					0	.	.	.
Level						1	-0.291	0.06793	16	0.0006
Level						2	-0.1728	0.06771	16	0.0213
Level						3	-0.2693	0.0686	16	0.0012
Level						4	-0.06403	0.08565	16	0.4656
Level						5	0	.	.	.
Meeting_time				Early			-0.1081	0.0403	4	0.0551
Meeting_time				Late			0	.	.	.

UMI 2

Solutions for Fixed Effects										
Effect	UMI_2	Inst_Gend	Stud_Gen	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						-0.02282	0.1061	1	0.8651
Intercept	4						1.3846	0.107	1	0.0491
Intercept	3						2.4251	0.1093	1	0.0287
Intercept	2						3.5921	0.1168	1	0.0207
Rank					Assoc. Prof		-0.09432	0.05813	16	0.1242
Rank					Asst. Prof		0.2344	0.05151	16	0.0003
Rank					Lecturer		0.2741	0.05989	16	0.0003
Rank					Professor		-0.1642	0.05767	16	0.0117
Rank					Sessional		0	.	.	.
Inst_Gender	F						0.07186	0.03935	4	0.1419
Inst_Gender	M						0	.	.	.
Stud_Gender		F					0.1304	0.03751	4	0.0254
Stud_Gender		M					0	.	.	.
Level						1	-0.5646	0.0669	16	<.0001
Level						2	-0.3635	0.0665	16	<.0001
Level						3	-0.4312	0.06741	16	<.0001
Level						4	-0.09493	0.08437	16	0.2771
Level						5	0	.	.	.
Meeting_time				Early			-0.0821	0.03936	4	0.1053
Meeting_time				Late			0	.	.	.

UMI 3

Solutions for Fixed Effects										
Effect	UMI_3	Inst_Gend	Stud_Gen	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						-0.1452	0.1075	1	0.4057
Intercept	4						1.4667	0.1086	1	0.047
Intercept	3						2.488	0.1115	1	0.0285
Intercept	2						3.6359	0.1208	1	0.0211
Rank					Assoc. Prof		-0.2326	0.05882	16	0.0011
Rank					Asst. Prof		0.2267	0.05234	16	0.0005
Rank					Lecturer		0.2338	0.06093	16	0.0015
Rank					Professor		-0.1638	0.05842	16	0.0127
Rank					Sessional		0	.	.	.
Inst_Gender	F						0.2331	0.04003	4	0.0043
Inst_Gender	M						0	.	.	.
Stud_Gender		F					0.1373	0.03801	4	0.0225
Stud_Gender		M					0	.	.	.
Level						1	-0.3256	0.06722	16	0.0002
Level						2	-0.1725	0.06687	16	0.0202
Level						3	-0.3186	0.06772	16	0.0002
Level						4	0.08401	0.08513	16	0.3384
Level						5	0	.	.	.
Meeting_time				Early			-0.01998	0.0399	4	0.6428
Meeting_time				Late			0	.	.	.

Solutions for Fixed Effects										
Effect	UMI_3	Inst_Gend	Stud_Gen	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						-0.1452	0.1075	1	0.4057
Intercept	4						1.4667	0.1086	1	0.047
Intercept	3						2.488	0.1115	1	0.0285
Intercept	2						3.6359	0.1208	1	0.0211
Rank					Assoc. Prof		-0.2326	0.05882	16	0.0011
Rank					Asst. Prof		0.2267	0.05234	16	0.0005
Rank					Lecturer		0.2338	0.06093	16	0.0015
Rank					Professor		-0.1638	0.05842	16	0.0127
Rank					Sessional		0.	.	.	.
Inst_Gender	F						0.2331	0.04003	4	0.0043
Inst_Gender	M						0.	.	.	.
Stud_Gender		F					0.1373	0.03801	4	0.0225
Stud_Gender		M					0.	.	.	.
Level						1	-0.3256	0.06722	16	0.0002
Level						2	-0.1725	0.06687	16	0.0202
Level						3	-0.3186	0.06772	16	0.0002
Level						4	0.08401	0.08513	16	0.3384
Level						5	0.	.	.	.
Meeting_time				Early			-0.01998	0.0399	4	0.6428
Meeting_time				Late			0.	.	.	.

UMI 4

Solutions for Fixed Effects										
Effect	UMI_4	Inst_Gend	Stud_Gen	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						-0.2062	0.1105	1	0.3132
Intercept	4						1.2403	0.1111	1	0.0569
Intercept	3						2.4616	0.1136	1	0.0294
Intercept	2						3.7564	0.1224	1	0.0207
Rank					Assoc. Prof		-0.03483	0.05769	16	0.5545
Rank					Asst. Prof		0.2854	0.05098	16	5.6 <.0001
Rank					Lecturer		0.3256	0.05928	16	5.49 <.0001
Rank					Professor		-0.0981	0.05727	16	-1.71 0.1061
Rank					Sessional		0.	.	.	.
Inst_Gender	F						0.09095	0.039	4	2.33 0.0801
Inst_Gender	M						0.	.	.	.
Stud_Gender		F					0.09108	0.03722	4	2.45 0.0707
Stud_Gender		M					0.	.	.	.
Level						1	-0.6765	0.06618	16	-10.22 <.0001
Level						2	-0.3806	0.06574	16	-5.79 <.0001
Level						3	-0.4439	0.06665	16	-6.66 <.0001
Level						4	-0.06917	0.08341	16	-0.83 0.4191
Level						5	0.	.	.	.
Meeting_time				Early			-0.06867	0.03906	4	-1.76 0.1536
Meeting_time				Late			0.	.	.	.

UMI 5

Solutions for Fixed Effects										
Effect	UMI_5	Inst_Gend	Stud_Gen	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						0.5129	0.1103	1	0.1349
Intercept	4						2.0383	0.1121	1	0.035
Intercept	3						3.3121	0.1172	1	0.0225
Intercept	2						4.3322	0.1288	1	0.0189
Rank					Assoc. Prof		-0.1554	0.06012	16	0.0199
Rank					Asst. Prof		0.2464	0.05393	16	0.0003
Rank					Lecturer		0.2482	0.06258	16	0.0011
Rank					Professor		-0.145	0.05972	16	0.0273
Rank					Sessional		0	.	.	.
Inst_Gender	F						0.1802	0.04111	4	0.0118
Inst_Gender	M						0	.	.	.
Stud_Gender		F					0.06989	0.03904	4	0.1479
Stud_Gender		M					0	.	.	.
Level						1	-0.8056	0.07128	16	<.0001
Level						2	-0.5272	0.07098	16	<.0001
Level						3	-0.4657	0.07209	16	<.0001
Level						4	-0.1501	0.09028	16	0.1158
Level						5	0	.	.	.
Meeting_time				Early			-0.08403	0.04092	4	0.1093
Meeting_time				Late			0	.	.	.

UMI 6

Solutions for Fixed Effects										
Effect	UMI_6	Inst_Gend	Stud_Gen	Meeting_t	Rank	Level	Estimate	Standard Error	DF	Pr > t
Intercept	5						0.1479	0.1071	1	0.3989
Intercept	4						1.6941	0.1084	1	0.0407
Intercept	3						2.7523	0.1117	1	0.0258
Intercept	2						3.7461	0.1198	1	0.0204
Rank					Assoc. Prof		-0.1526	0.05917	16	0.0202
Rank					Asst. Prof		0.2213	0.05269	16	0.0007
Rank					Lecturer		0.2147	0.06115	16	0.0029
Rank					Professor		-0.1806	0.05873	16	0.0072
Rank					Sessional		0	.	.	.
Inst_Gender	F						0.05188	0.04017	4	0.2661
Inst_Gender	M						0	.	.	.
Stud_Gender		F					0.1926	0.03822	4	0.0073
Stud_Gender		M					0	.	.	.
Level						1	-0.5245	0.06848	16	<.0001
Level						2	-0.3148	0.06812	16	0.0003
Level						3	-0.4047	0.06901	16	<.0001
Level						4	-0.1263	0.08625	16	0.1625
Level						5	0	.	.	.
Meeting_time				Early			-0.05758	0.04013	4	0.2246
Meeting_time				Late			0	.	.	.

