**November Pipeline Meeting Minutes**
**Date & Time:** November 27th, 2025 12-1pm
Zoom Link: https://ubc.zoom.us/j/62436114411?pwd=MPNeTndRh2zVwpvFozZqCeUScnFMjL.1
Meeting ID: 624 3611 4411
Passcode: 037493

**Attendance:**

| Role | Name | | Year | Name | | Name | |
|---|---|---|---|---|---|---|---|
| VP Academic | Rachel Jung | P | Year 1 | Alexis Jang | P | Jaeryoung Lee | |
| AVP Academic | Jayden Pun | P | | Alyson Huynh | P | Lybah Adnan | |
| 1st Year Rep | Erica Na | P | | Ashley Fisher | P | Lydia Lee | P |
| 1st Year Rep | Gurbaz Grewal | P | | Cyrus Yong | P | Manveen Uppal | P |
| 1st Year Rep | Amy Lee | P | | Ekjaap Athwal | | Maria Sharifi | P |
| 2nd Year Rep | Jacob Magbag | P | | Hannah Dalagan | P | Peter Shin | P |
| 2nd Year Rep | Emma Jin | P | | Ivan Ou Yang | P | Vidhi Patel | |
| 2nd Year Rep | Jaimie Lai | P | | | | | |
| 3rd Year Rep | Mitchell Mah | P | Year 2 | Ahmed Makhlouf | P | Kimia Mirzaei | |
| 3rd Year Rep | Lindsay Barkworth | P | | Daniel Gee | P | Nayab Khurshid | P |
| 3rd Year Rep | Jin-Sun Cho | P | | Dilnar Mamatyusuf | | Rachel Son | P |
| 4th Year Rep | David Wang | | | Gurnoor Kharud | | Soeun Chang | P |
| 4th Year Rep | Ryan Kwok | | | Joshua Matsui | | | |
| Faculty | Dr. Kathy Seto | P | Year 3 | Amy Lee | | Jenny Kang | P |
| | | | | Neyha Dhillon | P | Pouya Pasha | P |
| | | | | Grace Du | | Ryan Johnson | |
| | | | Year 4 | Carmela Sangalang | | Mina Rim | |
| | | | | Meghan MacLaren | | Matthew Lee | |
| | | | | | | | |

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

**Guests:**


Meeting called to order at: 12:03PM


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

## Introduction

- **Dr. Seto and Rachel (VPA) to Co-Chair the Pipeline and lead discussion**
- **Jayden (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 <u>or</u> 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)
- **Attendance will be taken, send your regrets to VPA or AVPA beforehand! Questions?**

## Discussions
*'note' refers to comments left prior to the meeting

- **Courses/IAs**
  a. **[PY3]** Cases are too long
      i. **Concern:** Too much time is allotted to working up cases, only 1.5-2 hours is necessary.
      ii. **Proposed Solution:** The process could be streamlined to give students more time to study and work on other schoolwork.

VP Academic: Please submit your concerns at course evaluations
KS: Thank you for this feedback. Students who share this opinion are encouraged to provide feedback in course evaluations.

  b. **[PY3]** Cases room size
      i. **Concern:** PHRM 3101 is too small for cases.
      ii. **Proposed Solution:** move to 3208 or a similarly sized room.

KS: Historically, IA cases were in PHRM3208, however we shifted to PHRM3101 this year due to UBC Central room booking changes (who control access to 3208). PHRM3101 has the same room capacity as 3208. This year, we increased the number of tables provided per IA group (increased from 2 to 3 tables) based on student feedback over the last few years that two was not enough desk space. The consequence of having additional tables for desk space is that the room will unfortunately feel smaller.
VP Academic: See previous pipeline meeting minutes of 2024/25
KS Comment: If consensus can be made that 2 tables is preferred across all 3 years, a change can be made for the future.

  c. **[PY2]** Online laser pointer
      i. **Concern:** It is difficult to watch lecture recording captures online when lecturers are addressing parts of the slides without a pointer.
      ii. **Proposed Solution:** To have lecturers equipped with a laser pointer or alternative way so that is shows up on lecture recordings

KS: This is good feedback to provide for lecturers on teaching/course evaluations.

  d. **[PY2]** Changing class to online synchronous when lecture is done through remote instruction and course instructor is not present
      i. **Concern:** In our 241 class, we are expected to show up to class in person while our guest presenters and professor are on zoom. I find it unfair I had to commute in for this class when it could've been done on zoom.
      ii. **Proposed Solution:** Move class on to zoom when we have remote instruction.

