



### October Pipeline Meeting Minutes

Date & Time: October 22nd, 2024 12-1pm (Rescheduled to Nov 7th, 2024)

Zoom Link: <https://ubc.zoom.us/j/69054508413?pwd=qiUr0mwcxGrmKiJ592VVf2SrGRb0Zk.1>

Meeting ID: 690 5450 8413

Passcode: 10222024

#### Attendance:

VP Academic	Mina Rim	P	Year 1	Ahmed Makhlof		Kimia Mirzaei	
AVP Academic	Rachel Jung	P		Alyssa Burrows	P	Soeun Chang	
1 <sup>st</sup> Year Rep	Goodnews Mayom	P		Daniel Gee		Sujin Lee	
1 <sup>st</sup> Year Rep	Miffia Huang	P		Katherine Li			
1 <sup>st</sup> Year Rep	Pasley Merritt	P	Year 2	Amy Lee		Navreet Grewal	
2 <sup>nd</sup> Year Rep	Grace Du	P		Edwin Wen		Pouya Pasha	
2 <sup>nd</sup> Year Rep	Kat Su	R		Esther Lu		Ryan Johnson	
2 <sup>nd</sup> Year Rep	Mitchell Mah	P		Jenny Kang		Susanna Zhong	
3 <sup>rd</sup> Year Rep	Christina Feng	P	Year 3	Allison Jung		Patricia Jarin	
3 <sup>rd</sup> Year Rep	Man Ting Xu	P		Carmela Sangalang		Rosemary Xue	
3 <sup>rd</sup> Year Rep	Ryan Kwok	R		Daisy Ye		Sonia Plaha	
4 <sup>th</sup> Year Rep	Allan Ma	P		David Qi		Sungmin Huh	
4 <sup>th</sup> Year Rep	Harry Po	P		David Wang		Sunny Qin	
Faculty	Dr. Kathy Seto	P		Jeevan Gill		Tam Nguyen	
				Matthew Lee		Thazin Maung	
				Meghan MacLaren		Tracy Shu	
			Natalie Wu		Yolanda Sun		
			Year 4	Kaitlyn Lee		Sarah Kim	
				Mimi Nguyen	P	Sophia Sung	
				Philip He		Trevor Chan	

P (present) | A (absent) | R (regrets) | L (late)

Guests: Brina Kim, Divleen Rai, Carmen Leung, Mark Seo

Meeting called to order at: 12:01 PM

Approval of Minutes: N/A Standing Business: N/A





## Introduction

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- **Dr. Seto and Mina (VPA) to Co-Chair the Pipeline and lead discussion**
  - **Rachel (PhUS AVPA) will be the secretary and taking minutes**
  - **Purpose of Pipeline: Liaise information and concerns between pharmacy students & faculty**
    - Our Goal: To provide an opportunity to effectively communicate areas of concern with Faculty
    - Work together to create positive change
    - Two-way street: Faculty can also initiate feedback requests
  - **Pipeline Process:**
    - Official requests generated by students or faculty via google form or email
    - 2 meetings per term to discuss concerns/ideas/suggestions via Zoom
    - For meeting preparation, pipeline members consult peers (~10students/PY), and summarize concerns
    - PhUS year reps to finish summary (shared document) 1-2days prior to meeting
    - Meeting minutes will be approved via FB group chat (ideally) within 4 days of the meeting adjourned
    - Meeting minutes will be uploaded on UBC PhUS website
    - Unresolved issues will be noted in the shared document and addressed at the next meeting
    - VPA and AVPA will provide updates to pipeline members when developments for ongoing issues occur
  - **PhUS Year reps have filtered through the Yearly concerns forms and will present the topic**
    - Dr. Seto and Year Specific Pipeline Members will have the opportunity to respond
    - If you agree with a certain concern you can feel **free to comment in chat or use the react functions**
  - **General rule of thumb:**
    - Be respectful to each other
      - Dr. Seto and other Faculty members are here to help and provide insight to the concerns that we have, so please be kind!
    - Be collaborative, professional, engaged, and mindful of our limited time
      - Agenda items may need to be tabled for later discussion if time does not permit
    - Equity, Inclusion, Diversity. This is a SAFE SPACE!
      - Please be kind and empathetic to everyone (your peers, Dr. Seto, guests and other stakeholders)
      - One person speaking at a time
        - Use raise hand function on Zoom
        - Mute mic when not talking
      - Use people's preferred pronouns
    - Remember to refer people to Office of Student Services: Ms. Jennifer Chatterton is the go to for difficulties students are experiencing (Acute and Chronic, Mental, Health Conditions). Cassie Smith is our in-house Counsellor ([https://ubc.ca1.qualtrics.com/jfe/form/SV\\_73UWZD2PTx9DKo6](https://ubc.ca1.qualtrics.com/jfe/form/SV_73UWZD2PTx9DKo6))
- **Attendance will be taken, send your regrets to VPA or AVPA beforehand! Questions?**