Academic Units/Programs within Fields of Study

Engineering

Engineering programs (Faculty of Applied Science except Nursing)

Health Sciences

UBCV faculties of Medicine; Pharmaceutical Sciences; Dentistry and School of Kinesiology
UBCO Faculty of Health & Social Development except Social Work

Humanities

Programs in: Art History, Visual Art and Theory; Asian Studies; Central, Eastern, and Northern European Studies; Classical, Near Eastern and Religious Studies; English; French, Hispanic, and Italian Studies; Philosophy; History; African Studies; Arts Studies; Creative Writing; First Nations and Endangered Languages; Library, Archival and Information Studies; Linguistics; Medieval Studies; Theatre and Film; Art History; Creative and Critical Studies; German; Japanese; World literature

Sciences

Faculties of Science (UBCO & UBCV), Land and Food Systems and Forestry

Social Sciences

Faculty of Education except Kinesiology

UBCO Faculty of Management

Programs in: Anthropology; Economics; Geography; Political Science; Psychology; Sociology; Gender, Race, Sexuality and Social Justice; Asian Canadian and Asian Migration Studies; Journalism; Public Policy and Global Affairs; Social Work; Gender and Women's Studies; Indigenous Studies; Commerce; Cultural Studies

Appendix 5 – Integrative approach to evaluation of teaching paper

Moving Towards an Integrative Approach to the Evaluation of Teaching at UBC

A Report prepared for the Senate Working Group

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Date: 27th October, 2021

Background and Executive Summary

UBC highly values teaching and providing high-quality education. As such, one of the goals outlined in UBC's [Strategic plan](#) is to "Inspire and enable students through excellence in transformative teaching, mentoring, advising and the student experience." Thus, evaluation of teaching should be held to the same high-quality standards as other forms of assessment through the use of reliable and valid methods. There have been a number of advancements in how post-secondary institutions approach the evaluation of teaching over the past 10 years. However, it has been a significant period of time since policies related to the evaluation of teaching have been developed or reviewed at UBC, and currently these policies are different across both campuses. The [policy at UBC Vancouver](#) was last revised and approved by Senate in May of 2007. An initial [policy at UBC Okanagan](#) was adopted into its academic calendar in 2005-06 when the campus opened, but it has not been revised since that time. In recent years, the need to review policies and practices related to the evaluation of teaching has been recognized by various stakeholders within UBC.

In the Spring of 2019, a Student Evaluation of Teaching working group was formed at UBC with representation from both campuses (please see the [terms of reference](#) for further details). This working group was tasked with reassessing UBC's approach to the Student Evaluation of Teaching in light of current trends in the field and examining student evaluation data for potential bias. For over a year, the working group consulted extensively with multiple constituencies on both campuses, and presented a [final report](#) that was endorsed by both Senates in May of 2020. The report included sixteen recommendations, some of which extended beyond student evaluations of teaching. This paper focuses on two of the recommendations:

Recommendation 10: Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.

Recommendation 15: The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus.

A cross-campus working group, sponsored by Senate committees on both campuses, is currently being struck to begin work on revisions to the Senate policies. The purpose of this discussion paper is to provide this Senate working group with an understanding of the state of the field on using an integrative approach to the evaluation of teaching with a view towards the development of a broader UBC policy on teaching evaluation. The paper is composed of four sections. The [first section](#) focuses on providing an overview of an integrative approach to the evaluation of teaching. Specifically, it discusses how an integrative approach moves beyond just the collection of multiple sources of data by intentionally integrating numerous types and sources of data for a comprehensive interpretation. The [second section](#) provides an overview of how other institutions have moved toward an integrative approach to evaluation of teaching. This overview is based on discussions across multiple interviews with a number of people from a variety of institutions outside of UBC. Included in this section are examples of frameworks

developed and/or adapted by other institutions as well as descriptions of how institutions have worked to implement these frameworks. The key take away was that implementation has involved significant on-the-ground work with academic units over time to shift the culture and/or implement new practices with specific tools, templates and protocols that were meaningful and effective for each unit yet supported the high-level integrative framework of the institution. The [third section](#) of the paper provides insight into the current state of teaching evaluation practices at UBC, based on focus group discussions. The focus groups revealed that many units across UBC have practices in place that gather multiple sources of data for evaluating teaching. However, these practices vary significantly across units and a major concern is the emphasis or overreliance on the quantitative data from student evaluations of teaching. Many expressed that this overreliance is partly due to the workload involved in evaluating teaching and this work not being viewed as valuable or as “counting” within merit and/or tenure and promotion processes. The [fourth and final section](#) of the report outlines a number of outcome-oriented and process-oriented recommendations. These recommendations are meant to focus discussions related to priorities and actions to support academic units in adopting a scholarly and integrative approach to evaluating teaching as well as the development of a new cross-campus policy on the evaluation of teaching writ large.

Overview of Integrative Evaluation of Teaching

Teaching evaluations should be based on a multisource feedback model that stimulates reflection, is linked to faculty development programs, is transparent about purpose and execution, and is connected in part, to building a climate that fosters excellence in teaching and learning amongst all instructors. There are two main types of evaluation which are often applied to the evaluation of teaching in post-secondary institutions. Formative evaluation refers to processes that use timely feedback to allow for adjustments and progressive betterment of teaching skills and knowledge while summative evaluation is used to assess overarching teaching effectiveness, usually at the end of a formal period of evaluation (Eberly, Center, n.d.).

Teaching evaluations comprised of multiple sources of information such as student evaluations individual reflections and evidence, and peer and/or administrative perspectives is best practice. Specific examples of data include but are not limited to: Student ratings, classroom observations (by peers or administrators), self-evaluation, videos, student interviews, alumni ratings and feedback, employer ratings and reviews, teaching awards, learning outcome measures, teaching portfolios and rubrics with behaviourally-anchored rating scales. Ideally, there are both summative and formative evaluation processes that include both quantitative and qualitative data. Evaluation criteria should be carefully selected to match the purpose of the teaching evaluation (e.g., for tenure and promotion, professional development, mentorship, etc.) through the mapping of a plan within the faculty or department (Berk, 2005; Berk, 2018; Boerboom, et al., 2011; Hornstein, 2017; Lohman, 2021; Shao et al., 2007; Campbell et al., 2010).

An integrative approach moves beyond just the collection of multiple sources of data. It involves bringing together and integrating all the sources of evidence collected as part of the evaluation of one's teaching, including formative and summative as well as qualitative and quantitative for interpretation. One may look to the field of mixed-methods research where quantitative and qualitative forms of evidence are collected and analyzed and then integrated or converged for an overall interpretation and understanding of the phenomenon of interest (Creswell, 2005). There are several advantages of integrating data from different sources, such as being able to use one source or type of data to explain or expand upon the findings of another source or type. Within the field of mixed-methods research several designs exist that could inform future work on an integrative approach to the evaluation of teaching. For example, some designs integrate at the methods level where data from one method of data collection informs another, or two methods of data collection are planned to be merged together for interpretation. In the evaluation of teaching, examples include having an instructor reflect on their end-of-course student surveys using the same platform (e.g., once student surveys are collected the instructor is prompted to log in and provide reflective responses to those provided by the students), or the sharing of a teaching dossier to guide the peer review process. Other mixed-method designs have methods and data collection quite separate and then only integrate at the interpretation and reporting stages, either through a data conversion process or a narrative or visual integration (Fetters et al., 2013). In the evaluation of teaching this could mean having instructors and/or heads develop a narrative or portfolio that speaks to the various sources of evidence and integrates them through an institutionally-developed framework. Another possible approach would be for UBC to develop a system guided by a framework that facilitates the integration of the various sources (e.g., an interactive dashboard that permits one to bring together the quantitative and qualitative data from student surveys, formative and summative peer reviews as well as personal reflections).