KS: Thanks for this feedback. Encourage students to please provide this feedback on your course evaluations.
KS comment: If a PY2 is able to let me know which specific PHRM241 session this refers to, I can also connect with the course coordinator. But, also encourage students to put this in your course evals.
PY2 Rep: I believe it was the Oct 29 session on Climate Conscious Inhaler Prescribing Collaborative Seminar

  e. **[PY2]** Make second term course schedules available ahead of time

**THE UNIVERSITY OF BRITISH COLUMBIA**

**Pharmacy Undergraduate Society**
**2405 Westbrook Mall**
**Vancouver, B.C. Canada V6T 1Z3**
**Website: www.ubcphus.org**

    i.    **Concern:** Due to transition to Canvas calendar, second term schedules no longer visible until second term starts; makes scheduling for part-time work, holidays, etc more difficult. Could previously see next term's schedule on Entrada.

    ii.    **Proposed Solution:** Students request for courses to be published on Canvas in advance and make the calendar visible prior to being published.

KS: We are unfortunately unable to publish calendars without publishing the course, but the team is currently working on creating a standardized timetable that would be posted in the E2P Hub. We hope to have this project work completed soon.

    f.    **[PY2]** AI tools

        i.    **Concern:** Students believe AI tools should be allowed lab assessments as IA tools and believe it is more efficient to use it than navigating through 10 different resources. There have been studies shown to portray positive results.

        ii.    **Proposed solution:** AI tools should be allowed in all lab assessments.

KS: The use of AI is an active topic of discussion in the faculty; its use is already permitted in some courses/assessments where it aligns with learning outcomes and enhances learning without compromising competence, fairness or accreditation standards. Early evidence from education journals shows that reliance on AI during assessments can mask gaps in foundational knowledge and clinical judgement and there is no evidence that the Faculty's approach with strategic allowance of AI tools is detrimental to student learning. While AI will certainly play an important role in students' future practice, unrestricted use of AI in practice lab undermines the validity of those assessments, which are designed to measure each student's own skills in reasoning, interpretation, and safe practice. If you are curious about how the Faculty is looking at utilizing AI in our research and education portfolios, we encourage you to reach out to the Director of the Office of Educational Technology and Learning Design, JP Marchand, to learn more.

KS comment: Want to ensure that all foundational skills and knowledge are met with the program, not enough evidence for AI tools to support this and its implementation in the near future.

VP Academic comment: Reach out to Dr. Seto or JP Marchand for further questions.

KS comment: JP Marchand, Director of the Office of Educational Technology and Learning Design jon-paul.marchand@ubc.ca

    g.    **[PY2]** Accessibility

        i.    **Concern:** There was a recent CV #2 for students registered with accessibility and it overlapped with PHRM 211 class. This prevented students from signing up because they did not want to miss class. On the day of the review, person responsible of administrating review session forgot and due to the tardiness, caused more students to miss class. Students are instructed to arrive 5 minutes before reviews and are MAP'd if not punctual.

        ii.    **Proposed Solution:** To ensure that accommodated reviews are not booked over classes or IAs. An alternative option that decreases the workload for everyone: coordinate with accessibility services about the possibility of providing the passcode to individual students upon test completion, to review the test answers before leaving the accommodation centre. This would be streamlined

and beneficial for both parties as it would reduce the workload of the current system as it requires extra emails and sign-up."

KS: This was an unfortunate error in scheduling the review during class time and an accidental oversight in arriving late to the review for which the support team member is very apologetic. The support team member who arrived late provided an option for students to have the review rescheduled, but all students declined. For the future, the team will double check to ensure that they do not schedule reviews that overlap with class. The CFA will not administer assessment reviews as this is not within their purview.

h. **[PY2]** Second term courses are physically located far from PHRM

    i. **Concern:** I am concerned that in the second term for PY2s our classrooms are 1.2km away from the pharm sci building (e.g. MATH). I understand that there are booking issues and conflicts which may make it difficult to coordinate, but for students who have club meetings on Wednesday at PharmSci during our limited 1 hour break, it makes it very difficult to make it to the class on time. This will result in very low attendance rates and additional stress/burden for students. Other students also have expressed that they didn't realize we will be far away from Pharm Sci and did not get a parking pass for the other parkades closer to those other buildings.

    ii. **Proposed Solution:** If possible, having our lectures in other buildings closer to the Pharmacy building (LSC, Forestry). If not, providing an online livestream option would be very much appreciated.