## Discussions

\*'note' refers to comments left prior to the meeting

### 1. Courses/IAs

#### a. Use of course time [PY1]

- i. **Concern:** Student asking too many/off topic/outside scope questions in class which is disruptive to the community's learning flow
- ii. **Possible solution:** Remind instructors to remind students to use Piazza or that there will be time for questions at the end of the lecture
  1. Structured "Q&A Session" or "Further Scope-of-Development Session" or "Curiosity Booth" at the end of the lecture.

KS note: Will follow up with instructors.

KS: Emailed all of the PY1 contributors of the courses, expressed to the module leads to share the email with other guest lecturers

VP academic: Has the current situation been better since pipeline submission?

PY1 rep: Better in selecting questions to answer. Will continue to monitor the concerns and will reconnect if concern persists for the remaining portion of the term and term 2 as well. Students noticed that instructors have improved control

#### b. ★ Non-practicum courses in fourth year schedule [PY4]

- i. **Concern:** One student inquired about the necessity for non-practicum courses (PHRM441 and PHRM481) for the program accreditation requirements. Main concerns raised include added cost and balancing between full time practicums and exams (JE, PEBC).
- ii. **Possible solutions:** none proposed by submitter.

KS note: Both PHRM 441 and 481 are in the program study plan and therefore it would require UBC Senate approval for removal. This is about a 2 year process. I can appreciate there is an added workload and cost with non-practicum courses in PY4, however at this point in time there are no plans to remove these courses.

PY4 rep: Understand that the changes cannot be done quickly and will take the 2 year process

VP academic: Mentioned that the removal of a course would most likely require another course to replace in its place due to college requirements.

- iii. **PY4 Rep:** a possible solution for PHRM441 could be to release all module contents at once to allow students more flexibility to work around the practicum schedule.

KS note: Will follow up with the course coordinator but students who share this opinion, please write this in your course evaluations.

#### c. Switching to online PHRM 261 [PY2]

- i. **Concern:** it is difficult for some students who live far away to transit for a one-hour course.
- ii. **Possible solution:** allow online joining option/ discussion.

KS note: I can appreciate it can be challenging and inconvenient for students who rely on transit and commute long distances to campus. Will follow up with the course coordinators but students who share this opinion, please write this in your course evaluations. Is there a sense of how many students share this concern with Pipeline? Student feedback in previous years seemed to show the opposite - a preference for having PHRM 211 and subsequent Monday coursework as all in-person, as opposed to PHRM 211 in-person and subsequent courses online.

PY2 rep: PHRM211 before (attendance is optional) then 261 afterwards (mandatory), student's concerns being that they would need to come into school for the one mandatory course, majority of the student body agree that the long commute and in-person lectures are difficult.