In sum, working towards adopting an integrative approach to the evaluation of teaching begins with the adoption of a holistic system that includes multiple sources of data. Once the sources of data have been decided, work is needed to develop a framework that facilitates the integration of these multiple sources in a meaningful and comprehensive manner. The following section provides insight into how other institutions have adopted and implemented a more integrative approach to the evaluation of teaching that could be helpful in guiding change UBC regarding the evaluation of teaching writ large.

Overview of Integrative Evaluation of Teaching Practices Elsewhere

During the summer of 2021, several meetings were held with other institutions who have either adopted or have made considerable progress in the adoption of an integrative approach to the evaluation of teaching. These institutions included University of Colorado Boulder, University of Kansas and University of Massachusetts Amherst (all three are part of the large [TEval project](#) focused on this work in the US), as well as the University of Oregon and Simon Fraser University

who have also independently undertaken work in this area. There were a number of common themes that emerged from these meetings.

First, all of the institutions had adopted an approach using the same three sources of evidence.

Student voice in the form of end-of-term student evaluation surveys.

Peer voice from some form of peer review of teaching (PRT).

Instructor voice, typically in the form of personal reflection through a teaching philosophy statement, a dossier and/or specific reflections on a course-by-course basis in response to the end-of-term student evaluations.

Second, all of the institutions emphasized the value of having a high-level multidimensional framework that clearly outlines expectations in terms of teaching effectiveness and the incorporation of multiple sources of evidence (e.g., [Benchmarks Framework](#) from University of Kansas and the [Teaching Quality Framework \(TQF\)](#) from the University of Colorado Boulder – See [Appendix A](#) for more resources). These institutions noted that a first critical step is defining what teaching excellence is within the institution, and some spoke at length about how this definition was grounded in the institution's values and/or principles. The challenge faced by many of the institutions was how to integrate the three sources of evidence into something useable by the various individuals who needed to use the evaluation for decision-making (e.g., instructors, unit heads and/or promotion and tenure committees). It was also clear that each institution had worked to either develop or adapt a framework to suit their own context (campuses), particularly on how to integrate the various sources of evidence. The work to develop or adapt a framework across the various institutions was largely informed by the five principles outlined by (Weaver, et al., 2020) in the [TEval project](#).

Principle # 1: Evaluation includes multiple dimensions of teaching (e.g., activities that capture teaching in its totality, including aspects inside and outside the classroom).

Principle # 2: Evaluation includes multiple lenses (e.g., multiple sources and types of data such as various forms of faculty self-report, peer input and student voice).

Principle # 3: Evaluation involves triangulation of data - no measure should be used in isolation.

Principle # 4: Both formative and summative uses of the data are needed to maximize the impact on teaching effectiveness.

Principle # 5: There must be a balance between uniformity across departments and customization to maximize usefulness at the institutional level.

Third, equally noted was the importance of setting up supports and resources via the institution's teaching and learning centre and/or the Provost Office. For example, small teams composed of staff, teaching fellows and/or post-doctoral fellows in teaching and learning. These small teams then work closely with individual academic units to develop and implement practical and efficient tools, protocols, and strategies that could be adapted to the needs of the unit but still held true to

the framework the institution had developed (See [Appendix A](#) for examples of tools from the various institutions listed above). Once the framework was developed and adopted, work with each individual academic unit would start (e.g., 2-3 units at a time). As mentioned above, the work with academic units focused on creating and piloting tools, templates and protocols for instructor reflections, portfolio development as well as peer review processes that would work for their specific disciplines/contexts. In addition, support was often provided to heads of the academic unit to help ensure that the processes they implemented adequately reflected the high-level framework or policy.

Fourth, although these institutions have all taken different approaches due to their specific contexts while working on adopting a more integrative approach to the evaluation of teaching, they all discussed the importance of parallel work on high-level policy and on-the-ground change support. For some institutions, a policy that reflected an integrative approach with multiple sources of evidence had been in place for a significant period of time, yet the practices in the evaluation of teaching did not reflect this policy. Thus, work was initiated by those involved in the institutions' centres of teaching and learning to support academic units in evolving their practices to better align with the policy. Other institutions had yet to or were in the process of developing and implementing new policy or university agreements, alongside work to change teaching evaluation practices at the academic unit level.

Fifth, it was also noted by these various institutions that significant human and financial resources were needed to shift the culture around the evaluation of teaching to an integrative approach. Thus, careful consideration is needed of how work on policy as well as on how to change practices and processes on the ground with academic units can happen concurrently. Many noted that they had advocated within their institutions to support bringing on board faculty champions who received teaching reduction and recognition for this work and/or funded post-doctoral fellowships in teaching and learning. These individuals often formed small working groups that facilitated the "on-the-ground work" with the individual academic units. As outlined above, institutions shared that a successful approach in their experience is working alongside 2-3 academic units at a time to help shift the culture around the evaluation of teaching and implement newly created or adapted tools, templates and protocols. Thus, this can take significant time.

Finally, these institutions also noted that they struggled with the fact that policies are needed to reflect an integrative approach, but since these are inevitably linked to promotion and/or tenure, this can also inhibit the adoption or embracing of a culture shift that is truly about the advancement of high-quality teaching within the post-secondary environment. On the ground, the goal is to have individuals and units engage with the process intrinsically to improve one's experience and confidence with teaching. In reality, there are limits to this without a policy and there is a fine balance to be addressed of having policy that helps drive a culture shift without being perceived as a heavy-handed, top-down, or stress-inducing process.

It is believed that the themes identified above will be informative and helpful as UBC embarks on work to action the two recommendations endorsed by Senate on developing and implementing

an integrative approach to evaluating teaching. However, equally valuable in this process is an understanding of the current practices within UBC, which are summarized in the next section.

Summary of Teaching Evaluation Practices at UBC: The Current State

UBC policies and guidelines

Summative evaluation of teaching at UBC is governed by the [Collective Agreement \(CA\) between the University and the Faculty Association](#), with the [Senior Appointments Committee \(SAC\) Guide to Reappointment, Promotion and Tenure](#) providing more specific guidance within the broader Collective Agreement framework. Teaching evaluation is an essential aspect in the process of promotion and tenure in the tenure-track streams (CA Part 4, Sections 3.04-3.09), and demonstration of excellence in teaching is required for reappointment for lecturers (CA Part 4, Section 2.02). In addition, the teaching performance of sessional lecturers is to be evaluated on a “regular basis” (Part 7, Section 8.01).

The Collective Agreement Part 4, Section 4.02 lays out a list of criteria on which judgments of teaching effectiveness shall be based:

Evaluation of teaching shall be based on the effectiveness rather than the popularity of the faculty member, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students.

Those reviewing candidates for tenure and promotion are asked to do so in light of these requirements. In the same section, the CA also lists possible types of evidence that could be used for evaluation of teaching, though without requiring any source specifically:

The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the caliber of supervised essays and theses, and other relevant considerations. When the opinions of students or of colleagues are sought, this shall be done through formal procedures. Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.