KS: This has been addressed in previous Pipeline Meetings. Room bookings across campus are challenging for all faculties. We do our best to reduce lectures in outside buildings, but this is not always possible and the rooms assigned by UBC Central are out of our control. Livestream is unfortunately not an option; in-person attendance is encouraged to maintain engagement and support deeper student learning.

i. **[PY1]** Inconsistent guidance from facilitators/assessors

    i. **Concern**: Students report receiving contradictory expectations across different facilitators during counselling assessments. Some expect strict adherence to the checklist, while others state certain components are unnecessary or optional.

    ii. **Solution**: Assessors should discuss before the activity about the rubric and always provide the set answer instead of everyone providing completely different answer to avoid confusion when preparing for the upcoming PBA.

KS: IA facilitators are trained on assessments and the rubric/answer key in advance of the assessment or IA session in order to promote standardization across assessors. However, feedback will be brought back to the IA team. If this is an ongoing issue with a specific facilitator, students should reach out to an IA faculty member so that timely feedback and training can be provided to the specific facilitator.
VP Academic comment: Although term is nearing the end, for the future we recommend reaching out to IA lead as soon as possible for marking concerns.

j. **[PY1]** Care Plan Assignment

    i. **Concern:** Some groups lost significant marks after recommending TID dosing based on advice from pharmacist facilitators during prep sessions. Students acknowledge the responsibility to verify information, however, misinformation from facilitators placed groups at a disadvantage

      ii.   **Solution:** Ensure all facilitators are up to date on how to provide advice and how to guide students. Discuss how facilitators can assist students in the problem-solving process without either misinformation or the provision of the answer.

KS: See previous comments above. Will bring this feedback to the IA team, however students who have concerns about specific pharmacist facilitators are asked to provide feedback to an IA faculty member.

    **k.**  **[PY1]** Inconsistent communication and support from Peer tutors

      i.   **Concern 1:** One student applied for the Peer Tutor Program and reached out proactively for PBA2 practice but was redirected to open lab instead, and later received unrelated messages (e.g., regarding a PHUS event ticket). They also did not receive initial onboarding communication and only learned tutors had already contacted mentees through classmates.

      ii.   **Concern 2:** Another student shared that although their tutor is usually responsive, there was no communication prior to the counselling PBA. They forgot the resource existed until peers mentioned practicing with their tutors or not hearing from them either.

      iii.   **Solution 1:** A new mentor, but since it is almost the end of the term, just a note for the future, so that mentees can receive the full support they need, especially since this is a course for third-year students.

      iv.   **Solution 2:** A possible solution would be to promote more communication from peer tutors to their mentees. Perhaps faculty can let the PY3 peer tutors know about the PY1's PBA schedules (i.e. the dates they are being held), so that they are better able to coordinate their schedules. If they are unable to host sessions with their mentees, it would be helpful if they reached out to them and let them know they are unable to host them and offer alternate times after their PBA. This way, the PY3 tutors would be able to focus on their other courses/projects, but the PY1s would still be able to practice their newly developing skills.

KS: Thank you for this feedback. So that we can address these concerns via the appropriate channel, can we confirm if this refers to the OSS Peer Tutoring program or the Peer Teaching course?

PY1 Rep Comment: Peer Teaching course is the program of concern. Experienced a disconnect in terms of which mentors / peer tutors are aware of PBA schedule, especially with lab section specific scheduling. Students typically heard from their tutors twice, want to confirm that this meets the course standard / expectations?

KS comment: Thank you for the clarification, will bring back the feedback to the course coordinators of the peer teaching course to allow them to better prepare students for assessments in the future

PY1 Rep Comment: confident that it was regarding the peer teaching course, possibility that, due to anonymity of comment, was also regarding OSS Peer Tutoring program.

VP Academic Comment: Will follow up with the course coordinator to investigate how scheduling is determined with tutors to make the process more streamlined.