KS: Reached out to the 261 lecturers and got the history and background of the students' preferences for the class being online vs in person. This year the time slot was moved in order to minimize disruptions to 211. Open to student feedback on regarding online vs. in person, would prefer if students express on the evaluations  
VP academic: Would be optimal if Year 2 would compile the preferences and concerns

## 2. Exams/Assessments

### a. ★ No Visibility of Assessment Grade Distribution [PY3/PY2]

- i. **Concern:** Students raised concern about lack of visibility of grade distribution for our exams and IA assessments on Canvas, noting that it helps to understand their relative standing in the class
- ii. **Possible Solution:** Make grade averages and distributions available on Canvas.

KS note: Currently, courses generally post the assessment mean so students can see how they compare to the class mean. I believe the grade distribution was discussed at a previous Pipeline meeting last year? Would appreciate more insight from students about if there is a new/different argument not previously discussed for publishing grade distribution data?

PY3 rep: IA assessments average is not seen. Would like to see these averages so students can see where they are in the class, similar to how we receive the marks for the modules

KS: Prior discussions led to a discussion outweighing mental health benefits from withholding immediate grade distribution. Will chat with IA team regarding releasing the grades/distribution of IA grades, however faculty is concerned on mental health impact in regards to the release of grade distributions and competitions and how detrimental it may be for example, a student who sees they are at the bottom of the grade distribution

PY2 rep: Agree that seeing the averages for the IA assessments (Cases, PBAs) would be beneficial, mental health impact may be minimized by removing highest and lowest mark scores

KS: Will chat with the tech team to see if the high/low grades distribution could be released

VP academic: Consensus of PY2/3 wanting IA assessment averages to be released

### b. ★ Elentra calendar mistakes [PY2]

- i. **Concern:** Two exams for 1:15 PM have been scheduled for 1 PM on Elentra - this one is not a concern, however the PHRM 231 midterm started at 10 AM but was in the Elentra calendar as starting at 11 AM.
- ii. **Possible Solution:** Please ensure the calendar is up to date for student clarification

KS note: I acknowledge this is confusing and apologize for the oversight. Enabling units have done another double check of the Elentra calendar to ensure accuracy.

### c. ★ PHRM 231 Midterm [PY2]

- i. **Concern 1:** There was no review after this exam and there was no ability to fill an ACR form for this exam. Left students very upset because there was no opportunity to learn from this or report any unfair questions.

KS note: Non-modular courses unfortunately often do not have ACRs as they are resource intensive. Students are redirected to course coordinators if they have concerns about specific questions.

VP academic: Confirming with Dr. Seto that all exams have a process to look at the trend to flag any questions that may require review before releasing grades

- ii. **Possible solutions:** Review session so students can learn and identify areas to improve.

KS note: A very reasonable suggestion. Will follow up with the course coordinators but this is good feedback for your course evaluations.

VP note: Is the 231 exam included in the "Offer to Review Term 1 Final Exams and In-Term Assessments"?

KS note: Yes, 231 is definitely included and students may submit a request to review.



- iii. **Concern 2:** Course content expectations were not communicated clearly, as the midterm questions did not focus on learning objectives but rather details that students were instructed to not memorize
- iv. **Possible solution:** clearly communicate learning objectives and expected learning outcomes.

KS note: I appreciate this is frustrating for students. Will follow up with the course coordinators but students who share this opinion, please write this in your course evaluations.

PY2 rep: Profs have scheduled a review session. Would have preferred a review session soon after the exam while students could still remember. Appreciate getting the review session, most of the frustration was due to misinformation and discrepancy from examinable material expectations and testing. Students now know what is expected but this should have been communicated from the beginning

KS: If the questions did not align with the exam learning outcomes and expectations, please put these comments and information into the course evaluations so the faculty could review at the end of term. If the students had a difficult time during the assessment, we recommend for students to reach out to the instructors for additional aid. Will reach out to the course coordinators of 231, and hope to see changes before the end of the term and before the EOB as the exams do go through a stats evaluation.

VP academic: If there are any changes in the questions, esp in elective exams, changes to the marking rubric should be communicated to the students like the module exams

**d. PHRM 211 LO4 PBA schedule [PY2]**

- i. **Concern:** PBA #1 and PBA #2 were both scheduled the morning after the RESP exams and students felt they were at a disadvantage as they were tired from the exam and did not have sufficient time to prep before.
- ii. **Possible solutions:** Space out PBA schedule so they are not the day after exams.