The *SAC Guide* provides more detailed suggestions on sources of evidence for summative evaluations of teaching:

The methods of teaching evaluation may vary in face-to-face, online and blended formats, but will normally include Student Evaluations of Teaching (SEoT – UBCV) or scores from the Teaching Evaluation Questionnaire (TEQ – UBCO) and a Summative Peer Review of Teaching. The summative review will normally be based on an examination of the following: quantitative Student Evaluations of Teaching (SEoT) – the University module questions, and in particular Q6 (UBCV) or Q20 (UBCO), with comparative Departmental/Faculty norms; qualitative comments from SEoTs about classroom teaching practices; the candidate's course materials, assignments and grading practices; the caliber of supervised essays and theses; peer reviews of teaching; and other relevant considerations. (Section 3.2.4)

Appendix 2 of the *SAC Guide* notes that a summative review of teaching should be included when a candidate's file is considered by the Senior Appointments Committee, usually written by the Head or Director, or the Chair of a summative peer review of teaching committee in the unit. Data sources that should be summarized in this report, according to the *SAC Guide*, include: student experience of instruction results, peer review of teaching reports and highlights from them, contributions to graduate or professional training, contributions to educational leadership (required for educational leadership faculty), and a summary of other qualitative evidence of the candidate's teaching effectiveness (such as professional development undertaken, awards or other recognition for teaching). This summative assessment of teaching could be a place to integrate these various sources of evidence, as well as summarize them, though the *SAC Guide* does not provide guidance on how this might be accomplished. It simply lists which kinds of evidence should be included and summarized in the report.

Notably, there is particular emphasis in the *SAC Guide* on student evaluations of teaching scores, and a limited subset of them at that. Appendix 2 of the *SAC Guide* states that the summative review of teaching report should include a table of scores from student evaluations of teaching focusing on questions about "overall effectiveness" (Q6 at UBCV, Q20 at UBCO). Scores from additional questions could also be included if they "provide particularly useful evidence about the candidate's teaching record" (*SAC Guide*, Appendix 2). A sample of student comments from the end-of-course surveys could also be included (optionally) if they are selected by the person writing the summative report, rather than by the candidate. This emphasis on student evaluations of teaching scores in evaluating teaching, particularly on one number, is a source of concern for many across campus, as noted below.

Peer review of teaching practices (PRT), both formative and summative, are governed by policies and procedures at the Faculty or unit level. Examples from some Faculties who have agreed to share are posted on the [Summative Peer Review of Teaching](#) section of the Centre for Teaching, Learning and Technology website at UBCV. A few other examples of Faculty-level guidelines were shared with us in support of writing this paper. From reviewing these documents we found that summative PRT practices vary across the institution, including differences in number of reviewers and whether any must be from outside the unit, number of classes visited, number of meetings with the candidate (before and/or after the class visit, or not at all), whether the peer review of teaching report is shared with the candidate or not, and more. This

variation may be due to differing approaches to teaching, and criteria for evaluating such approaches, between disciplines and contexts.

Still, amongst the units whose PRT practices were reviewed, many adhere to a set of [Principles of Summative Peer Review](#) put together by a UBCV working group on peer review of teaching, including: having more than one reviewer; using a set of clearly-defined criteria consistent across a Faculty, program, or unit; and paying attention not only to class visits but to other aspects of teaching such as course materials, course design, use of learning technology as appropriate.

Focus group discussions

During the summer of 2021, several focus groups were held with individuals from UBCO and UBCV, including Associate Deans of some Faculties and faculty members who have served as peer reviewers, to gather information on what they felt is working well or could use improvement in teaching evaluation practices. However, not all Faculties or units on both campuses were represented, and thus this section should not be taken to be a comprehensive review of teaching evaluation practices at the institution. Instead, it is meant to provide an overview of some of these practices as well as perceived challenges, as a way to contextualize the recommendations made later in this paper.

There was general consensus in the focus groups that multiple data sources should be used for teaching evaluation, and many Faculties and units do so by including student end-of-course surveys, peer reviews of teaching, reflective summaries of teaching practices by faculty members, sample teaching materials, and other evidence in teaching dossiers as part of summative teaching evaluation. One challenge that emerged in discussion, though, is that while abridged teaching dossiers for educational leadership stream faculty may be sent forward to the Senior Appointments Committee, this is not the case for faculty in the research and teaching stream (see the *SAC Guide* Appendix 2). It is not clear why there should be this difference since teaching quality is an important part of evaluations for promotion and tenure for both faculty streams. Though the Collective Agreement requires that faculty reach different levels of teaching quality in order to be promoted to a higher rank (e.g., promotion to Associate Professor requires “successful” teaching, while promotion to Associate Professor of Teaching requires “excellence” in teaching), this does not mean there should be a difference in the type of evidence provided or considered at the level of the Senior Appointments Committee.

Another concern expressed by some focus group participants is that there tends to be too much reliance on quantitative results from the student experience of instruction (SEI) surveys in summative teaching evaluation for reappointment, tenure and promotion processes, particularly on the single number from the question about overall quality of teaching (as suggested in the *SAC Guide*, quoted above). This may be in part because the quantitative data is relatively

simple, easy to scan and understand quickly, and easy to use for comparisons across courses or time periods.

Some focus group participants also pointed out that this overreliance on quantitative SEI results is likely because summative peer review of teaching reports tend to be mostly or wholly positive. This may be because they are so high stakes that including criticism is viewed as potentially jeopardizing a case for tenure and/or promotion. However, if there are few to no critical comments or constructive suggestions, these reports may not provide a great deal of information as components of *evaluating* teaching, and it is easy to fall back on SEI results because they seem to provide clearer ways to differentiate amongst levels of teaching quality.

Over the past few years, a group of faculty and staff from multiple faculties and units at UBC Vancouver created a [summative peer review of teaching rubric](#) that was meant to, among other things, try to address the issue of summative PRT reports being nearly uniformly positive. The rubric includes seven levels, many of them tied to descriptors in the faculty Collective Agreement, with sample descriptors of the levels and examples of the kinds of practices an educator at that level might exhibit. The hope was to show that not everyone needs to be at the very top level, and that very good teaching could be at somewhat “lower” levels and still be both high-quality enough to fulfill the criteria in the Collective Agreement and yet include possible room for improvement. The rubric is open to any unit in the institution to revise and use as they wish.

Another theme that emerged in relation to PRT was that it, and practices of evaluating teaching more broadly, seem to be mostly focused on tenure and promotion processes, rather than on improvement of teaching at various stages in one’s career. Several focus group participants noted that there is not as much emphasis placed on evaluation of teaching post-tenure or promotion. One suggestion was to consider instituting more formative peer reviews of teaching where feasible, from early on in one’s career (while teaching habits are being formed) to every few years for all faculty, even after tenure. Another suggestion was to do more to celebrate and promote excellent teaching within units as something all faculty should be striving for, such as through regular faculty-led sessions devoted to sharing ideas and good practices with their colleagues.

Focus group participants also discussed, however, that PRT takes a great deal of time, so instituting more formative PRT in addition to summative is challenging, particularly in smaller faculties or units with fewer peer reviewers available. This work needs to be resourced, including training for reviewers. Another challenge is with recognizing/rewarding peer review activities: given the amount of time and effort it takes to do well, doing peer reviews should be recognized as a significant part of one’s service work. One participant in the focus groups noted that in their unit if someone is the PRT representative for their unit and doing quite a few PRTs then they are provided a course release.