    ●  **Exams/Assessments**

      a.  **[PY3]** FDL crossword format

        i.   **Concern**: Online crossword format for PY3 FDL was hard to navigate. Students had to draw the crossword out by hand, which wasted time.

        ii.   **Proposed Solution**: Have the exam online except have the crossword printed on a paper like other module exams (e.g. PK module written question)

VP Academic: Please submit your concerns at course evaluations.

KS: Agree with VP Academic's comment. Have also passed this feedback on to the IA Leads.

b. **[PY3]** PBA2
   i. **Concern:** Students believe pba#2 was unfair.
   ii. **Proposed Solution:** Reconsider a way for students to make up for this specific test.

KS: Would appreciate more specific information on this concern, i.e. what specifically made the assessment unfair?

VP Academic: Clarified with the students that the amount of practice was not available prior to the lab and students did not feel as prepared for the types of questions. Would advise the students who have difficulty with practice and performance to address the IA leads via email.

PY3 Comment: Not much information was provided on the PBA.

c. **[PY2]** ACR submissions
   i. **Concerns:** Students believe that memorizing questions for ACR submission is unrealistic with the answer and rationale for the answer as well.
   ii. **Proposed Solution:** There should be a way to flag certain questions for revisitation during the review period.

KS: Thank you for this feedback. There is no expectation that students memorize the question in its entirety; a brief description of the general theme of the question would be enough for the team to determine which question has been flagged. Rationale is not something that should be memorized and students should provide a well-supported rationale as part of their ACR submission after reviewing resources and their notes, in order to demonstrate that the assessment question requires rescoring. That said, please rest assured that the vast majority of questions that end up requiring a rescore are detected by statistical analysis alone (i.e. no ACR form was submitted) and almost all questions that are flagged by an ACR are already detected by statistical analysis.

d. **[PY2]** IA is causing stress
   i. **Concern:** Students have stated that IA causes a lot of stress.
   ii. **Proposed Solution:** Would it be possible to have our lowest IA grade dropped?

KS: We appreciate that IA assessments can be a source of stress for some students; would appreciate more details and information about what specifically is the cause of this stress. It is not possible to have the lowest IA grade dropped as each PBA/CBL assesses different knowledge and skills and competency on one PBA/CBL does not replace the need to demonstrate competence on a different one.

VP Academic: I would also like to address there are ways to handle stress from school and we are here to support your academic journey. Cassie Smith is our in-house Counsellor.

PY2 Rep comment: Person who submitted the comment did not specify any particular IA module / assessment. Part of continuing discussion on IA assessment and fairness.

KS comment: Dropping lowest grade is not a practice of this program. If IA is perceived as stressful, the IA team is available for support. Can schedule a meeting for tips on how to tackle assessments / ICE and other resources.

e. **[PY1]** Limited time/opportunity to practice PBAs
   i. **Concern:** Students felt unprepared for the PBA due to limited practice opportunities. Open labs occur only once per week for one hour, and the only practice was during downtime between other PBAs.
   ii. **Solution:** I would suggest building more time into the student schedule dedicated to getting used to this activity, so that students have more chances to practice it and become familiar with the nature of it before they are tested on it.

KS: In September and October, open lab is typically available to students four days a week during lunch. As we approach exam period, the practice lab space is needed more often for CFA and deferred assessments. This makes it more challenging to schedule open lab sessions and find supervisors. For safety reasons, the lab cannot be opened without a supervisor present.

VP Academic Comment: With a busy assessment schedule, understand that it can be frustrating to feel that there is not adequate time to properly review for all assessments. Suggest reaching out to IA team, PhUS mentors, and peer tutors for extra PBA practice. Opening the practice lab is difficult due to the limited number of working staff.

- **Financial Concerns**
    a.
- **Practicum**

- **Mental Health**
    a.
- **Miscellaneous**
    a. **[PY3]** after-hours PHRM classroom access
        i. **Concern:** Following up on after-hours PHRM classroom access. Has there been any progress or discussion since then? There is an inconsistency since PHRM 3208 is often open after hours but filled with non-pharmacy students. The PHRM building gets cold and dark at night. The only warm and bright rooms are locked past 5pm.
        ii. **Proposed Solution:**
            - Have stronger heating for the building outside of the locked classrooms, or open the classrooms back up for use at nighttime.
            - Allow registered PharmD students to use their UBC cards to access designated classrooms or study areas after 5:00 PM.
            - Have designated after-hours study rooms that remain open to Pharmacy students until a set time (e.g., 10:00 PM)
            - Student Access Agreement or Code of Conduct: Pharmacy students could agree to a simple set of expectations when using rooms after hours.
            - Pilot Program and Evaluation: Propose a 3–6 month pilot where card access is tested in one or two classrooms. The Faculty could then evaluate security concerns, cleanliness, and usage rates before expanding the program.
            - Improved Communication and Transparency: Request that the Faculty provide periodic updates (e.g., once per term) on discussions with UBC Security and Facilities about this issue, so students know what progress is being made.