VPA note: Confirm with PY2 reps what the week after schedule looked like? Last year we discussed student preferences on having exams every week vs. having two or more assessments in the same week. PBA schedule and expectations are also shared quite early to provide students time to prepare.

KS note: Appreciate the VPA comment above about previous discussions on weekly assessments vs. multiple assessments in the same week. Was a consensus reached during Pipeline discussions last year? The program does try to space things out and provide ample warning of assessment dates, but acknowledge it is challenging to find the right formula and often not possible to evenly space assessments out perfectly.

PY2 rep: Preference of having quiz/EOBs with PBAs in the same week? Feel that students would prefer them to be spaced out, allowing students to prepare ahead of time and set up students for success

KS: In the previous years, surveyed students for the preference of having stress weeks and spacing out assessments, depending on the cohorts and student's preferences. Faculty try their best to look at the schedules ahead of the semester. Will revisit with the IA team but all lab sections will alternate having stress weeks.

**3. Financial Concerns**

- a.

**4. Practicum**

- a.

**5. Mental Health**

- a.

**6. Miscellaneous**

- a.  **Insufficient Table Space in IA [PY3]**

- i. **Concern:** For IA assessments, students find there is insufficient table space for 5-7 students to comfortably do their assessments as everyone needs their laptops, RxFiles, and assessment sheets.



- ii. **Possible Solution:** Spread out lab sections between multiple classrooms, or use larger classrooms. Add extension cords for students

KS note: Please note there are significant limitations to additional room bookings but will follow up with PY3 IA team on the assessment logistics.

VP note: As of October 29th, CBL assessments which required laptop + RxFiles offered a second room to allow more table space for students.

**VPA note: Important note about building limitations, especially re: finding outlets. We have received multiple concerns about our building not having enough charging outlets. We've discussed this issue with building operations and have been informed that this building was originally designed for research purposes, which explains why some characteristics are not the most suitable for students. However due to this design the building has a limited electrical capacity. Building ops had an engineer do a final consult and it seems that adding more electrical outlets or extension cords would be beyond capacity.**

b. ★ **Concession abuse [PY2]**

- i. **Concern:** some students are noticing that their classmates concession assessments due to feeling unprepared for it. Concession should be for valid reasons such as illness/unexpected life events.
- ii. **Possible solution:** flag people who concession on a regular basis.

KS note: Rest assured academic concession is only granted if there are valid grounds as per UBC policy. The faculty does monitor repeat concessions requests and the Office of Student Services follows up with those who repeatedly concession.

KS: All concessions are monitored by faculty and revisited if they are repeated in close proximity, documentation is requested to confirm in such cases (ex. medical note). Also would like students to be mindful that our classmates may not always share with you explicitly why they are concessioning, and they may have a tendency to downplay their situation which may make it seem like they are 'abusing' concession. This is why faculty will monitor and make appropriate interventions as necessary.

c. **Graduation gown for PharmD graduates [PY4]**

- i. **Concern:** a group of PY4 students are inquiring about PharmD students wearing the traditional bachelor's regalia (black) for the graduation ceremonies given the change in the pharmacy program to a doctoral program.
- ii. **Possible solution:** if feasible, explore options to update the graduation regalia for the PharmD graduates or provide insights on the process/timeline

PY4 rep: Wondering if there was an update or change from the previous change and request, understand that it is beyond faculty control, appreciate if it could be addressed.

KS: No update and uncertain if there is a continuation of the concern and solution, mentioned that it is the university's regulations for the graduation gowns

VPA: Uncertain where this conversation from last year left off with or who it was directed to

PY1: <https://graduation.ubc.ca/event/about/academic-regalia/> -> may be helpful to refer to

KS: Will follow up.

**Meeting Adjourned: 12:56PM**

**Moved: Mina ; Seconded: Mitchell**