In summary, a number of units already include multiple sources of data when evaluating teaching, and the *SAC Guide* instructs heads of units to do so in summative reports on teaching. Student experience of instruction (SEI) questionnaires, peer observations, and teaching dossiers are standard practices to varying degrees. However, the extent to which the various forms of evidence are brought together in an integrative fashion is not entirely clear, and an overreliance on quantitative SEI scores is a significant concern. In addition, there are a variety of practices of peer review of teaching across the institution, but no concerns about this variation were raised amongst the focus group participants, and we do not draw any conclusions about it here. A number of challenges with practices of teaching evaluation, including the workload involved, were noted amongst focus group participants and warrant further investigation and discussion.

Recommendations for an Integrative Approach for Evaluation of Teaching at UBC

This section outlines both outcome-focused and process-focused recommendations. It is hoped that the outcome-focused recommendations can help guide the “what is needed” discussions around changes to the evaluation of teaching writ large at UBC while the process-focused recommendations help guide discussions on “how” these outcome-focused recommendations may be implemented and/or achieved effectively.

Outcome-Focused Recommendations

- As a first step in developing an integrative approach to the evaluation of teaching, UBC needs to establish a working definition of teaching effectiveness to define what teaching effectiveness is within our own context or institution. Establishing such a definition was recognized as a necessary first step by all institutions that we met with. The process involved in establishing such a definition was best exemplified by the University of Oregon and the University of Massachusetts (Amherst). The University of Oregon established a definition of “teaching quality” within the context of the values of the university. These values were agreed upon by various stakeholders including the Faculty Union. In the case of the University of Massachusetts (Amherst), the working group that was tasked with developing a “multi-faceted approach” to teaching evaluation established a definition of “teaching quality” based on the views of different departments on teaching quality as well as on “emerging” definitions of quality from the literature. This in turn led to establishment of aspects/dimensions of teaching that can be evaluated and adopted university-wide with individual departments having autonomy over defining different levels of achievement (developing, proficient and expert) for each aspect/dimension of teaching.
- UBC also needs to develop a high-level framework that clearly outlines what constitutes an integrative approach to the evaluation of teaching at UBC. This framework should be grounded in the values, principles, and definition (discussed in the above

recommendation). Based on reviewing frameworks developed and adopted by other institutions it should clearly identify the different aspects/dimensions of teaching being evaluated, the sources (multiple) of evidence used to evaluate each dimension, the extent of achievement of the dimension of teaching and how these are to be integrated. Finally, having this framework reflected in the new policy would be valuable as it would foster consistency in the adoption of an integrative approach across units while recognizing that the specific tools, templates and/or protocols adopted by individual units can and should be adaptable to meet the needs of different disciplines and contexts.

Process-Focused Recommendations

- To adopt an integrative approach, UBC should establish a centralized system with personnel trained to support individual academic units or faculty members with transitioning to an integrative approach to the evaluation of teaching. This work will require a multi-year commitment and change management process and cannot be downloaded to individual units or faculty members without such centralized supports. As outlined above, other institutions engaged in these change processes have had success with smaller working groups composed of staff from their centres of teaching working with faculty teaching fellows with teaching release and/or post-doctoral fellowships in teaching and learning who work progressively with the academic units (2-3 units at a time) to identify, develop and/or adapt a repertoire of tools that can be used to collect multiple types of data across the institution to support the change process.
- To effectively sustain an integrative approach to the evaluation of teaching, there is a need to recognize the adoption of these practices as an important and valued part of faculty workload. As outlined above, units have been successful in implementing both formative and summative peer review of teaching when that work is recognized as valued service contributions, or considered in teaching workloads, teaching award criteria and/or merit processes.
- Those working on policy should connect regularly with those that will be working on the ground to supporting the academic units and instructors with this change. One option would be to have representation from the CTL and CTLT from both campuses as members of this Senate-endorsed working group. Inclusion of such roles would allow for the higher-level policy and framework development to work in tandem with on-the-ground implementation and adoption of new practices and tools designed to collect and integrate multiple sources of data.
- Careful attention is needed on how policy implementation and on-the-ground work can nurture a shift away from an anxiety, stress and/or remiss culture to one that fosters a real aspiration and support for excellence in teaching and learning at UBC. Fostering culture change throughout the process may be best accomplished by engaging and

empowering instructors to contribute to the development of the new processes and frameworks. On-the-ground support from units such as the CTL, CTLT and/or teaching fellows could strengthen this cultural shift. The institutions consulted to date shared that it was on-the-ground support that often-helped instructors feel supported, capable, and invested in change practices around the evaluation of teaching.

- Finally, it is recognized that this discussion paper serves as an initial foundation for this work. Further engagement with the university community on both campuses is needed to provide more comprehensive information about current teaching evaluation practices within units, including current challenges and successful practices. Regular engagement and consultation with faculty, students, staff, and academic leaders throughout the process of developing, adopting, and implementing an integrative approach to the evaluation of teaching will be critical.

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Appendix 5A - Additional Resources

The TEval Project (Transforming Higher Education – Multidimensional Evaluation of Teaching)

The TEval project is a multi-institutional initiative that works to advance how teaching is evaluated within post-secondary institutions. Below are three links to provide further context and examples of work as many of the institutions met with in the writing of this paper are part of this larger project.

- Overview of the TEval project: <https://teval.net/index.html>
- Weaver, G. C., Austin, A. E., Greenhoot, A. F., & Finkelstein, N. D. (2020). Establishing a better approach for evaluating teaching: The TEval Project. *Change: The Magazine of Higher Learning*, 52(3), 25-31. UBC Permalink: <https://go.exlibris.link/W5K1YfF4>
- Examples of Frameworks, Rubrics & Tools: <https://teval.net/resources.html>

Below are further examples of institutions working under the larger TEval project and the frameworks, rubrics, tools, and/or processes developed and implemented.

- **University of Kansas** - Framework, Rubric & Tools developed by the KU Center for Teaching Excellence <https://cte.ku.edu/benchmarks-teaching-effectiveness-project>
- **University of Colorado Boulder** - Framework, Rubrics & Tools: <https://www.colorado.edu/teaching-quality-framework/resources>
- **University of Massachusetts Amherst** - Summary of the work at UMass regarding the process of adopting and implementing changes to transforming how teaching is evaluated: <http://www.umass.edu/oapa/program-assessment/instructional-innovation-assessment/evaluation-teaching-new-approach>

University of Oregon

The University of Oregon has also embarked on this work but the work has been a joint project between the Provost's office and University Senate.

- Background: <https://provost.uoregon.edu/revising-uos-teaching-evaluations>
- Definition and Principles of Teaching Excellence: [U of O Principles of Teaching Excellence](#)
- Framework & Resources: <https://teaching.uoregon.edu/resources/teaching-evaluation>

Simon Fraser University

SFU has also initiated work to develop and implement a multi-dimensional teaching assessment and the information and resources are available here:

<https://www.sfu.ca/cee/services/assessment.html>

Appendix 6 - Report on investigation of options for automated text analysis

Automated analysis of SEI text comments: Report on options reviewed

Submitted by the SEI Implementation Committee as part of the final report to Senates on the SEI Implementation Project

September 2022

Executive Summary

In May 2020 a UBC Student Evaluations of Teaching working group submitted [a report to both Senates](#) with multiple recommendations related to what were then called Student Evaluations of Teaching. Recommendation 12 in that report was to engage in a pilot project to investigate the possibility of automated analyses of open text comments from these surveys:

Many faculty members report the free-text student comments as sources of rich data to support reflection and enhancement of their course and teaching. It is recommended that a pilot investigation be undertaken, with one or more Faculties, to investigate the potential of automated approaches to extract useful information from large volumes of text submissions. The pilot should engage with appropriate research expertise in Faculties in these areas, and aim initially for formative purposes. (p. 6)

A small project team, made up of members of the Student Experience of Instruction (SEI) Implementation Committee, has reviewed four options for automated processing of open text comments, which are detailed in this report. They are:

1. A natural language processing application developed by faculty and students in UBCV Computer Science (CS).
2. An Arts Instructional Support and Information Technology (ISIT) pilot in 2018-2019 using machine learning to extract suggestions from text comments (UBCV).
3. Blue Text Analytics (BTA): an add-on product within Blue, UBC's current SEI software, which is part of UBC's current license with Explorance (the software company that created Blue).
4. Blue Machine Learning (BlueML), a standalone product from Explorance that currently has no direct integration option with Blue.