KS: This has been addressed in previous Pipeline Meetings; please refer to the October minutes for further details. PHRM 3208 belongs to UBC Central (not to the Faculty) and we unfortunately do not have control over access.
    b. **[PY3]** Weekly schedules are posted outside classrooms
        i. **Concern:** Weekly schedules are posted outside classrooms to indicate when spaces are booked; however, posted schedules are not updated regularly. Students believe they can study in the room and then are kicked out.

ii. **Proposed Solution:** Ensure room schedules are updated consistently and in a timely manner, ideally at the start of each week.

KS: Thank you for bringing this to our attention. Will bring this feedback to the Building Ops team. Please note that these weekly schedules are typically posted at the start of the week, so will not capture bookings that have not been made at least one week in advance.

c. **[PY3]** Academic concessions being invasive/insensitive
   i. **Concern:** Academic concession team has an auto-reply for concessions due to medical reasons which feels insensitive to students contending with medical issues and difficult to schedule appointments. Students are being told if they can attend morning sessions they should be able to attend afternoon sessions as well. Students feel inquiries about proof of medical conditions or asking them to put more effort into preventing sickness is invasive and inappropriate.
   ii. **Proposed solution:** Students would appreciate it if the academic concession team was more empathetic and compassionate. Don't deny concession requests just because a student went to sessions earlier that day.

KS: The Office of Student Services does not use auto-replies in responding to individual concession requests; would appreciate more clarification on what "auto-reply" this refers to.
The Faculty follows UBC policy on academic concession, which is in place to protect all students and ensure integrity of the academic concession process. In accordance with UBC policy, students are responsible for scheduling non-academic activities to the best of their ability outside of scheduled class time, however the Faculty understands that scheduling medical appointments can be challenging. Medical documentation is requested if students make a second or subsequent concession request, which is also in alignment with UBC's policy. Each concession request is reviewed on a case-by-case basis and approved if students have valid grounds for concession (as outlined in UBC policy).
PY3 Comment: Specific message in email states: "it is a student's responsibility to arrange their scheduled non-academic activities to the best of their ability in a manner that enables full attendance and participation in their courses and programs". Message does not account for sudden circumstances that may occur.
KS comment: Intention is not to be cold or not empathetic, but must adhere to UBC policy.
PY1 Rep Comment: other students have eluded as well, academic concession about the documentation requirement. Other students would have a medical condition and it would be before an exam, and did not submit it in time due to absence of mental headspace. Assessment of the doctor for requirement of doctor's note- redundant and repetitive, reduce the pressure on the physicians when requesting the notes, especially for ongoing condition
KS comment: Faculty does not request medical documentation regularly although it is within their right. When there are repeat concessions, medication documentation is meant for due diligence so that faculty can verify validity of ongoing / repeat concessions and that student is receiving adequate support.
VP Academic: Due to interest of time, feel free to message Rachel, Jayden, or Dr. Seto on the topics below for further clarification.

d. **[PY2]** Temperature in PPL sessions
   i. **Concern:** It gets cold in the PPL labs
   ii. **Proposed solution:** Please turn the heat up if possible. Thank you!

KS: We recently lowered the temperature in the Pharmacy Practice Lab in response to student feedback that the space was too warm. If a significant enough number of students now feel the current temperature is too cold, we can review and consider making further adjustments.

e. **[PY1]** Microphones in lecture halls

      **i.**    **Concern:** Students request that microphones be used whenever possible so that questions and comments from peers are captured on Pantopto. Currently, only the professor's voice is audible, making recordings difficult to follow

      **ii.**    **Solution:** Install mics in the lecture hall

KS: MobileConnect, a technology that allows students to use their smartphones as a microphone, has been installed as a pilot and the Office of Educational Technology and Learning Design has been working with UBC AV to work out some bugs. We are currently testing the app with the PY3 cohort in Term 1, with a plan to roll out to all cohorts in Term 2.