This report provides an overview of the functionality of these systems and recommendations for possible next steps. The report also notes that there is significant interest at the institution in finding methods to locate and then remove discriminatory, abusive, or otherwise harmful comments before faculty members access the set of comments. The committee has not found a straightforward method for doing this yet; some of the work in this area seems to be in relatively early stages.

Background and Context

Prior to the implementation of the new University Module Items in Fall 2021, there were various open-ended questions asked on the surveys across the two campuses. The new UMI in SEI surveys on both campuses include Likert-style questions (i.e. "closed questions") as well as three common, open questions that invite students to write free text comments:

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

Individual SEI reports available to instructors include statistics for the quantitative questions (interpolated median, dispersion index, and percent favorable), as well as a list of all text responses. Such comments can be sources of in-depth information about students' experiences in courses that, as noted above, can inform formative reflection and possibly inspire changes in teaching. However, in some cases these comments can be quite extensive, making it challenging to discern patterns simply by reading through them. It is also important to recognize that the comments sometimes include harmful and abusive language, including racist, sexist, ableist and other discriminatory comments.

In the summer of 2021, the Implementation Committee formed a small project team to begin investigating different options for implementing Recommendation 12, as discussed above, to investigate automated systems for summarizing themes from text comments for instructors to use for formative purposes. We reviewed four systems, discussed in this report.

There are multiple tools for undertaking various aspects of natural language processing (NLP), such as tokenization (breaking a text up into sentences, words, symbols, etc. called "tokens"), part-of-speech tagging (tagging words as, e.g., noun, pronoun, verb, adverb, etc.), topic analysis (putting phrases or sentences into topics that group similar ideas together), sentiment analysis (tagging phrases or sentences with a polarity, such as positive, negative, neutral), and more. Many of these either are stand-alone tools, or collected into packages to be used with languages such as Python or R.

The Implementation Committee has not reviewed such options, but has focused on platforms that bring these functions together into a system that could be used by individual faculty members to review analyses of their own student comments data, such as through a dashboard or a report.

Systems investigated

1. Natural language processing system developed in Computer Science, UBC Vancouver

Raymond Ng, Giuseppe Carenini and colleagues in Computer Science and [the Natural Language Processing Group](#) (NLP) at UBC Vancouver have developed an NLP application that extracts themes from text data and performs binary sentiment analysis (positive or negative).

Review of functionality

One can either begin with a pre-defined list of themes or the application can generate them from raw SEI comments data to create a lexicon. The lexicon can be refined manually to ensure that the system is picking up on meaningful themes for the data and its purpose. Categories of similar themes can also be created. Then, data is run through the system using the refined lexicon and categories to generate information that users can interact with on a dashboard.

The user dashboard provides multiple options for parsing and viewing the data, including viewing by theme, multiple themes in a category, positive and negative sentiments in comments

by theme, filtering by year or course, filtering by SEI question, comparing across years, and more. The data can be viewed in tables or visualized in charts.

In the fall of 2021, the Implementation Committee worked with the team in Computer Science to pilot test the system on text comments from SEI surveys, with volunteers who agreed to have their results used for this purpose. A focus group of faculty and staff met to review the system using the pilot SEI data and discuss the feasibility for individual faculty members to possibly use it for formative purposes.

Feedback from the focus group was overwhelmingly positive, with significant interest in continuing to investigate this system. Participants appreciated how the system encourages focus on both positive comments as well as those that are attached to negative sentiments, since it is quite easy to focus mostly on the negative ones otherwise. They also appreciated how using a system like this can provide a better summary of trends and outliers in a large body of comments, instead of faculty members having to manually review all comments to gauge the general themes and sentiments.

The focus group was interested in discussing whether the system could be used to find and remove harmful and abusive comments. The answer is that it may be possible in future to include functionality in the system that could locate at least some of the harmful comments, though tools to automatically recognize such comments are in nascent stages, and review by people of comments that a system might tag as potentially harmful should always be done. Removing them before faculty members access them would not be automatic as this system is standalone and not integrated with any other systems at UBC.

Possible next steps

The pilot done so far was very small, and a next step could be to do a larger pilot, such as with an entire department or program. Further items that might be investigated in such a pilot could include: developing and testing a way for individual instructors to access the dashboard (in the earlier pilot the CS team uploaded the data to the system and displayed it for others as “view only”); developing and testing the ability to edit sentiments as well as the lexicon (not yet possible in the system); and developing an approach that might help to flag harmful comments (also not yet possible in the system).

2. Arts ISIT – pilot work undertaken in the Faculty of Arts, UBC Vancouver

The UBCV Faculty of Arts Instructional Support and Instructional Technology (Arts ISIT) team conducted a pilot in 2018/19 using machine learning algorithms to extract suggestions from student comments to support course improvement.

They created the algorithm by manually coding a set of comments as either containing an explicit suggestion or not, then analyzing the linguistic features of the comments with explicit suggestions to create a set of grammar rules. They then trained the machine learning model with a training data set and refined it by comparing with human coders.

Review of functionality

The SEI Implementation Committee did not test this system, but received a briefing presentation and written information from Arts ISIT about the pilot.

The machine learning system developed by Arts ISIT can automatically locate and highlight explicit suggestions from student comments. Explicit suggestions refer to comments that provide clear recommendations for changes that are immediately actionable, e.g., “The topics could be explained in more detail, especially important concepts.”

Using the algorithm, Arts ISIT was able to quickly extract students’ explicit suggestions on courses and instructors from large sets of comments. They were able to achieve a high degree of accuracy with the machine learning system as compared with human reviewers.

The team created a dashboard that listed the full set of comments in a box at the top, with the set of explicit suggestions in a box at the bottom. This could provide useful information for instructors to consider specific areas that students felt could use improvement by allowing for easier focus on explicit suggestions out of a larger set of comments.

Possible next steps

This project is an interesting proof of concept that yielded a dashboard that could be helpful for individual faculty. Note that in the new UMI, one of the open-text questions now explicitly asks students for suggestions, so what the algorithm in its current form does (pull out explicit suggestions) may be less needed (though still useful, since there may be explicit suggestions in other comments).

One option could be to expand the work Arts ISIT has done to create a new algorithm with a different purpose. For example, the Arts ISIT team working on this project noted that another step could be to develop an algorithm to map sentiments and aspects.

3. Blue Text Analytics (BTA)

Blue Text Analytics (BTA) is a tool developed and supported by UBC’s SEI survey system vendor, Explorance. PAIR currently has access to BTA and could run reports for individual instructors.

BTA consists of two components – the BTA engine and Explorance’s dictionaries. The BTA engine uses natural language processing methods to categorize comments into themes that are predetermined by the dictionaries. The BTA dictionaries have been created by Explorance and cannot be altered by individual users or institutions. There are currently four dictionaries available for use in analysing students’ feedback:

- Two Teaching and Learning Dictionaries – American English and British English
- Two Sentiments Dictionaries – American English and British English

The Teaching and Learning Dictionaries include three categories:

- **Teaching and Learning Attributes:** This category includes positive, neutral, negative, and ambiguous attributes. For example, “interesting” or “enthusiastic” are usually positive, and will be labeled as positive attributes, while “boring” or “stressful” will be labeled as negative attributes.
- **Elements mentioned:** This category provides an analysis of elements mentioned in feedback comments, such as assessments/grading, feedback, content/materials, lectures.
- **Alerts:** This category focuses on comments that are related to health and safety issues such as mentions of violence or bullying, or discrimination such as racism or sexism.

More information about BTA can be found in the [BTA User Guide from Explorance](#).

Review of functionality

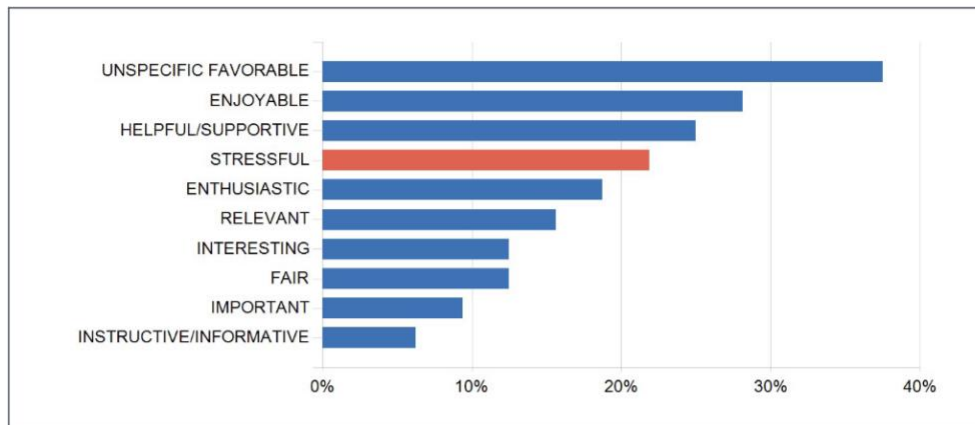
Some members of the SEI team along with the Chair of the Implementation Committee reviewed how the system works, and also viewed reports with SEI data from faculty who consented to have their data used for this purpose.

Because BTA is integrated directly with Blue, there is no need to upload data into the system separately; it can ingest SEI data directly from the system UBC already uses for SEI surveys. This is a significant advantage over other systems reviewed in this report, as it can take a great deal of time to ensure the data is in the right format for the systems before it is uploaded.

BTA analyses could be run by the SEI team in PAIR as part of the SEI reports provided to instructors. These analyses would appear as additional areas in the reports to what is currently provided (statistical data plus a list of text comments).

Below is a screen shot of a report using the “Teaching and Learning attributes” category for a question asking about the strengths of a course. This image shows three different ways of reporting on the same data. Note that “positive” and “negative” attributes are indicated by different colours in the bar chart and table (blue and red, respectively; also, bars in bar charts can be hatched to improve accessibility).

What were the strengths of the course?



Attributes - t&l [No. of comments]	Overall [32]
UNSPECIFIC FAVORABLE	37.50 %
ENJOYABLE	28.13 %
HELPFUL/SUPPORTIVE	25.00 %
STRESSFUL	21.88 %
ENTHUSIASTIC	18.75 %
RELEVANT	15.63 %
INTERESTING	12.50 %
FAIR	12.50 %
IMPORTANT	9.38 %
INSTRUCTIVE/INFORMATIVE	6.25 %

The addition of some of these analyses to individual instructor reports could provide some basic information about trends and patterns that may not be as obvious to instructors by simply scanning the list of text comments, such as being able to notice at a glance that a significant percentage of students made comments related to helpfulness or enjoyableness, or that there were about equal numbers of comments related to stressfulness and helpfulness.

One limitation to the system is that the tables, charts, or word clouds in the BTA reports don't show which comments were labeled with which themes. This is possible by exporting the data into a CSV file, which can only be done by SEI staff rather than individual faculty themselves. In addition, as noted above, the available dictionaries cannot be altered by users or institutions.

The Alerts category within the Teaching and Learning Attributes dictionary can search for themes related to discrimination and harassment, but to do a proper test of this functionality would require a larger dataset, as the small sets of comments we used for testing were not enough to indicate what kinds of comments the Alerts function would flag.⁵ Sample keywords that BTA uses to put comments into Alerts are available in [the BTA dictionaries documentation](#) from Explorance.

If the Alerts category were to be used, it is vital to also have a clear set of guidelines, roles and responsibilities for reviewing the alerts, determining which need action, and directing the information to the responsible parties or offices to respond.

Possible next steps

One next step could be to do a pilot test of BTA functionality and reports with faculty members from multiple disciplines to gather their feedback on the value of the system for reviewing text comments for formative purposes. From there a decision could be taken as to whether it would be worth implementing the BTA reports into the SEI data reports already made available to instructors. As noted above, since BTA is integrated with Blue it is fairly straightforward to include this information in instructor reports.

4. Blue Machine Learning (BlueML)

Blue Machine Learning (BlueML) is a standalone text comment analysis solution developed by Explorance. It is based on proprietary machine learning algorithms and automatically detects themes and sentiments in qualitative feedback. The tool features a dashboard that allows administrative users to upload a spreadsheet of qualitative data to be analyzed by the BlueML system and then visualize the results in a number of dimensions.

Blue ML has several machine learning models to choose from; in our testing we focused on the Student Learning Categorization model, which groups comments using a large set of topics and categories such as course materials, assessments, lectures, use of technology, and more. These topics and categories are created and updated by the vendor. This model also includes sentiments: positive, negative, neutral, or not explicit.

⁵ Hum, Wuetherick, and Yang (2021) provide a useful discussion and review of the Alerts function in BTA, as well as other functions. They note that using the Alerts dictionary required a good deal of manual review to address false positives, and there were some important concerning comments the dictionary missed. They found that the Alerts function was particularly useful for identifying comments that could indicate problems with words or actions of the teaching team in classes, or that suggest issues of concern for student safety or wellbeing. Hum, G., Wuetherick B., Jang, Y. (2021). Supporting practical use and understanding of student evaluations of teaching through text analytics design, policies, and practices. In E. Zaitseva, B. Tucker, & E. Santhanam(Eds.). *Analysing Student Feedback in Higher Education: Using Text-Mining to Interpret the Student Voice* (1st ed.). Routledge. <https://doi.org/10.4324/9781003138785>