    **f.**    **[PY1]** Excessive noise in PHRM 3rd floor and atrium study areas

      **i.**    **Concern:** After IAs or classes, these spaces become very loud due to conversations and group gatherings. Students find the noise disruptive and challenging when trying to study in these common areas.

      **ii.**    **Solution:** Create a designated Silent Study space in the pharm building like the law library.

KS: We can appreciate how far sound can travel when large groups of students congregate in the building however there is no plan to create an in-house designated silent study space. Students are encouraged to try Woodward library, which is located close by and has over 400 spaces for study, including tables and chairs and study carrels throughout the library, designated quiet and silent study spaces, and bookable rooms (https://woodward.library.ubc.ca/spaces/study-spaces/). Other resources for locating alternate study space on campus include:

- UBC Facilities Learning Spaces: https://learningspaces.ubc.ca/find-a-space-informal/?classroom=&building=&filters=%257B%257D
- UBC Library Group and Silent Study Spaces: https://services.library.ubc.ca/facilities/group-silent-study-space/
- Library Room Booking System: https://libcal.library.ubc.ca/spaces
- Chapman Learning Commons: https://learningcommons.ubc.ca/study-spaces-2/

    **a.**    **[PY1]** Scent-free building not being respected

      **i.**    **Concern:** Students report that the scent-free designation of the PHRM building is not consistently respected. Wearing strong perfumes or colognes poses difficulties for those with scent allergies or sensitivities, which impacts their ability to focus in class.

      **ii.**    **Solution:** Enforce the scent free policy more strictly and resort to Mapping students if they wear strong scents. Also provide more education to both students and staff on why the building is scent free.

KS: UBC has actually moved away from having an official scent-free policy, it's now framed as best practice guidance to be considerate to other people. They removed the scent-free content from the UBC SRS website, the info is on the HR webpage: https://hr.ubc.ca/sites/default/files/documents/Share_the_Air_CWA.pdf

The Building Operations team has recently put up new signage in the classrooms to remind students about the building being scent-free, but unfortunately the scent-free guidance is challenging to enforce.

- **KS: Student Evaluations of Instruction (SEI) - table for next meeting, year reps share comments**
  - a. The Faculty relies on course/teaching evaluations to improve students' learning experience, however we continue to see low response rates which makes it challenging to know what is working and what needs to change. ***Without enough student input, the***

*Faculty cannot confidently act on feedback or make meaningful improvements to teaching and course design*.

b. Questions for discussion:
  i. What would improve motivation for students to complete these SEI?
     - Incentives : grades or gift card raffle
       - For the 1% bonus- can ask the students to submit a screenshot of the completion of SEI survey
  ii. What are the barriers/obstacles to students engaging with these SEI?
     - **Deadline Barrier-** prefer to have it after the ICE exams and allow students more time to complete
     - **Time Obstacle**: Evaluating each individual professor is too much and time consuming, suggestions of separating the Module and IAs
     - **Understanding Barrier**: Students not understanding the SEI process and what the faculty does with the information, only a certain population of students understand but not the entire student body.
       - VP academic comment: Last year Mina and Ryan (currently PY4) were able to make changes to the current PY3 IA and were able to change how assessments are provided.
  iii. What kind of messaging would help encourage students to complete these surveys?
     - If incentives are implemented (ex. 1% bonus), updating the students that 76% of the student body has submitted for SEI (if the minimum to receive the bonus is 80% of the student body to complete SEI)
  iv. How can we get students to attend in-person, if we continue to provide in-class time to complete surveys?
     - Not many students attend the medication management classes, emailing would be the best and Canvas notifications.
c. KS comment: Hard for faculty to make change without measure / feel of comments (i.e. how many students feel the same way). Need to distinguish between pipeline issues and SEI evaluation related issues. KS and faculty to explore evaluation deadlines and possibility / feasibility of incentives - incentives would require some removal of anonymity which may not be possible and/or student feelings could be mixed. Percent participation may not be perceived as fair to the entire student body. Reassure that all evaluation submissions are anonymous and due before the final exam (to prevent potential final exam marking subjectivity).
d. VP Academic comment: Open to receiving


**Meeting Adjourned: 1:01 PM**
**Moved:  Rachel** ; **Seconded: Jayden**