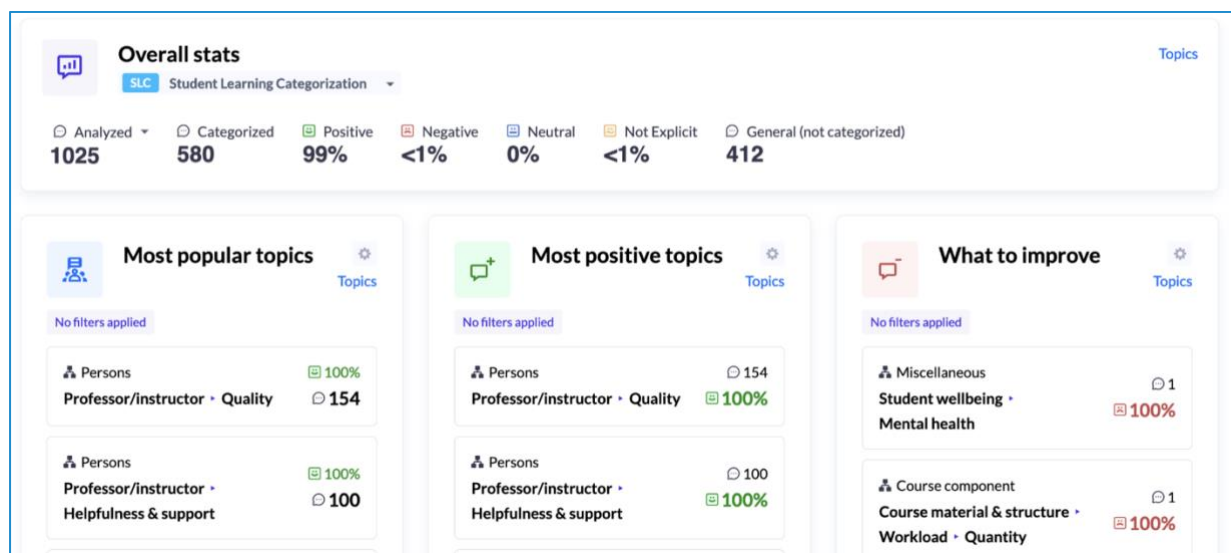
For more information on Blue ML, review [the Blue ML documentation from Explorance](#).

Review of functionality

Several members of the Implementation Committee as well as SEI staff in PAIR were provided with sandbox accounts for Blue ML from the vendor in order to test out the platform. Blue ML is not integrated with Blue at this time; each user must upload data directly into the platform in a CSV file. The file must be formatted in a particular way to get useful data from the system, which can take a good deal of time and effort, particularly if this were to be done with large sets of data.

Once data is uploaded and analyzed, the results are presented in a dashboard that administrative users can view—note that Blue ML is not set up for individual instructors to have access to the dashboard. The dashboard includes information such as how many comments are in the data set, the number of comments that were categorized into topics, the percentage that were tagged with positive, negative or neutral sentiments. It also has widgets that focus on the most popular topics (those with the highest number of comments), the most positive (topics with the highest number of positive comments) and what to improve (topics with the highest number of negative comments). Note that single comments can have multiple topics and sentiments assigned.

Below is a sample screen shot of the dashboard.



Pilot testers noted that once the data was uploaded and analyzed, the dashboard provided a clear and helpful at-a-glance breakdown of the distribution of sentiments and which category areas were mentioned most often, which were mentioned with the most positive sentiments, and which areas could use attention for possible improvement. One can click on any of the stats at the top of the dashboard or topics in the widgets below to drill down to find specific comments in those areas, how they were categorized, and sentiments attached to them.

The testers noted some limitations with Blue ML. There were a number of errors in the categorization of some of the comments into topics or sentiments, and the only way to address these currently is to provide manual feedback on each comment with suggestions for changes. These go to a team at Explorance who use them to update the model. We could not find a way to fix the errors within the system itself beyond waiting for an update from the vendor and re-running the data analysis.

In addition, as noted above, the dashboard is not designed for broad access by individual faculty members at this time. Instead, PAIR staff would need to run and export the analyses. The tool provides the option to export the results in an Excel format that includes the question, the comment, the sentiment, and all of the categories to which the comment was attached. The data in this raw format is less digestible and useful for faculty than what is provided by the dashboard.

Finally, Blue ML recently developed an Alerts model that is currently in Beta, that is designed to find comments that mention keywords or topics related to racism, sexism, bullying, harassment, insults, threats, and more. This model is in early stages of development, and was not tested by the committee. A list of topics and keywords the model is meant to locate in comments can be reviewed in [the documentation for the Alerts model](#) from Blue ML.

Possible next steps

Since individual instructors would not have access to the dashboard, it's not clear if a broader pilot test of the dashboard functionality with faculty would be useful. Faculty could view the exported data in an Excel file, but that raw data may not be very useful for individual faculty members without a way to easily review the patterns and other information the dashboard provides. A license for Blue ML does include access to an API, and one option could be to investigate whether PAIR might be able to ingest data through the API into a customized reporting dashboard, but that would need to be further investigated.

Summary and possible next steps

The SEI Implementation Committee finishes its work in early Fall, 2022, wrapping up after the final report is presented to both Senates. We suggest below some possible next steps the institution could take.

Pilot testing

One or more of the options above could be further investigated through further pilot testing. For example, a working group could be struck specifically for this purpose; it would be useful to have at least some people on the working group with expertise in the area of natural language processing.

If further pilot testing were to be explored, we recommend focusing on one or both of the following, based on our investigations so far.

- **Computer Science NLP system:** A broader pilot of this system could be useful, perhaps with a full department. This pilot could potentially test some of the new functionality the

focus group suggested, and how the dashboard might be made available to individual faculty members.

- **Blue Text Analytics (BTA):** It could be useful to gather a group of faculty from multiple disciplines to review the types of reports that can be generated with their own data. As discussed above, a fulsome test of the “Alerts” category in the BTA dictionary would be helpful.

Investigating other options

There may be more options available beyond those which the SEI Implementation Committee has investigated so far. This is a quickly-evolving space, and new options are likely to develop in the near future. If a working group is struck to conduct a pilot test of one or more of the systems discussed here, they could also be tasked with investigating other possibilities.

One area that needs further investigation is tagging harmful and abusive comments and potentially being able to remove them before they are shared with faculty members. As noted above, BTA and Blue ML may flag such comments, but further detailed testing is required to better understand the value of these systems for this purpose. There are other options for screening for and possibly removing harmful comments,⁶ but at this stage there does not seem to be a straightforward, easy-to-implement way to do so. Further investigation would be useful.

⁶ For example, an article published in July 2022 by Cunningham, Laundon, Cathcart, Bashar, and Nayak discusses work at Queensland University of Technology combining machine learning with a dictionary approach to locate and remove harmful comments. This work was built on a foundation of a definition of unacceptable comments that the institution had established through community consultation. A dictionary was then that fit the definition, and that was applied while the survey was live, using functionality in Qualtrics (where their surveys are hosted). This allowed for staff to reach out to individual students to edit comments before the survey closed. Then, a machine learning algorithm was used to review comments after the surveys closed. In both cases, staff reviewed the flagged comments and determined if they fit the definition of unacceptable comments; if so, they were removed before results were shared with faculty members. Cunningham, S., Laundon, M., Cathcart, A. Bashar, A. & Nayak, R. (2022). First, do no harm: automated detection of abusive comments in student evaluation of teaching surveys. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2022.2081668>.



August 3, 2022

To: Senate
c/o Chris Eaton, Associate Registrar and Director, Senate and Curriculum Services

From: Moura Quayle
Acting Provost and Vice-President, Academic *pro tem*

RE: Name changes

From the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Memorial Professorship*
and
the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Memorial Chair in Gynaecologic
Oncology*

To the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Professorship*
and
the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Chair in Gynaecologic Oncology*

Recommendation:

I recommend that Senate approve the change of names from the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Memorial Professorship* and the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Memorial Chair in Gynaecologic Oncology* to the *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Professorship* and *Dr. Chew Wei MBBS [HK] FRCOG [ENG] Chair in Gynaecologic Oncology*, effective August 3, 2022.

Rationale:

Mrs. Margaret Chew has requested to change the name of endowments she has supported at UBC. She wishes the word “memorial” to be removed from the endowment names. The term “memorial” is a reminder that Dr. Chew Wei has passed and she would like these funds to be focused on his impact in cancer research and not his death.

Sincerely,

Moura Quayle
Acting Provost and Vice-President, Academic *pro tem*